

Exploring Teaching Staff's Narratives about the use of Solution Circles to Support Pupils with Social Emotional and Mental Health (SEMH) Needs

Katie Kemp

Thesis submitted to the University of Nottingham for the degree of Doctor of Applied Educational Psychology

May 2020

Contents Page

Abstract 5

Acknowledgements 7

List of Tables 8

List of Figures 9

List of Appendices 10

List of Abbreviations 11

1. Introduction 12

1.1 Research Aims and Overview 12

1.2 Methodological Orientation 13

1.3 Personal and Professional Interest in the Research 13

1.4 Overview of this Paper 14

2. Literature Review 15

2.1 Introduction to the Chapter 15

2.2 Inclusion 15

2.2.1 Introduction to Inclusion 15

2.2.2 Definitions of Inclusion in Education 15

2.2.3 Historical Perspectives of Inclusion 16

2.2.4 Role of the EP in Promoting Inclusion 17

2.2.5 Barriers to Inclusion within Education 18

2.3 Pupils with Social, Emotional and Mental Health (SEMH) Needs 18

2.3.1 SEMH Needs Definition 18

2.3.2 Prevalence of SEMH needs 19

2.3.3 Understanding SEMH needs 20

2.3.4 Support for Young People with SEMH needs and the Role of the EP 27

2.4 Support for Teaching Staff 28

2.4.1 Teacher Resilience 28

2.4.2 Staff Stress and Teaching Staff Burnout 28

2.4.3 Teaching Assistant's (TA) Role Supporting Pupils with SEMH needs 29

2.4.4 Support for Teaching Staff Working with Pupils with SEMH needs 30

2.4.5 Importance of Hearing the Voices of Teaching Staff 31

2.5 Consultation 31

2.5.1 Consultation within Educational Psychology 31

2.5.2 Models of Consultation 32

2.5.3 EPs Promoting Change through Collaborative Consultation 33

2.5.4 Group Consultation 34

2.6 Systematic Review 37

2.6.1 Introduction 37

2.6.2 Objective of the Systematic Review 38

2.6.3 Inclusion Criteria 38

2.6.4 Literature Search Strategy 40

2.6.5 Literature Search Outcomes 41

2.6.6 Publication Bias 42

2.6.7 Method of Review 43
2.6.8 Quality Appraisal 44
2.6.9 Summary of Included Studies 45
2.6.10 Findings of Systematic Review 49
2.6.11 Summary of Systematic Review 55
2.6.12 Limitations of Systematic Review 56
2.7 Solution Circles 56
2.7.1 Solution Circle (SC) Process 56
2.7.2 Theoretical Underpinnings: Solution Oriented Thinking 58
2.7.3 Previous Solution Circles Research 60
2.8 Rationale for Research 61
3. Methodology 63
3.1 Introduction 63
3.1.1 Introduction to the Chapter 63
3.1.2 Research Aims 63
3.2 Design Philosophy: Ontological and Epistemological Assumptions 63
3.2.1 Evidence- Based Practice 63
3.2.2 Two conceptions of Social Reality: Subjective and Objective Approaches 64
3.2.3 Overview of Paradigms 65
3.2.4 Ontological and Epistemological Stance of this Research 67
3.3 Design Strategy: Narrative Research 68
3.3.1 Narrative Research 68
3.3.2 Choosing Narrative Methods 69
3.3.3 Narrative Methodology: Narrative Orientated Inquiry 71
3.3.4 Narrative Method of Data Collection: The Narrative Interview 76
3.3.5 Trustworthiness 77
3.4 Design Methods: Procedure, Data Collection, Data Analysis and Ethical Considerations 79
3.4.1 Stakeholder Engagement 79
3.4.2 Context 80
3.4.3 Selection Criteria 80
3.4.4 Participant Characteristics 81
3.4.5 Intervention: Solution Circles 82
3.4.6 Data Collection Method: Narrative Interview 85
3.4.7 Data Analysis: Narrative Orientated Inquiry 86
3.4.8 Ethical Considerations 92
3.4.9 TEP as Researcher-Practitioner 94
3.4.10 Critical Reflexivity 94
3.4.11 Limitations of Methodology 95
3.5 Chapter Summary 96
4. Findings 97
4.1 Introduction to the Chapter 97
4.2 Holistic- Form Analysis 97
4.2.1 Introduction 97
4.2.2 Holistic-Form Analysis RQ 1 97
4.3 Categorical Content Analysis 110

4.3.1 Introduction 110
4.3.2 Categorical-Content Analysis RQ2 110
4.3.3 Categorical-Content Analysis RQ3 117
4.4 Summary of Findings 126
5. Discussion and Reflections 129
5.1 Introduction to the Chapter 129
5.2 Holistic-Form Analysis RQ 1 129
5.2.1 Starting in a Period of Challenge: Before the Solution Circle 129
5.2.2 Point of Progression: Solution Circle 131
5.2.3 Variable Progression and Regression: After the Solution Circle 132
5.3 Categorical-Content Analysis RQ2 134
5.3.1 Major Category: Process 134
5.3.2 Major Category: Affective Factors 136
5.4 Categorical-Content Analysis RQ3 137
5.4.1 Major Category: Implementing Change 137
5.4.2 Major Category: Conceptualisation of Young Person 139
5.4.3 Major Category: Relationships/Support 140
5.4.4 Major Category: Affective Factors 141
5.4.5 Major Category: Moving Forward 142
5.5 Strengths and Limitations of the Research 143
5.5.1 Reflections on Participant Selection 143
5.5.2 Reflections on the intervention 143
5.5.3 Reflections on data collection 145
5.5.4 Reflections on analysis 148
5.6 Implications 151
5.6.1 Future Research 151
5.6.2 Schools 152
5.6.3 Teaching Staff 152
5.6.4 Educational Psychology 153
5.6.5 The Researcher 154
5.7 Conclusion 155
References 157
Appendices 180

Abstract

Background: Solution Circles (SCs) are a collaborative group consultation approach based on the principles of inclusion (Forest & Pearpoint, 1996). One of the most prominent issues regarding inclusion in education is how we support children who have Social, Emotional and Mental Health (SEMH) needs (British Psychological Society [BPS], 2002). Young people with SEMH needs report teachers as their most common source of support (Meltzer, Gatward, Goodman, & Ford, 2000). Research has found addressing SEMH needs can be emotionally and physically exhausting for teachers (Cole, 2010), and is a primary factor in teacher burnout (Bauer et al., 2006). However, the opportunity for teachers to reflect through narrative peer support groups and group consultations has been recognised as a key source of support when working with pupils with SEMH needs (Rae, Cowell & Field, 2017; Davison & Duffy, 2017). There is limited empirical evidence concerning group consultation approaches (Bennet & Monsen, 2011) and currently, only two published studies on SCs (Grahamslaw & Henson, 2015).

Aim: The current research aimed to explore teaching staff's narratives about the use of SCs to support a young person with SEMH needs.

Design: The researcher facilitated SCs with teaching staff within secondary schools for five focus pupils with identified SEMH needs. The staff member who had the most responsibility for the young person took the role of 'Problem Presenter' in the SC and participated in two narrative interviews afterwards. The first interview was held approximately one week after the SC, as the next steps determined in the SC are implemented in the first few days. The second interview was held approximately six weeks after, in line with the plan-do-review process (Department for Education [DfE], 2015a). Narrative methods were adopted to understand how teaching staff make sense of potentially challenging experiences (Becker, 1997). The researcher utilised an adapted Narrative Orientated Inquiry (NOI) (Hiles & Cermack, 2008). A multi-layer analysis was employed using the following interpretative perspectives: holistic-form and categorical-content (Lieblich, Tuval-Mashiach & Zilber, 1998).

Findings/Conclusion: The holistic-form analysis identified the types of stories told by teaching staff about the use of SCs to support pupils with SEMH needs. Teaching staff's narratives were generally of a 'romantic saga' typology (Gergen & Gergen, 1988), with multiple periods of regression and progression throughout the story. Stories appeared to start in a period of challenge; then progression seemed to occur at the point of the SC. Following the SC, variable progressive and regressive accounts were given by teaching staff. The categorical-content analysis found that in relation to their experience of the SC, teaching staff's narratives focused on aspects of the 'process' and 'affective factors'. The second categorical-content analysis found that six weeks after the SC, teaching staff narrated individual accounts of supporting the young person in relation to 'implementing change', 'conceptualisation of the young person', 'relationships/support', 'affective factors', and 'moving forward'. Overall, the solution-orientated and positive approach of SCs was suggested to have some positive impact on teaching staff's narratives, though individual stories showed variation due to the complexities of each situation. Future implications of this research are considered in relation to teaching staff, schools, Educational Psychology, and further research.

Acknowledgements

I would like to thank the following for the guidance and support they have given me in completing the Doctorate in Applied Educational Psychology and the associated research:

- the tutor team at the University of Nottingham, in particular my tutor Dr Nick Durbin,
- my fellow Nottingham Trainee Educational Psychologists,
- my placement local authority Educational Psychology Service, in particular my supervisor Dr Alexandra Redfern,
- the teaching staff and schools who participated in the research;
- and last but not least, my family and friends, in particular my mom, for the ongoing support and encouragement.

List of Tables

Table Number	Table Title	Page
Table 1	Models of Consultation	32
Table 2	Group Consultation Approaches	35
Table 3	PICo Framework (Lockwood et al., 2015)	38
Table 4	Inclusion and Exclusion Criteria	39
Table 5	Weight of Evidence	44
Table 6	Summary of Included Studies of the Systematic Review	45
Table 7	Themes from Included Studies	49
Table 8	SC Process (Forest & Pearpoint, 1996)	56
Table 9	Ten Solution-Orientated Principles (Rees, 2008)	57
Table 10	Assumptions about the nature of social science (Burrell and Morgan, 1979 taken from Cohen et al., 2007)	64
Table 11	Overview of Paradigms (Mertens, 2010)	65
Table 12	Interpretative Perspectives (adapted from Hiles et al., 2009).	74
Table 13	Secondary School Contextual data 2018/19	79
Table 14	Participant Information	80
Table 15	Solution Circle set up information	82
Table 16	Diana's Categorical-Content Analysis One	108
Table 17	Alison's Categorical-Content Analysis One	110
Table 18	Karen's Categorical-Content Analysis One	111
Table 19	Lisa's Categorical-Content Analysis One	112
Table 20	Wendy's Categorical-Content Analysis One	114
Table 21	Diana's Categorical-Content Analysis Two	115
Table 22	Alison's Categorical-Content Analysis Two	117
Table 23	Karen's Categorical-Content Analysis Two	119
Table 24	Lisa's Categorical-Content Analysis Two	122
Table 25	Transcript Example	147

List of Figures

Figure Number	Figure Title	Page
Figure 1	Five basic behavioural operations (adapted from Landrum & Kaufman, 2006)	22
Figure 2	Three dimensions of attribution theory (Weiner, 1986)	24
Figure 3	Attachment Styles adapted from Ainsworth et al. (1978)	25
Figure 4	Ecological Systems Model (Bronfenbrenner, 1979)	26
Figure 5	Self-Determination Theory (Deci & Ryan, 2012)	27
Figure 6	PRISMA flow diagram (Liberati et al., 2009)	41
Figure 7	Decision Making Tree (Saini & Shlonsky, 2012)	43
Figure 8	Narrative Orientated Inquiry Process (Hiles et al., 2009)	73
Figure 9	Solution Circle Guidance	83
Figure 10	Timeline of Process	84
Figure 11	Stable Narrative Example Plot	86
Figure 12	Progressive Narrative Example Plot	86
Figure 13	Regressive Narrative Example Plot	87
Figure 14	Tragedy Narrative Example Plot	87
Figure 15	Comedy Romance Narrative Example	88
Figure 16	Happily-Ever-After Narrative Example	88
Figure 17	Romantic Saga Narrative Example	88
Figure 18	Diana’s Graphical Representation	96
Figure 19	Alison’s Graphical Representation	98
Figure 20	Karen’s Graphical Representation	100
Figure 21	Lisa’s Graphical Representation	103
Figure 22	Wendy’s Graphical Representation	106

List of Appendices

Appendix Number	Appendix Title	Page
Appendix 1	Systematic Literature Review Quality Appraisal	175
Appendix 2	Recruitment Letters	179
Appendix 3	Information sheets	181
Appendix 4	Teaching Staff Consent Form	183
Appendix 5	Parent Consent Form	185
Appendix 6	Solution Circle Flipchart Example	187
Appendix 7	Reflective Diary Extracts	188
Appendix 8	Narrative Interview Guidance	191
Appendix 9	Raw Transcript Extract	193
Appendix 10	Holistic-Form Summary Tables	195
Appendix 11	Categorical-Content Analysis One Summary Tables	218
Appendix 12	Categorical-Content Analysis Two Summary Tables	225
Appendix 13	GDPR Privacy Notice	243
Appendix 14	Debriefing Sheet	245

List of Abbreviations

BPS	British Psychological Society
DCSF	Department for Children, Schools and Families
DfE	Department for Education
DoH	Department of Health
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EPPI Centre	Evidence for Policy and Practice Information Centre
NOI	Narrative Orientated Inquiry
SEAL	Social and Emotional Aspects of Learning
SC	Solution Circle
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SFBT	Solution Focused Brief Therapy
TA	Teaching Assistant
TEP	Trainee Educational Psychologist

1. Introduction

1.1 Research Aims and Overview

This thesis aims to explore teaching staff's narratives about the use of Solution Circles (SCs) to support young people with Social, Emotional and Mental Health (SEMH) needs.

SCs are a collaborative group consultation approach, based on the principles of inclusion (Forest & Pearpoint, 1996). Inclusion is considered to be a human rights issue, which seeks to ensure all children have access to appropriate education regardless of their Special Educational Need (SEN) (UNESCO, 1994). SEMH needs are considered a SEN (Department for Education [DfE], 2015a), and one of the most prominent issues regarding inclusion in education is how we support children who have SEMH needs (British Psychological Society [BPS], 2002). Promoting positive SEMH within schools is also a high priority within the current social climate (DfE & Department of Health [DoH], 2017).

Research has indicated that working with children with SEMH needs is a primary cause of teacher-related stress and burnout (Bauer et al., 2006). Therefore, supporting teachers to meet the needs of these children is of high importance (DfE & DoH, 2017). The opportunity for teachers to reflect through narrative peer support groups has been recognised as a valuable source of support when working with children with SEMH needs (Rae, Cowell & Field, 2017). Furthermore, consultations facilitated by an Educational Psychologist (EP) are considered a useful approach in increasing teacher understanding and confidence to manage challenging situations (Wagner, 2008), with research suggesting that group consultations are a beneficial approach to supporting teaching staff working with pupils with SEMH needs (Davison & Duffy, 2017).

SCs are a form of group consultation (Forest & Pearpoint, 1996), which teachers have reported to be a flexible, creative tool which encourages inclusive problem-solving (Brown & Henderson, 2012; Grahamslaw & Henson, 2015). However, there is currently a limited evidence base on SCs (Grahamslaw & Henson, 2015).

1.2 Methodological Orientation

The researcher facilitated SCs with teaching staff within three secondary schools for five focus pupils with identified SEMH needs. The member of teaching staff who had the most responsibility for the young person took the role of 'Problem Presenter' within the SC and participated in two narrative interviews afterwards. The researcher utilised an adapted Narrative Orientated Inquiry (NOI) (Hiles & Cermack, 2008). A multi-layer analysis was employed using the following interpretative perspectives: holistic-form and categorical-content (Lieblich, Tuval-Mashiach & Zilber, 1998). Firstly, a holistic-form analysis considered the form of the overall stories. Secondly, the researcher selected a categorical-content analysis which focused on self-contained segments of content within each narrative (Hiles & Cermack, 2008).

1.3 Personal and Professional Interest in the Research

The research is grounded within the researcher's personal and professional interests. Prior to starting the doctoral course, the researcher had worked with young people with identified SEMH needs at a specialist provision and developed a specific interest in promoting the inclusion of these pupils. The researcher initially became interested in SCs when working as an Assistant EP for a local authority where SCs were used as a problem-solving tool by EPs to support adults working with young people with SEMH needs. In the first year of the doctoral training course, Trainee EPs (TEPs) are asked to complete a systematic literature review. The aforementioned interest of the researcher resulted in a planned focus on SCs for this literature review. However, an initial search found there to be a limited evidence base for SCs. It was thus decided that it would be both novel and useful to explore the use of SCs for the present doctoral research.

The researcher decided to explore teaching staff's narratives of their experience of SCs for several reasons. Firstly, the researcher's personal and professional experiences have made her interested in how EPs can support teaching staff through collaborative consultation approaches. Furthermore, the researcher wanted to explore the complexities of the individual narratives of teaching staff, over a series of events (before, during, and after the SC). Narrative methods offer an idiographic approach, that focuses on sequencing and progression within individual stories (Squire, 2013).

The researcher felt that hearing the unique narratives of teaching staff would contribute to evidence-based practice in Educational Psychology. Narrative methods also align with the researcher's personal world view that reality is subjective and socially constructed. Therefore, narrative methods are considered to complement the research question as well as the personal values, professional interests and epistemological stance of the researcher.

1.4 Overview of this Paper

Chapter 2 Literature Review: The narrative literature review gives an overview of the areas of literature relevant to this thesis. This is followed by a systematic literature review which explores what is known about teaching staff's experiences of group consultation in the UK and Ireland.

Chapter 3 Methodology: This chapter provides an account of the design philosophy, strategy, and methods of this research. This chapter will outline the research aims before exploring the epistemological and ontological stance of the research. The concept of narrative approaches and its application to research is presented. The chapter then outlines the design of the study, including the procedure and analysis. Finally, ethical considerations, trustworthiness, critical reflections and limitations concerning the research are discussed.

Chapter 4 Findings: This chapter provides an account of the study's findings. The first section focuses on presenting the analysis of the types of stories told by teaching staff using a holistic-form analysis. The second section of the chapter presents the categorical-content analysis of teaching staff's narratives.

Chapter 5 Discussion and Reflections: This chapter relates the findings of the research to existing literature and reflects on the narratives constructed by teaching staff. The chapter then explores the strengths, limitations, and implications of the research.

2. Literature Review

2.1 Introduction to the Chapter

This literature review will seek to explore literature purposeful to the research. The wider review of the literature will firstly focus on inclusion, pupils with SEMH needs, and teaching staff's experiences of support. It will then consider the topic of consultation, group consultation approaches, including a systematic literature review on teaching staff's experiences of group consultation approaches, leading to exploration of SC literature.

2.2 Inclusion

2.2.1 Introduction to Inclusion

Inclusion is subject to several areas of debate, including social, political and educational discourse (Thomas & Vaughan, 2004). It is considered a human rights issue which sits within equal opportunities legislation (Centre for Studies on Inclusive Education, 2002). Inclusion is rooted within considerations of social justice, human rights, and law that prohibits discrimination, and not solely derived from research regarding the effectiveness of special education (Thomas & Vaughan, 2004). Jupp (1992) stated that the mark of inclusive and civilised, societies, and systems, are those that support the weakest members rather than the strongest.

Within education, inclusion is a widely promoted and used term within systems and policies (Booth, Ainscow, Black-Hawkins, Vaughan & Shaw, 2002). However, it can be argued that there is little clarity as to its definition and how it is translated into practice (Sikes, Lawson & Parker, 2007). Some suggest that inclusion has become "a cliché-obligatory in the discourse of all right-thinking people," with individuals using the term without a clear understanding of meaning or implementation (Thomas & Loxley, 2007, p. vii). Furthermore, Thomas and Loxley (2007) assert that inclusion in education needs to be focused on the development of the whole system to promote tolerance, diversity, and equity rather than a focus on an individual child's SEN.

2.2.2 Definitions of Inclusion in Education

Inclusive education is a global phenomenon (UNESCO, 1994). In the BPS's (2002) Inclusive Education position paper, 'inclusion' is defined as the child's right to participation in education and the educational setting's responsibility to accept. The document states that inclusive education is concerned with rejecting any form of segregation or exclusion for pupils; maximising the participation of learning; making learning meaningful and relevant; and rethinking and reconstructing the system in order to meet individual pupil needs (BPS, 2002).

Inclusion is considered to not just be about the process of integration and putting everyone together; it is about changing the way we think about diversity and equality (Thomas & Vaughan, 2004). It is important to note the difference between the terms integration and inclusion as when reviewing the literature these words are often used as synonyms (Frederickson & Cline, 2011). Ainscow (1995) asserted that integration is the expectation of the individual changing in order to fit the system, whereas inclusion is the environment making adaptions to meet the individual's needs.

2.2.3 Historical Perspectives of Inclusion

It was not until the Education Act in 1970 that all children were entitled to an education, regardless of their SEN (Education Act, 1970). The Warnock Report (Warnock Committee, 1978) introduced the term SEN, replacing the previous categories of 'handicap.' Warnock presented SEN as being a continuum rather than a fixed label. The use of the term 'special needs' is suggested to move away from the medical model and the word 'disability,' which is argued to imply treatment (Thomas & Vaughan, 2004). However, it is argued that the term SEN does not fit into a social model of disability as it is within-child; instead the concept of 'barriers to learning and participation' should be used as they exist within the nature of and interactions within settings (Booth et al., 2002).

In 1992, the British government signed the Salamanca statement which identified inclusion and participation in education as a human rights issue (UNSECO, 1994). Further to this, the government produced documentation emphasising inclusion but also stressed that where individual needs could not be met in mainstream schools, the government would ensure specialist provisions were maintained (Department of

Education and Employment, 1997). The new focus on inclusion led to a revised SEN Code of Practice (Department for Education and Skills, 2001) concentrating on the right for children with SEN to be educated in their community. However, Warnock (2005) later commented that the concept of inclusion was a disastrous legacy of her 1978 report. She suggested that inclusion is concerned with the best way for individual needs to be met rather than a commonplace of learning. Furthermore, government documents (DfE, 2011, p.8) promised to 'remove the bias towards inclusion' when selecting a place of learning for a young person. This comment was thought to imply that there had been a previous 'bias' towards inclusion, however, it was pointed out that although there had been inclusive education rhetoric, the incongruities within the rhetoric, negatively impacted on effective implementation of inclusive education practices (Runswick-Cole, 2011).

2.2.4 Role of the EP in Promoting Inclusion

A key aspect of the EP role is to promote equality and inclusion for pupils experiencing additional needs (Gulliford & Miller, 2015). During the early years of the development of the role, EPs were constructed as adopting a 'within-child' approach; focusing on identification of children's problems or disorders through 'intelligence testing' (Love, 2009). However, following the reconstruction of Educational Psychology in the 1970s (Gillham, 1978); EPs have been asserted as practicing at a more systemic level (Wagner, 2008), with a move towards becoming an agent of change in schools through collaborative work (MacKay, 2007).

Inclusive education systems recognise the importance of children having a sense of belonging and providing nurturing relationships which focus on building the child's strengths (O'Brien & Forest, 1989). The BPS (2002) suggest the psychologist's role in supporting inclusion includes: systemic work; research regarding developing inclusive environments; collaborative working with schools and other professions; and demonstrating an acceptance of difference and diversity. The EP is asserted to have a key role in supporting systemic change to help overcome barriers to inclusion (Farrell et al., 2006).

2.2.5 Barriers to Inclusion within Education

Political and organisational cultures are suggested to not fully support inclusion of all students (Artiles, Kozleski, Dorn & Chirstensen, 2006), and conflicting policies such as raising standards while promoting inclusion can lead to variation in practice due to individual interpretation and focus (Burton, Bartlett & Anderson, 2009). For example, the government has identified exam anxiety and the impact this has on mental health as a priority concern. However, guidance for supporting this area suggested children should develop coping strategies, rather than consideration being given to adapting the education system to meet the child's SEMH needs (DfE & DoH, 2017).

Booth et al. (2002) suggested that making schools more inclusive may involve teaching staff in a painful process of challenging their own discriminatory practices and attitudes. Moreover, Monsen, Ewing and Kwoka (2011) asserted that teaching staff's attitudes towards inclusion depend on levels of support. Literature documents that a lack of resources makes inclusive education challenging to implement (Paliokosta & Blandford, 2010). Furthermore, the BPS (2002) highlighted that one of the most prominent issues regarding inclusion in education is how we support children who have SEMH needs.

2.3 Pupils with Social, Emotional and Mental Health (SEMH) Needs

2.3.1 SEMH Needs Definition

The concept of SEMH needs was introduced in the revised SEN Code of Practice (DfE, 2015a). The term SEMH was proposed, following an exploration of the helpfulness of the previous term 'Behavioural, Emotional, and Social Difficulties' (DfE, 2012b). The consultation found 52% of participants felt the term was unhelpful as it was vague and implied a focus on negative behaviours. The introduction of the term SEMH in the SEN Code of Practice (2015a) marked the first time the phrase 'mental health' had been used in SEN legislation. It is suggested that rather than attempting to fit young people into a category, the SEN Code of Practice focuses on identifying strengths and needs in order to respond most effectively. Within the SEN Code of Practice (DfE, 2015a), SEMH needs are described as:

"Children and young people [who] may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder."

(DfE, 2015a, Section 6.32).

However, it has been argued that the above definition of SEMH continues to be ambiguous, as it fails to specify criteria for the described difficulties (Norwich & Eaton, 2015). Additionally, Norwich and Eaton (2015) raised concerns regarding the introduction of the term 'disorder' in the definition, due to suggested issues around reliability and general validity of diagnoses[1].

2.3.2 Prevalence of SEMH needs

Since the implementation of the revised SEN Code of Practice (2015a), SEMH needs are suggested to be the most frequently observed category of SEN in secondary schools in England (Sheffield & Morgan, 2017). Young people with SEMH needs are considered one of the most vulnerable groups within the education system (Armstrong & Hallett, 2012).

Public Health England (2016) reported that clinically significant mental health needs are experienced by approximately 10% of those aged 5−16 years old; the needs include anxiety, depression and conduct disorder. Data indicates that boys are more likely to have identified SEMH needs (DfE, 2012a). Some researchers suggest that gender differences are as a consequence of socialisation rather than as a product of biological difference (Oakley, 1985). The primary behaviours associated with boys

[1] The existing literature is noted as using a range of terms that fall within the umbrella term of SEMH needs. For the purpose of this review the researcher will use the term SEMH needs to encapsulate the literature that focussed on specific areas that fit within the SEMH definition e.g. 'challenging behaviour'.

SEMH needs are physical defiance and verbally abusive behaviours (Ofsted 2005). Lloyd (2005) found that teachers are more likely to identify disruptive behaviours as a SEN than non-disruptive behaviours such as presenting as withdrawn. Girls are suggested to be more likely to internalise emotions than boys, with emotional distress and symptoms of depression typically more prevalent in girls (Patalay & Fitzsimons, 2017).

In the UK, there is a suggested decline in child emotional wellbeing, which is perceived as being due to a lack of opportunities for children to talk about emotions and to participate in positive activities (Department for Children, Schools and Families [DCSF], 2010). Furthermore, childhood is suggested to be more stressful due to factors such as increasing school pressure, social media, and family breakdowns (Public Health England, 2016). Problems with mental health provision in the UK have been identified (House of Commons Health Committee, 2014), and the welfare of children with SEMH needs is a prominent concern for educators and policymakers (Armstrong & Hallett, 2012). Additionally, the UK government outlined an extra £1.4 billion available to support children's mental health from 2015/16 to 2019/2020 (DfE & DoH, 2017); suggesting that all schools in England will have mental health training by 2020 (DfE & DoH, 2017).

2.3.3 Understanding SEMH needs

Historical approaches to mental health have often been based on a deficit model used to describe illness, however, moving forward there is increasing use of asset-models which focus on a more systemic approach to promoting all mental health not just addressing need (Morgan & Ziglio, 2010). Thus, striving for proactive ways to promote mental health rather than reactive ways of treatment (World Health Organisation, 2013). There are four principal paradigms that can be drawn on to understand SEMH needs; medical, social, educational, and psychological.

2.3.3.1 Medical Model. The medical model typically attributes SEMH needs to internal states of disease and pathology (Gutkin, 2012), with a focus on applying diagnostic labels for young people (Jones, 2003). The diagnostic categories within the Diagnostic and Statistical Manual V (American Psychological Association, 2013)

are argued to have issues around reliability and validity, with categories having excessive comorbidity, inadequate coverage, and unstable boundaries with healthy psychological functioning (Widiger & Trull, 2007). The weak reliability and validity of the medical model's categorisation system is suggested to lead to ineffective treatments (Gutkin, 2012). In addition, use of categorisation is considered by some to have adverse psychological effects, whereas others find the use of categorisation helpful in increasing understanding (Bringewatt, 2013). Researchers suggest that both negative and positive outcomes of labelling should be acknowledged and stress the need to label the SEMH need rather than person (Link & Phelan, 2010). A significant criticism of the medical model is that it can be reductionist, failing to recognise the social complexity of the situation (Tew, 2005).

2.3.3.2 Social Model. The social model of mental health suggests inclusion is created by society (Jupp, 1992). It posits that SEMH needs are socially constructed and impacted by attitudes and stigma (Chandra & Minkovitz, 2007). A systematic review by Plaistow et al. (2014) highlights stigma as one of the main barriers for young people accessing mental health services. Social constructionism (Burr, 1995) posits that language constructs our reality. It is therefore essential that care is taken in the selection of terminology used to describe young people with identified SEMH needs; the importance of language is also evident within earlier discussions around the term SEN (Warnock Committee, 1978; Thomas & Vaughan, 2004).

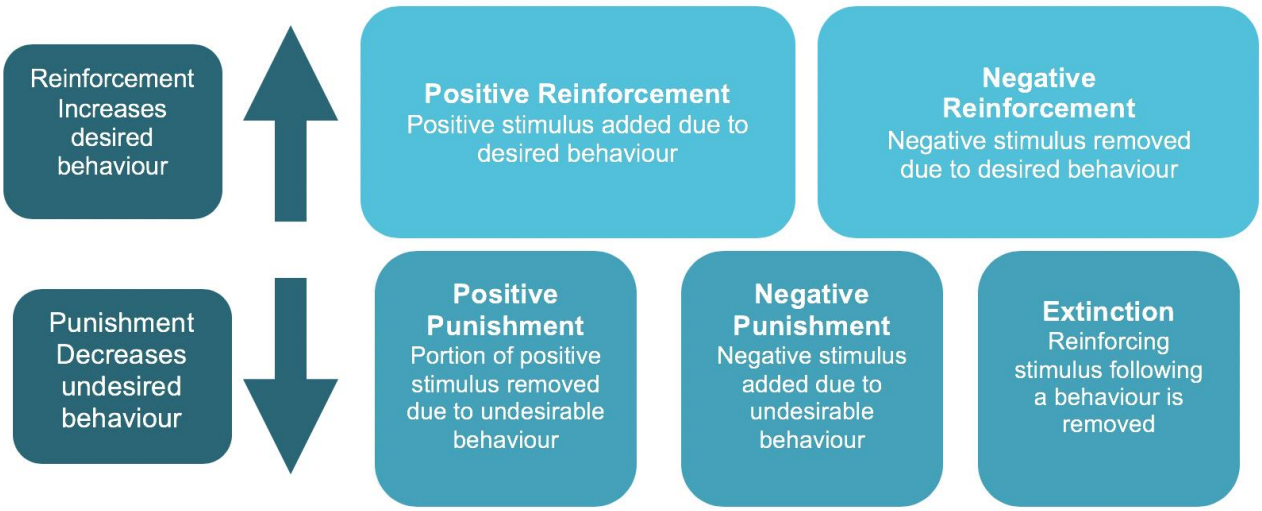
2.3.3.3 Educational Model. The educational model highlights the importance of teaching young people SEMH competencies and developing an individual's emotional literacy (DCSF, 2007). The Social and Emotional Aspects of Learning (SEAL) programme (DCSF, 2007) was based on an application of a psycho-educational model to understand SEMH needs. The programme was implemented in 70% of secondary schools; however, the initial evaluation of secondary schools found the school and pupil level outcome data indicated SEAL failed to have a positive impact (DfE, 2010). Future recommendations in the evaluation report suggested the need for further investigation into 'what works' and parental engagement. It will be important for current government guidance to consider these recommendations when creating plans for increased taught input on SEMH in the curriculum (DfE & DoH, 2017).

2.3.3.4 Psychological Models. In this section, five psychological perspectives which are particularly pertinent within this research will be outlined, please note there are other perspectives that have not been considered. Gulliford and Miller (2015) suggest that applied psychologists can understand behaviours associated with SEMH needs through three key perspectives: Behavioural, Cognitive and Psychodynamic. In addition, the researcher will consider how SEMH needs can be understood through application of Ecological Systems Theory (Bronfenbrenner, 1979), and Self-Determination Theory (Deci & Ryan, 2012). It must be acknowledged the descriptions are brief overviews of each perspective and may lack depth due to the limited word count of the review.

Behavioural Perspective. Behavioural approaches were founded by Skinner (1953) and are considered a dominant paradigm in behaviour management (Landrum & Kauffman, 2006). They are based upon the analysis of the context, interactions, antecedents, and consequences (Gulliford & Miller, 2015). The basic behavioural operations are illustrated below (see Figure 1).

Figure 1

Five basic behavioural operations (adapted from Landrum & Kaufman, 2006)



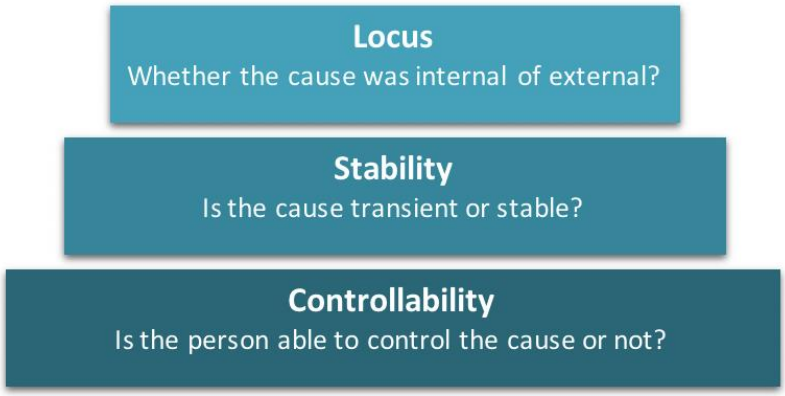
Behavioural approaches are asserted to involve a complex process that requires a sound understanding of behavioural principles in order to be implemented effectively; diluted versions and misinterpretations can be potentially detrimental (Gulliford & Miller, 2015). Gable, Hester, Rick, and Hughes (2009) highlight that strategies based on behavioural approaches, such as the 'Use of Rules, Praise, Ignore,' are sound practices for managing behaviours that challenge in school settings. However, the authors acknowledge that there are times when this strategy may not work, and when behavioural approaches are not successful, practitioners should complete a functional behaviour analysis to generate an appropriate support plan. Furthermore, Gable, et al. (2009) also highlighted the importance of school rules based on positive reinforcement, as rules associated with punishment are suggested to be more likely to reinforce negative behaviour.

Cognitive Perspective. Cognitive perspectives on SEMH needs propose behaviour as the external manifestation of internal processes produced by cognitions that are maladaptive or that have adapted to challenging psychosocial experiences (Gulliford & Miller, 2015). Weiner (1986) proposed a theory of motivation and emotion which suggested attributions existed within three spectrums: Locus, Stability and Controllability (see Figure 2). Attribution theory focuses on how cognitive attributional processes can lead people to develop theories or opinions as to the causes of another's behaviour (Gulliford & Miller, 2015). For example, attribution theory would posit that if teachers attributed behaviour to aspects out of the young person's control it would lead to increased sympathy and support (Reyna & Weiner, 2001).

Miller (1995) found that primary school teachers in consultation with an EP were more likely to attribute behaviours that challenged to home factors, therefore, attribution theory would suggest a potential lack of control for young people's behaviour. In contrast, research exploring parental attributions found that parents are more likely to attribute challenging behaviour to teacher fairness and peer influences (Miller, Ferguson, & Moore, 2002), again suggesting a lack of control and responsibility over the child's behaviour. Children can face confusion if there are contrasting boundaries or conflicts with the school and home system. However, it is suggested that the EP can create a third system which can facilitate collaboration between home-school systems (Miller, 2003).

Figure 2

Three dimensions of attribution theory (Weiner, 1986)

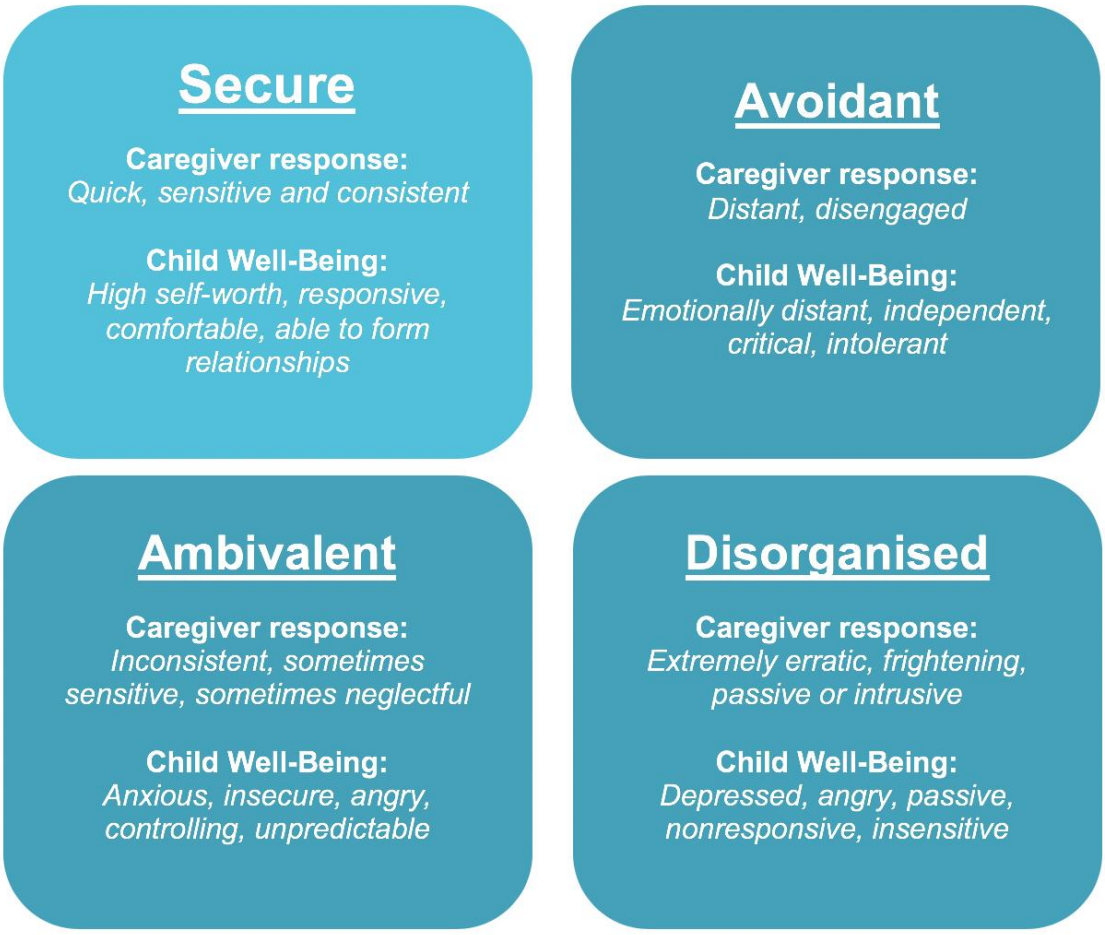


Psychodynamic Perspective. Attachment theory (Bowlby, 1969) derives from psychodynamic perspectives, and suggests early childhood relationships contribute to the development of attachment style. Ainsworth, Blehar, Waters and Wall (1978) highlight four styles of attachment (see Figure 3).

Attachment theory is suggested to explain the influence of early childhood experiences on school behaviour in two ways. Firstly, how a young person's early experiences can influence their ability to build relationships in school and elsewhere. Secondly, by emphasising the central importance and influence that childhood relationships have on later relationships inside and outside of school (Gulliford & Miller, 2015). Pupils with SEMH needs are said to find it more challenging to trust adults due to feelings of insecurity and a sense of injustice from past experiences (Wise, 2000). The application of attachment theory helps adults empathise and understand young people's behaviours (Gulliford & Miller, 2015). However, attachment theory must be applied with caution as, unless care is taken, the approach can offer a deterministic perspective which is too fixed in terms of understanding how an individual who has experienced trauma may respond in school, limiting expectations of their capacity to change and adapt (Slater, 2007).

Figure 3

Attachment Styles adapted from Ainsworth et al. (1978)

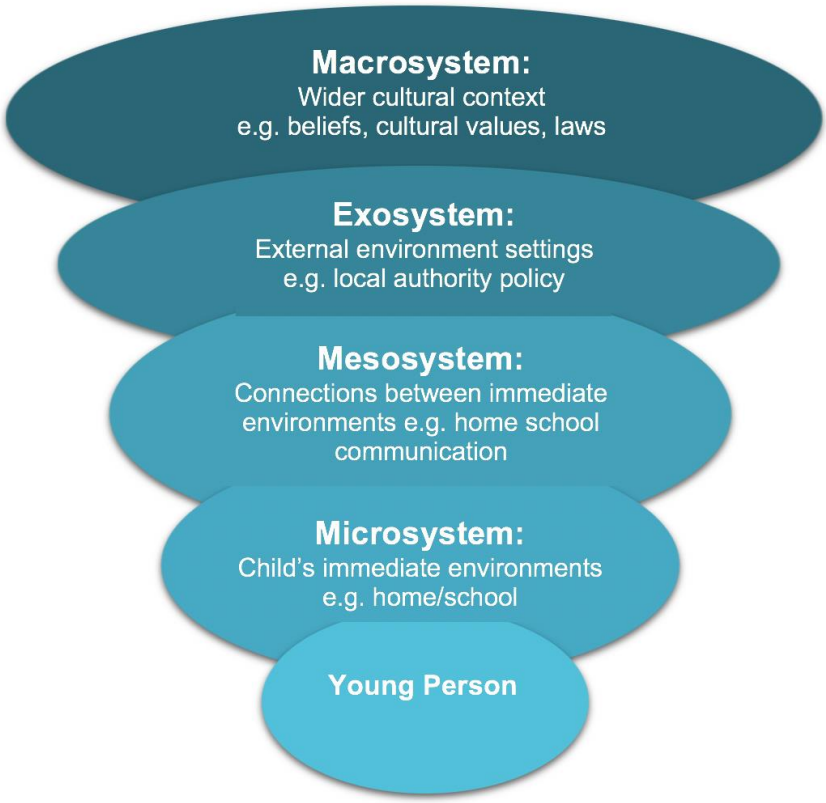


Ecological Systems Theory. Bronfenbrenner's (1979) ecological systems model can be applied to understand SEMH needs. Bronfenbrenner suggested that all children interact within multiple systems (see Figure 4), which influence development. The theory recognises environmental influence and moves away from a 'within-child' model (Gutkin, 2012). EPs consider environmental influences on child development which is consistent within the promotion of inclusive education (BPS, 2002). For example, the theory would suggest that local and national policies within the exosystem and macrosystem around SEMH needs influence the microsystem of the school and staff response to SEMH needs. Government policies are often considered to challenge teacher autonomy (Gray, Miller & Noakes, 1994) and some of these policies are found to conflict with psychological research. For example, the 'Behaviour and Discipline in Schools' (DfE, 2016) document focuses teachers having 'power' to

'punish', with a perceived lack of consideration of support for SEMH needs as outlined in the 'Transforming Children and Young People's Mental Health' green paper (DfE & DoH, 2017).

Figure 4

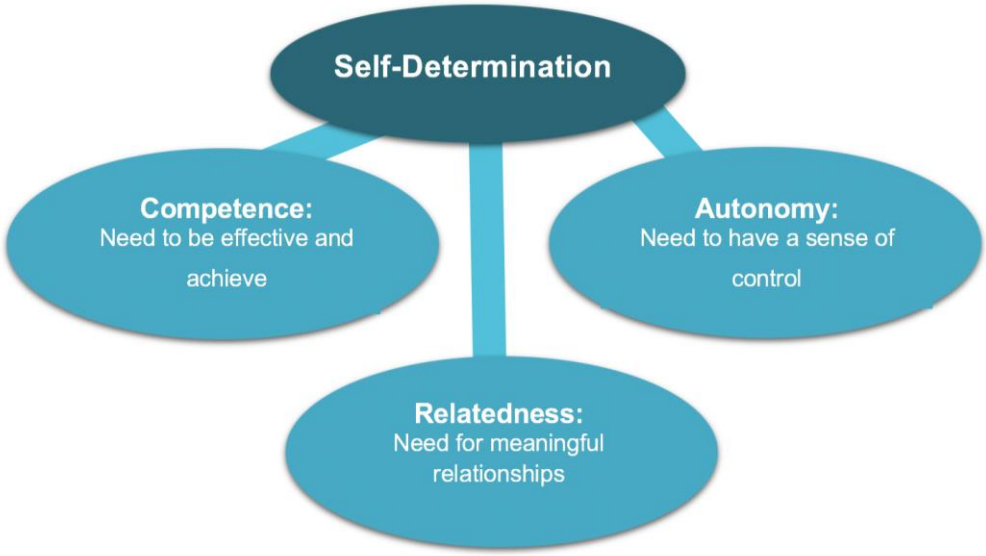
Ecological Systems Model (Bronfenbrenner, 1979)



Self-Determination Theory. Self-Determination Theory (Deci & Ryan, 2012) is a theory of motivation and personality that suggests humans have three basic needs: competence, autonomy and relatedness (see Figure 5). Wilding (2015) applied self-determination theory to understand pupil's disaffected behaviours. The paper suggested that if the school context does not meet the student's psychological needs of autonomy, competence, and relatedness, they are more likely to become disaffected. She highlighted the role of the EP in introducing person-centred approaches which focus on eliciting child voice to increase pupils sense of autonomy (DoH, 2007), and to help move away from a sense of oppression (Sewell, 2016). However, she acknowledged that a child already experiencing disaffection may find it challenging to voice their views (Wilding, 2015).

Figure 5

Self-Determination Theory (Deci & Ryan, 2012)



2.3.4 Support for Young People with SEMH needs and the Role of the EP

EPs are promoted as research practitioners; they translate theory and research into real-world settings (Gulliford, 2015). The EP is suggested to play a crucial role enabling adults to understand young people's SEMH needs so that interventions can be generated to ensure the child has an equal opportunity to education (Gulliford & Miller, 2015). Severe issues in young people's mental health provision, including long waits, poor transitions to adult services, and lack of early intervention, have been identified (The Health Committee, 2014). More recent government policy has highlighted schools as being well-placed to promote positive mental health (DfE & DoH, 2017).

A large-scale study found that just under half of young people with SEMH needs had not accessed a 'helping' service at a 20 month follow up, and the young people who had located a service most commonly spoke to teachers (Meltzer, Gatward, Goodman, & Ford, 2000), highlighting the role of teaching staff in supporting SEMH needs. Research has suggested that differing agendas of groups of professionals can be a potential barrier for teaching staff in supporting pupils with SEMH needs (DoH, 2008). Effective and collaborative multi-agency working is considered key in creating

positive change for young people (Kennedy, Cameron & Monsen, 2009) and EPs can play a crucial role in facilitating such systemic interventions (Farrell et al., 2006).

2.4 Support for Teaching Staff

2.4.1 Teacher Resilience

Resilience is described as a complex construct which develops through the relationship between risk and protective factors (Benard, 2004). Teacher resilience has recently become a topical area of research due to the concerns regarding teacher retention (Scheopner, 2010). Instead of focusing on physical continuation in the role, literature is increasingly focusing on exploration of 'quality retention', so that motivation and commitment are maintained and teachers are able to address challenges and thrive in their role (Gu & Day, 2007).

The way in which teaching staff show resiliency, in times of change or challenge, is suggested to depend on their scope of experience, levels of support, and confidence (Sammons et al., 2007). Research has indicated that self-efficacy impacts on teacher persistence, with the more success experienced leading to higher self-efficacy, which in turn increases teacher motivation (Gu & Day, 2007). Self-efficacy and intrinsic motivation, linked to values and core beliefs, are seen as key protective factors for teachers (Beltman, Mansfield & Price, 2011). Furthermore, supporting pupils with SEMH needs is noted to impact on teacher resilience, and EPs are found to have a potential role in fostering teacher resilience when working with young people with SEMH needs (Gibbs, 2011).

2.4.2 Staff Stress and Teaching Staff Burnout

Teaching staff report high levels of job-related stress and burnout (Garrick et al., 2014); due to varying factors including workload, ambiguity in expectations, difficulties with classroom management and lack of support (Alarcon 2011; Chang, 2009). Bauer et al. (2006) found that supporting pupils with SEMH needs is a primary factor for stress amongst secondary school teachers. However, it must be noted that this research was completed in Germany and therefore may lack transferability to UK teaching staff.

There are suggested expectations on teaching staff to suppress or not express certain emotions (Kinman, Wray & Strange, 2011), which links with Emotional Labour Theory (Hochschild, 1983). Emotional Labour Theory proposes that when workplace issues are suppressed it can lead to negative attitudes towards themselves and higher levels of job dissatisfaction (Grandley, 2000). This is also known as surface acting (Lee & Brotheridge, 2011). Research has found that teachers who are surface acting are more likely to experience burnout (Brackett, Palomera, Mojsa-Kaja, Reyes & Salovey, 2010) and are less likely to build meaningful relationships with pupils, which can have significant adverse effects for pupils with SEMH needs (Rae et al., 2017). Teachers who express emotions more frequently through support systems are less likely to experience burnout (Carlson, Ferguson, Hunter & Whitten, 2012).

2.4.3 Teaching Assistant's (TA) Role Supporting Pupils with SEMH needs

The rise in TAs (DfE, 2015b) within mainstream schools is suggested to be linked to teachers facing challenges meeting the complex needs of children within their class (Norwich & Lewis, 2005). Devecchi, Dettori, Doveston, Sedgwick and Jament, (2012) found one of the primary roles of the TA in the classroom was to support pupils SEMH needs. Teacher's professional efficacy is suggested to feel undermined when working with children displaying behaviours that challenge. There is the possibility of projection and transference in these cases, where teachers may doubt themselves or blame particular students (Hanko, 2003). When teaching staff's potential feelings of inadequacy increase, they may find it challenging to manage the situation professionally (Glazzard, 2011).

The literature documents that TAs have a positive impact on young people's social and emotional development (Blatchford, Bassett, Brown & Webster, 2009). Further research found that TAs promote inclusion of pupils with SEMH needs through building a trusting relationship; understanding the child's needs, celebrating success, and setting realistic targets (Groom & Rose, 2005). However, responsibility for managing pupils with SEMH needs, which is highlighted as a primary source of teaching staff stress (Bauer et al., 2006), and often falls solely to TAs who are usually less qualified and typically paid lower than teachers (Dyer & Observe, 1996). Furthermore, TAs are suggested to often feel 'unheard' and powerless in decision-making processes

(Roffey-Barentsen, 2014). A lack of autonomy for teaching staff in decision-making around supporting children with SEMH needs is suggested to decrease teacher motivation (Somech & Oplatka, 2009).

2.4.4 Support for Teaching Staff Working with Pupils with SEMH needs

Secondary school teaching staff have expressed that teacher training did not sufficiently prepare them for working with pupils with SEMH needs (Axup & Gersch, 2008). Additionally, Cole (2010) suggested that working with pupils with SEMH needs can be emotionally draining and physically exhausting, and therefore, to support pupils, promotion of teachings staff wellbeing is key (Roffey, 2012). When dealing with pupils with SEMH needs, it is suggested that teaching staff can become demoralised and have a low sense of motivation (Rae, Murray & McKenzie, 2011). Additionally, research into the development of teacher identity found newly qualified teachers working with pupils with SEMH needs were suggested to feel exhausted and deskilled (Stronach, 2010). The research highlighted a need for teachers to have increased opportunity for self-reflection when working with vulnerable young people (Stronach, 2010). A collaborative teacher-parent relationship, where the knowledge and contributions from parents and teachers is valued equally, is suggested to lead to increased inclusive practices (Laluvein, 2010). The importance of good parent-teacher relationships is considered crucial to ensure optimal outcomes when supporting young people with high levels of anxiety (West Sussex County Council, 2018). Furthermore, peer support has also been found as a useful strategy to support teachers working with pupils with SEMH needs (Carlson et al., 2012).

Rae et al. (2017) conducted a small-scale exploratory study investigating the role of group supervision to support teacher wellbeing in two UK specialist schools for children with SEMH needs. Small staff supervision groups facilitated by EPs gave opportunities for problem-solving through a supportive and nurturing process, which was found to reduce teacher stress. However, the research highlighted that teaching staff viewed the EP role as reactive and not relevant to supporting teaching staff's wellbeing; suggesting the role of the EP in this domain is underdeveloped. In contrast, Miller (2003) found teachers felt the EP played a valuable role in promoting teacher confidence to support pupils with SEMH needs.

2.4.5 Importance of Hearing the Voices of Teaching Staff

Teacher narratives enable teachers to reflect on their experiences and thus create meaning; increasing teacher knowledge and improving teacher practice (Barkhuizen & Wette, 2008). Furthermore, it is suggested that education cannot be improved with the absence of teacher narratives (Cohn & Kottkamp, 1993). Teacher reflection is seen as key to managing staff stress and opportunities to reflect through storytelling is suggested to lead to increased teacher understanding and enhanced practice (Phillion, 2005).

Teachers having their voices heard is suggested to impact positively on motivation to implement strategies (Gorozidis & Papaioannou, 2014). The exploration phase which enables teachers to narrate their experience of the situation is considered an essential aspect of consultation (Wagner, 2000). Consultation with teaching staff is regarded as a useful approach in increasing teacher understanding and confidence to manage challenging situations (Wagner, 2008), such as working with children with SEMH needs. EPs are suggested to be able to apply methods which focus on systemic approaches such as consultation to promote change (Wagner, 2000).

2.5 Consultation

2.5.1 Consultation within Educational Psychology

Consultation has been identified as one of the five core functions within Educational Psychology practice (Currie, 2002) and is widely employed as a service model of delivery (Booker, 2005). The term consultation has been used within Educational Psychology for a considerable time (Meyers, 1973). The use of the word consultation has been critiqued as it is typically associated with medical practitioners who are considered experts seeking to cure problems (Wagner, 2008). However, within Educational Psychology, consultation is described as a collaborative problem-solving process (Conoley, Apter & Conoley, 1981). This model recognises that every individual within the consultation brings expertise, and it is the collaboration of different knowledge and skills that can lead to optimal outcomes (Wagner, 2008). EPs aim to move away from any hierarchical structure or power imbalance within consultation and view the process as everyone working together as equals (Wagner, 2000).

2.5.2 Models of Consultation

Nolan and Moreland (2014) suggest EP consultation is based on a combination of principles from Mental Health, Behavioural, Organisational, and Process Models of Consultation (see Table 1). Wagner (2000) highlighted that not one model is adequate for EPs, and they are required to adopt a model that matches the complexity of the case and acknowledges social systems. However, regardless of the model applied, all consultations are suggested to have two main goals: to solve current issues and to give the consultee skills to resolve future problems (Gutkin & Curtis, 1982).

Table 1

Models of Consultation

Model	Description	Critique
Mental Health Consultation Model (Caplan, 1970) *Theoretical underpinnings: Psychodynamic Theory*	Focusses on why the consultee has a particular problem, and on ways to overcome problem.	Watkins (2000) suggested this model was not widely adopted in school settings due to the psychodynamic orientation.
Behavioural Consultation Model (Bergan, 1977) *Theoretical underpinnings: Social Learning Theory*	Model is often led by the consultant, considering the antecedents, consequences and environment; before generating an action plan.	Most commonly used in schools but suggested to be too directive as lack of emphasis given to the consultant-consultee relationship (Kelleher, Riley-Tillman & Power, 2008).
Organisational Model (Schein, 1969) *Theoretical underpinnings: Systems Theory*	Consultant focuses on processes within the organisation/ system that may have impacted the consultee.	Typically used within work settings; and it therefore could be adapted to the school system however has not been hugely popular in schools (Larney, 2003).

Process Consultation (Schein, 1988) *Theoretical underpinnings: Organisational and social psychology*	Model focuses on the relationship between consultant and consultee with a focus on changing the consultee's behaviour, attitudes, feelings and views (Leadbetter, 2006).	Moves away from within child approach and instead focuses on building skills and systemic changes (Schein, 1988).

2.5.3 EPs Promoting Change through Collaborative Consultation

2.5.3.1 Collaborative Consultation. Teachers are suggested to prefer a collaborative style of consultation (West & Idol, 1987). Gutkin (1999) described collaboration in consultation as a shared decision-making process where both parties have the opportunity to lead and input. The opposite of this, coercion, is when a consultant leads, and the consultee follows even if they are in disagreement. Gutkin (1999) suggested that directive consultation occurs when the consultant applies their knowledge to help problem solve. Some research suggests that consultants tend to be directive, and consultees are often passive which may not lead to best outcomes (Erchul & Raven, 1997). However, Gutkin (1999) demonstrated that consultation could be both collaborative and directive, where the consultant maintains relationships and contributes their unique knowledge. Kelleher et al. (2008) found that consultees were more likely to implement interventions to create change when they collaborated with the consultant.

The EPs use of consultation should demonstrate an equal partnership (Evans, 2005) where both the consultant and consultee share the problem (West & Idol, 1987). Terminology used, such as 'consultant' and 'consultee' can imply a power imbalance (Wagner, 2000). Some researchers refrain from using such terminology; for example, Wagner (2000) uses the word 'partners' and Miller (2003) uses the terms 'help-giver' and 'help-seeker.'

West and Idol (1987) proposed two different knowledge bases which underpin consultation; process and domain-specific. Process knowledge links to the interactive

and communicative process of consultation and domain-specific knowledge relates to psychological understanding. These two knowledge bases often interact in consultative practice; for example, EPs draw upon psychological knowledge but use process skills to empower the client (Nolan & Moreland, 2014).

2.5.3.2 Process Knowledge. West and Idol (1987) described process knowledge as the EPs ability to listen, question, problem solve, and empathise. Nolan and Moreland (2014) used discourse analysis to explore the process of consultation. The researchers found the introduction and set up as key to ensuring a positive outcome. Nolan and Moreland (2014) found EPs were careful to reserve time for ending the consultation to ensure a collaborative action plan could be generated. The researchers acknowledge that due to the complex study design the research may lack dependability. The findings highlight the importance of process knowledge to facilitate effective consultations; suggesting the EP guides the consultation through application of domain-specific knowledge.

2.5.3.3 Domain-Specific Knowledge. EPs apply knowledge of research and theory to facilitate positive change within consultation (West & Idol, 1987). The EPs perspective, grounded in science and evidence-based practice is one of their unique contributions (Cameron, 2006). Wagner (2008) suggested that in consultation EPs apply a range of psychological theories such as Personal Construct Psychology (Kelly, 1955), Solution Focused Psychology (de Shazer, 1985), Social Constructionism (Burr, 1995), and Systems Thinking (Jones, 1993). The EPs psychological knowledge helps them to explain behaviours to others, which can increase teacher understanding (Wagner, 2000). However, if a consultant is too directive it can lead to a passive consultee which is suggested not to lead to best outcomes, therefore, it is important to ensure balance between process and domain-specific knowledge within consultation (Erchul & Raven, 1997).

2.5.4 Group Consultation

2.5.4.1 Group Consultation Approaches. Group consultation is an interactive process that enables individuals with diverse expertise to generate solutions (Idol, Paolucci-Whitcomb & Nevin, 1986). Farouk (2004) highlighted the importance of group

consultation in secondary schools as young people have a range of teachers. Group consultations with school staff are considered an efficient and cost-effective way to facilitate consultations (Zins & Erchul, 1995); increasing objectivity, critical thinking and the potential for systemic change (Nicholas & Feeney, 2015).

In the UK, a range of group consultation models have been devised and researched; five models of group consultation are outlined in Table 2.

Table 2

Group Consultation Approaches

Model	**Process**	**Aims**
Hanko's (1999) Model of Group Consultation *Theoretical underpinnings:* Psychodynamic & Systemic models	Eight stages: introduction, review of case, prioritising concerns, issue outlined, communication check, exploration of the concern, next steps, and process review.	Support school staff to develop understanding of child's social and emotional needs.
Circle of Adults (Wilson & Newton, 2006) *Theoretical underpinnings:* Psychodynamic & Systemic models	Ten stages: introduction, case presentation, exploration of relationships, organisational factors, child's voice, synthesis, hypothesis generation, strategies, first steps, and round of words.	To increase understanding of the child through reflection on child's life experiences and impact of systems.
Farouk's (2004) Model of Process Consultation *Theoretical underpinnings:* Psychodynamic Theory and Systems Theory	Four flexible stages to guide process: description of case, reflection through questioning, group members put forward personal theories, and strategy generation.	Builds on Hanko's model through opportunities to express emotions whilst also taking into account school systems.

Solution Circles (Forest & Pearpoint, 1996) *Theoretical underpinnings:* Solution Orientated Thinking.	Four structured stages: problem description, creative thinking, explore and clarify ideas, and first steps.	Collaboratively generate solutions to a problem through shared practices in a specific time frame.
Staff Sharing Scheme (Gill & Monsen, 1995) *Theoretical underpinnings:* Psychodynamic Theory, behavioural psychology and systems theory	A problem analysis and problem-solving framework for teachers working with challenging behaviour. The EP carries out needs analysis and focusses on building staff skills.	Aims to identify the needs of staff and then build staff skills through reflection and problem solving.

There is limited empirical evidence concerning group consultation approaches, and much of the literature related to these approaches is anecdotal (Bennett & Monsen, 2011). However, group consultations are widely used, and it is therefore considered essential that further research is conducted to fulfil requirements of evidence-based practice (Fox, 2003).

2.5.4.2 Benefits of using Group Consultation. Measuring the impact of consultation is suggested to be challenging due to difficulties defining what is measurable and how this correlates with the EP involvement (Turner, Randall & Mohammed, 2010). Despite challenges evaluating group consultation, research has found that they are highly regarded by school staff (Bozic & Carter, 2002). Group consultation is suggested to increase understanding of a child's needs, allow time for reflection, reduce feelings of isolation, and allow for increased emotional support (Bozic & Carter, 2002).

Support groups for teaching staff are suggested to lead to generation and implementation of solutions (Monsen & Graham, 2002). The uses of group consultation with professionals from multiple agencies are suggested to achieve best

outcomes (Kennedy et al., 2009). Teaching and learning are enhanced when teaching and non-teaching staff work collaboratively (Smith, Whitby & Sharp, 2004). However, the EP not working directly with the child is a matter of contentious debate (Dunsmuir, Brown, Iyadurai, & Monsen, 2009), and there is a suggested lack of consultation research that focuses on the child impact (Eddleston & Atkinson, 2018). However, in the long term, systemic interventions are suggested by some to be more effective than individual interventions (Prilleltensky & Nelson, 2000).

2.5.4.3 Use of Group Consultations with Teaching Staff to Support Inclusion of Pupils with SEMH needs. Group consultations are suggested to be beneficial in encouraging shared practice amongst teaching staff (Matthews & Singh, 2015), which helps equip teaching staff with knowledge and skills to support children with SEMH needs (Fuchs & Fuchs, 1989).

Massé, Couture, Levesque and Bégin (2013) explored the use of consultation to support secondary school teachers working with pupils with behavioural difficulties in Canada. The researchers accessed the consultation in two modalities; individual or group. Teaching staff reported high levels of satisfaction for both the individual and group consultation models. However, teachers found the group model more favourable as it created collaboration and a shared understanding. The opportunities to share practice are likely to increase positive group interdependence which is shown to enhance group member's participation (Johnson & Johnson, 1991). However, a limitation of the study is that other variables such as group dynamics, school organisation, number of pupils etc. could have affected findings (Massé et al., 2013).

2.6 Systematic Review

2.6.1 Introduction

A systematic review can be defined "as a review of existing research using explicit, accountable rigorous research methods" (Gough, Oliver & Thomas, 2017, p. 2). Systematic reviews aim to produce a comprehensive and trustworthy view of a particular topic through reviewing multiple studies. The purpose is to find out what the literature can tell us about a particular topic (Gough et al., 2017).

2.6.2 Objective of the Systematic Review

This systematic review aims to develop an understanding of where this research could be developed further through exploring the existing consensus regarding the review question. The following is asked of the literature:

What is known about teaching staff's experiences [2] of group consultation in the UK and Ireland?

Due to the exploratory nature of the research question seeking to obtain insight into participants' experiences, a qualitative systematic review of the literature was undertaken. The exploration of teaching staff's voices are suggested to be crucial in improving educational systems (Cohn & Kottkamp, 1993). The PICo framework (see Table 3) was used to ensure a structured approach to development of the review question (Lockwood, Munn & Porritt, 2015). This framework is used in qualitative systematic reviews which aim to investigate experiences or meaningfulness of a particular phenomenon (Munn, Stern, Aromataris, Lockwood & Jordan, 2018).

Table 3

PICo Framework (Lockwood et al., 2015)

PICo Framework	Relation to this Systematic Review
Population	Teaching staff working within the UK and Ireland who have participated in a group consultation approach
Phenomena of Interest	Any structured group consultation approach facilitated or supported by and EP
Context	Educational Settings within the UK and Ireland

2.6.3 Inclusion Criteria

The inclusion and exclusion criteria of a systematic review seek to depict the types of study designs, intervention, population, and outcomes that are relevant to answer the

[2] Experiences will relate also to the views and narratives of teaching staff

research question (Petticrew & Roberts, 2006). The full exclusion and inclusion data linked to types of studies, participants and intervention can be found in Table 4.

Table 4

Inclusion and Exclusion Criteria

Type	Inclusion Criteria	Exclusion Criteria
Types of Studies	Full text articles are accessible	Full text articles are not accessible
	Some form of qualitative data	No qualitative data. Quantitative data was not included as the review aimed to gain insight into the unique experiences of teachers, to enhance understanding as to how and why group consultations work (Boland, Cherry & Dickson, 2014). Quantitative data in systematic reviews tend to focus on causality and impact, and therefore would not address the exploratory review question (Mallett, Harfen, Slater & Duvendack, 2012).
	Research presented in a published journal article	Not presented in a published journal article
	Study was published after 2000	Study was published before 2000
	Study was in English	Study was not in English
	Main focus includes evaluation of a problem-solving or consultation approach with groups of school staff	Main focus of study not on the evaluation of a problem-solving or consultation approach with groups of school staff
	Based on primary research	Not based on primary research

Types of Participants	Research carried out in the UK and Ireland	Research not carried out in the UK and Ireland
	Members of the group consultation had to be teaching staff *(this included TAs)*	Members of the group consultation not all teaching staff.
Types of Intervention	Focus of consultation must be on directly supporting a school-based problem	Focus of consultation not on a school-based problem
	Group must include more than two people (Johnson & Johnson, 1991)	Consultation group included less than three people
	EP must have been involved in facilitation or organisation of the group consultation	EP not involved in facilitation or set up of group consultation

2.6.4 Literature Search Strategy

The researcher used well-established databases including 'PSYCHinfo,' 'Scopus' and 'Web of Science' to systematically search for records. Further advanced searches were conducted through 'Google Scholar.' The following search terms were utilised and these were searched for in the topic of the paper. The search was completed in July 2019.

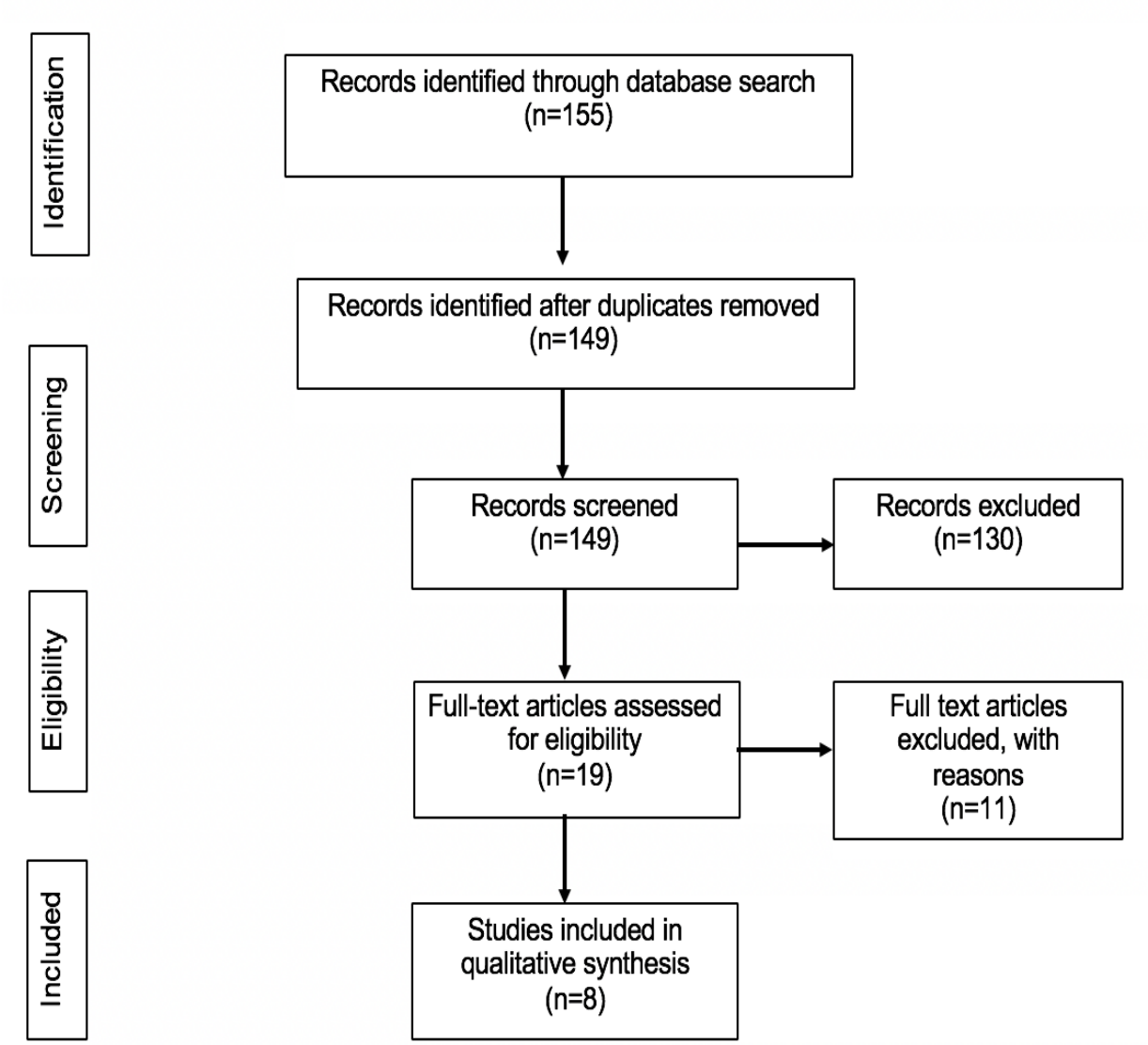
- Search One (generic): "group consultation" AND "teachers"; "group problem-solving" AND "teachers"; "collaborative problem-solving in schools"; "collaborative consultation"; "group consultation" AND "Educational Psychology"; "Collaborative problem solving" AND "Educational Psychology"
- Search Two (specific): "Staff Sharing Scheme"; "Circles of Adults"; "Peer Support Groups"; "Process Consultation"; "Solution Circles"

2.6.5 Literature Search Outcomes

The primary search identified 155 records in total; duplicates were then removed which left 149 remaining records. The titles and abstracts of the 149 documents were screened for eligibility. This resulted in 130 records being excluded. The reasons for exclusion included factors such as the focus of consultation was not on a school-based problem, the study was based on secondary research, and no evaluation of the group consultation approach. Of the 19 remaining articles, a further three were excluded due to not being able to access the full text. The sixteen full-text articles were then read and assessed for eligibility. This resulted in four being excluded as they were not carried out in the UK or Ireland (Masse et al., 2013; Atici & Çekici, 2012; Webster, Knotek, Babinski, Rogers & Barnett, 2003; Allen & Blackston, 2003), two being excluded as the consultation was not focused on a specific school-based problem e.g. focused on improving teaching approaches (Lam, 2006; Recchia, 2019), one being excluded for not including data (Farouk, 2004), and another excluded as was a discussion paper (Bennett & Monsen, 2011). This left a total of eight papers which met the inclusion criteria. The researcher used guidance from PRISMA to conduct the systematic search strategy (see Figure 6). The tabulated data from the nine included studies can be found in Table 6.

Figure 6

PRISMA flow diagram to show the identification, screening, eligibility and inclusion process of the systematic search (Liberati et al., 2009)



2.6.6 Publication Bias

Publication bias is the term used to refer to the phenomenon of non-publication of studies based on the direction and nature of results (Dickersin, 1990). Researchers, and publishers are suggested to have an ethical responsibility to the publication of results regardless of whether the results are negative, inconclusive, or positive (Declaration of Helsinki, 2009). The non-publication of studies is suggested to distort

the evidence base and lead to individuals not receiving the most effective intervention (Egger & Smith, 1995).

Research into publication bias found that less than half of studies presented at conferences are published two years later, for both qualitative and quantitative research (Pettricrew et al., 2008). The authors suggested that qualitative publication bias may occur when the qualitative studies do not report clear or easily described findings. They suggest this may create bias in qualitative systematic reviews which only rely on published papers (Pettricrew et al., 2008). Therefore, as this systematic review has only included published papers and no grey literature, consideration must be given to the impact that publication bias may have on results. Critical appraisal of the qualitative studies can help to minimise the effect of publication bias (Petticrew et al., 2008). Each study was critically appraised using the Evidence for Policy and Practice Information (EPPI) centre guidelines (EPPI Centre, 2003)

2.6.7 Method of Review

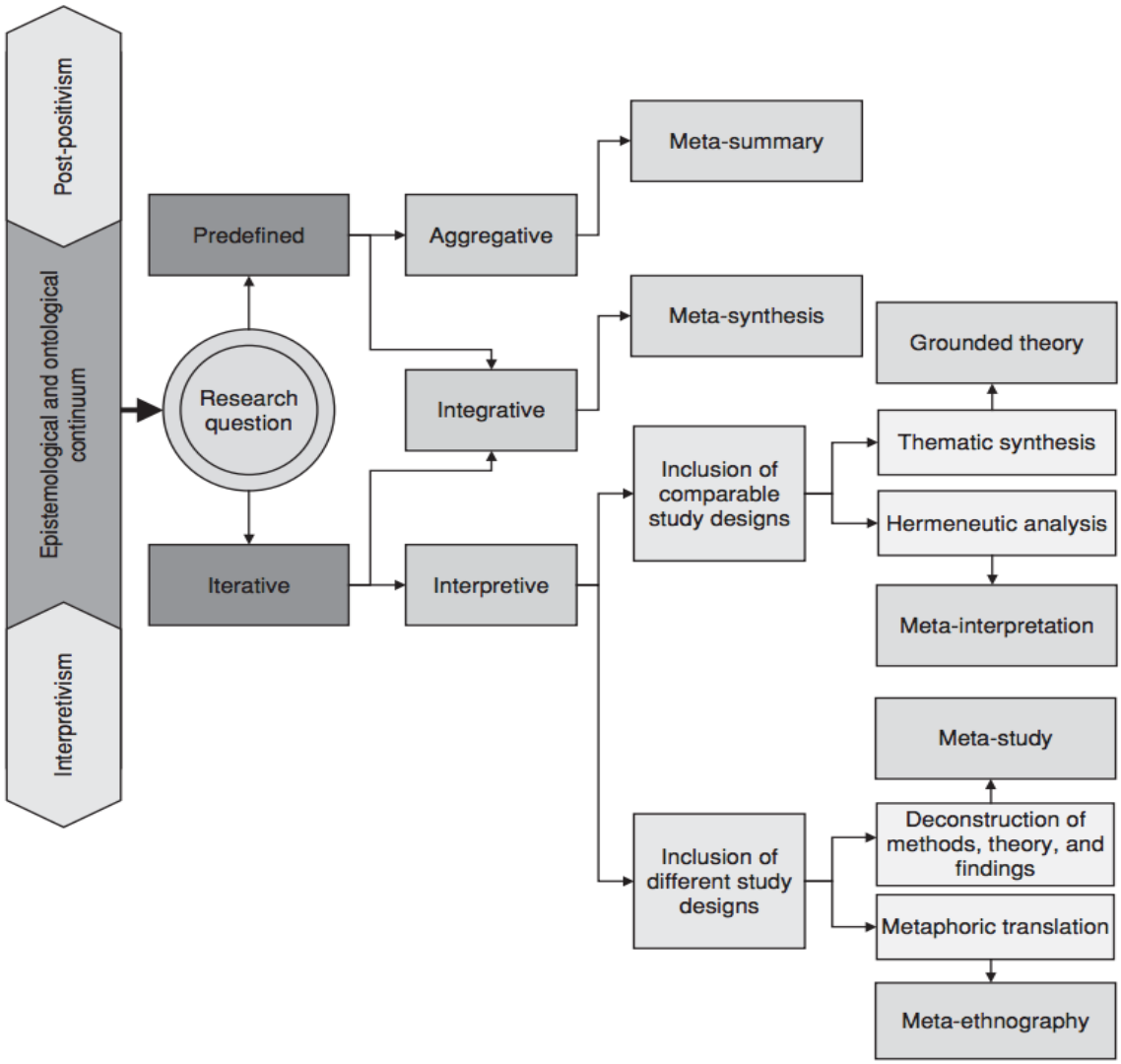
The method used for review is determined by the nature of the review question (Petticrew & Roberts 2008). Due to the exploratory nature of the research question seeking to obtain insight into participant's experiences, a qualitative systematic review was undertaken.

It is suggested that high quality qualitative systematic reviews can help enhance understanding of a particular phenomenon (Seers, 2015). Qualitative reviews often focus on the participant's unique perspective following engagement with a particular intervention (Munn et al., 2018). Additionally, they are suggested to help answer why and how interventions may work, which in turn can help inform practice (Boland, Cherry & Dickson, 2014). Qualitative systematic reviews are reported to be either integrative or interpretative. Integrative methods involve the quantification and systematic integration of data from studies considered comparable. Whereas interpretative methods involve the development of new constructs through a process of induction (Campbell, 2011). The researcher applied the 'Decision Making Tree' for choosing a method for qualitative synthesis (see Figure 7) (Saini & Shlonsky, 2012).

The application of the decision tree led to the researcher selecting a thematic interpretative synthesis, in line with the interpretive review question.

Figure 7

Decision Making Tree (Saini & Shlonsky, 2012)



2.6.8 Quality Appraisal

The process of research synthesis requires judgements of the overall quality of the study, and relevance to the review question (Gough, 2007). Every study included within the systematic review required a quality appraisal to explore the trustworthiness of the research. The trustworthiness of qualitative research has been debated by post-positivists, often due to the concepts of validity and reliability not being able to be

applied the same way in naturalistic work (Shenton, 2004). Due to this, researchers proposed four criteria which can be employed to ensure trustworthiness within qualitative research; credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Savin-Baden and Major (2010) highlighted the importance of quality appraisal in qualitative synthesis and suggested authors can use checklists to ensure the trustworthiness of studies.

The researcher utilised guidelines from the EPPI Centre (2003) to critically appraise the quality of each study. The following six areas (see Table 5), were linked to Lincoln and Guba's (1985) proposed four criteria to ensure trustworthiness. For example, the criteria relating to a thick description of methodology linked to dependability and the criteria relating to context/intervention aimed to explore transferability. Each study was assessed using the criteria, and classification for each criterion was given. The information gained from the methodological examination was used to weight each study (Petticrew & Roberts, 2006); the overall weight of each study can be found in the summary of studies (see Table 7). An overview of the process, including narrative commentary, can be found in Appendix 1.

Table 5

Weight of Evidence

Criteria	**A Very good**	**B Good**	**C Fair**	**D Untrustworthy**
Study aims and rationale explicitly stated				
Clear description of sample				
Clear description of context and intervention				
Clear description of methodology and analysis				
Issues of trustworthiness in the research are addressed				
Clear presentation of data and findings				

2.6.9 Summary of Included Studies

Table 6

Summary of Included Studies of the Systematic Literature Review

Study	Study Details	Sample/Setting	Methodology	Key Findings	Quality Assessment
Nugent, Jones, McElroy, Peelo, Thornton & Tierney (2014)	Group Consultation process based on solution-focused approach facilitated by an EP focusing on school-based problems	12 clusters of groups in 2010-11, 10 clusters of groups in 2012-13. Groups included teaching staff from different primary and secondary schools in Ireland	Qualitative and Quantitative data: Researcher design questionnaires from psychologists (N=34), group consultation records (N=91), session evaluation forms (N=205) and evaluation from principals and teachers (N=76).	Group consultation can be an effective model of service delivery, especially for clusters of small rural schools in Ireland. It was considered a good use of time with little preparation needed. Teachers generally welcomed a tight structure and gave high satisfaction levels. However, it takes a number of years to grow this service model.	B
Evans (2005)	Group Consultation based on solution-focused approaches in Wales facilitated by an EP focusing on a pupil	21 groups of teaching staff from different primary and secondary schools in Wales (One group did not want to work with other schools so the group included staff from same secondary school)	Qualitative and Quantitative data: Session Evaluation, information entered in a consultation database and notes made by EPs from participant observation in sessions.	EPs reported sessions were rewarding but demanding so it was useful to work in pairs. Teachers in the consultation groups reported the consultations were practically relevant and that they were able to draw up a plan of action.	B
Bozic & Carter (2002)	Hanko (1999) group consultation approach facilitated by an	Four groups which included mixture of two groups with teaching staff from different primary and secondary	Qualitative and Quantitative data: Researcher design questionnaires	Teaching staff reported benefits as being increased time to reflect, opportunities to learn, and reduced feelings of isolation. Teaching staff acknowledged the	A

	EP focusing on school-based problems	schools, two groups with teaching staff from the same secondary, and one group from a specialist provision.		importance of an external facilitator such as an EP.	
Hayes & Stringer (2016)	Farouk's (2004) model of process consultation facilitated by an EP focusing on school-based problem	26 teaching staff from three separate Irish primary schools were involved in the group consultations	Qualitative and Quantitative data: participant and researcher reflections, interviews and researcher design questionnaires	Groups provided a structured time for discussion, learning, information sharing, strategy sharing and enhanced teamwork. Acknowledged importance of EP having a co-facilitator. Schools willingness to accept group consultation was suggested to be mainly dependent on their view of EPs as assessors or gatekeepers.	A
Grahamslaw & Henson (2015)	SCs and Circle of Adults facilitated by EPs focusing on pupils	62 teaching staff were involved in SC groups and 31 were involved in Circle of Adults Groups	Qualitative: researcher design semi- structured questionnaire	SCs were suggested to help generate a greater amount of strategies and these strategies were seen as useful to apply in other areas of work. Whereas Circle of Adult's participants suggested the group helped develop understanding and empathy towards the pupil.	A
Brown & Henderson (2012)	SCs focussed on supporting individual pupils	One group included secondary school teachers and was	Qualitative: a 'round of words' at the end of the circle, interviews with	The feedback from staff was positive, and the authors reported SCs to be a flexible and creative	B

		facilitated by the EP. The other group included primary school teachers and was facilitated by the headteacher.	senior leaders, researcher design questionnaires completed by teachers and a Strengths Weaknesses Opportunities Threats analysis with teaching staff.	tool which encouraged an inclusive problem-solving approach.	
Jones et al. (2013)	Staff Sharing Scheme with training delivered by an EP to support focus pupil with SEMH needs	20 teaching staff within a shire primary school.	Qualitative and Quantitative data: case study using pre and post researcher design questionnaires	Group problem solving opportunities for teachers helped enable reflection and therefore enhance collaborative problem solving. Issues of time and trust identified as challenges in group consultation.	B
Davison & Duffy (2017)	Farouk's (2004) model of Process Consultation facilitated by an EP to support pupils with challenging behaviour	22 teaching staff working within nurture group settings in UK primary schools	Qualitative and Quantitative data: Likert scales; the teacher interpersonal Self-efficacy Scale, researcher design questionnaires and semi structured interviews.	Group consultations led to benefits of increased self-confidence and self-efficacy for teaching staff. Additionally, the research found that group consultation supported the relationship between TAs and teachers.	B

2.6.10 Findings of Systematic Review

The analysis of a qualitative systematic review is suggested to involve three stages (Savin-Baden & Major, 2010):

1. **Analysis-** Developing First Order Themes: involves identifying the findings in each of the studies.
2. **Synthesis-** Developing Second Order Themes: findings are aggregated then translated into a unified whole to generate second order themes.
3. **Interpretation-** Developing Third Order Themes: themes are developed through a process of critical thinking and inductive analysis.

The researcher initially drew the themes from the included studies, following this she combined themes across studies to create six second order themes. Finally, the researcher applied her reflexive skills to interpret and make connections between secondary themes to create two third order themes (see Table 7).

Table 7
Themes from Included Studies

Included Studies	*Third Order Theme 1:* Outcomes/Factors which are considered to have impacted teaching staff			*Third Order Theme 2:* Teachings staffs reflections on the Group Consultation Process		
	Second Order Theme 1: **Collaborative Working**	***Second Order Theme 2:*** **Affective impact on Teaching Staff**	***Second Order Theme 3:*** **Support provided for the 'problem' discussed**	***Second Order Theme 4*:** **Structure of the Process**	***Second Order Theme 5:*** **Challenges and suggested improvements**	***Second Order Theme 6:*** **Role of the External Consultant**
	First Order Themes from Included Studies					
Nugent et al. (2014)	Valued input of other teachers Sharing similar experiences	Decreased feelings of isolation Increased confidence	Able to build an action plan Apply strategies to other cases	Valued the process and structure	More time needed Review of cases Rigid structure	Valued EP input
Evans (2005)	Able to benefit from skills and experience of colleagues Cooperative working	Increased confidence Difficulties valuing own contribution General support	Able to build an action plan Apply strategies to other cases Professional Development	Structure creates focus Time efficient	Teaching staff anxious prior to first session, preparation helped reduce teaching staff's feelings of anxiety Parents and carers not directly involved	Valued EP input
Bozic & Carter (2002)	Sharing similar experience and strategies	Increased confidence Decreased feelings of isolation	Raised awareness of strategies Facilitates planning	Time efficient	May not be relevant to setting	Valued EP support

	View problem from different perspectives	Decrease stress	Lack of time to implement strategies			
Hayes & Stringer (2016)	Sharing of information, strategies, problems, and feedback Relationships	Support from others Increased reflection	Generation of strategies Enhanced behaviour management skills and generalisation of skills	Structured time Organisation and planning	Time constraints Lack of preparation Staff not attending due to competing demands Group dynamics Willingness to change	Valued EP support EP as an expert
Grahamslaw and Henson (2015)	Sharing Cohesive group identity developed Resources and skills in the group Increased support	Increased confidence Reduced feelings of isolation Sense of value through own input Increased reflection	Strategies and Solutions Generalisation to other cases Evokes empathy for child Helps understand functions of behaviour	Greater focus Time efficient Opportunities to discuss case Structured steps		Valued EP support

Brown and Henderson (2012)	Increased understanding amongst staff Sharing and encouragement	Feeling of positivity Increased staff enthusiasm	Helped generate solutions Able to address patterns of problems	Creates shared focus through the structure	Time pressures Conflict or disagreement in group Fear of exposure and open to ridicule	
Jones et al. (2013)	Increased understanding amongst staff Created open ethos in the school Support	Increased reflection Increased confidence	Able to explore the problem Increased attention to behavioural management style	Structure helps focus meeting	Time is a barrier Culture of the school can make it difficult to implement certain strategies Feelings of vulnerability in group	
Davison and Duffy (2017)	Support network Relationships United working	Increased confidence Stress reduction Increased reflection	Problem solving Professional Development Strategy development		Confidence to discuss the ‘problem’ situation	EP support key to maintain focus and tone

2.6.10.1 Third Order Theme 1: Factors which impacted participants

Second Order Theme 1: Collaborative Working. All eight included studies reported a theme related to collaborative working, sharing, and support. The importance of sharing experiences and feelings was highlighted throughout all the studies with participants commenting that the group consultation "Helped me realise it is not just me facing these problems" (Bozic & Carter, 2002, p. 198). Within two studies sharing was suggested to help develop a collective responsibility (Grahamslaw & Henson, 2015; Jones et al., 2013). The sense of collaboration within group consultation was found to have wider systemic effects in schools (Hayes & Stringer, 2016). Hayes and Stringer (2016) found that in order for the group consultations to be successful, positive relationships amongst teaching staff was needed, and Davison and Duffy (2017) found that group consultation approaches helped build positive relationships between teachers.

In Nugent et al. (2014), Evans (2005), Hayes and Stringer (2016), and Grahamslaw and Henson (2015) studies found that working together enabled staff to learn from each other and apply ideas to their situation. For example, within the Evans (2005, p. 142) study, a participant commented that "even though it wasn't my case I was making notes because these issues apply to some of the children I teach." Thus, highlighting how group consultations can be development opportunities, with staff learning from one another.

Second Order Theme 2: Affective Impact on Teaching Staff. The included studies reported that the group consultation had some positive impact on teaching staff. In six of the eight studies teaching staff reported increased confidence levels with participants commenting "the sharing of information and strategies on how to support these children has benefitted me as I now feel more confident" (Davison & Duffy, 2017, p. 339). Teaching staff in the Nugent et al. (2014), Bozic and Carter (2002), Hayes and Stringer (2016), and Grahamslaw and Henson (2015) studies reported that group consultation helped to reduce feelings of isolation with staff expressing group consultations were beneficial because "you are not on your own" (Nugent et al., 2014, p. 264). Additionally, Bozic and Carter (2002), and Davison and Duffy (2017) both reported teaching staff feeling decreased levels of stress.

Grahamslaw and Henson (2015, p.118) found participants seemed to develop a sense of value through their contribution to the group consultation. For example, one teacher commented that “your input in the SC is relevant and is helpful to others no matter how small an idea it is.” However, Evans (2005) reported that although teaching staff valued learning from other’s they found it difficult to acknowledge their own contribution.

Second Order Theme 3: Support provided for the ‘problem’ discussed. Grahamslaw and Henson (2015, p. 120) reported that through group consultation, the complexity of supporting the child is acknowledged and participants suggested the process helped generate “hopeful ways of helping the child”. All eight studies suggested that the group consultation helped to develop strategies. However, Bozic and Carter (2002) found although teaching staff felt that the consultations helped to plan strategies, they struggled to find time to implement strategies.

Davison and Duffy (2017, p. 399) suggested the group consultations helped move away from viewing the child as the problem; “Sometimes the child becomes the problem when the child isn’t the problem, the problem is the problem.” Additionally, the senior leadership team expressed that the consultations helped identify ways to develop support to address patterns in behaviour (Brown & Henderson, 2012).

2.6.10.2 Third Order Theme 2: Group Consultation Process Factors

Second Order Theme 4: Structure of the Process. The majority of included studies reported that participants found the structure beneficial, for example one participant commented that “having the structure…I think that was really useful” (Jones et al., 2013, p.263). Some studies suggested that the time helped keep focus (Grahamslaw & Henson, 2015). Whereas, others found the time hindered the natural flow of discussion (Nugent et al., 2014). Additionally, one teacher from the Nugent et al. (2014, p. 266) study expressed that they “found the whole experience very disappointing, very disorganised, unstructured and a general waste of time”, thus highlighting that not all views of group consultations were positive.

Second Order Theme 5: Challenges and suggested improvements to the approach. Within some studies teaching staff mentioned issues around time, Nugent

et al. (2014) found that participants suggested that they needed more time. Additionally, participants in Brown and Henderson (2012) reported difficulties finding time for sessions. In order for adequate time to be set aside for the consultation groups one study found there must be an investment and willingness to change (Hayes & Stringer, 2016).

Four of the studies, Evans (2005), Brown and Henderson (2012), Jones, Monsen and Franey (2013), and Davison and Duffy (2017), found that teaching staff felt anxious or had difficulties exposing their challenges prior to the first session. One staff member commented that “I think it was quite daunting when you first have to present a case because you have to admit you’re not coping” (Davison & Duffy, 2017, p. 398). Therefore, Evans (2005) suggested the external facilitator may play a role in decreasing these feelings of anxiety through clear explanation of the process prior to sessions. Additionally, further improvements such as psychologists following up on cases with observations, were made by participants in the Nugent et al. (2014) study.

Second Order Theme 6: Role of External Consultant. Six of the eight studies mentioned the importance of having support from an EP to either facilitate or support the set-up of the group consultation. For example, participants within the Davison and Duffy (2017, p.401) study commented that “the professional and academic perspective the EP provides often connects, links and enlightens our experiences and justifies our approaches”. Hayes and Stringer (2016) found that some staff reported they prefer the traditional role of the EP rather than a consultation model of service delivery.

2.6.11 Summary of Systematic Review

The eight studies reviewed explored teachers experiences of group consultation approaches. In regards to impact on participants, overall, the studies suggest group consultation approaches enhance collaborative working, have a positive impact on teaching staff, and lead to generation of strategies. Teacher’s reflections on the group consultation process suggest that generally teaching staff value the structure, EP support, but find time a barrier to running group consultations. As suggested by Bennett and Monsen (2002) due to the limited research on group consultation approaches further exploratory research is required.

2.6.12 Limitations of Systematic Review

A risk of systematic qualitative reviews is that the meaning of individual studies may become distorted or lost through interpretation and summarising. However, systematic qualitative reviews are suggested to help inform policy and practice by ensuring significant findings from qualitative research are highlighted (Scruggs, Mastropieri & McDuffie, 2007).

A limitation of this review is that a range of different group consultation interventions were considered, which may have led to differences amongst teaching staff's reported experiences. Additionally, varying methods of data collection were used which may have changed how teachers expressed their feelings, for example, use of questionnaires may have reduced demand characteristics and respondent bias in comparison to a face-to-face interview (Robson, 2011). In addition, only qualitative data was reported, which may have impacted the generalisability of findings due to small scale of each study and number of studies identified (Robson, 2011). However, (Shenton, 2004) it is argued that due to the small sample sizes in qualitative projects, it is impossible to ensure generalisability. Instead, issues of trustworthiness concerning transferability are addressed in qualitative research (Lincoln & Guba, 1985). In order to support the reader to establish the trustworthiness of each study and the qualitative synthesis, a Weight of Evidence table is used (see Appendix 1).

To address issues regarding credibility of the qualitative synthesis, an established three stage method of analysis, proposed by Savin-Baden and Major (2010), was employed. Additionally, a thick description of the method and analysis procedure were provided, within the write up, to address issues regarding transferability and dependability. Finally, to ensure confirmability of the qualitative synthesis the researcher was transparent and reflective throughout the process.

2.7 Solution Circles

2.7.1 Solution Circle (SC) Process

An example of a group consultation framework is a SC. SCs are a creative problem-solving tool which operate under the premise that "together we are better" (Forest &

Pearpoint, 1996, p.1); emphasising teamwork and shared practice. There are four roles within the SC model; problem presenter, process facilitator, note taker, and being in the creative thinking team. Once positions are identified, the group follow four stages which include; problem discussion, creative thinking, exploration and clarification discussion led by problem presenter, and next steps discussion (Forest & Pearpoint, 1996).

Table 8

SC Process (Forest & Pearpoint, 1996).

Stage	Description
Stage One: Problem Discussion *Time: 6 Minutes*	• Problem Presenter outlines the problem • Process Facilitator keeps time and ensures no interruptions • Note Taker makes notes on flipchart • If the Problem Presenter stops talking before the end of the 6 minutes, everyone remains quiet and uses this as thinking time
Stage Two: Creative Thinking Team *Time: 6 Minutes*	• Creative Thinkers list potential solutions to the problem presented. It is 'quick fire' and there is no time for discussion. • Note Taker makes notes on flipchart • Problem Presenter listens without interrupting, they must not talk or respond.
Stage Three: Explore and Clarify *Time: 6 Minutes*	• Problem Presenter leads group discussion by identifying ideas which seem interesting or worth refining into possible actions • Focus on the positive points, not what has previously been unsuccessful or can't be done • Note Taker makes notes on flipchart
Stage Four: Next Steps *Time: 6 Minutes*	• Problem Presenter and rest of group decide on first steps that are possible in the next few days • Problem Presenter selects a coach who volunteers to check if they took the first step • Note Taker makes notes on flipchart • Group do a round of words to describe the experience.

2.7.2 Theoretical Underpinnings: Solution Oriented Thinking

Forest and Pearpoint (1996) do not specifically outline any theoretical underpinning of SCs; they instead note it as a practical tool that takes no longer than 30 minutes. However, SCs can be seen as being rooted within solution-orientated thinking (Rees, 2008).

Solution-orientated models of consultation are regarded as inclusive approaches (Rees, 2008). They originate from Solution Focused approaches, which were developed by de Shazer (1985) to support individual and family therapy. O'Hanlon (1987) went on to establish solution-orientated therapy which was built on the work of Solution Focused Brief Therapy (SFBT) (de Shazer, 1985) and that of Erickson (1954). The main differences between solution-orientated thinking and SFBT are; solution-orientated models believe acknowledgement of the problem is essential whereas SFBT believes change occurs from solely building on competence (O'Hanlon, 2007), and SFBT follows specific techniques, whereas a solution-orientated model allows for integration of a range of techniques to help bring about change (Murphy & Duncan, 2007).

The solution-orientated model highlights the importance of opportunity for a narrative of the problem similarly to stage one of the SC (O'Hanlon, 2007); and emphasises identification of what is working well and doing more of that which links into stage three and four of the SC (Rees, 2008). Solution-oriented thinking is suggested to follow ten principles (Rees, 2008); each principle can fit into the SC approach (see Table 9).

Table 9

Ten Solution Orientated Principles (Rees, 2008) and link to SCs

Solution-Orientated Principle	Definition	Link to Solution Circles
1) If it works do more of it; if it doesn't work, do something different	Identify what is working and build on it to create positive change.	Stage three of the SC helps explore what might be working and stage four helps build on aspects that are going well

2)	A small change in any aspect of a problem can initiate a solution	A large or complex problem can sometimes require a small or simple solution	Stage four focuses on identifying a small step that can be carried out in the first 3-4 days to help create change
3)	People have the necessary resources to make change possible	People have the power to create change and when you believe this you can find strength in difficult situations	SCs believe that people within the community have the capacity to help if we can be prepared to ask
4)	Focus on Future Possibilities and Solutions	We must recognise the past but be orientated towards the future to create change	Stage one of the SC acknowledges the past and Stages two, three and four focus on the future
5)	No Sign-Up No change	A goal is not enough to motivate someone they must be invested in participating	SCs occur when an individual brings a problem and takes ownership of the problem
6)	Cooperation enhances change	Working together to ensure optimal outcomes	SCs based on the principle that “together we are better”
7)	The problem is the problem not the person	Recognition that the problem and person are separate and the problem is the person’s difficulties and needs	Stage one gives opportunity to discuss the challenges and the following stages move away from seeing the pupil as a problem instead focusing on what can be done to help
8)	Possibilities are Infinite	Invites thinking around possibilities both positive and negative	Stages two and three allows discussion of possibilities and whether or not they could be successful
9)	People have unique solutions to their problems	Change is not a pre-planned notion given to people it is about their	In stage three and four the problem presenter leads discussion to consider how

	thoughts and versions about how change should or could occur	change could occur before selecting the next steps they feel are most appropriate for them to move forward
10) Keep one foot in pain and one in possibility	Acknowledgement of the challenges and difficulties whilst also having opportunities for hope and possibilities	Stage one allows us to keep one foot in the problem and acknowledge the challenges whereas the final stages allow consideration of possibilities

2.7.3 Previous Solution Circles Research

To the author's knowledge, there have only been two published articles on SCs (Brown & Henderson, 2012; Grahamslaw & Henson, 2015). Brown and Henderson (2012) implemented SCs in a primary and secondary school setting to support school staff generate problem-solving discussions drawing on the staff's expertise. They used multiple methods to evaluate the process including a 'round of words' at the end of the circle, interviews with senior leaders, questionnaires completed by teachers and finally a SWOT (Strengths Weaknesses Opportunities Threats) analysis with teaching staff. The feedback from staff was positive, and the authors reported SCs to be a flexible and creative tool which encouraged an inclusive problem-solving approach. However, the study acknowledges a potential weakness as being no further exploration of what happened after the intervention.

The second piece of research explored the process of both SCs and Circles of Adults (Grahamslaw & Henson, 2015). The authors interviewed 62 participants who had taken part in a SC either during a supervision session or primary school staff meeting. Grahamslaw and Henson (2015) found that SCs are a collaborative process which ensures a shared focus, cohesive group identity, and a non-hierarchical group where everyone is valued equally. The EP acted as the process facilitator in this research, Hanko (1999) emphasised the importance of an external facilitator such as an EP, not to offer an expert role, but to contribute to the process. The EP as the facilitator is suggested to be crucial to the process (Brown & Henderson, 2012). However, a

limitation of Grahamslaw and Henson's (2015) research is the SCs were carried out by a range of EPs who may have had different approaches to facilitation reducing the reliability of the findings.

Overall, the limited research base (Brown & Henderson, 2012; Grahamslaw & Henson, 2015) suggests that teaching staff report SCs to be a flexible, creative tool which encourages an inclusive problem-solving approach. However, Grahamslaw and Henson (2015) highlight the need for further research exploring SCs and what happens when they are used.

2.8 Rationale for Research

Promoting positive SEMH within schools is a priority within the current social climate (DfE & DoH, 2017). This priority comes after prevalence studies suggest approximately 10% of those aged 5−16 years old experience clinically significant mental health needs (Public Health England, 2016). SEMH needs are suggested to be the most frequently observed category of SEN in secondary schools in England (Sheffield & Morgan, 2017). Furthermore, the UK government outlined an additional £1.4 billion available to support children's mental health from 2015/16 to 2019/2020; with plans for schools to have trained staff responsible for mental health (DfE & DoH, 2017). The most common source of support that young people with mental health needs report they access is talking with teachers (Meltzer et al., 2000). Therefore, the national priority of secondary school pupils SEMH, and the crucial role teachers are suggested to play in supporting SEMH needs, is the rationale for the participant selection.

Teaching staff are found to report high levels of job-related stress and burnout (Garrick et al., 2014); with a primary contributory factor to teacher stress suggested to be supporting SEMH needs (Bauer et al., 2006). Therefore, supporting teachers to meet the needs of these children is of high importance (DfE & DoH, 2017). Teachers who express emotions more frequently through support systems are found to be less likely to experience burnout (Carlson et al., 2012) and better able to support pupils with SEMH needs (Rae et al., 2017). Furthermore, group consultations have been found to be a beneficial approach to supporting teaching staff working with pupils with SEMH

needs (Davison & Duffy, 2017). However, there is limited empirical evidence concerning group consultation approaches (Bennett & Monsen, 2011).

The SC evidence base (Brown & Henderson, 2012; Grahamslaw & Henson, 2015) suggests SCs are a flexible, creative tool which encourages inclusive problem-solving. However, there are currently only two published studies on SCs, and the need for further research exploring SCs and what happens when they are used has been highlighted (Grahamslaw & Henson, 2015). Group consultations such as SCs are suggested to be widely used, and it is, therefore, considered essential that further research is conducted to fulfil requirements of evidence-based practice (Fox, 2003).

3. Methodology

3.1 Introduction

3.1.1 Introduction to the Chapter

This chapter will outline the research aims before exploring the epistemological and ontological stance of the research. The concept of narrative approaches and its application to research will be presented, including the justification for this methodological choice. The chapter will then outline the design of the study, including the procedure and analysis. Finally, the researcher will discuss ethical considerations, trustworthiness, critical reflections and limitations concerning the research.

3.1.2 Research Aims

The research aims to explore teaching staff's narratives about the use of SCs to support a young person with SEMH needs. The study will aim to answer the following questions:

1. *What types of narratives are told by teaching staff about the use of SCs to support pupils with SEMH needs and how are they told?*
2. *What are teaching staff's narratives around the use of a SC for a young person with SEMH needs?*
3. *What are teaching staff's narratives around supporting a young person with SEMH needs in the initial 6 weeks following the SC?*

The questions will be addressed through an exploratory approach. Narratives enable teachers to reflect on their experiences and thus create meaning; increasing teacher knowledge and practice (Barkhuizen & Wette, 2008). Experiences within educational systems are argued to occur narratively and therefore, are best studied using narrative methods (Clandinin & Connelly, 2000).

3.2 Design Philosophy: Ontological and Epistemological Assumptions

3.2.1 Evidence- Based Practice

Research is highlighted as one of the core areas of Educational Psychology (Farrell et al., 2006). Cameron (2006) suggests that an EP's perspective, grounded in scientific psychology and evidence-based practice is one of their unique contributions. Research skills are noted as being essential for EPs to enable change (Gersch, McCarthy, Sigston & Townley, 1990).

EPs are suggested to utilise evidence-based practice to generate change (Gulliford, 2015). The American Psychological Association (2016) describes evidence-based practice as the combination of the best available research with the professional knowledge of the context. However, evidence-based practice, is criticised as potentially being reductionist in its search for causal explanations. EPs can utilise evaluation methods to contribute practice-based evidence, suggesting what works for different individuals in particular contexts (Gulliford, 2015).

EPs practice with reference to the research hierarchy (Frederickson & Cline, 2011). The hierarchy of evidence (Fox, 2003) suggests Systematic Reviews of Randomised Control Trials are at the top of the evidence tree and evidence-based reports or opinions at the lower end. However, much academic research has been criticised for failing to take into account the systemic context and therefore, not being transferable in the 'real' world (Willig, 2013). Since the 1990s, there has been an increase in the use of qualitative research methods within Educational Psychology (Henwood & Pidgeon, 1992), which enable an in-depth knowledge of the context to be developed. Nevertheless, Randomised Control Trials are still considered by some the 'gold standard of research' but are criticised for failing to consider complex social processes (Thomas, 2016). Overall, it is suggested that EPs should ultimately use the research method that can best answer the question they are asking (Gulliford, 2015).

3.2.2 Two conceptions of Social Reality: Subjective and Objective Approaches

Ontology refers to the nature of reality and raises questions about what exists (Guba & Lincoln, 1998). Epistemology is concerned with the nature of knowledge and the relationship between the knower and what can be known (Moore, 2005). Cohen, Manion and Morrison (2007) suggested that there are two conceptions of social reality

along a subjective- objective dimension. Burrell and Morgan (1979) examined the two conceptions to social reality through four sets of assumptions that they suggested underpin approaches to research: ontology, epistemology, human nature, and methodology (see Table 10).

Table 10

Assumptions about the nature of social science (Burrell and Morgan, 1979 taken from Cohen et al., 2007)

Subjective Approach	Assumption	Objective Approach
Nominalism: objects of thought are merely words and there is no independently accessible thing constituting the meaning of a word.	**Ontology** ⟷	Realism: objects have an independent existence and are not dependent on the knower.
Anti-Positivism: Knowledge is subjective and unique and based on researcher interactions with their subjects.	**Epistemology** ⟷	Positivism: Knowledge is objective and tangible and will demand an observer role for the researcher.
Voluntarism: Humans are initiators of their own actions with free will and creativity, producing their own environments.	**Human Nature** ⟷	Determinism: Humans respond mechanically and deterministically to their environment.
Idiographic: The principal concern is with an understanding of the way in which the individual creates and interprets the world.	**Methodology** ⟷	Nomothetic: The approach is characterised by procedures and methods designed to discover general laws.

3.2.3 Overview of Paradigms

A paradigm is a set of beliefs and practices which reflects ontological and epistemological views of the researcher (Kuhn, 1977). It is composed of philosophical assumptions that direct one's thinking and actions (Mertens, 2010). The four significant paradigms within education and psychology are suggested to be post-positivism, constructivist, transformative and pragmatic (Mertens, 2010) (see Table 11).

Table 11

Overview of Paradigms (Mertens, 2010)

Paradigm	**Brief Description**	**Ontology** *(nature of reality)*	**Epistemology** *(nature of knowledge)*
Post-positivism *(Methodology: Quantitative and experimental)*	Positivism has a scientific focus on empirical and objective data. Researchers agreed the need for generalisability and objectivity but acknowledged real world research and suggested a truth could only be ascertained with probability not certainty.	One reality which can be known within a certain level of probability.	Researcher must be objective. Researcher will manipulate and observe in a removed way.
Constructivist *(Methodology: Qualitative)*	Reality is socially constructed by individuals within the research. The research must try to understand the complex experiences of individuals.	Multiple realities which are socially constructed.	The researcher has an interactive link with participants.
Transformative *(Methodology: Qualitative with potential for mixed methods approaches)*	Aims to directly address oppression within society with a focus on social justice. Researchers work with those whom have perceived less power to hopefully initiate social transformation.	Reality is based on social positioning and aims to avoid privileging versions.	The researcher has an interactive link with participants.
Pragmatic *(Methodology: methods are chosen based on the purposes of the research)*	Focus on practical thinking. Research methods are decided based on the most appropriate to fit the research question.	Suggests there is a single reality but individuals also have own understanding of reality.	Relationship with research is decided based upon what is most appropriate.

3.2.4 Ontological and Epistemological Stance of this Research

Constructivism is suggested to date back to the time of Socrates, who claimed that teachers and learners interpret and construct knowledge by asking questions (Hilav, 1990 cited in Erdem, 2001). Social constructivism proposes the idea that humans make sense of experiences by creating a model of the social world and the way it functions, with language being the most essential system that humans use to construct reality (Leeds-Hurwitz, 2009). This approach lies within the ontological position of nominalism, which asserts that objects of thought are merely words and there is no independently accessible thing constituting the meaning of a word (Cohen et al., 2007).

Social constructivism believes there to be multiple interpreted realities (Cresswell, 2009), and reality is constructed through human activities (Kim, 2001). As the intention of the present study is to explore the narratives of teaching staff using a qualitative and idiographic approach, the research will adopt a social constructivist paradigm. Through this paradigm, the researcher will attempt to explore the narratives of the teaching staff about the use of SCs to support a young person with SEMH needs. Most narrative researchers claim that there is a marked difference between historical truth and narrative truth (Spence, 1982). Narrative truth is suggested to be constructed by an individual's personal experiences, rather than being based on factual records (Josselson, 2011). Within narrative methods 'meaning' is built through social discourse, with participants making meaning through linking aspects of their experience, and the researcher making links to understand and interpret this data (Josselson, 2011).

Social constructivism is suggested to be in opposition to positivism and asserts that knowledge is subjective and based on researcher interactions with their subjects (Cohen et al., 2007). Social constructivism believes that learning is a social process; therefore, meaningful learning occurs when we are engaged in social activities such as collaboration (Kim, 2001). The researcher deems there to be an interactive link with participants, and both parties have the ability to influence one another (Mertens, 2010). Therefore, the ontological and epistemological stance of this research will adopt a social constructivist perspective.

3.3 Design Strategy: Narrative Research

The research will adopt a qualitative idiographic methodology to gain insight into individual experience and the meaning that is attached to this experience (Earthy & Cronin, 2008). The researcher is interested and represented in teaching staff's narratives about the use of SCs to support a young person with SEMH needs.

3.3.1 Narrative Research

"There is no human experience that cannot be expressed in the form of a narrative"
(Jovchelovitch & Bauer, 2000, p. 1)

Narrative research is described as a cognitive process that enables human experiences to be organised into meaningful temporal episodes (Polkinghorne, 1988). Narrative research derives from the ideas of Jerome Bruner, Ted Sarbin and Don Polkinghorne (Wertz et al., 2011). Sarbin (1986) suggested that individuals make sense through connecting events in a sequenced form with a beginning, middle, and end. As human beings, we try to understand experiences through imposing a story structure (Bell, 2002). These stories offer potent insights, and our understandings are developed through the retelling and reshaping of stories (Josselson, 2011). Bruner (in Dyson & Genishi, 1994) posited that the life we live is inseparable from the life we tell, and life is often about the interpretation of the stories we tell.

Narrative research is distinguished by its focus on narrative texts which represent aspects of an individual's life (Josselson, 2011). Narrative is not intended to be an exact representation of what happened but rather the individual's construction of the event from their perspective (Mishler, 2004), thus highlighting why the research adopted a social constructivist ontology & epistemology. Furthermore, narratives can be used to help participants make sense of challenging experiences (Becker, 1997), where an individual describes what is occurring to help contain the situation (Broyard, 1992). The narrators construct external accounts from the chaos of the internal meaning, and therefore the reports may often include contradictions (Josselson, 2011). Narrative does not claim to demonstrate the exact truth; instead, it argues, in contrast to positivism, that knowledge is subjective and unique; therefore, conclusions

from narrative research often remain open-ended (Polkinghorne, 1988). The idiographic methodology of narrative research considers findings to be significant if they are of importance to the participant (Webster & Mertova, 2007). At present, there is suggested to be no authorised theory, doctrine, practice or method in regards to narrative research (Webster & Mertova, 2007).

3.3.2 Choosing Narrative Methods

Vygotsky (1978,1930, p.65) stated that "the search for method becomes one of the most important problems of the entire enterprise of understanding the uniquely human form of psychological activity."

Narrative methods are associated with longer-term events where a sequence of actions and experiences occur (Carr, 1991). Narrative enables an understanding to be established about what happened for the individual living through a particular experience; and is suggested to cross the boundaries between evidence and practice (Webster & Mertova, 2007). This research aims to explore what happened for teachers living through the experience of supporting a pupil with SEMH needs, gathering their stories across a sequence of events, before, during and after a SC.

Using Narrative Research in Psychology. Narrative research in the Social Sciences is suggested to have flourished during the 1980's when challenges to positivism were rising (Reissman, 2008). In 1998, the Educational and Child Psychology Journal produced a special edition focusing on qualitative methods, due to growing criticisms of positivist epistemology (MacKay, Boyle and Cole, 2016). The researcher decided upon qualitative methods as quantitative methods, are suggested, in some circumstances, to be ineffective when studying complex phenomena, as they may overlook the impact of experience in the search for outcomes (Webster & Mertova, 2007). This research was particularly interested in teacher's lived experiences of a sequence of events, rather than specific outcomes. In contemporary research, narrative approaches are suggested to have been widely used within psychology to explore life events (Wertz et al., 2011). Narrative claims to be a holistic methodological approach in psychology, that captures the full story and critical stages

(Webster & Mertova, 2007). The researcher wanted to explore the holistic story of the teaching staff and not miss complex variables that may have been influential.

Using Narrative Research in Education. Gough (1997) asserted that a narrative method helps to address several theoretical and practical problems in educational research, which are not as accessible in more standard forms of research, such as, offering increased sensitivity to thoughts and feelings with a temporal element. In educational research, narratives are indicated as being able to capture the many attitudes, choices and values that may be invisible to the participant (Grumet, 1981). Narrative approaches, in teaching and learning, are suggested to help individuals retell experiences and to support problem-solving; which can then be organised into a body of practical knowledge (Schon, 1983). Connelly and Clandinin (1990) suggested that in order to improve teaching, we must focus on personal storytelling to enable practitioners to become aware of their practice. Narrative is focused on analysing the stories we hear and tell, to develop an understanding of a particular phenomenon (Webster & Mertova, 2007), such as teaching staff's stories of using SCs to support pupils with SEMH needs.

Using Narrative with Teaching Staff. Narrative is argued to address complexities of human experience in teaching, through offering organisation of a series of events (Webster & Mertova, 2007). Teaching staff's stories enable an understanding of the complexities of the situation/context which can help illuminate multifaceted issues within teaching and learning (Webster & Mertova, 2007). Teacher's experiences are argued to occur narratively and therefore, are best studied using narrative methods (Clandinin & Connelly, 2000). However, teachers are suggested to be in a position of power, their story can hold dominance, and the language they use can create a reality for pupils, therefore researchers must be careful in their portrayal of stories (Walther & Fox, 2012).

Selecting a Narrative Methodology. Narrative methods are argued to differ from traditional approaches due to five key aspects (Clandinin & Connelly, 2000):

1. Temporality: time is seen as a key feature within this form of research, participants are not seen as timeless as with other research methods.

2. Context: this is prominent within narrative and is portrayed within the story.
3. People: measures within research must be reflective of the people involved.
4. Actions: are considered to be expressions of narrative histories.
5. Certainty: narrative acknowledges there is uncertainty due to the many possible interpretations of a situation. In contrast, traditional methods may seek to ensure certainty by controlling and manipulating variables and measuring outcomes.

Thematic Analysis, Interpretative Phenomenological Analysis, Grounded Theory and Discourse Analysis also collect data in a narrative form (Reissman, 2008). However, these methods were not deemed suitable for this research for the following reasons. Firstly, although narrative is interested in categories, it differs from other qualitative methods, such as Thematic Analysis, as it adopts an idiographic methodology that focuses on sequencing, progression, and transformation within individual stories (Squire, 2013). Narrative methods examine the data holistically and interpret the story organisation, allowing for a case-centred approach (Riessman, 2008).

Grounded Theory aims to articulate relationships among identified themes or constructs (Strauss & Corbin, 1994), with the ultimate outcome of a Grounded Theory study being theory development which further study hypotheses can be generated from (Hallberg, 2006). In contrast, narrative allows existing theory to guide analysis while also allowing for new theoretical understandings to be established (Floersch, Longhofer, Kranke, & Townsend, 2016). Finally, Discourse Analysis was not selected as it focuses on analysing language, rather than on exploration of stories over a period of time (Willig, 2013), and therefore would not have addressed the research questions.

Narrative Oriented Inquiry (NOI) is suggested to emphasise doing justice to the whole story as well as the individual elements (Hiles, Čermák & Chrz, 2009), and therefore was the selected method of analysis.

3.3.3 Narrative Methodology: Narrative Orientated Inquiry

Narrative approaches provide a methodology for the study of stories of human experience (Hiles et al., 2009). There are a range of methodologies that can be

considered in narrative research. Approaches to narrative data analysis include Thematic Analysis (Riessman, 2008); Holistic /Categorical–Content /Form Analysis (Lieblich et al., 1998); Dialogical Analysis (Riessman, 2008); visual analysis (Riessman, 2008); and Narrative Oriented Inquiry (NOI) (Hiles & Čermák, 2008).

The researcher wanted to do justice to the whole story of individual participants and therefore felt thematic analysis would not be suitable, as it focuses on themes across cases rather than within an individual case (Reissman, 2008). Dialogical analysis explores how talk between speakers is produced and performed (Riessman, 2008); this method would, therefore, not answer the research questions as there would be a focus on exploration of conversations rather than investigation of teacher experiences.

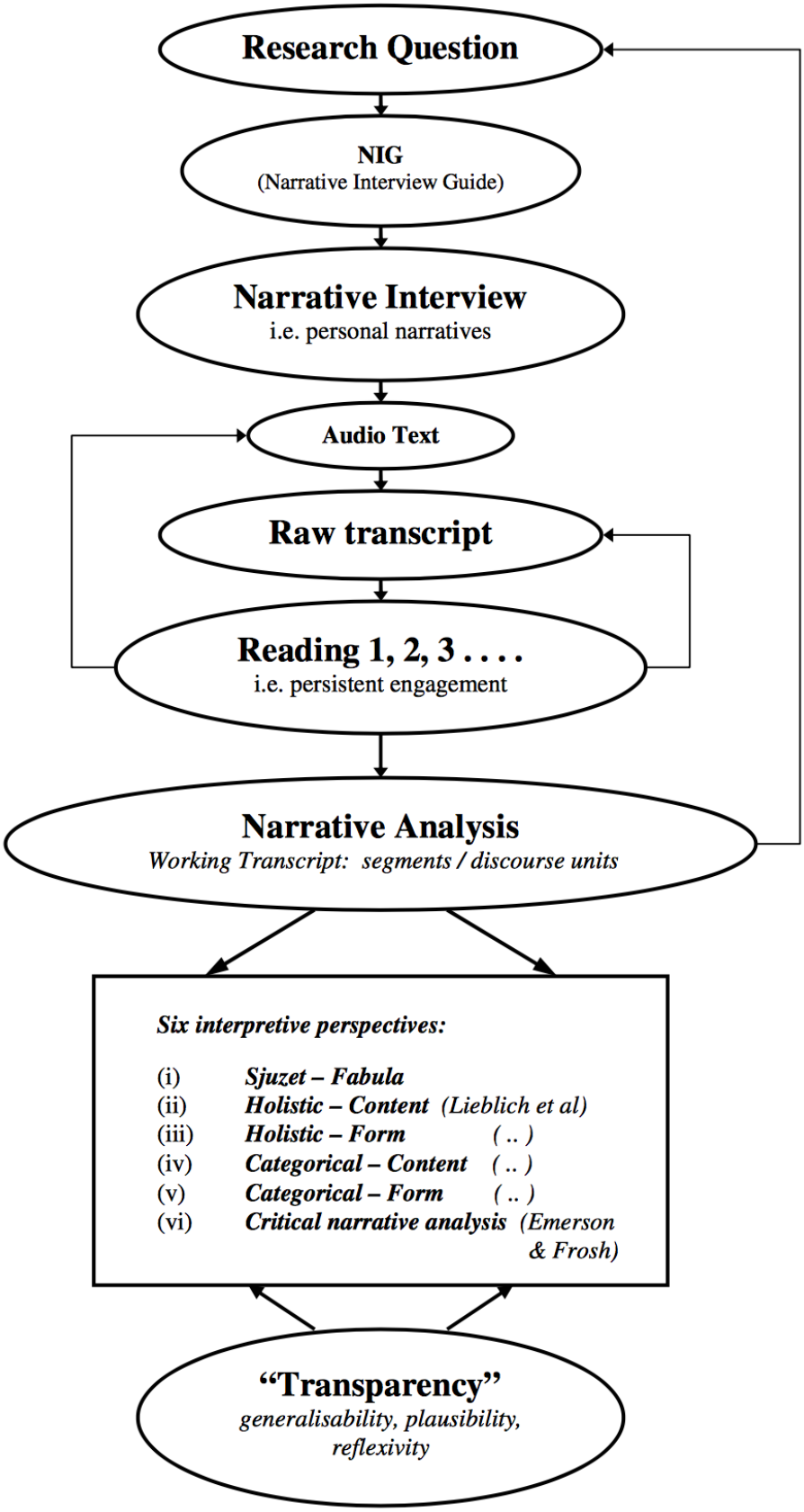
Mishler (1995, p. 117) expressed that there is “no singular or best way to study narrative”, therefore, what can be learnt from a range of approaches must be explored. Mishler (1995) proposed several typologies exist within narrative research. One typology proposed by Mishler consisted of the cultural, social and psychological context and function of stories. Within this typology sits NOI, a model proposed by Hiles and Čermák (2008). The model is suggested to be based on psychological principals; exploring the content, form and context of narratives, while also paying attention to the “how” and “what” within stories, and why a story was told in a particular way (Hiles & Čermák, 2008).

3.3.3.1 The process of Narrative Orientated Inquiry. Hiles et al. (2009) highlight that NOI sits within a paradigm that believes meaning to be constructed collaboratively and narratives reflect a crucial means of knowledge production. Thus, highlighting how NOI is positioned within a social constructivist paradigm. The authors (Hiles & Čermák, 2008) recommend that NOI is used with personal narratives, primarily where the data collection method used interviews. It is highlighted that NOI is a methodological approach, not just a means of analysis. It guides the research design, data collection methods and form of analysis. When using NOI, the researcher must plan from the outset, developing the appropriate research question and use narrative interview methods to explore the topic under investigation. The participant is considered to be actively engaged in meaning-making and is given a sense of agency within the interview.

The NOI process (see Figure 8) begins with the research question, once this is established a narrative interview guide is sensitively developed. The narrative interview is then conducted and transcribed. The raw transcript is read several times to help illuminate potential themes as well as a holistic vision of the story. Following those steps, the narrative analysis can then begin.

Figure 8

NOI Process (Hiles et al., 2009)



The NOI process (Hiles & Čermák, 2008) suggests six interpretative perspectives that can be used singularly or in any combination, drawing upon the Fabula (content) or Sjuzet (form). The four interpretative perspectives proposed by Lieblich et al. (1998) are Holistic–Content, Holistic–Form, Categorical–Content and Categorical–Form. The intersecting dimensions of these four perspectives are 'unit of analysis' and 'focus of analysis'. The unit of analysis is either 'holistic' which refers to the story as a whole or 'categorical' which is the comparison of all references to a particular phenomenon. The focus of analysis is either on 'Fabula' (content) or 'Sjuzet' (form). Finally, Critical Narrative Analysis (Emerson & Frosh, 2004) relates to the development of identity in narratives (see Table 12 for further explanation of interpretative perspectives).

Table 12

*Interpretative Perspectives adapted from (*Hiles et al., 2009).

Interpretative perspectives	**Description**
Fabula (content) and Sjuzet (form).	The Fabula (content) relates to what has been told, and the Sjuzet (form) is interested in aspects such as structure, sequence of events and language.
Holistic-Content	Involves exploring the content of a participant's whole story. The emphasis being on the fabula. This can involve creating a core theme for a whole story or exploring how specific segments illuminate the participants story as a whole.
Holistic- Form	The focus here is on the plot of the story. For example, a story that starts positive, takes a turn for the worst, then ends positive would be a U-shaped story.
Categorical-Content	This involves breaking the text down into categories and submitting each to an analysis.
Categorical-form	This dimension involves analysis of the sjuzet. For example, repetitive crying or sighing throughout the narrative text could imply a difficult experience. It must be noted this can be highly interpretative.
Critical Narrative Analysis	Involves the account of life the individual constructs for themselves and the development of crucial identity positions (Hiles, 2007).

3.3.4 Narrative Method of Data Collection: The Narrative Interview

Within NOI, the data collection method is called the narrative interview (Mishler, 1986). Narrative interviews are considered to be a mutual exchange between the interviewee and interviewer (Hiles et al., 2009). Narrative interviews are an unstructured approach which aim to generate detailed accounts, giving power to the interviewee (Reissman, 2008). This data collection approach fits with the social constructivist paradigm influencing the research, as it recognises the interactive link between researcher and participant (Mertens, 2010).

Interviews can be structured as conversations, where the researcher and participant construct a collaborative meaning through narrative (Hiles et al., 2009). There are a range of interviews that can be conducted; however, Hiles et al. (2009) expressed that typically there are three types of narrative interview:

1. Biographical interview e.g. *"tell me about your life?"*
2. Topic-focused interview e.g. *"tell me about your recovery from illness?"*
3. Specific-focused interview e.g. *"How did you come to be diagnosed?"*

The current research will use topic-focused interviews; the topic being participants stories about the use of SCs to support pupils with SEMH needs. It is suggested that narratives are not solely for life stories but also for stories about everyday experiences, especially disruptions to everyday life (Murray, 2015). This form of interview has also been referred to as an episodic interview (Flick, 2014) where participants tell stories of particular experiences of change.

The narrative interview is typically recorded and then carefully transcribed. Within the transcription, standard punctuation is used and short pauses, hesitations etc. are not usually logged. The transcript should not be tidied up; the researcher will then read through the written text and listen to the audio several times. Following this, the researcher can begin initial coding. Narratives are suggested to be a sequence of episodes, and it may be useful to separate specific episodes using a numbered sequence (Hiles et al., 2009).

3.3.5 Trustworthiness

The trustworthiness of flexible research designs has been debated by positivists, often due to the concepts of validity and reliability not being able to be applied the same way in naturalistic work (Shenton, 2004). Due to this, researchers have proposed four criteria which are recommended to ensure trustworthiness within qualitative research (Lincoln & Guba, 1985): Credibility, Transferability, Dependability and Confirmability.

1. Credibility: Confidence in the 'truth' of the findings

Credibility is noted as one of the most important factors to address trustworthiness (Merriam, 1998). To ensure credibility, the researcher should create measures from successfully utilised comparison projects where possible. In addition, the researcher should develop familiarity with the culture of the organisation, but not become so immersed that their professional judgements become influenced. It is essential for proper scrutiny of the research to ensure credibility such as frequent de-briefing with supervisors, peer feedback, and reflective diaries (Shenton, 2004).

Researcher actions to address Credibility:

- The researcher used NOI, which is a recognised and established method in psychological and educational research.
- The researcher utilised supervision to ensure proper scrutiny of the research.
- A colleague observed one of the SCs.
- The researcher transcribed all of the SCs.

2. Transferability: Showing that the findings have applicability in other contexts

Due to the small sample sizes in qualitative projects, it is impossible to ensure generalisability/external validity (Shenton, 2004). However, if practitioners believe their context to be similar to a study, they may relate findings to their own position (Bassey, 1981). It is, therefore, essential for the researcher to provide sufficient contextual information to enable the reader to make such a transfer (Lincoln & Guba, 1985).

Researcher actions to address Transferability:

- The researcher included a thick description within her write up, to help ensure conclusions were transferable to similar times, settings, situations and populations.

3. Dependability: Showing the findings are consistent and could be repeated.

The processes within a study must be outlined in detail to address issues of dependability, so that the methods could be repeated in other contexts if needed. In order to do this, the write up must include information about the research design and implementation, the operational detail of data gathering and reflective appraisal of the project (Shenton, 2004).

Researcher actions to address Dependability:

- The researcher included an in-depth methodological description to allow the study to be repeated.

4. Confirmability: The extent to which the findings are shaped by participants and not researcher bias, motivation or interest.

Tactics must be employed to ensure that the findings are the result of participants responses rather than preferences of the researcher (Shenton, 2004). In order to do this, the researcher can promote use of triangulation and acknowledge any predispositions (Miles & Huberman, 1965) by using a reflective commentary, and detailed methodological description (Shenton, 2004).

Researcher actions to address Confirmability:

- The researcher tried to ensure a transparent description of the research steps taken; including details of the raw data, data analysis process, instrument development etc.
- The researcher attempted to acknowledge shortcomings of the study methods and the consequences.
- The researcher kept a reflexive diary to reflect on her own values and interests throughout the research process.

- The researcher decided not to use ‘member checking’, which is when the analysed data is returned to the participant to address issues around confirmability. This decision was made due to suggestions that the technique may potentially contradict with the interpretative stance of narrative research (Birt et al., 2016) as it may assume there to be a fixed truth that can be accounted for by the researcher and confirmed by the participant (Harper & Cole, 2012). Furthermore, as participants were retelling potentially challenging stories of their role supporting a young person with SEMH needs there is the possibility that ‘member checking’ may leave the participant with negative feelings after retelling their stories (Grinyer, 2004). Therefore, ‘member checking’ was not used in this research.

3.4 Design Methods: Procedure, Data Collection, Data Analysis and Ethical Considerations

3.4.1 Stakeholder Engagement

Stakeholders are individuals or organisations who may be affected by the results of the research (Mertens, 2010).

Participating Schools. The participating schools were key stakeholders, and it is anticipated that by consenting to take part, they have an interest in exploring the use of SCs to support pupils with SEMH needs.

Parents/Carers. The parents/carers of the participants will have a vested interest in the support offered to their children subsequent to the use of SCs to identify positive strategies to support them.

Young Person*.* The young person is a wider stakeholder of the research as the researcher will not have direct contact with them, although it is hoped that they will benefit from the resultant activities of the staff following the SC. Although further research would be necessary to establish if this is the case.

Educational Psychology Service. The EP Service has recently moved towards a traded model of service, due to this, schools within the local authority have had to

source money from their budget to pay for EP services. However, statutory work such as Education, Health and Care Plan (EHCP) assessments are not a traded service. This has meant work within the researcher's local authority has been heavily based in statutory EHCP requests from schools. It is hoped that use of SCs will empower schools by skilling them in problem-solving and therefore reduce EHCP requests.

3.4.2 Context

The researcher sent recruitment letters (see Appendix 2) to secondary schools within a rural local authority. The schools were asked to contact the researcher if they would like to participate and believed they had a suitable young person who met the inclusion criteria. Three secondary schools emailed back an expression of interest in the research. Secondary School A were involved in three SCs, Secondary School B and C were involved in one SC each.

Table 13

Secondary School Contextual Information based on 2018/19 data

Secondary School	**School Type**	**Number of Pupils**	**Ofsted Rating**	**Pupils eligible for free school meals**	**Pupils with SEN support**	**Pupils scoring Grade 5/above in English or Maths GSCEs**
National Average				*27.7%*	*10.8%*	*43%*
A	Community	600	Good	33.1 %	14.3 %	32%
B	Academy	1300	Good	8.8%	5.6%	51%
C	Academy	800	Good	33.2%	10.7%	33%

3.4.3 Selection Criteria

A purposive sample was adopted whereby the school organiser, which was the Special Educational Needs Co-ordinator (SENCO) in each school, identified the young person with SEMH needs and teaching staff to participate in each SC. The inclusion criteria were secondary school pupils whose SEMH needs were barriers to their learning and participation in school life. The term SEMH needs was adopted from the SEN Code of Practice (2015a). Therefore, SEMH needs will be used to describe a

range of social and emotional difficulties which includes young people displaying withdrawn, challenging, disruptive or disturbing behaviours. These behaviours are suggested to potentially indicate underlying mental health difficulties such as anxiety or depression (DfE, 2015a).

The schools that were deemed suitable and decided to participate were asked to distribute information sheets about the research (see Appendix 3) to the staff who could potentially participate in the process and to the parents/guardians of the young people the school felt met the inclusion criteria. If both were happy to participate following this, staff members and the young people's parents/guardians were asked to sign consent forms (see Appendix 4 & 5). The member of teaching staff suggested to hold the most responsibility for the young person stepped into the 'problem presenter'[3] role within the SC, and therefore became the participant for the narrative interviews.

3.4.4 Participant Characteristics

Five secondary school teaching staff suggested to hold the most responsibility for an identified young person with SEMH needs became the interviewee. The five young people they supported were the focus of the SC on the basis of the selection criteria. Table 14 outlines the participants role and the details of the young person they supported.

Table 14

Participant Information

Participant Name[4]/ Job Role	**Pupil Name/ Gender**	**Pupil Year group/ School**	**School's Main Concerns for Pupil** *(identified in initial discussions by SENCOs)*

[3] The 'problem presenter' is the person who holds the most responsibility for the case discussed in the SC. The term 'Problem Presenter' was not favoured by the researcher but was kept to remain true to the SC Process. The role is discussed further in section 3.4.5

[4] Please note all pupil and staff names have been changed to ensure anonymity

Alison/ SENCO	Faye/ Female	Year 8 School C	Diagnosis of an Autism Spectrum Condition High levels of anxiety Presenting as an emotionally based school avoider[5]
Lisa/ TA	Tara/ Female	Year 8 School A	Diagnosis of an Autism Spectrum Condition High levels of anxiety Presenting as an emotionally based school avoider
Diana/ TA	Dean/ Male	Year 9 School A	Managed move at start of Year 9 from a Pupil Referral Unit History of domestic violence Presenting with behaviours that challenge e.g. running off site Previous fixed term exclusions
Wendy/ Head of Year	William/ Male	Year 7 School B	Managed move from a secondary school at the start of Year 7 Presenting with behaviours that challenge e.g. fighting with peers Previous fixed term exclusions
Karen/ TA	Oliver/ Male	Year 8 School A	Presenting behaviours that put him at risk e.g. climbing on school roof High levels of anxiety Previous fixed term exclusions

3.4.5 Intervention: Solution Circles

SCs were undertaken with teaching staff for five young people with identified SEMH needs. SCs are a creative problem-solving approach which works on the premise that people within a community have the capacity to help each other (Forest & Pearpoint, 1996). Within this process, there are four roles; problem presenter, process facilitator, note-taker, and being part of the creative thinking team. Once positions were identified, the group followed four stages which included; problem discussion, creative thinking, exploration and clarification, and next steps (Forest & Pearpoint, 1996). The TEP who was also the researcher, took the role of process facilitator in the SCs (implications of this will be discussed in section 3.4.9). The 'problem presenter' was the person who

[5] Emotionally based school avoidance is a term used to describe a group of children and young people who, due to emotional factors, have severe difficulty attending school. (Thambirajah, Grandison & De-Hayes, 2008).

held the most responsibility for the identified young person (see table 14). The other roles were collaboratively decided and allocated at the start of the SC process. Contextual information detailing the SC set up can be found in Table 15. An example of an SC flipchart visual can be found in Appendix 6.

Following the first three SCs, the researcher made repetitive reflections via her reflective diary and in supervision that there had been no period of time to summarise and reflect following the 'problem discussion', due to time pressures and the structure of the SC. Additionally, ensuring sufficient time is available to explore an issue is considered an essential aspect of consultation (Wagner, 2000). The researcher reflected that without adaptation of the SC guidance, there was an ethical risk that the process may cause harm. The potential risk of harm was possible, as without the additional stage the SC could potentially miss key themes from the 'problem discussion', blocking further discussion and generation of solutions for these key themes. The BPS (2014) identify the minimisation of risk as a key ethical consideration within psychological research. Therefore, following multiple discussions with tutors and reflective diary entries (see Appendix 7 for illustrative extracts) it was decided that the 'synthesis' section from Circle of Adults (Wilson & Newton, 2006) would be added after the 'problem discussion' phase. Therefore, in the last two SCs (Alison and Lisa), a slightly adapted SC guidance was utilised, introducing a 'Summary of Problem' which is described further in Figure 9. Table 15 outlines the set up for each SC.

Table 15

SC set up information

SC 'Problem Presenter'	Standard/ adapted SC	Date of SC	Other SC members job roles
Alison/ SENCO	Adapted	22.10.19	• Three TAs • Head of year
Lisa/ TA	Adapted	10.10.19	• SENCO • Two TAs
Diana/ TA	Standard	15.05.19	• SENCO • Head of Year
Wendy/ Head of Year	Standard	04.07.19	• Tutor • SENCO • Four Subject Teachers

Karen/ TA	Standard	12.06.19	• SENCO • Head of Year • TA

Figure 9

Solution Circle Guidance

Solution Circle Guidance

1. Preparation Step One: Identify Roles

Problem Presenter Process Facilitator
Note Taker Creative Thinking Team

2. Preparation Step Two: Group Rules

The Process Facilitator guides collaborative generation of rules ensuring confidentiality is covered.

3. Stage One: Problem Discussion (6 Minutes)

- Problem Presenter has 6 uninterrupted minutes to outline the problem
- Process Facilitator time keeps and ensures nobody interrupts
- Note Taker writes down notes on flipchart
- If the Problem Presenter stops talking before the end of the 6 minutes, everyone remains quiet and uses this as thinking time or space for the Problem Presenter to add additional information

4. Stage Two: Summary of Problem (3 Minutes)

- Process Facilitator summarises what the problem presenter has discussed
- This is an opportunity to draw out themes

5. Stage Three: Creative Thinking Team (6 Minutes)

- Creative Thinkers list potential solutions to the problem presented. It is 'quick fire' and there is no time for discussion at the moment
- Note Taker writes down notes on flipchart
- Problem Presenter listens without interrupting- they must not talk or respond
- Process Facilitator time keeps and keeps everyone on track

6. Stage Four: Explore and Clarify (6 Minutes)

- Group have a discussion led by the Problem Presenter
- This is an opportunity to explore and clarify the problem
- Problem Presenter leads by identifying ideas which seem interesting or worth refining into possible actions
- Focus on the positive points only-not what has previous been unsuccessful or can't be done
- Note Taker writes down notes on flipchart

7. Stage Five: Next Steps (6 Minutes)

- Problem Presenter and rest of group decide on first steps that are possible in the next few days
- Problem Presenter selects a coach who volunteers to check in with the Problem Presenter
- Note Taker writes down notes on flipchart
- Finally, the team do a round of words (each person chooses one word) to describe the experience.

3.4.5.1 Researcher reflections of the SC Process. The researcher had co-facilitated SCs previously with EPs, but it must be noted that this was the first time the researcher independently facilitated SCs. The researcher took the role of process facilitator in the SCs due to pragmatics reasons, as the SC process is not widely used within the current service and she was unable to gain consent from an EP to facilitate the SCs.

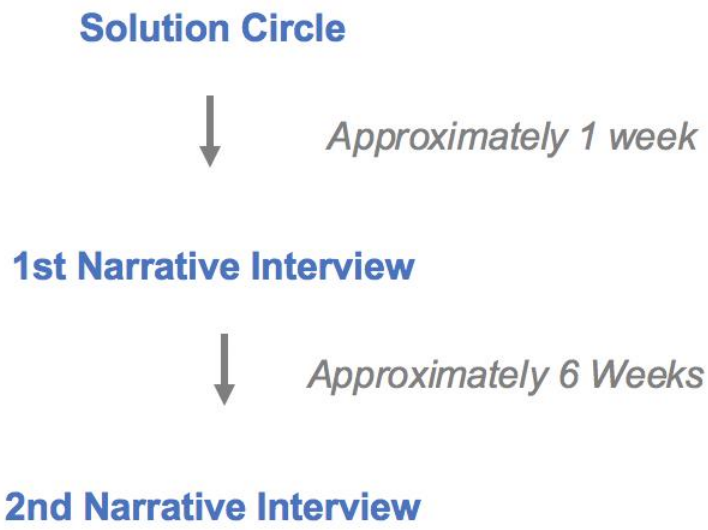
The researcher engaged in reflection following the facilitation of each SC, through her reflective diary, peer supervision, and tutorials. The researcher notes that she found the initial SCs quite daunting, but she felt her confidence grew with each circle. She acknowledged in her reflective diary that some groups seemed more open to the SC process and reflected how this may have impacted on her delivery. For example, after Wendy's SC, the researcher reflected in her diary how she felt quite anxious due to how she had interpreted the body language and facial expressions of the group during the SC. Whereas, after Lisa's SC, the researcher recorded how she felt happy and confident as the group's responses were interpreted as positive. Issues concerning the researcher taking the role of process facilitator and therefore researching her own practice are discussed further in this chapter (see section 3.4.9 and 3.4.10).

3.4.6 Data Collection Method: Narrative Interview

In narrative methods, it is preferable to have repeated conversations rather than a one-shot interview (Ewick & Sibley, 2003). The researcher, therefore, conducted two narrative interviews with the 'Problem Presenter.' The first interview was held approximately one week after the SC. Forest and Pearpoint (1996) suggest the problem holder should take a first step in the initial few days after the SC. The second interview was held approximately six weeks after the SC to explore what happened following the first week. This period was decided based on the SEN Code of Practice Guidance (DfE, 2015a), which recommends use of the plan-do-review cycle. Within this guidance, the plan-do-review process typically occurs over a half term, which is approximately six weeks.

Figure 10

Timeline of Process



Narrative interview questions were used to support the research questions. It is suggested that within narrative methods participants can find it challenging to open up to the researcher and organise their experiences (Reissman, 2008); finding it easier to talk about specific times (Elliott, 2005). To address these issues within narrative interviews, the researcher will break down interviews into sections (Reissman, 2008).

An interview guide (see Appendix 8) supported the interview process. Each interview lasted between 20-40 minutes and was held with a member of teaching staff in a comfortable and quiet environment within the school. The interviews were audio-recorded.

3.4.7 Data Analysis: Narrative Orientated Inquiry

NOI began with the researcher transcribing the audio recordings verbatim. The raw transcription was not tidied up (example in Appendix 9), and normal punctuation was used (Hiles et al., 2009). The researcher then engaged in re-listening to audio texts and re-reading of transcripts to immerse herself in the stories. Following each event (e.g. SC, tutorial, interview) the researcher took time to reflect via her reflective diary (discussed further in 3.4.10) and have discussions with tutors, peers or colleagues,

which helped to organise the stories. The first stage of the analysis was to break the text down into the sjuzet and fabula.

For pragmatic reasons, the research adopted a multi-layered analysis using two interpretative perspectives of NOI. Firstly, a holistic-form analysis to interpret the plotline of each story. Secondly, the researcher selected a categorical-content analysis to identify categories across individual interviews. Holistic-content analysis was not selected due to the researcher feeling it important to explore the form of the holistic stories rather than the content. A categorical-form analysis was not used as the categorisation of how the stories were told did not answer the research question. Finally, critical narrative analysis was not selected as the researcher did not want to ask questions about how the narrator constructed meaning from their life; instead, she wanted to use narrative to explore the particular phenomenon of teaching staff's experiences of SCs to support a young person with SEMH needs.

Holistic-Form Interpretation. Holistic-form considers the way the whole story is told and enables each narrative to be plotted and a graphical representation to be generated (Lieblich et al, 1998). A Holistic-Form perspective was used to answer the following research question:

1. *What types of narratives are told by teaching staff about the use of SCs to support pupils with SEMH Needs and how are they told?*

Sarbin (1986) suggested that when giving accounts individuals are guided by narrative plots. It is suggested that a well-constructed narrative includes a story with a series of events that progress towards a goal (Bruner, 1991). The narrative helps to order a sequence of events into a plot, this process was termed 'emplotment' (Ricoeur, 1984). Gergen and Gergen (1988) suggested there to be three forms of narrative plots (see Figures 11-13).

Stability Narrative: the narrative that links the events means the individuals remain essentially unchanged in regards to the evaluation position.

Figure 11

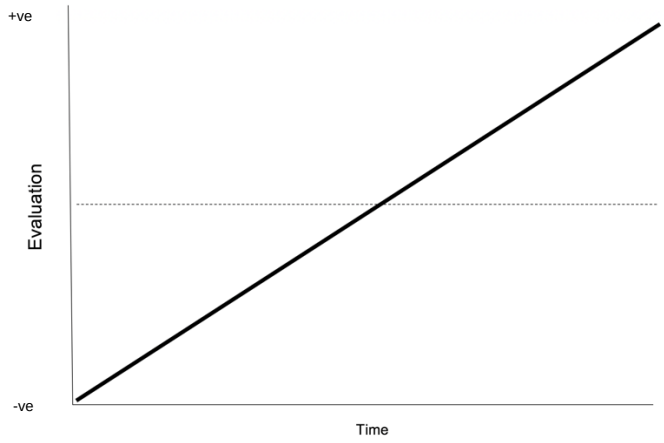
Stable Narrative Example Plot



Progressive Narrative: the narrative progresses throughout a period of time towards a desired goal.

Figure 12

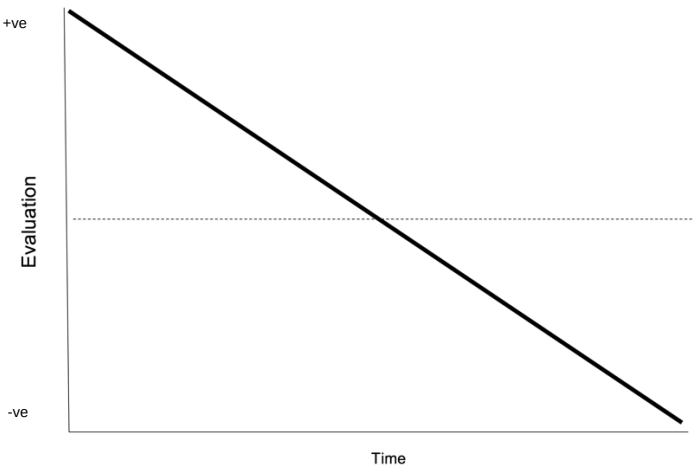
Progressive Narrative Example Plot



Regressive Narrative: the narrative regresses throughout a period of time away from a desired goal.

Figure 13

Regressive Narrative Example Plot

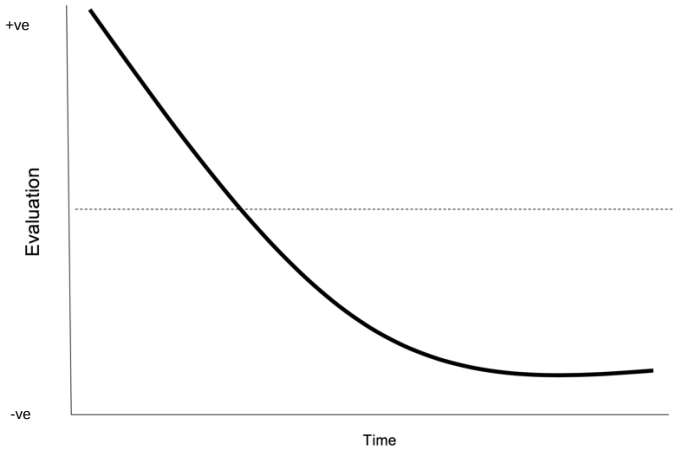


These narrative forms can be considered as a rudimentary base for more complex variants of narrative form. Gergen and Gergen (1988) acknowledged there could potential be an infinity of variations from these three forms but limited the forms to four principal narrative typologies (see Figures 14-17).

Tragedy: this form would be progressive followed by a rapid regressive narrative. This may be a narrative of the rapid downfall of an individual who had achieved a high position.

Figure 14

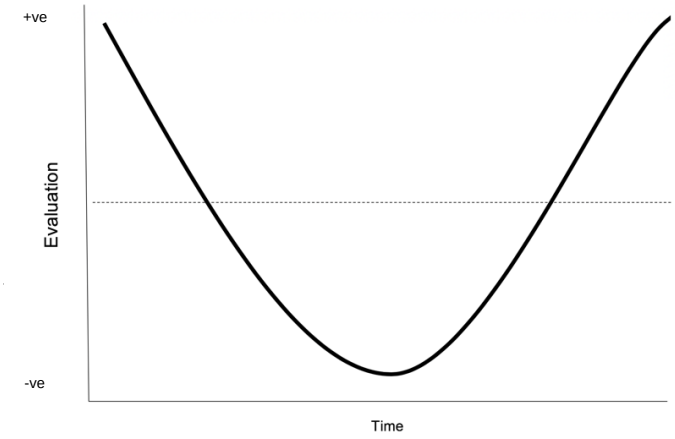
Tragedy Narrative Example Plot



Comedy Romance: This form would described a narrative where there is a regressive followed by a progressive narrative. The events within the narrative become increasingly problematic until victory occurs.

Figure 15

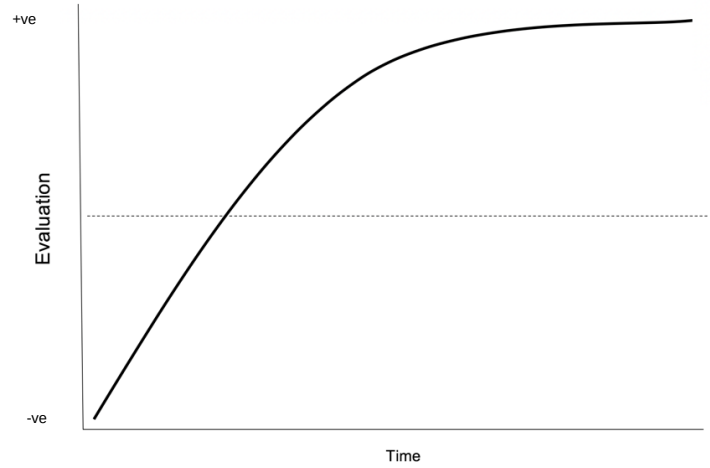
Comedy Romance Narrative Example Plot



Happily-Ever-After: progressive narrative.

Figure 16

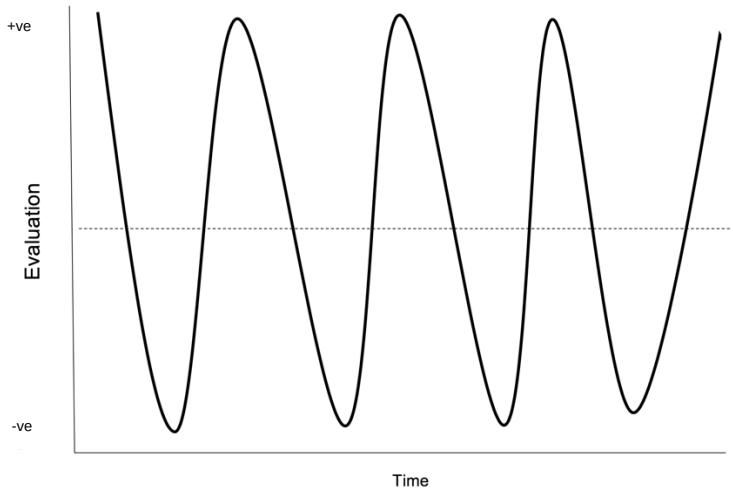
Happily-Ever-After Narrative Example Plot



Romantic Saga: this is a series of progressive and regressive events throughout a narrative.

Figure 17

Romantic Saga Narrative Example Plot



Lieblich et al. (1998) outlined the first stage of analysis within the holistic-form perspective is to identify the axis of each stage, the content therefore provides the basis of the structure. As the researcher used topic focused narrative interviews, SCs were the focus. The researcher was interested in the direction and form of the teacher's story about the use of SCs to support pupils with SEMH needs. The researcher focused on the development of the story rather than on the themes themselves.

The second phase of the analysis (Lieblich et al., 1998) involves consideration of the dynamics of the plot which may infer particular forms of the speech, terms that express turning points, progress, or staying in one place. The researcher is also able to

enhance evaluation through evaluative impressions (Lieblich et al., 1998). The transcript was broken down into segments as narratives are suggested to have a sequence of episodes (Hiles et al., 2010). The segment was defined "as being roughly a self-contained episode, or move, in the telling of the story" (Hiles et al., 2010, p. 58). To ensure transparency, the researcher produced descriptive and interpretative summary tables (see Appendix 10). The summary table helped identify key changes in each narrative, which gave an integrated account of the event (Murray, 2015). These summary tables helped to form the graphical representation of the narrative plot.

The graphical representation of the narrative plot can also increase understanding of the tone of the narrative (Crossley, 2000). The tone links to the overall emotional flavour, for example, a regressive plot may indicate a pessimistic tone to the narrative.

Categorical-Content. A categorical-content perspective focuses upon self-contained segments of content within the narrative (Hiles & Cermack, 2008). This perspective was used to answer the following research questions:

2. *What are teaching staff's narratives around the use of a SC for a young person with SEMH needs?*
3. *What are teaching staff's narratives around supporting a young person with SEMH needs in the initial 6 weeks following the SC?*

Lieblich et al. (1998) outlines the following steps to complete categorical-content analysis:

- Selection of the subtext: All sentences relating to the research question were highlighted through the transcripts. This is then referred to as the subtext. For example, to answer research question 2, any text not related to teaching staff's individual experience of the SC was ignored.

- Definition of the Content Categories: Categories are various themes that appear throughout the subtext. Categories can either be predefined by a theory or the researcher can read openly and define the major content categories that

emerge. In this research the subtext was read openly to identify content categories.

- Sorting the Material into the Categories: Following the reading, categories relevant to the content were suggested, and sub-categories were identified.

- Drawing Conclusions from the Results: The content was then tabulated with all identified evaluative sentences (see Appendices 11 & 12), finally the principal sentence for each sub-category was identified and tabulated using similar table structure to Lieblich et al. (1998) with the principal sentence then the category presented (for example see Table 16). Finally, the researcher drew descriptive conclusions.

3.4.8 Ethical Considerations

A research ethics form was submitted to the University of Nottingham ethics committee, and ethical approval was granted. Ethics within research typically refers to conforming to a set of principles (Reynolds, 1979). The BPS Code of Ethics and Conduct (2018) and Code of Human Research Ethics (2014) have both been utilised to guide key ethical considerations in this study.

3.4.8.1 Risk. Risk is described as the potential for harm, discomfort or stress to participants (BPS, 2014). Guillemin and Gillam (2004) suggest that "ethically important moments" (p.262) are when the researcher recognises that a decision or action has an ethical dimension. Ethical decision making occurs when the researcher reflects on how a particular moment within the research may cause harm and becomes the starting point for ethical consideration on how to address the issue. Throughout the research, supervision and a reflective diary were utilised to identify and assess possible risks and ways to address these. The ethics proposal form highlighted how identified risks were addressed such as researching a sensitive topic. When conducting the research, an ethical decision was made to adapt the SC (discussed further in section 3.4.5).

3.4.8.2 Informed Consent. Informed consent involves informing participants about the purpose of the research, the procedure, benefits of participation and any potential risks (Brinkmann & Kvale, 2008). Questions regarding who should give consent can arise, especially when working with young people. When such issues occur, careful consideration must be given to the design and purpose of the research (BPS, 2014). It was decided that informed consent would be gained from the young people's parents/guardians (see Appendix 5). The decision to only gain consent from parents and not young people was made due to the nature of the intervention, with the focus being on the constructive steps that can be taken by the school system to support the young person. Written informed consent was gained from all teaching staff participants prior to the SC. This consent form for teaching staff included giving consent to participate in the narrative interviews, as the 'problem presenter' was not decided until during the SC (see Appendix 4). Qualitative research is suggested to be fluid in nature, and therefore informed consent was considered to be an ongoing process throughout the study (Haverkamp, 2005).

3.4.8.3 Confidentiality. The consent forms for parents/guardians and teaching staff included information regarding confidentiality, GDPR guidelines and data protection. All information was anonymised within the research. A copy of the GDPR participant privacy notice can be found in Appendix 13. All participants of the SC were required to sign a staff consent form which stated they understood confidential information should not be discussed outside of the SC (see Appendix 4).

3.4.8.4 Debriefing*.* During the narrative interviews, the interviewee was asked to recall personal memories of working with the young person. The researcher advised participants at the start of the interview that the interview could be stopped at any point, and there was the option to take a rest break. All participants were given a debrief sheet with the researcher's contact details, an identified person in school and relevant local authority support services (see Appendix 14).

3.4.9 TEP as Researcher-Practitioner

The researcher took the role of the process facilitator within the SC, and, therefore, researched her own practice. The potential impact this may have had on the narratives gathered must be acknowledged.

To maximise the trustworthiness of the data, the researcher tried to employ a high level of reflexivity (Lincoln & Guba, 1985). Through this, the researcher aimed to demonstrate awareness of the potential impact she may have had on the intervention, data collection and data analysis phases. The researcher tried to ensure that she was explicit of the right to withdraw with participants at the start of each interview and provided reassurance to clients to reduce participant bias.

The role of the TEP as a researcher-practitioner is in keeping with typical Educational Psychology work and the evaluation systems used within this field of work, which will inevitably have some form of bias (Gulliford, 2015). The researcher gave careful consideration to the impact of being a researcher-practitioner at the planning stage of the research and how to address potential threats to trustworthiness (as detailed in section 3.3.5).

3.4.10 Critical Reflexivity

Megginson (2001, p.6) stated that 'if we can't understand or make sense of ourselves, then we can hardly hope to make sense of anyone else'. When using NOI it is highlighted that the inquiry needs to be open to both critical and systematic reflexivity (Hiles et al., 2009).

To understand the findings from a social constructivist perspective, the researcher spent time reflecting on how her thoughts, actions and feelings may have impacted both the SCs and the narrative interviews. In order to do this, she kept a reflective diary (see appendix 7 for illustrative extract) that recorded what had happened, and her thoughts and feelings and learning points throughout the research journey. Narrative reflections are important in understanding how our personal stories influence our research (Hanrahan & Cooper, 1995). The researcher discussed her reflective diary during supervisory sessions and took time to re-read what had been written prior

to starting each phase of the research. When completing the reflective diary, the researcher used the reflective journal questions outlined by Shepherd (2006):

- How do I feel about this?
- What do I think about this?
- What have I learned from this?
- What action will I take as a result of my lessons learned?

The narrative diary helped the researcher address issues around personal expectations, reflecting on how important it is for researchers to not be distorted into focusing on ensuring a happy ending to the story, or as Clandinin and Connelly (1990) named it, the 'Hollywood effect'. Narrative research is fluid, and there can be changes made based on reflections (Webster & Mertova, 2007). For example, a change was made to the SC process, in relation to the addition of a 'Problem Summary' stage (see section 3.4.5).

3.4.11 Limitations of Methodology

Potential limitations of taking the role of the process facilitator in the SCs and then delivering the narrative interviews included:

- Participants wanting to project a good impression of themselves or the intervention.
- The narrative interviews after the SCs may have impacted the likelihood of the participant completing agreed next steps.
- The narrative interviews may have been influenced by the participant's relationship with the researcher.
- The researcher may have unconsciously or consciously attempted to influence the narrative interview by asking leading questions.

Further discussion regarding the limitations of this research and the impact on findings can be found in the discussion (chapter 5).

3.5 Chapter Summary

This chapter has provided an overview of the design philosophy, strategy and methods. The researcher has attempted to explain, with transparency, why research decisions were made throughout the process and how these decisions may have influenced the findings discussed in the next chapter.

4. Findings

4.1 Introduction to the Chapter

This chapter provides an account of the study's findings. The first section focuses on presenting the analysis of the types of stories told by teaching staff using a holistic-form analysis. The second section of the chapter presents the categorical-content analysis of teaching staff's narratives. The categorical-content analysis will firstly explore teaching staff's narrative around using a SC to support a young person with SEMH needs and, secondly, explore their narrative around supporting a young person with SEMH needs in the initial six weeks following the SC.

4.2 Holistic- Form Analysis

4.2.1 Introduction

Holistic-form considers the way the whole story is told and enables each narrative to be plotted in a graph (Lieblich et al., 1998). It must be acknowledged that the evaluation scale within the graph is a notional scale with no numeric value, it is merely a visual method of noting key changes within the narrative (see section 3.4.7 for further explanation). This research used topic focussed narrative interviews (see section 3.3.4), which asked questions about specific periods of time. The x-axis categories were decided upon based on the narrative interview questions which asked about these four specific points in time (first meeting the young person, SC, initial week following the SC, and six weeks after the SC). Within the holistic-form analysis there are three sub-headings 'Graphical Representation', 'Commentary of the Graphical Representation', and 'Typology Reflections'. Within the graphical representation and commentary, key evaluative extracts were selected to illustrate each story episode, the summary tables provide extensive evaluative extracts (see Appendix 10) which helped to form the graphical representation (see Figure 18). The research then presents typology reflections for each narrative using typologies adopted from the literature (further explanation in 3.4.7).

4.2.2 Holistic-Form Analysis RQ 1

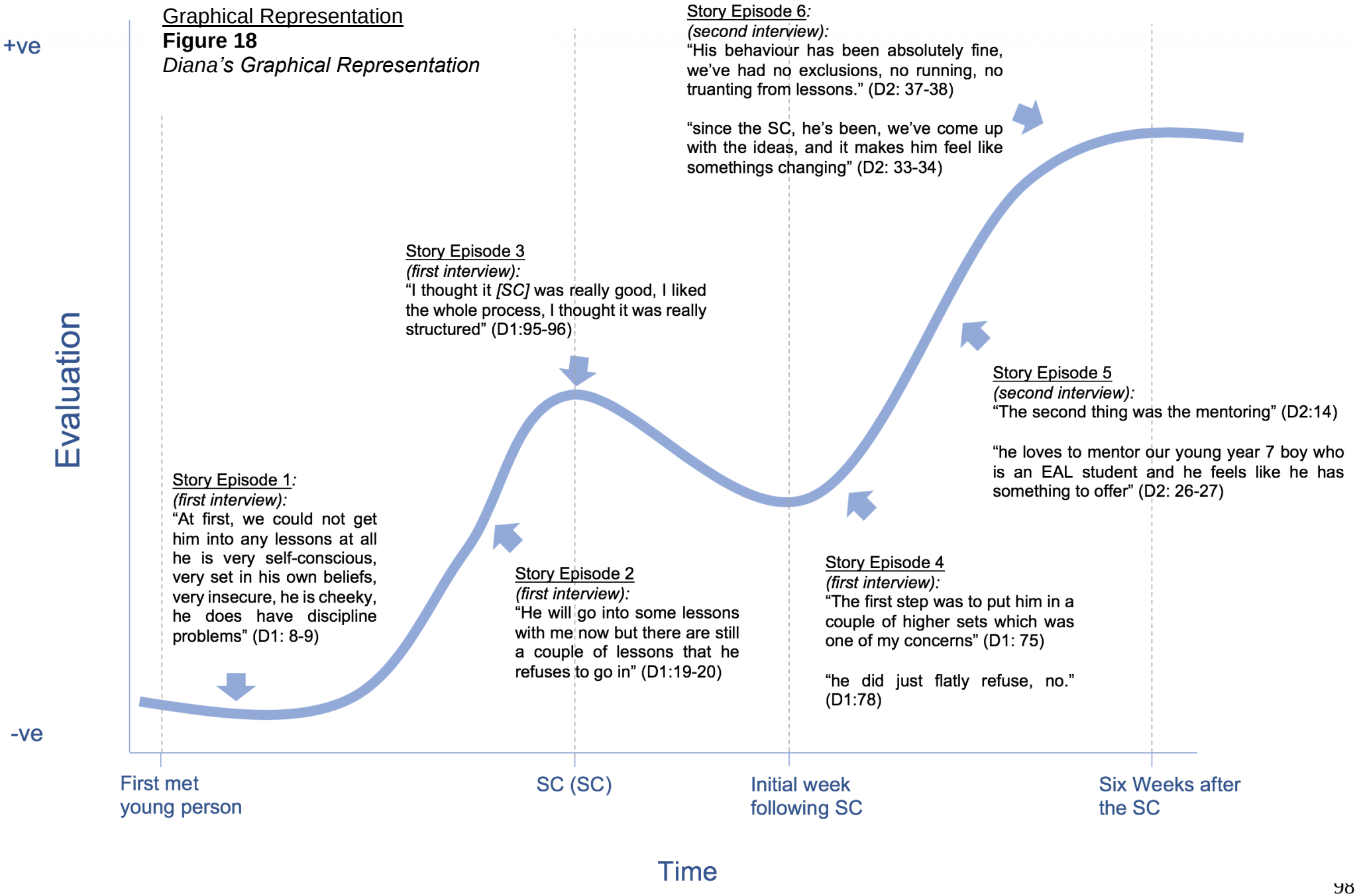
What types of narratives are told by teaching staff about the use of SCs to support pupils with SEMH Needs and how are they told?

4.2.2.1 Diana's Story

Graphical Representation

Figure 18

Diana's Graphical Representation



Commentary of Diana's Graphical Representation. In story episode one, Diana's experience supporting Dean appears to start in a period of challenge *("He's had many exclusions because he has either been bored or just for defiance really." D1: 12*[6]*).* Diana's trajectory then seems to progress, leading into story episode two, as she discusses strategies that she feels have started to have a positive impact *("he does two and a half days at the horses, which is what he wants to do, he can only see his future with horses" D1:23-24)*. There is then a shift to story episode three, the SC. Diana's narrative appears to show steady progression as she expressed strengths of the process *("we did have some good steps to move forward with him" D1: 97).* The progression was steady, not rapid, as Diana acknowledged difficulties regarding power imbalances *("That was hard for me because the people who I was with don't know Dean like I do and some of the solutions coming forward aren't necessarily ones that would suit him" D1: 49-50).*

The narrative then focuses on the first week after the SC, story episode four, where there seemed to be a slight regression in Diana's trajectory due to Dean not wanting to engage in some strategies *("I have been off, so I've not been here to work with him, but [SENCO name] has, and she spoke to him, and he did just flatly refuse, 'no', which I did think that might be a problem" D1: 77-78).* In story episode five, which is six weeks after the SC, Diana's story seems to progress. For example, Diana explained successful strategies *("so, what we decided to do was give him harder work, and sometimes he comes out and does that in the unit which is actually proving quite successful" D2: 8-9).* Diana's trajectory appears to continually progress as she expresses how she felt the SC helped to improve support and outcomes *("His behaviour has been absolutely fine, we've had no exclusions, no running, no truanting from lessons." D2: 37-38).*

Typology Reflections. The above commentary indicates how Diana's narrative plot seems to fit with a Romantic Saga typology, as there are periods of regression and progression throughout.

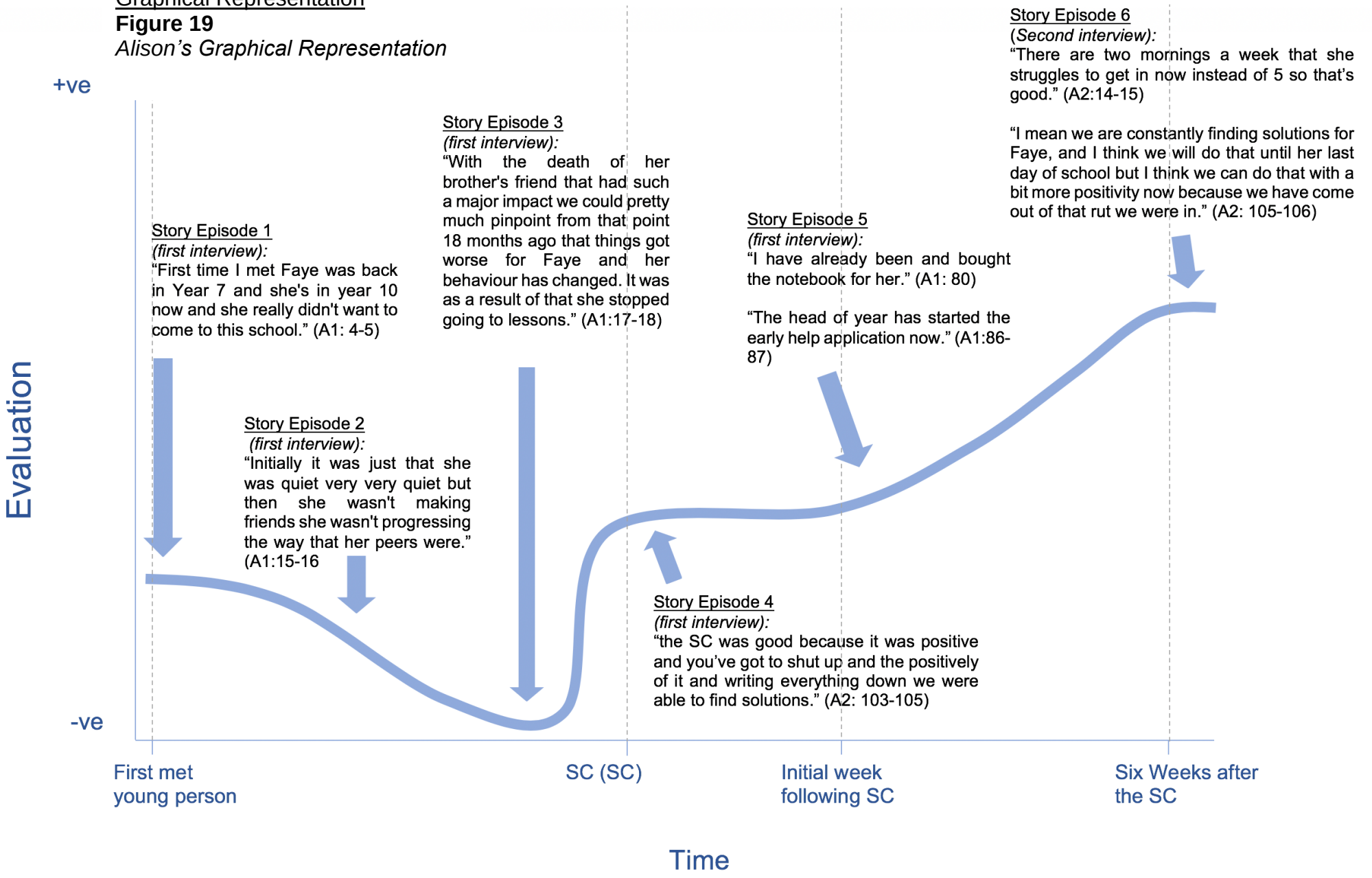
[6] (Letter links to participants name) (1 or 2 links to 1st or 2nd Interview): (number links to line number in raw transcript)

4.2.2.2 Alison's Story

Graphical Representation

Figure 19

Alison's Graphical Representation



Commentary of Alison's Graphical Representation. Alison's experience supporting Faye appears to begin in a period of challenge as in story episode one, she explains that Faye had not wanted to attend the school *("Faye's problems and issues go way back to year 7 of really not wanting to come to the school." A1: 9).* Alison's narrative then appears to regress, in story episode two, as she explains Faye *"wasn't making friends, she wasn't progressing the way that her peers were." (A1:16).* The narrative then suggests a rapid regression when Faye's brother's friend passed away in story episode three ("*It was as a result of that she stopped going to lessons she was building those barriers, the longer she left it not going to the lesson the harder it was to go." A1: 17-18).* In story episode four, the narrative interview changed focus to the SC. At this point, Alison's narrative seems to progress as she suggests that the process had positively helped support Faye *("the SC was good because it was positive and you've got to shut up and the positively of it and writing everything down we were able to find solutions." A2: 103-105).*

Alison's narrative then shifts to the initial first week after the SC, story episode five. Alison's story appears to slowly progress as she explains how the SC had helped to change her perspective *("I have got to say it made me look at things from everybody else's angle and it has probably spun things around a little bit for me" A1: 77-78).* In story episode six, six weeks after the SC, there appears to be a steady progression, as Alison observes an improvement in Faye's attendance ("*There are two mornings a week that she struggles to get in now instead of 5, so that's good." A2: 14-15).* The progression is suggested to continue as Alison acknowledges that there will be challenges in the future but she seems optimistic *("we feel if we can get as far as we have got now, then we can work with this and move forward at least." A2: 22-23).*

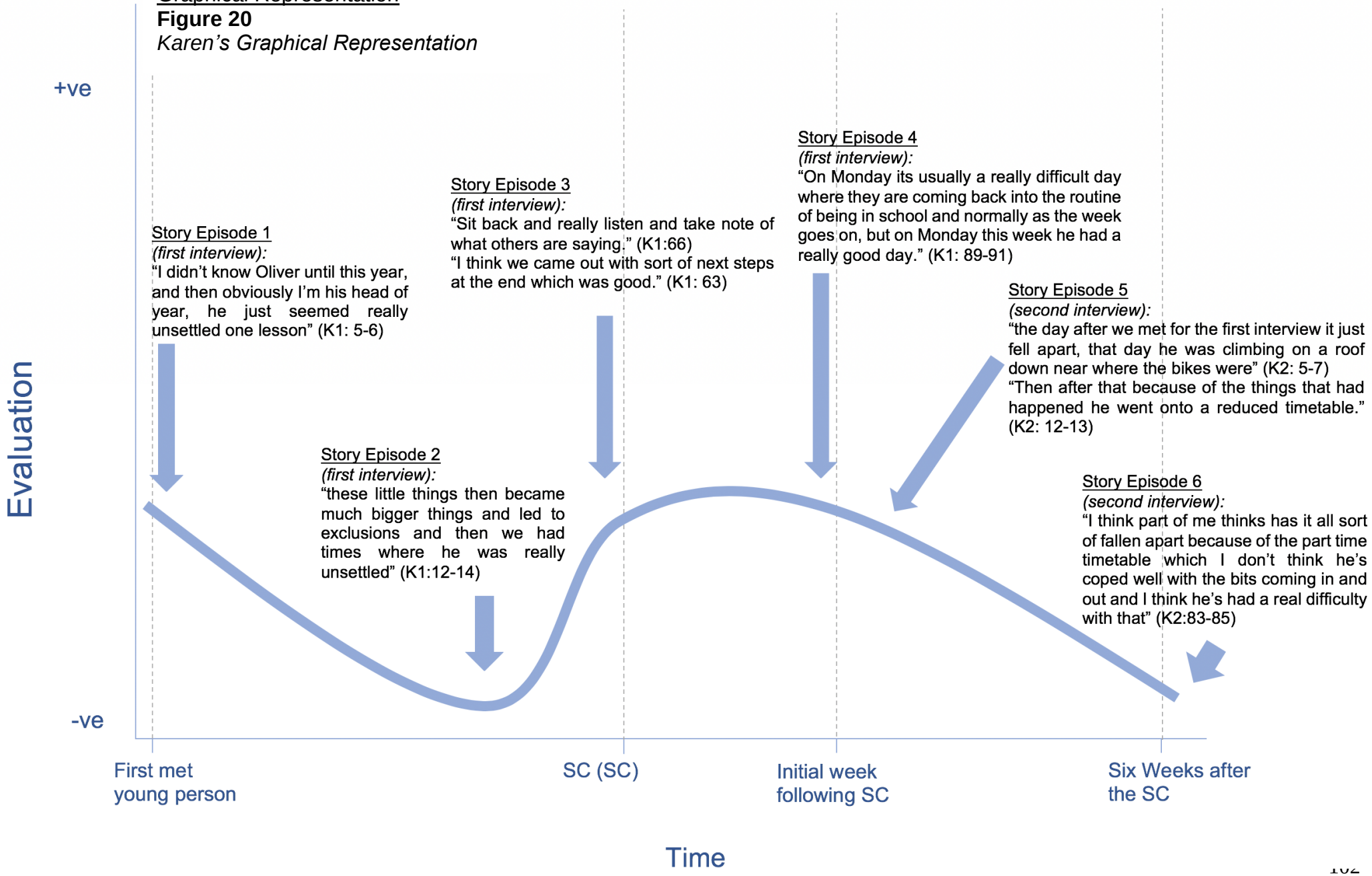
Typology Reflections. Alison's narrative plot seems to fit with a Comedy Romance typology, as there is a regression followed by a progression.

4.2.2.3 Karen's Story

Graphical Representation

Figure 20

Karen's Graphical Representation



Commentary of Karen's Graphical Representation. In story episode one, Karen's narrative seems to start in a period of slight challenge, as she describes when she first met Oliver he "*seemed really unsettled one lesson" (K1: 6).* Her story then indicates a regression as she discusses the challenges Oliver is facing in his home life *("he just said about things at home when dad was really poorly with cancer, I think the relationship with dad had broken down, mum then had another partner and had another baby with another partner, but then that relationship broke down then mum and dad got back together." K1: 27-30),* and with peer relationships *("at a point, he felt bullied and sort of where I think they weren't very kind to him" K1:35-36).* The narrative continues to regress as Karen discusses Oliver's presenting behaviours that challenge in story episode two *("Then we've had times when he's left school site and just gone." K1:18)*, which Karen suggests have led to exclusions *("these little things then became much bigger things and led to exclusions" K1:11-12).*

When discussing the experience of the SC, in story episode three, Karen's narrative seems to take a slightly positive tone as she notes strengths of the SC *("I think we came out with sort of next steps at the end which was good." K1: 63).* In the initial week following the SC, story episode four, the narrative appears to progress. Karen seems to perceive some strategies to be initially successful *("so, in Period 5 he worked with the science technician and did jobs, and that was one of the rewards he wanted" K1: 80-81).* Additionally, she observed that Oliver's behaviour had improved *("On Monday it's usually a really difficult day where they are coming back into the routine of being in school and normally as the week goes on, but on Monday this week he had a really good day." K1: 89-91).*

During the second narrative interview, story episode five, six weeks after the SC there appears to be a rapid regression *("So he was doing alright at the last time, responding to those targets that we discussed at the SC, then the day after we met for the first interview it just fell apart, that day he was climbing on a roof down near where the bikes were, and it was unsafe" K2: 4-7).* Oliver's behaviours seem to become increasingly challenging to manage *("I know it's probably not the right word to say but wild, not settled, and then he even did call the head a ****" K2: 27-29)*. In story episode six, the narrative is suggested to end in a period of challenge as Oliver is put on a

reduced timetable *("I think part of me thinks has it all sort of fallen apart because of the part-time timetable which I don't think he's coped well with." K2: 83-85).*

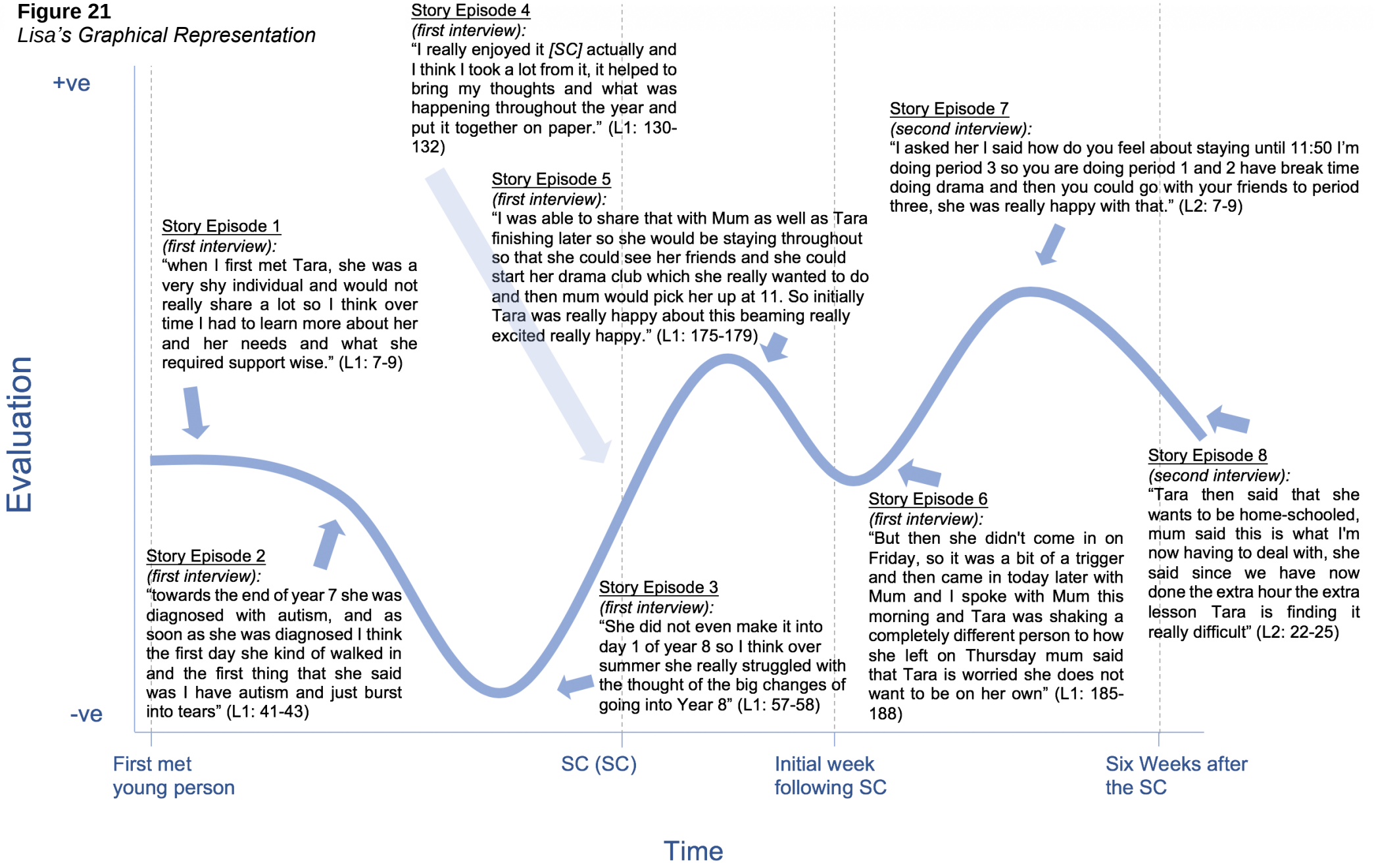
Typology Reflections. The above commentary indicates how Karen's narrative plot seems to fit with a Romantic Saga typology, as there are periods of regression and progression throughout.

4.2.2.4 Lisa's Story

Graphical Representation

Figure 21

Lisa's Graphical Representation



Commentary of Lisa's Graphical Representation. In the first story episode, Lisa's narrative appears to start in a period of challenge. She narrates how there had been inconsistencies in the school environment *("it was a bit mixed because the teacher that would normally teach them pretty much every lesson wasn't in" L1: 25-26).* Her narrative then leads into a description of Tara's presenting needs (*"when I first met Tara, she was a very shy individual and would not really share a lot." L1: 7-8).* In story episode two, Lisa's narrative describing her experience supporting Tara at the end of Year 7 seemed to regress following Tara's diagnosis of Autism *("she was different; she thought there was something wrong with her" L1: 45-46).*

Lisa's narrative continues to indicate regression, in story episode three, as she discusses that Tara did not attend the first day of Year 8 ("*She did not even make it into day 1 of year 8 so I think over summer she really struggled with the thought of the big changes" L1: 57-58)*. When she did come into school, Lisa noticed a change in Tara's behaviours *("she was sort of like a different student from when I first said goodbye to her over summer from when I saw her in year 8" L1: 59-60).*

In story episode four, when asked about the SC there seemed to be a slight progression in Lisa's narrative *("I really enjoyed it actually, and I think I took a lot from it, it helped to bring my thoughts and what was happening throughout the year and put it together on paper and see it." L1: 130-132*). She expressed how the process helped generate outcomes *("Most valuable part was probably the outcome" L1:152).*

In her narrative regarding the initial week following the SC, story episode five, she discusses how Tara appeared initially excited about the drama club and increased timetable, indicating a slight progression *("So initially Tara was really happy about this beaming really excited really happy." L1: 177-178).* However, there then appears to be a regression in Lisa's narrative as she highlights how Tara's Mum seemed to have a negative response to the support ("*Mum said that Tara is worried she does not want to be on her own" L1: 188).*

In story episode six, six weeks after the SC, Lisa's story seems to initially take a positive tone. She describes Tara's love for drama (*"So, we did the drama first of all, and that went really well she had a group of friends that was kind of getting involved*

with doing it and she was a different person it really helped her with her confidence." L2: 4-7), increased friendships (*"I think this has been really good for her to have that friendship." L2: 68-69),* and increased attendance *("I said how do you feel about staying until 11:50 so you are doing period 1, and 2 have break time doing drama, and then you could go with your friends to period three, she was really happy with that." L2: 7-9).*

However, in story episode seven, the narrative, suggests a regression as Lisa indicates she felt parental support had decreased ("*I think because Mum has been a little bit more resistant to it now, a little bit more difficult, she is resisting a little bit" L2: 89-93)*. Lisa's narrative then shows continued regression, in story episode eight, as she discusses Tara's anxiety *("Tara then said that she wants to be home-schooled, mum said this is what I'm now having to deal with, she said since we have now done the extra hour the extra lesson Tara is finding it really difficult" L2: 22-25)*. There seems to be uncertainty in Lisa's narrative as to what happens next for Tara *("it is just seeing what is going to happen now. So that is kind where we are at the moment." L2: 29-30).*

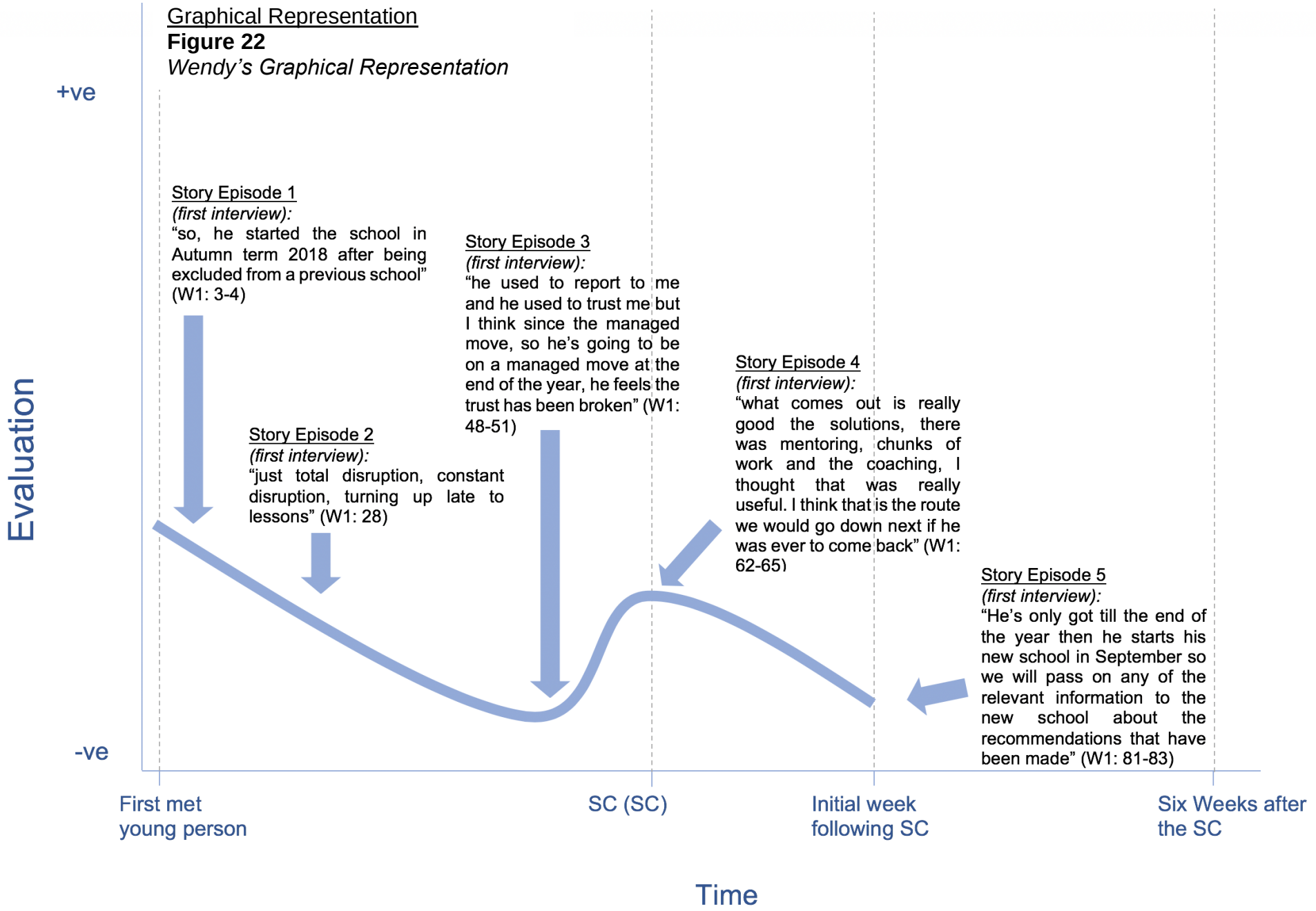
Typology Reflections. Lisa's narrative plot is suggested to fit with a Romantic Saga typology, as there are a series of progressive and regressive events throughout the narrative.

4.2.2.5 Wendy's Story

Graphical Representation

Figure 22

Wendy's Graphical Representation



Commentary of Wendy's Graphical Representation. Wendy's story appears to start in a period of challenge, in story episode one, as William has moved to this school following exclusion from a previous school *("he started the school in Autumn term 2018 after being excluded from a previous school" W1: 3-4).* In story episode two, there appears to be some regression in her narrative as she describes his home life ("*he's come from a very difficult background, it's a poorer background, we mentioned that his parents are separated, he has an older brother in prison" W1: 4-6*) and presenting behaviours that are challenging *("He doesn't like authority, if he sees a weakness in a teacher, he will play on that" W1: 15).* A further regression is suggested in story episode three, as Wendy discusses how William appeared to lose trust when she informed him of a managed move *("he used to report to me, and he used to trust me, but I think since the managed move, so he's going to be on a managed move, he feels the trust has been broken" W1: 48-51).*

In story episode four, there seems to be a slight progression in Wendy's narrative as she discusses the positives of the SC *("I thought it was well structured, I like where people get a bit of a background" W1: 57)*. However, this is only a slight progression as Wendy expressed that she felt the school already had a lot of strategies in place *("It's good, but we are pretty strong with that sort of stuff already but with other schools they may not be so we've already got things like that in place" W1: 60-62).* In the initial week after the SC, story episode five, there appears to be further regression in Wendy's narrative due to (the school) not being able to implement the strategies developed as part of the SC because William was on a managed move to another school *("He's only got till the end of the year then he starts his new school in September so we will pass on any of the relevant information to the new school about the recommendations that have been made" W1: 81-83).*

William then went on a managed move and therefore a second narrative interview with Wendy was not conducted.

Typology Reflections: The above commentary suggests that Wendy's narrative plot fits best with a Romantic Saga typology, as there are a series of progressive and regressive episodes throughout the narrative.

4.3 Categorical Content Analysis

4.3.1 Introduction

Categorical-content analysis was used to explore teaching staff's narrative around the use of a SC for a young person with SEMH needs, and supporting a young person with SEMH needs in the initial 6 weeks following the SC. The researcher followed the process outlined by Lieblich et al. (1998) (for full explanation please see 3.4.6). Firstly, all sentences relating to the research question in the transcripts were highlighted, the researcher then read openly to define the major content categories. The researcher then identified sub-categories within each of the major categories. The content was tabulated and the extracted quotes can be found in category tables in Appendix 11 and 12. Finally, the principal sentence for each sub-category was identified and tabulated using a similar table structure to Lieblich et al. (1998), (for example see Table 16). Finally, the researcher drew conclusions descriptively, this account is given in the narrative section under each categorical-content table. Please note that additional quotes used within the narrative sections can be found in the category tables (see Appendix 11 and 12).

4.3.2 Categorical-Content Analysis RQ2

What are teaching staff's narratives around the use of a SC for a young person with SEMH needs?

4.3.2.1 Diana's Narrative. Diana's categorical-content analysis is presented below (see Table 16). The major content categories identified were: 'Process', and 'Affective Factors'.

Table 16

Diana's Categorical-Content Analysis One

Principal Sentences	**Category** *Sub-Category*
	Process

"Helps you to stay on track and focus and really address concerns so it was quite concise with all of the steps rather than dragging it out." (D1: 56)	*Structure*
"We did have some good steps to move forward with him." (D1: 97)	*Next Steps*
"I am the lowest in the hierarchy of the three people were there so I do have to follow what they feel is best." (D1: 60-61)	*Group Dynamics*
"Then I was asked to be quiet while everyone else discussed ideas for Dean. That was hard for me because the people who I was with don't know Dean like I do and some of the solutions coming forward aren't necessarily ones that would suit him" (D1: 48-49)	*Challenges*
	Affective Factors
"So, I had 6 minutes to myself to outline his needs and strengths, which was fine I could do that no problem at all." (D1: 47)	*Confidence*
"Even though I can say sometimes it's not necessarily going to be listened." (D1: 62)	*Unheard*

Narrative Relating to Process. Diana discussed the structure, next steps, group dynamics and challenges of the process. Diana indicated that the structure[7] helped to keep the group focused *("I thought it was really structured which is great for meetings because they can be quite random, so there was a nice progression through the whole meeting." D1: 95-96)*. Additionally, Diana seemed to narrate that the process helped generate positive next steps for Dean *("some of the points that were put forward during my non-speaking part were really good" D1: 57-58).* Diana narrated how the group dynamics impacted her role as the 'problem presenter' *("That's the difficult thing in a SC if you are with people who are your managers, line managers, it can be that you are overridden" D1: 63)*. The group dynamics also seemed to create challenges, for example, Diana suggested that staff not knowing Dean well impacted negatively on the creative thinking section of the SC *("That was hard for me because the people who I was with don't know Dean like I do and some of the solutions coming forward aren't necessarily ones that would suit him" D1: 48-49*). Diana also highlighted that

[7] Sub-categories are underlined within the narrative to help guide the reader.

organising a SC within a busy school environment could be challenging *("It needs to be organised with school for those to get time off, which can be challenging." D1: 103-104).*

Narrative Relating to Affective Factors . Diana's narrative relating to affective factors suggested that she was confident to present within the SC as she knew Dean well (*"I was there because I am his main support in school, I know him best." D1: 42*). However, her narrative also suggested that she felt unheard in the SC, which appeared to be linked to issues regarding group dynamics (*"Even though I can say sometimes it's not necessarily going to be listened to." D1: 62*).

4.3.2.2 Alison's Narrative. Alison's categorical-content analysis is presented below (see Table 17). The major content categories identified were: 'Process' and 'Affective Factors'.

Table 17

Alison's Categorical-Content Analysis One

Principal Sentences	**Category** *Sub-Category*
	Process
"I liked the roles and I liked the format." (A1: 64)	*Format*
"the positively of it and writing everything down we were able to find solutions." (A2: 105)	*Solutions*
"when the problem presenter had to just sort of shut up and also even though I felt it was hard, and I felt like I've just got to add that bit in or the conversation won't go in the right place" (A1: 60-62)	*Challenges*
	Affective Factors
"Well because I knew I was going to be the problem presenter I suppose I was just ready for it, it was fine and I know Faye well." (A1: 66-67)	*Confidence*
"I have got to say it made me look at things from everybody else's angle and it has probably spun things around a little bit for me" (A1: 77-78)	*Perspective*

Narrative Relating to Process. Alison's narrative around the use the SC for Faye focussed on the process. She discussed how she valued the format (*"I found it was useful to have specific roles" A1: 57*) and use of a visual recording method (*"it was nice to follow a format and the visual aspect as well helps." A1: 103*). She appeared to express appreciation of the positivity of the SC, suggesting it helped generate solutions *("the positively of it and writing everything down we were able to find solutions." A2: 105).* Within the process Alison referred to challenges such as not speaking during the Creative Thinking stage *("even though I felt it was hard and I felt like I've just got to add that bit in all the conversation won't go in the right place" A1: 60-62).* Additionally, Alison suggested that she would have liked additional time in the SC *("I think it would have been nice to have just had that little bit longer for the session" A1: 68).*

Narrative Relating to Affective Factors. In her narrative, Alison indicated confidence in her role *("it was fine, and I know Faye well." A1: 67),* her confidence seemed to be linked to her preparation for the role (*"I knew I was going to be the problem presenter I suppose I was just ready for it" A1: 66).* Alison then reflected on how the SC positively changed her perspective, suggesting that it made her "*look at things from everybody else's angle" (A1:77).*

4.3.2.3 Karen's Narrative. Karen's categorical-content analysis is presented below (see Table 18). The major content categories identified were: 'Process' and 'Affective Factors'.

Table 18

Karen's Categorical-Content Analysis One

Principal Sentences	**Category** *Sub-Category*
	Process
"I like the time limit the sort of 6 minutes for each section, I think that was good" (K1: 64)	*Structure*
"I think we came out with sort of next steps at the end which was good." (K1:63)	*Next Steps*

"It's just making sure I think that we have the time where we can sit as a team and discuss, we need the allocated time and where that can slot in." (K1:61)	*Challenges*
	Affective Factors
"it's a bit sort of scary at first doing it for the first time cause sometimes you think "oooo am I saying the right thing." (K1: 59)	*Confidence*

Narrative Relating to Process. Karen's narrative relating to the use of SCs appeared to focus on the structure of the process *("I like the time limit the sort of 6 minutes for each section, I think that was good" K1: 64),* generation of next steps *("I think we came out with sort of next steps at the end which was good" K1:63*), and also the challenges regarding time constraints *("It's just making sure I think that we have the time where we can sit as a team and discuss, we need the allocated time and where that can slot in." K1:61).*

Narrative Relating to Affective Factors. Within her narrative, Karen seemed to indicate that she initially felt apprehensive about being the 'problem presenter' *("it's a bit sort of scary at first doing it for the first time cause sometimes you think "oooo am I saying the right thing." K1: 59*) but her confidence seemed to develop when she began talking about Oliver *("But you know you think you know quite a bit about that person which is good" K1:60).*

4.3.2.4 Lisa's Narrative. Lisa's categorical-content analysis is presented below (see Table 19). The major content categories identified were: 'Process' and 'Affective Factors'.

Table 19

Lisa's Categorical-Content Analysis One

Principal Sentences	**Category** *Sub-Category*
	Process
"It was kind of just breaking it down really simple really easy very clear and just going through it that way" (L1: 163- 164)	*Stages*
"Most valuable part was probably the outcome, as we kind of processed everything and then thinking about what can we do to	*Outcomes*

help this child what can we put in place that will help her" (L1: 152-154)	
"the visuals I think just doing something a little bit different, so rather than loads of words and trying to read through" (L1: 162-163)	*Visual*
"well it was difficult when I could not speak at that point" (L1: 136)	*Challenges*
	Affective Factors
"I think because I knew the student well it was quite easy, maybe if I hadn't it would have been more difficult but because I know her well I mean I have been with her all of last year and this year, it was quite easy to present that so that was fine that was easy." (L1: 149-152)	*Confidence*

Narrative Relating to Process. Lisa's narrative seemed to indicate that she had found the SC process useful. She focused on the positives of the different stages *("next section of pulling out and drawing out the important bits to go over" L1: 135-136).* Additionally, she seemed to suggest that the SC helped organise her thoughts *("I really enjoyed it actually, and I think I took a lot from it, it helped to bring my thoughts and what was happening throughout the year" L1: 130-131)*.

Lisa indicated that she was pleased with the outcomes ("*Most valuable part was probably the outcome, as we kind of process everything and then thinking about what can we do to help this child what can we put in place that will help her to get more confidence or whatever" L1: 152-154)* and expressed how the SC seemed to give her steps to move forward *("thinking about what can I do now practically moving forward and steps of how to support the child" L1: 156-157).*

Lisa's narrative appeared to focus on the positive impact of the visual recording method *("quite nice seeing it on paper in just bullet points actually." L1: 134).* She also seems to refer to finding the SC more valuable than a report *("the visuals I think just doing something a little bit different, so rather than loads of words and trying to read through" L1: 162-163)*. The only challenge identified by Lisa within her narrative was the not speaking during the Creative Thinking stage *("well it was difficult when I could not speak at that point" L1: 136).*

Narrative Relating to Affective Factors. Lisa's narrative about the use of the SC to support Tara seemed to indicate a sense of confidence in her role as 'problem presenter' *("when I had to present who Tara was, it was quite easy actually to just have to go through the timescale of everything" L2: 132).*

4.3.2.5 Wendy's Narrative. Wendy's categorical-content analysis is presented below (see Table 20). The major content categories identified were: 'Process' and 'Affective Factors'.

Table 20

Wendy's Categorical-Content Analysis One

Principal Sentences	**Category** *Sub-Category*
	Process
"I thought it was well structured, I like where people get a bit of a background" (W1: 57)	*Structure*
"I thinks it been useful because I think we could apply the same strategies and process to other students as well." (W1: 90)	*Strategies*
	Affective Factors
"I will know all the details as the pastoral leader is generally key" (W1: 69)	*Confidence*
"It's good but we are pretty strong with that sort of stuff already but with other schools they may not be so we've already got things like that in place" (W1: 60-62)	*Perspective*

Narrative Relating to Process. Wendy's narrative seemed to focus on the structure and strategies. Her description suggested that she found the structure *("I thought it was well structured, I like where people get a bit of a background" W1: 57)*, and time limit useful *("It took about half an hour, and I think that's all you need" W1: 67).* Wendy also referred to how the process had helped generate strategies (*"what comes out is really good the solutions, there was mentoring, chunks of work and the coaching, I thought that was really useful." W1: 62-65),* which she considered for future application with other pupils *("I think it's been useful because I think we could apply the same strategies and process to other students as well." W1: 90).*

Narrative Relating to Affective Factors. Wendy indicated a sense of confidence as the 'problem presenter' as she had good knowledge of William *("I will know all the details as the pastoral leader which is generally key" W1: 69).* Additionally, Wendy's narrative seemed to suggest from her perspective, the SC was useful but that as a school, they already had lots of strategies in place *("It's good, but we are pretty strong with that sort of stuff already but with other schools they may not be so we've already got things like that in place" W1: 60-62).*

4.3.3 Categorical-Content Analysis RQ3

What are teaching staff's narratives around supporting a young person with SEMH needs in the initial 6 weeks following the SC?

4.3.3.1 Diana's Narrative. Diana's categorical-content analysis is presented below (see Table 21). The major content categories identified were: 'Implementing Change' and 'Moving Forward'.

Table 21

Diana's Categorical-Content Analysis Two

Principal Sentences	**Category** *Sub-Category*
	Implementing Change
"He is going to do what we call a "Here for You" mentoring programme, which is students around the school wear a special lanyard and they can be approached by anyone but they are quite highly trained" (D2: 17-18)	*Positive Strategies*
"So, first of all in the SC we talked about him going into higher sets, which he is really struggling with because he can't cope with different people." (D2: 6)	*Barriers*
	Moving Forward
"His behaviour has been absolutely fine, we've had no exclusions, no running, no truanting from lessons." (D2: 37-38)	*Young Person's Behaviour*
"Since the SC, he's been, we've come up with the ideas, and it makes him feel like somethings changing, I know he doesn't like	*Perceptions of Young Person's views*

big changes, but he's not stuck in a rut, things are moving in the right direction for him. He's got the guidance, so that's roughly where he is, which seems positive." (D2: 33-37)

Narrative Relating to Implementing Change. Diana's narrative around implementing change seemed to focus on positive strategies and barriers. Diana appeared to take a strength-based approach to supporting Dean, as her narrative around positive strategies focused on a mentoring programme *("The mentoring is definitely something that I am going to take forward with him." D1: 89-90).* Diana seemed to suggest that there were barriers to implementing change as she had felt a lack of control over the next steps in the SC *("Even though I can say sometimes it's not necessarily going to be listened to." D1: 62).* Diana acknowledged how one strategy had not worked, but they had made adaptations which she felt were working well now *("So, what we decided to do was give him harder work, and sometimes he comes out and does that in the unit which is actually proving quite successful, so that's working at the minute" D2: 8-9).*

Narrative Relating to Moving Forward. In her narrative six weeks after the SC, Diana appears to discuss moving forward in relation to Dean's behaviour and her perceptions of his views. Diana suggested that there has been a reduction in Dean's behaviours that challenged *("His behaviour has been absolutely fine, we've had no exclusions, no running, no truanting from lessons." D2: 37-38)* and that he was thriving within the strengths-based strategies *("He loves to mentor our young year seven boy who is an EAL student, and he feels like he has something to offer because his English is not very good so for Dean he can really shine in that respect." D2: 26-28).* Diana's perceptions of Dean's views were that he felt increased levels of support *("Since the SC, he's been, we've come up with the ideas, and it makes him feel like somethings changing, I know he doesn't like big changes, but he's not stuck in a rut, things are moving in the right direction for him. He's got the guidance, so that's roughly where he is, which seems positive." D2: 33-37).*

4.3.3.2 Alison's Narrative. Alison's categorical-content analysis is presented below (see table 22). The major content categories identified were: 'Implementing Change', 'Relationships/Support' and 'Moving Forward'.

Table 22

Alison's Categorical-Content Analysis Two

Principal Sentences	**Category** *Sub-Category*
	Implementing Change
"I am going to do the start of the week and end of the week tutor sessions" (A1:81)	*Creating a Support Plan*
"my maths specialists are all in lessons at that time with children with an EHCP and I can't pull that support away" (A2: 56-58)	*Challenges*
	Relationships/ support
"once we get her through the doors and to lessons she is ok but it's that step of doing that and its getting Mum onboard that is a home issue not a school issue because Mum sees it as a school issue because Faye doesn't want to come to school but once she is here she is absolutely fine" (A2: 40-42)	*Home*
"so, we do think there is separation anxiety and I have spoken to the psychologist about this and the psychologist is getting someone else involved, there has been another referral to another psychologist." (A2:30-32)	*Other Agencies*
	Moving Forward
"there are two mornings a week that she struggles to get in now instead of five so that's good." (A2: 14-15)	*Young Person's Behaviour*
"we are constantly finding solutions for Faye, and I think we will do that until her last day of school but I think we can do that with a bit more positivity now because we have come out of that rut we were in." (A2: 106-107)	*Optimism*

Narrative Relating to Implementing Change. Alison narrated creating a support plan which included "*mentoring sessions" (A2: 62*), a notebook (*"I have*

already been and bought the notebook for her" A1: 80), *"family support" (A2: 48),* and class arrangements *("so, we sorted it out with the teacher where she'd sit and who she would sit by, and now she has started attending, so that is new for her, that is a big step." A2: 62-63).* Alison also acknowledged challenges to implementing change which included lack of time *("I am yet to have a discussion with her tutor, so she knows that she's got this book" A1:81),* limited staff *("my maths specialists are all in lessons at that time with children with an EHCP, and I can't pull that support away" A2: 56-58),* and difficulties planning the introduction of new strategies *("I've got this dilemma of making her go to Maths but if I do that she won't come in that day" A2: 56-58).*

Narrative Relating to Relationships/Support. Alison's story discussed her relationships with Faye's home and other agencies involved. Alison suggested she felt a lack of engagement from home, and Alison seemed to attribute some of Faye's needs to home life *("The head of year has started the early help application now. Mum is not sure that she wants to go down that route because she feels that it is more of a school issue" A1: 87-88).* Alison also expressed how she had different views to Faye's mother regarding support ("*mum wants the psychologist to support a part-time timetable, but she is not supporting that, and we don't support that either because we feel if we can get as far as we have got now, then we can work with this and move forward at least" A2:21-23)*. Throughout her narrative, Alison seemed to suggest a collaborative approach between her and other agencies, which in turn seemed to give Alison increased confidence in her role supporting Faye *("the problem is the home bit beforehand, and the psychologist absolutely thinks this as well" A2:43).*

Narrative Relating to Moving Forward. During her narrative after the SC, Alison discussed Faye's behaviour and how Faye's attendance had increased *("there are two mornings a week that she struggles to get in now instead of 5, so that's good." A2: 14-15).* Alison's story also seemed to indicate optimism suggesting that previously they had been *"stuck in a rut" (A2: 100);* however, the SC had been beneficial in generation of solutions *("we are constantly finding solutions for Faye, and I think we will do that until her last day of school, but I think we can do that with a bit more positivity now because we have come out of that rut we were in." A2: 106-107).*

4.3.3.3 Karen's Narrative. Karen's categorical-content analysis is presented below (see table 23). The major content categories identified were: 'Implementing Change, 'Conceptualisation of Young Person', and 'Affective Factors'.

Table 23

Karen's Categorical-Content Analysis Two

Principal Sentences	**Category** *Sub-Category*
	Implementing Change
"I picked Oliver up on the Thursday and we sat down and we spoke about giving him the ownership of the three targets he was going to pick and select so we talked about firstly about the areas we felt he had the most difficulty and then from that we worded in his terms the target for that difficultly" (K1:71-74)	*SC Strategies*
"He was really good to start with and choosing his targets and I think it worked at most for about a week, and then it's kind of and I think part of me thinks has it all sort of fallen apart because of the part time timetable" (K2: 81-83)	*Initial Positivity*
"he has to be off school site at lunchtime." (K2:7)	*Senior Leadership Strategies*
"I've had great conversations about how he loves curries and fish and spends time with his dad that he seems to enjoy." (K2: 38-39)	*Perspective on Support Strategies*
	Conceptualisation of Young Person
"he was picking up pencils in the science lab they were in he was turning the gas taps on and off, he was turning the water taps on and off, he was putting things in the electric sockets and flicking the switches on and off." (K2: 31-34)	*Young Person's Behaviours that Challenge*
"he had been lighting Bunsen burners so fire seems to be a big thing for him because you know obviously about the family over there and the house and the children that died, I think that he might have experienced some trauma with that, and also there	*Attributions*

was an incident where someone put a firebomb at his aunties house." (K2: 72-75)	
	Affective Factors
"it's just been a real big worry." (K2:20)	*Concern*
"I need some more input about what to do and how to use those strategies, so I feel confident in myself."	*Lack of support*

Narrative Relating to Implementing Change. Karen's narrative referred to the SC strategies and how initially Oliver responded seemingly well to designing his reward system *("he really wanted to do some cooking, so we're gonna aim to do some wild cooking outside" K1:84).* The rewards that Oliver suggested seemed to indicate a need to belong *("his next one for Thursday is a staff insight, which is a chippy dinner, so he's gonna have a chippy dinner" K1: 82*) and have a sense of purpose *("so in Period 5 he worked with the science technician and did jobs, and that was one of the rewards he wanted" K1:80-81).*

In the first week following the SC, there seemed to be initial positivity in Karen's narrative *("So, fingers crossed for the chippy lunch!" K1: 95).* Karen also discussed observed improvements in Oliver's behaviour *("Monday it's usually a really difficult day where they are coming back into the routine of being in school and normally as the week goes on, but on Monday this week he had a really good day." K1:89-91).* However, in her second narrative interview she highlights this positivity was not maintained and challenges arose *("He was really good to start with and choosing his targets, and I think it worked at most for about a week, and then it's kind of, and I think part of me thinks has it all sort of fallen apart because of the part-time timetable" K2: 81-83).*

Karen discussed the Senior Leadership strategies to manage Oliver's behaviour such as being off-site for lunchtime (*"he has to be off school site at lunchtime." K2:7)* and a reduced timetable *("Then after that because of the things that had happened, he went onto a reduced timetable." K2: 12-13*). Karen's narrative seemed to indicate that she felt these strategies were not effective *("I think part of me thinks has it all sort of fallen apart because of the part-time timetable" K2: 83).* Within her narrative, Karen

discussed her perspective on support strategies. She seemed to adopt strategies based on behavioural and attachment approaches. She noted that she will not reward negative behaviour with adult attention *("we made it clear to him that were not going to follow you as long as we know you're safe and you're within the boundaries of school and we can see you on the camera then we won't chase." K2:10-12).* She also describes the importance of building relationships *("so we can have a sit-down and chat about what the week is going to look like, if you sort of talk to him before it helps a little bit" K2: 67-69).*

Narrative Relating to Conceptualisation of the Young Person. Karen's narrative six weeks after the SC conceptualises Oliver's behaviours that challenge. Karen highlights that Oliver was displaying increasingly risk-taking behaviours (*"he was climbing on a roof down near where the bikes were, and it was unsafe, and they were so frightened that he was going to fall through that roof" K2: 5-7)*.

Furthermore, Karen's narrative appears to attribute some of Oliver's behaviour to home life *("A lot of the time in those situations he will say I need my dad, I want my dad, call my dad." K2:79*) and previous experiences *("he had been lighting Bunsen burners, so fire seems to be a big thing for him because you know obviously about the family over there and the house and the children that died, I think that he might have experienced some trauma with that, and also there was an incident where someone put a firebomb at an aunties house." K2: 72-75).*

Narrative Relating to Affective Factors. The final category noted in Karen's narrative following the SC was affective factors in regards to Karen's feelings of concern *("it's just been a real big worry." K2:20)* and lack of support *("it's been really hard with his timetable being reduced it's been really hard to fit it in, and I feel that I need some more input about what to do" K2: 58).* The lack of support from colleagues also presented when she noted she was not invited to meetings *("There is a meeting next week with CAMHS, but I've not been asked to go." K2: 87-88).*

4.3.3.4 Lisa's Narrative. Lisa's categorical-content analysis is presented below (see table 24). The major content categories identified were: 'Implementing Change', 'Conceptualisation of Young Person', 'Relationships/Support', 'Affective Factors', and 'Moving Forward'.

Table 24

Lisa's Categorical-Content Analysis Two

Principal Sentences	Category *Sub-Category*
	Implementing Change
"we did the drama first of all and that went really well she had a group of friends that was kind of getting involved with doing it and she was a different person it really helped her with her confidence." (L2: 4-7)	*Positive Strategies*
"mum had refused to sign the early help assessment." (L2:110-111)	*Challenges*
	Conceptualisation of Young Person
"if you ask her if she's ok that's when she will usually really cry." (L2: 43-33)	*Young Person's Emotional Needs*
"there was a few instances with the next door neighbour, I can't fully remember the story but I know the police are involved as well so I think that had a bit of an impact on Tara, I think because Mum is telling Tara and I don't think she really needs to know about a lot of this stuff because she then takes it on throughout the school day and it's in her worries." (L2: 102-106)	*Attributions*
	Relationships/ Support
"But I do have [teacher name] that I can speak to if there is anything." (L2: 98-99)	*Colleagues*
"Mum has been a little bit more resistant to it now a little bit more difficult, she is resisting a little bit and not really wanting to fully engage" (L2: 89-93)	*Home*
	Affective Factors

“it's quite negative, especially in the morning first thing it's like (sigh) ok try and sweep up Tara and take her to her lesson as well as trying to talk with Mum through it all as well, so a mixture.” (L2: 92-94)	*Negativity*
"it was kind of like I was making that decision rather than Mum agreeing and being like yeah let's do that sounds really good, so it felt like I was kind of on my own" (L1: 233-235)	*Alone*
	Moving Forward
“there is progression though I think looking at the positives she has agreed to do period 3, I think it's just getting through this kind of season with all the news going on at home. (L2: 137-138)	*Progression*
“I don't want to go backwards and I don't know what to do how to support it” (L2: 108-109)	*Uncertainty*

Narrative Relating to Implementing Change. Lisa's narrative referred to positive strategies implemented. For example, Lisa discussed the benefits of the drama club ("*think it is a safe place for Tara especially if she is staying longer because she knows what she's doing and she really enjoys doing it with her friend as well which is really good" L2: 58-61).* Lisa also notes that Tara's attendance has increased *("Tara was happy to move forward to go to break time first of all, and we said to Tara we would be doing drama with her and she was really excited" L2: 3-4)*. However, challenges arose in Lisa’s narrative such as Tara's mother refusing to engage with strategies *("Mum is going to stay with Tara right up until the point, so that was the only thing that did not work" L1: 201-204).* Additionally, Lisa discussed practical challenges such as organising the drama club *(“it just takes away me having any sort of break that is the only thing but it is what it is kind of thing.” L2: 84-85).*

Narrative Relating to Conceptualisation of Young Person. Lisa's narrative describes Tara's emotional needs after the SC *("this morning, I went to pick up Tara; she was really sobbing." L2: 21).* Tara seems to find it hard to attend school (*"Tara then said that she wants to be home-schooled" L2:22).* Lisa's narrative appears to attribute some of Tara's behaviours to home life (*"saying I miss Mum I don't want to be without mum I don't want to leave Mum, crying, it has kind of reverted back to that since the news." L2: 37-39).*

Narrative Relating to Relationships/Support. Within her narrative, Lisa expressed that she has support from her colleague *("But I do have [teacher name] that I can speak to if there is anything." L2: 98-99)*. Lisa's narrative appears to focus heavily on her relationship with Tara's home. Lisa seems to have a lot of contact with Tara's mother (*e.g. "so, I spoke to Mum I think it was last Thursday and I just said about things what we thought might help" L1: 170-171).* However, Lisa's narrative indicates that she feels there is a lack of parental engagement which negatively impacts support for Tara (*"Mum did not seem to encourage Tara being on her own, and I think that from not having that support I suppose it's quite difficult" L1: 220-221).*

Narrative Relating to Affective Factors. In her narrative after the SC, Lisa mentions that it could feel negative supporting Tara's mother and Tara ("*it's quite negative for that can be sort of especially in the morning first thing it's like (sigh)." L2: 92-94).* Additionally, how the lack of support from Tara's mother could make Lisa feel alone *("it was kind of like I was making that decision rather than Mum agreeing and being like yeah let's do that sounds really good, so it felt like I was kind of on my own" L1: 233-235).*

Narrative Relating to Moving Forward. Lisa's narrative after the SC refers to moving forward and acknowledges Tara's progress *("kind of where we are at so she is going through to break and to period three which is really good, but it is just seeing what is going to happen now. So that is kind where we are at the moment." L2: 28-30).* However, Lisa's story seems to suggest some uncertainty regarding the future ("*I just wonder what she's going to do next year because obviously she has missed out a lot of year seven" L2: 128-130).*

4.4 Summary of Findings

1. *What types of narratives are told by teaching staff about the use of SCs to support pupils with SEMH Needs and how are they told?*

Four of the narratives constructed by the teaching staff seemed to fit best with a Romantic Saga typology, and Alison's story seemed to suggest a Comedy Romance typology. Within all of their narratives, the teaching staff appear to first come into

contact with the young person during a period of challenge, and this then seems to lead to continual regression until the SC occurs. The SC appears to bring a slight progression to all narratives. However, after the SC is the point at which each story seems to have most variation. Diana, Karen, Lisa and Wendy all experienced multiple regressive episodes throughout supporting their young person. Diana's ending indicated a sense of hope for the future, and she was able to evidence positive changes in the young person's behaviour. Karen, Lisa and Wendy's endings were interpreted as moving towards a period of challenge in regards to supporting their young person. Finally, Alison's story seemed to fit best with a Comedy Romance typology as there was regression followed by continual progression. Alison's ending seems to suggest a sense of commitment to supporting her young person, and she reports Faye's attendance has improved. This will be developed and discussed further in the next chapter.

2. *What are teaching staff's narratives around the use of a SC for a young person with SEMH needs?*

All of the narratives acknowledged a strength of the SC as being the structure and format; they expressed that they found the different stages and time limit useful to ensure focus. The narratives highlighted that the outcomes and strategies generated were a positive aspect of the process. Other strengths acknowledged were the visual recording, future application and sense of positivity. The participants also discussed challenges within the SC process, with four participants indicating that they found the creative thinking section difficult as they were not able to speak. Two participants highlighted potential challenges regarding organising the SC. Other difficulties noted by participants were in relation to group dynamics and requiring extra time to discuss the case. Finally, all participants referred to the affective factors generated by the SC. They all described a sense of confidence when presenting the case as they knew the young person well. Alison's story of the SC also focused on how it had positively changed her perspective. Whereas, Wendy's perspective of the SC suggested that as a school, she felt they had implemented available strategies. Furthermore, Diana indicated that due to challenges with group dynamics, she felt it was difficult to feel heard in the SC.

3. *What are teaching staff's narratives around supporting a young person with SEMH needs in the initial 6 weeks following the SC?*

All four participants *(Wendy was not included in this part of the analysis as there was no second interview)* referred to implementing change following the SC. Participants narrated how some strategies had been useful, whereas others had not. Both Lisa and Karen's narratives included conceptualisation of the young person's needs after the SC, whereas, Diana and Alison did not seem to describe the young person's presenting needs within their narrative after the SC. Karen's story focused on the different strategies employed to manage Oliver's behaviours, the approaches she was using seemed based on behavioural and attachment approaches, this appeared to be in contrast to senior leadership's strategies that Karen didn't feel were effective. Both Karen and Lisa raised negative affective factors concerning supporting a young person with SEMH needs after the SC, including concern, negativity, and feeling alone. Alison and Lisa, who are both supporting young people who are emotionally based school avoiders, refer to the importance of relationships within their narrative, both noting challenges engaging parents. However, colleagues and other agencies seemed to be a source of support for both. Finally, all participants refer to factors involved in moving forward. In this category, Diana and Alison seem to note positive behavioural changes for their young people. Additionally, Diana and Alison indicate a sense of hope and optimism to supporting the young person moving forward. However, although Lisa's narrative acknowledged progression, she also described feeling uncertain regarding the future.

5. Discussion and Reflections

5.1 Introduction to the Chapter

This chapter relates the findings of the research to existing literature and reflects on the narratives constructed by teaching staff. The chapter will firstly discuss the data in relation to each research question. It will then explore the strengths, limitations, and implications of the research.

5.2 Holistic-Form Analysis RQ 1

What types of narratives are told by teaching staff about the use of SCs to support pupils with SEMH needs and how are they told?

The narratives constructed by the teaching staff appeared reflective of characteristics associated with a Romantic Saga and Comedy Romance typology (Gergen & Gergen, 1988). Stories appeared to start in a period of challenge; progression seemed to occur at the point of the SC for each participant. Following the SC, variable progressive and regressive episodes were interpreted across participants. Two participants' narratives were suggested to indicate a 'happy-ending' (Lieblich et al., 1989). Exploration of what happened in the narrative plot trajectories are discussed below in relation to existing literature.

5.2.1 Starting in a Period of Challenge: Before the Solution Circle

All teaching staff's narratives regarding supporting a young person with SEMH needs seemed to start from a point of challenge. For four participants, there is continual regression until the SC occurs. Addressing SEMH needs can be emotionally and physically exhausting for teaching staff (Cole, 2010), and is a primary factor of teacher stress and burnout (Bauer et al., 2006). It is possible, therefore, that the challenges involved in supporting young people, account for the participants' regressive stories prior to the SC. Exploration of the period of challenge before the SC will be discussed further in relation to three areas of literature: managing young people's presenting SEMH behaviours, external factors and teacher/pupil relationships.

5.2.1.1 Managing Young People's Presenting SEMH Behaviours. Diana, Wendy and Karen all supported male pupils; their narrative indicated that a contributory factor to their regression was the pupil's low-level disruptive behaviours, which are found to be the most common issue dealt with by teachers (DfE, 2012b). Additionally, it is suggested that boys are more likely to display disruptive behaviours and teachers tend to allocate support resources to this rather than to withdrawn behaviours due to the more significant impact of the former in the classroom (Lloyd, 2005). Typically, girls are reported to be more likely to display withdrawn behaviours and emotional distress (Patalay & Fitzsimons, 2017). In Lisa's and Alison's narratives, they describe how the girls they supported were exhibiting high levels of emotional distress which contributed to them presenting with emotionally based school avoidance behaviours. Lisa and Alison both experienced challenges supporting the girls with increasing access to their timetable which was a factor suggested to contribute to regressive episodes in their narratives. This relates to literature that indicates teachers supporting young people who have been off school due to emotionally based school avoidance face difficulties reintegrating these pupils (King & Bernstein, 2001). Additionally, teaching staff have also been found to encounter challenges reintegrating children who have been excluded (Munn & Lloyd, 2005). Therefore, the fact that Diana and Wendy were supporting young people who had been previously excluded may account for the regression prior to the SC.

5.2.1.2 External Factors. Lisa and Alison supported young people who had a diagnosis of Autism. In Lisa's story, there seemed to be a regression when Tara received her diagnosis due to challenges Lisa faced managing her negative reaction. This may have been due to a number of factors, one being the potentially adverse psychological effects of 'labelling' an individual (Bringewatt, 2013). When a medical model is applied, which is suggested to focus on diagnosis, the social complexities of the situation may be ignored (Tew, 2005). The stories of Lisa, Wendy, Alison, and Karen all referred to social complexities. They discussed factors such as the young person's home circumstances, experiences of trauma, and lack of parental engagement, which seemed to contribute to regression in their stories prior to the SC. This regression could be understood from an Ecological Systems (Bronfenbrenner, 1979) perspective which highlights the impact of the microsystem (e.g. home) on child development. Young people's early experiences at home are suggested to be likely to

impact their behaviour at school (Gulliford & Miller, 2015), and therefore, negative early experiences may account for the regression in the teaching staff's narratives.

5.2.1.3 Teacher/Pupil Relationships. Wendy's story showed further regression during the period of challenge supporting William before the SC, as she indicated that there had been a breakdown in their relationship. As attachment theory (Bowlby, 1969) postulates, positive relationships with teaching staff, where a consistent and reliable response is offered, play a crucial role in supporting young people with SEMH needs (Geddes, 2018). Furthermore, William had been previously excluded, and research suggests that children who have experienced breakdowns in school relationships due to exclusions, may find it harder to trust adults and build relationships as a result of their insecurities (Wise, 2000).

5.2.2 Point of Progression: Solution Circle

SCs seemed to indicate a point of progression in all of the teaching staff's narratives, as they spoke positively about the process. The participants discussed positives of the intervention linked to the structure, visual aspects, the generation of strategies/outcomes, increased confidence and change in perspectives (discussed further in section 5.3). This section will consider why a progression in the narratives may have been evident at the point of the SC being introduced, in relation to two areas of the literature: theoretical underpinnings of SCs and group consultations.

5.2.2.1 Theoretical Underpinnings of SCs. SCs are suggested to be based on solution-oriented principles, with a key focus being building on what works to create positive change (Rees, 2008). A focus on the promotion of competence, strengths and resilience within consultation is suggested to lead to improved outcomes (Wagner & Watkins, 2005). The progression in teaching staff's narratives was linked to the generation of outcomes and strategies in the SC, which may have been influenced by the strengths-based focus of the SC (Rees, 2008). Furthermore, solution-oriented principles (Rees, 2008) aim to ensure a positive focus that provides opportunities for hope and future possibilities. The influence of this principle seems to be reflected in teaching staff's narratives, for example, Alison narrated how the SC helped ensure a positive focus which led to generation of solutions. Therefore, the solution-orientated

theoretical underpinnings of SCs may account for the progression in narratives at the point of the SC.

5.2.2.2 Group Consultations. Group consultation is suggested to have a positive impact due to the collaborative nature of the approach, which is preferred by teaching staff (West & Idol, 1987). In the SCs, teaching staff had the opportunity to lead the direction of stages; the collaborative approach may have influenced teaching staff's progressive narratives. Collaboration is asserted to empower teaching staff and acknowledges their expertise (Wagner, 2008). Furthermore, Emotional Labour Theory (Hochschild, 1983) suggests that when workplace issues are suppressed, it can lead to higher levels of job dissatisfaction (Grandley, 2000), higher levels of stress for teachers (Brackett et al., 2010), and less meaningful pupil-teacher relationships (Rae et al., 2017). However, opportunities for teacher reflection is seen as key to managing staff stress and can lead to increased teacher understanding and enhanced practice (Phillion, 2005). Rae et al. (2017) suggests that teaching staff value the opportunity to share issues in groups. Therefore, the teaching staff having the opportunity to express themselves within the SC group could have had positive psychological implications which may explain the progression seen at this point.

5.2.3 Variable Progression and Regression: After the Solution Circle

The teaching staff's narratives showed variable episodes of progression and regression after the SC. This section will attempt to understand how teachers narrated their story following the SC and the variation in narrative plots in relation to four areas of literature: inclusion, systemic change, teaching staff's roles, and teacher resilience.

5.2.3.1 Attitudes towards Inclusion. Teaching staff's attitudes towards inclusion may have impacted the trajectory of their narrative following the SC (Monsen et al., 2011). For example, the regression in Wendy's narrative may have been linked to the school's attitudes towards inclusion, the school was in an affluent area and had a focus on academic achievement (see section 3.4.2). Burton et al. (2009) indicated that conflicting policies such as raising academic standards while promoting inclusion of vulnerable children can lead to variation in practice and lack of inclusion. Inclusion

is suggested to involve the environment making adaptions to meet the individual's needs rather than the expectation of the individual changing in order to fit the system (Ainscow, 1995). In relation to this, Diana and Alison's stories reflected how they had the opportunity to adopt a more flexible and creative approach to supporting young people after the SC, which may account for the progression in their narratives.

5.2.3.2 Systemic Change. EPs are suggested to apply methods such as consultation to help promote change in school systems (Wagner, 2000). SCs can enable a shift from a within-child approach towards a focus on these systems (Rees, 2008), which is suggested to be beneficial in supporting change within consultations (Gutkin, 2012). However, for some of the teaching staff, systems change seemed to be more challenging; for example, Wendy expressed the school had already implemented available strategies. The suggested lack of opportunity for further systems change may have contributed to the regression in Wendy's narrative after the SC. Alison, Diana and Lisa all reported implementing strategies that they had a sense of ownership over in the 'Next Steps' stage the week after the SC. The solution-oriented principles of the SC focus on how change can occur when people contribute their own thoughts (Rees, 2008). Furthermore, the autonomy given in SCs may account for progression in Lisa, Alison, Karen and Diana's narratives, as increased autonomy in consultation is suggested to lead to motivation for teachers to implement strategies in the school system (Truscott et al., 2012).

5.2.3.3 Teaching Staff Role. The variability in teaching staff's narratives after the SC could be linked to their professional role. Two of the participants, Diana and Lisa are TAs. TAs are suggested to often feel they do not have a voice in decision-making processes (Roffey-Barentsen & Watt, 2014), but regularly have responsibility for pupils with SEMH needs (Glazzard, 2011). The regression in Diana's narrative after the SC was due to not feeling she had a voice or autonomy over one of the strategies asserted by a member of the senior leadership team in the SC. A lack of autonomy in decision-making processes around support for pupils with SEMH needs, is found to lead to decreased teacher motivation to implement strategies (Somech & Oplatka, 2009). Alison's narrative seemed to show continual gain following the SC; this may be due to Alison having more autonomy in her role as SENCO.

5.2.3.4 Teacher Resilience and Investment. A key factor within the literature that relates to how teaching staff support young people is teacher resilience (Scheopner, 2010). Wendy and Karen's narratives both showed regression following the SC; research indicates that supporting pupils with challenging behaviours can lead to teaching staff becoming demoralised and having low motivation (Rae, 2011). The literature suggests that teaching staff show different levels of resilience due to a range of factors such as experience and confidence (Sammons et al., 2007), therefore, the levels of experience and confidence of the individual teaching staff may have impacted on the progressive and regressive episodes in their narrative trajectories. Furthermore, Alison's narrative indicated progression as she seemed to reflect a sense of commitment six weeks after the SC; SCs emphasise the importance of investment from teaching staff to ensure positive change (Rees, 2008).

5.3 Categorical-Content Analysis RQ2

What are teaching staff's narratives around the use of a SC for a young person with SEMH needs?

All the narratives were interpreted as having two major categories: 'Process' and 'Affective Factors'. The narratives are likely to have generated the same major categories as the same narrative episodic interview guidance was used which asked about specific time periods (Flick, 2014), and participants experienced a similar intervention with the same process facilitator. The potential limitations to the interpretations created by this will be discussed in section 5.5.3.

5.3.1 Major Category: Process

All participants refer to aspects of the SC process within their narrative. This is in line with the systematic literature review (see section 2.6), which identified 'process' as a second-order theme in teaching staff's experiences of group consultations. The category of 'process' will be discussed in relation to four areas selected from the teaching staff's identified sub-categories, including structure/format/stages, strategies/outcomes/solutions/next steps, group dynamics, and challenges.

5.3.1.1 Structure/Format/Stages. Within the 'process' category for all participants, sub-categories of either structure, format or stages were identified. Diana suggested the structure helped create focus within the meeting; this finding is supported by existing SC research (Grahamslaw & Henson, 2015; Brown and Henderson, 2012). In line with previous literature exploring teaching staff's views on group consultation (Evans, 2005; Bozic & Carter, 2002; Grahamslaw & Henson, 2015), Diana and Karen narrated that the SC was time-efficient, which is important for teaching staff working within a busy school environment, and from an Educational Psychology perspective of optimising time within a traded model of service delivery. An additional strength identified relating to the structure was having the visual flipchart recording method. Lisa and Alison both participated in the adapted SC (see section 3.4.5), which included a synthesis stage after the 'Problem Discussion'. Lisa expressed how having time to reflect following the 'Problem Discussion' was a useful stage within the process. Ensuring adequate time is available to explore and summarise is considered an essential aspect of successful consultation (Wagner, 2000).

5.3.1.2 Strategies/outcomes/solutions/next steps. Participants all seemed to indicate that the SC process had helped to generate strategies, outcomes, solutions or next steps. Research suggests that regardless of the consultation model applied, the process should help solve current issues and give the consultee skills to resolve future problems (Gutkin & Curtis, 1982). In line with existing literature on group consultations (Nugent et al., 2014), two participants narrated how the strategies generated could be applied to other pupils, highlighting transferability of knowledge. Furthermore, Alison reported that the positivity of the SC helped to create solutions; the theoretical underpinnings of SCs are suggested to help create positive change (Rees, 2008).

5.3.1.3 Group Dynamics. Diana's narrative seemed to refer to challenges related to the group dynamics of the SC and perceived power imbalances. It is suggested that in order for group consultations to be successful, positive relationships amongst teaching staff are essential (Hayes & Stringer, 2016). Therefore, when planning group consultations EPs need to be mindful of any potential power

imbalances, moving away from hierarchical structure within consultation, adopting the view that everyone works together as equals (Wagner, 2000).

5.3.1.4 Challenges. Four of the participants were suggested to identify challenges of the SC within their narrative. These participants discussed how they found the 'Creative Thinking' section of the SC challenging, because, as the 'Problem Presenter' they were required not to speak. Although they expressed this as problematic, they also seemed to find it a valuable time for reflection and hearing different views, as suggested by Bozic and Carter (2002). Additionally, Alison indicated that she would have liked additional time to discuss the case; adequate time to explore the problem is considered an essential aspect of consultation (Wagner, 2000). However, due to the time constraints of SCs, this time is limited. Diana and Karen both highlighted that organising an SC within a busy school environment could be challenging. Previous literature suggests in order for time to be put aside for group consultations, there must be investment and willingness to change from teaching staff (Hayes & Stringer, 2016).

5.3.2 Major Category: Affective Factors

All teaching staff's narratives about the SC were interpreted as referring to 'Affective Factors' including the sub-categories: confidence, perspective, and not feeling heard.

5.3.2.1 Confidence. All narratives were suggested to mention aspects regarding confidence. Karen expressed how she had felt nervous about being the 'Problem Presenter', this is in line with previous research on group consultations that found teaching staff felt anxious or had difficulties exposing their challenges in a group situation (Evans, 2005; Brown & Henderson, 2012; Jones et al., 2013; Davison & Duffy, 2017). However, once Karen started speaking, she realised how well she knew the young person, a sense of confidence in knowing the young person was reflected in all participants. Group consultation is suggested to lead to the development of self-confidence and self-efficacy for teaching staff (Davison & Duffy, 2017).

5.3.2.2 Perspective. Massé et al. (2013) suggest that collaborative group consultations enabled exploration of different perspectives which in turn furthered understanding of pupil behaviours. This is reflected in Alison's story which focused on

how hearing the views of others in the SC positively changed her perspective and enhanced her understanding of the young person's needs.

5.3.2.3 Not Heard. Diana's narrative suggested that she felt unheard in some aspects of the SC, this is in line with research that suggests TAs often feel 'unheard' in school decision-making processes (Roffey-Barentsen & Watt, 2014). However, solution-oriented principles (Rees, 2008), which SCs are asserted to be rooted in, indicate that, individuals must have a sense of ownership over the decision-making process. However, as mentioned above, establishing a sense of ownership over strategies may have been challenging for Diana due to the group dynamics in her SC.

5.4 Categorical-Content Analysis RQ3

What are teaching staff's narratives around supporting a young person with SEMH needs in the initial 6 weeks following the SC?

Teaching staff's narratives in regards to supporting a young person with SEMH needs in the initial six weeks after a SC seem to refer to five major categories: 'Implementing Change', 'Conceptualisation of Young Person', 'Relationships/Support', 'Affective Factors' and 'Moving Forward'. At least two participants' narratives related to each major category. Subcategories varied for each participant and exploration of the individual subcategories reflects the idiographic methodological approach.

5.4.1 Major Category: Implementing Change

All teaching staff's narratives were suggested to refer to 'Implementing Change' after the SC. The category of 'Implementing Change' will be discussed in relation to five sub-categories: positive strategies, creating a support plan, SC strategies and initial positivity, senior leadership strategies and perspective on support, and challenges/barriers.

5.4.1.1 Positive Strategies. Within their narrative, Diana and Lisa both referred to the implementation of positive strategies. This is in line with previous research into group consultation approaches which found that the process led to generation and

implementation of solutions (Monsen & Graham, 2002). Inclusive education systems emphasise a focus on the child's strengths (O'Brien & Forest, 1989). Both Diana and Lisa narrated that the positive strategies they had implemented built on the child's strengths, e.g. Lisa discussed the success of the Drama club. SCs are asserted to explore what is working well and what can be built on to create positive change (Rees, 2008), therefore indicating how SCs may help create inclusive education systems through being a process that builds on child strengths.

5.4.1.2 Creating a support plan. Alison discussed how the SC supported the development of a holistic support plan for Faye. Alison narrated that she made adaptations to support Faye's attendance, suggesting the application of inclusion, as attempts were made to rethink and restructure the school system in order to meet Faye's individual needs (BPS, 2002). Additionally, Alison's strategies seemed to focus on building a relationship with Faye. From an attachment perspective (Bowlby, 1969), the importance of Alison building positive relationships with Faye to enable effective support are highlighted (Gulliford & Miller, 2015).

5.4.1.3 SC Strategies and Initial Positivity. Within Karen's narrative, she seems to express that; initially, the SC strategies had a positive impact. Karen's 'next steps' focused on developing a reward system with Oliver. In her narrative, the rewards Oliver chose focused on him needing to belong [e.g. lunch with the teachers] and develop a sense of competence [e.g. help the technicians]; highlighting the relevance of Self-Determination Theory (Deci & Ryan, 2012) when developing strategies for disaffected pupils (Wilding, 2015). While Karen's story seems to illustrate initial positivity, it then seems to 'fall apart' for Oliver due to the senior leadership implementing differing strategies. The solution-oriented principles underpinning SCs (Rees, 2008) highlight that to ensure optimal outcomes, everyone must work collaboratively. Thus, suggesting that if a collaborative approach is not maintained after the SC it can be detrimental to the implementation of change.

5.4.1.4 Senior Leadership Strategies and Perspective on support. Karen's narrative relates to how the senior leadership team applied strategies such as exclusions and a reduced timetable to manage Oliver's behaviour following the SC. Some may interpret that punishment, such as an exclusion, decreases undesired

behaviour. However, the concept of punishment in schools is problematic as it risks reinforcing the behaviours it aims to reduce (Gable et al., 2009). Karen seemed to indicate that this differed to her approach to supporting Oliver, which involved ignoring Oliver's low-level disruptive behaviours and rewarding him when he was engaging in a desirable behaviour. Karen seemed to be applying a behavioural approach, similar to the 'Use of Rules, Praise, Ignore' strategy, that focuses on positive reinforcement. This type of approach can lead to positive outcomes in regards to managing behaviour, if it is consistently used within the school system (Gable et al., 2009).

5.4.1.5 Challenges/Barriers. Within their narratives, Diana, Alison and Lisa all raised challenges and barriers to implementing change for pupils with SEMH needs following the SC. Lisa explained that after the SC, her timetable changed so that she was working with another pupil due to that pupil's disruptive behaviours. As suggested by Lloyd (2005), schools often prioritise support for disruptive behaviours over withdrawn behaviours like those Tara presented with. Alison indicated that it was challenging to implement support due to staffing issues; this is in line with existing literature that suggests barriers to promoting inclusion includes lack of resources (Paliokosta & Blandford, 2010). Furthermore, Alison and Lisa both discussed challenges finding time to implement change; Bozic and Carter (2002) identified that insufficient time to implement strategies is a barrier to generating positive change following group consultations. Finally, Diana and Alison highlighted that introducing change to young people with SEMH needs has to be gradual to ensure optimal outcomes, the transtheoretical model of change would suggest that an individual must be at a stage where they are ready to engage with change to move forward (DiClemente & Prochaska, 1998).

5.4.2 Major Category: Conceptualisation of Young Person

Two teaching staff's narratives were suggested to refer to 'Conceptualisation of Young Person' after the SC. This category will be discussed in relation to two identified sub-categories: young person's behaviours that challenge/young person's emotional needs and attributions.

5.4.2.1 Young Person's Behaviours that Challenge/ Young Person's Emotional Needs. Karen and Lisa's stories ended in a period of challenge. In the narrative interview six weeks after the SC, they both discussed the young people's presenting behaviours that challenge and emotional needs, contrasting with stories where there was progression during which these factors were not dwelt upon post SC. Teacher reflection through storytelling is seen as key to managing staff stress (Phillion, 2005), the narrative interview may have been an important opportunity for them to reflect and manage feelings of stress. It is suggested that for teachers to thrive, they need time to address the challenges they are facing (Gu & Day, 2007).

5.4.2.2 Attributions. Attribution theory suggests that attributions exist within three spectrums (Weiner, 1986): locus of control, stability and controllability. The way in which behaviours are attributed, invoke individuals to develop causes which impact on how they respond (Gulliford & Miller, 2015). Karen and Lisa's narratives both seem to attribute some of Oliver and Tara's behaviours to home factors. This is in line with Miller (1995), who found teachers were more likely to attribute challenging behaviour to home factors, which attribution theory would suggest indicates a perceived lack of control over the behaviour for the teaching staff six weeks after the SC. An ecological systems (Bronfenbrenner, 1979) perspective would emphasise that home is only a contributory factor, and teaching staff need to be encouraged to consider how the interactions of all systems surrounding the young people influence their development, which can be done through consultations (Gutkin, 2012).

5.4.3 Major Category: Relationships/Support

Two of the teaching staff's narratives were suggested to refer to 'Relationships/Support' after the SC. The category included the following sub-categories within the participants narratives: home, colleagues, and other agencies.

5.4.3.1 Home. Collaborative teacher-parent relationships are suggested to lead to increased levels of positivity and support the inclusion of pupils (Laluvein, 2010). However, Alison and Lisa both report that they had challenging relationships with the parents of the young people in the six weeks following the SC. Additionally, both teaching staff support pupils presenting with emotionally based school avoidance,

which is often underpinned by a number of interlinked factors, including the young person, the home and the school environment (Thambirajah et al., 2008). The importance of good relationships between school and parents is therefore considered essential to ensuring the success of young people with emotionally based school avoidance (WSCC, 2018).

5.4.3.2 Colleagues. Lisa was the only participant who discussed talking with colleagues about the challenges she faced supporting Tara after the SC. Peer support has been found to be a useful strategy to support teachers working with pupils with SEMH needs as it decreases feelings of isolation (Carlson et al., 2012).

5.4.3.3 Other Agencies. Alison's narrative seemed to suggest that the collaborative approach she experienced from other agencies increased her confidence to support Faye. Teacher confidence is seen as key to motivation to support pupils (Gu & Day, 2007). A government review (DoH, 2008) indicated that agreement between professionals working with children with SEMH needs could lead to enhanced provision for pupils. This also corresponds with Kennedy et al.'s (2009) suggestion that multi-agency working helps ensure positive change for young people.

5.4.4 Major Category: Affective Factors

Two teaching staff's narratives were suggested to refer to 'Affective Factors' in relation to identified sub-categories including concern/negativity, and lack of support/alone.

5.4.4.1 Concern/Negativity. The challenges supporting pupils with SEMH needs is suggested to impact on teacher resilience (Gibbs, 2011), and can lead to negative teacher attitudes (Monsen et al., 2011). This is suggested to be due to teacher's professional efficacy feeling undermined which can lead to teaching staff doubting themselves (Hanko, 2003). This existing research may relate to Lisa and Karen's stories which both narrate how supporting a young person with SEMH needs had led to them feeling worried and negative about the situation.

5.4.4.2 Lack of support/Alone. Karen's story indicated that she would like further support managing Oliver's presenting needs; a lack of internal support is

suggested to impact on teaching staff's ability to effectively work with young people with SEMH needs (Monsen et al., 2011). Furthermore, Lisa narrates how the lack of a parent-teacher relationship made her feel alone; she indicated that it might have been beneficial to include Tara's Mum in the SC. Lisa's suggestion links to previous research that indicated parents having a sense of autonomy over support for young people enhances parental engagement (Joussemet, Landry, & Koestner, 2008).

5.4.5 Major Category: Moving Forward

Three teaching staff's narratives were suggested to refer to aspects regarding 'Moving Forward' after the SC. The category will be discussed in relation to identified sub-categories: views on young person's behaviour/ progression/ perspective, and optimism/ uncertainty.

5.4.5.1 Views on Young Person's Behaviour/ Progression/ Perspective. There is currently a lack of consultation research that focuses on child impact (Eddleston & Atkinson, 2018), which is suggested to be due to difficulties defining what is measurable (Turner et al., 2010). Despite the suggested challenges measuring the impact in relation to the pupil, three teacher narratives report observing positive behaviour changes in the young people six weeks after the SC. In addition, Diana indicated that after the SC, she felt Dean had a more positive perspective about school. Furthermore, research suggests teachers are the most common source of support for young people with SEMH needs (Meltzer et al., 2000), and when staff are supported at a systemic level (such as within SCs), it is sometimes considered more effective for young people than individual intervention (Prilleltensky & Nelson, 2000).

5.4.5.2 Optimism/ Uncertainty. SCs are suggested to focus on opportunities for hope and possibility (Rees, 2008). This is reflected in Alison's story as she indicates a sense of optimism following the SC, as previously she felt they had been "stuck in a rut". Lisa's narrative appeared to have a sense of uncertainty about the future for Tara due to the past. Solution-orientated principles suggest that in order to create positive change the past is acknowledged, but there is a focus on future possibilities (Rees, 2008).

5.5 Strengths and Limitations of the Research

5.5.1 Reflections on Participant Selection

5.5.1.1 Participant Characteristics. The research used a purposive sample (Robson, 2011), which is a widely used approach in flexible designs. However, it could be argued that the schools, teaching staff and parents who agreed to participate, may have been more open to inclusive practices and the idea of change through collaborative group consultation, as they were self-selected. This may have implications to the stories that were told. Furthermore, the school were asked to identify the pupil they felt had identified SEMH needs; giving schools this responsibility may have led to differing interpretations of SEMH needs based on the decision-maker. To address this, the researcher ensured the school had a detailed definition of the inclusion criteria. Moreover, it could be suggested that the school's responsibility to interpret the definition of SEMH needs is in keeping with the idiographic and constructivist narrative methodology the research adopted.

5.5.1.2 Transferability. This research collected data from five participants in three different settings. Due to the small sample sizes in qualitative projects, it is suggested to be impossible to ensure generalisability and external validity (Shenton, 2004). However, if the researcher provides sufficient contextual information, practitioners who believe their context to be similar are able to make such a transfer (Lincoln & Guba, 1985). Therefore, the researcher included detailed contextual information in the methodology chapter.

5.5.2 Reflections on the intervention

5.5.2.1 Role of process facilitator. The researcher took the role of the process facilitator within the intervention, and, therefore, researched her own practice. The potential impact this may have had on the narratives must be acknowledged as a limitation of the research. To maximise the trustworthiness of the data, the researcher tried to employ a high level of reflexivity (Lincoln & Guba, 1985). Reflexivity “requires an awareness of the researcher’s contribution to the construction of meanings

throughout the research process" (Willig, 2013, pp.10). A focus on reflexivity is important as the researcher brings her own history and culture to the research (Moore, 1999), which is likely to impact on the delivery of intervention and interactions with participants. Through employing a high level of reflexivity, the researcher aimed to demonstrate awareness of the potential impact, she may have had on the intervention, data collection and data analysis phases. The role of the TEP as a researcher-practitioner is in keeping with typical Educational Psychology work and the evaluation systems used within this field, which will inevitably have some form of bias (Gulliford, 2015). The researcher gave careful consideration to the impact of being a researcher-practitioner at the planning stages and ways to address potential threats to trustworthiness (as detailed in section 3.3.5). Extracts of the researcher reflexivity diary can be found in Appendix 7.

5.5.2.2 Adaption of the SC. Following the first three SCs, the researcher made repetitive reflections via her reflective diary and in supervision that there had been no period of time to summarise and reflect following the 'problem discussion' stage, due to time pressures and the structure of the SC. Ensuring adequate time is available to explore an issue is considered an essential aspect of consultation (Wagner, 2000). Furthermore, a previous thesis on SCs (Woods, 2016) suggested that implications for future research should consider adaptation of the SC to include additional time for reflection. The researcher reflected that without adaption of the SC guidance, there was an ethical risk that the process might cause harm. The risk of harm was felt as, without the additional stage, the SC could potentially miss critical themes from the 'problem discussion', blocking further discussion and generation of solutions. The BPS (2014) identify the minimisation of risk as a critical ethical consideration within psychological research. Due to the fluid nature of narrative research, changes can be made throughout the journey based on researcher reflections (Webster & Mertova, 2007).

Therefore, following supervisory discussions and analysis of the researcher's reflective diary, it was decided that the 'synthesis' section, from the Circle of Adults (Wilson & Newton, 2006) approach, would be taken and added after the 'problem presentation' phase. Therefore, in the last two SCs (Alison and Lisa), a slightly adapted SC guidance was utilised, introducing a 'Summary of Problem' (described

further in the methodology chapter). As a modified version of the SC was used in two of the narratives, this must be acknowledged as a potential limitation. However, each story is analysed individually, therefore, reducing this as a potential threat. Furthermore, the research was in keeping with real-world research and reflected the ongoing ethical decision-making through qualitative research journeys (Farrugia, 2019).

5.5.2.3 Date of Intervention. The SCs were completed at different points of the school year, which may have impacted the teaching staff's narratives. Research has found that teachers typically adopt a more relaxed approach in the summer term in comparison to the autumn term (Pollard, 2014). Diana, Karen and Wendy's SCs were completed in the summer term, whereas Alison and Lisa's were carried out in the autumn term. The potential limitations in relation to the date of the intervention should be acknowledged when considering the findings.

5.5.3 Reflections on data collection

5.5.3.1 Potential Biases. In narrative interviews, there is the potential for the participant to create hypotheses of what the researcher wants to hear (Jovchelovitch & Bauer, 2000). Participant's relationship with the researcher before and after the SC may have influenced their narratives, also known as participant bias (Robson, 2011). For example, the narrative interviews may have impacted the likelihood of the teaching staff completing the 'next steps' from the SC and, therefore, shaped their narrative. Furthermore, the researcher must be mindful for the potential of strategic communication within narrative interviews (Jovchelovitch & Bauer, 2000). However, narrative is not intended to be an exact representation of what happened but rather the individual's construction of the event from their perspective (Mishler, 2004). Challenges with bias are suggested to be unavoidable in the selected data collection method (Gulliford, 2015), and therefore findings must be interpreted in light of these potential threats. Moreover, narrative interviews fit with the constructivist paradigm influencing the research, as they recognise the interactive link between interviewee and interviewer (Mertens, 2010).

A further potential limitation of the research is that the researcher may have unconsciously or consciously attempted to influence the narrative interview by asking leading questions. In order to address this potential issue, the researcher produced narrative interview guidance; this helped to address issues around credibility, by ensuring the researcher asked the same guide questions to each participant. Credibility is noted as one of the most critical factors to ensure trustworthiness (Merriam, 1998).

5.5.3.2 Narrative Interview 'Rules'. Narrative interviews are required to follow a set of 'rules' explicit to the data collection method (see section 3.3.4). The sensitivity to this method is suggested to cause additional worry for the interviewer, and this can, in turn, impact participant's narration (Jovchelovitch & Bauer, 2000). The researcher acknowledges herself as a novice to the approach, and the reflective diary often illustrated the researcher's concerns following a narrative interview, e.g. should she have asked additional prompt questions or would that not have fit with narrative interview 'rules'. Therefore, the researcher's lack of experience with narrative interviews must be noted as a potential limitation to the quality of the research.

The application of an episodic interview (Flick, 2014) is suggested to help address the uncertainty within narrative interviews to create a more realistic form of interviewing (Jovchelovitch & Bauer, 2000). It is suggested that within narrative methods participants can find it challenging to open up to the researcher and organise their experiences (Reissman, 2008); finding it easier to talk about specific times (Elliott, 2005). To address these issues within narrative interviews, the researcher broke down interviews into sections (Reissman, 2008). However, this may have also been a limitation as although the narrative interviews asked narrative questions e.g. "tell me about your experience of…" the interview questions also shifted to certain points of time, such as the SC, and therefore influenced the trajectories on the graphical representation. When reading the findings, it must be noted that episodic interviews were used.

5.5.3.3 Dependability of Data Collection Method. In order to ensure the dependability of the data collection method, the processes within the research were outlined in detail so they could be repeated in other contexts if needed (see section

3.4). Therefore, the write up included information about the research design and implementation, including the operational detail of data gathering (Shenton, 2004).

5.5.3.4 Researcher Role in Co-Constructing Narratives. Narrative research acknowledges that the researcher is interactive within the development of knowledge, and uncertainty cannot be established due to the many possible interpretations of the data (Clandin & Connelly, 2000). Within qualitative research, there is the potential for the researcher's voice to dominate rather than the participants due to the researcher co-constructing the narrative and imposing their own thoughts and beliefs (Reissman, 2008). The researcher employed strategies such as acknowledging predispositions by describing personal and professional interests (Miles & Huberman, 1965), using a reflective diary (Willig, 2013), and application of a recognised and established method in psychological and educational research (Shenton, 2004) to address issues of researcher bias, motivation or interest.

The narrative interview is considered a mutual exchange where the researcher and participant construct a collaborative meaning through narratives (Hiles et al., 2009). Therefore, the researcher's role in co-constructing the narrative must be acknowledged. Table 25 includes examples of the researcher's role in co-constructing the narrative. Within narrative research, it can be considered challenging for the participant to organise their experiences and open up to the researcher, and to address these issues the researcher broke down interviews into sections (Reissman, 2008). The narrative questions seemed to create an opportunity for teaching staff to open up and talk at length about their experiences (as can be seen in the example transcript in Appendix 9). The researcher reflected how teaching staff may not often have the opportunity to feel heard when supporting young people with SEMH needs (Kinman et al., 2011), and this may have led to extensive uninterrupted narratives within the interviews.

Table 25

Transcript Examples

Participant	Transcript
Diana 2nd Interview	**"Researcher: I'm interested in knowing about your experiences following the SC. Can you tell me what happened in the six weeks**

	following the Solution Circle in relation to your experience supporting Dean, please? Diana: So, first of all in the SC we talked about him going into higher sets, which he is really struggling with because he can't cope with different people, he was just about settled so what we decided to do was give him harder work, and sometimes he comes out and does that in the unit which is actually proving quite successful, so that's working at the minute. So, in September he will start taking his options so we will be able to integrate him hopefully then into higher sets as that would naturally happen with everyone else. **Researcher: Yeah, so to avoid lots of changes for him…** Diana: Yeah, that's right. The second thing was the mentoring, we are running, Wednesday afternoon this year we are collapsing the timetable and children are doing lots of different activities, and children get to choose what they want, and he is going to do what we call a Here for You mentoring programme…"
Alison 1st Interview	**"Researcher: And can you tell me about your experiences of supporting Faye's behaviour in school?** Alison: Initially, it was just that she was quiet very, very quiet, but then she wasn't making friends she wasn't progressing the way that her peers were. She wasn't coping with change, and she was quite withdrawn. With the death of her brother's friend that had such a major impact, we could pretty much pinpoint from that point 18 months ago that things got worse for Faye and her behaviour has changed. It was a result of that, but she stopped going to lessons she was building those barriers she left it going to the lesson the harder it was to go. **Researcher: And can you tell me about your role in supporting Faye?** Alison: We did put someone to one support in but again when that's not teacher-led, and she's a bright girl she's not getting access to the curriculum as she should be the best thing for Faye is to be in school and go to lessons because she is so bright and she will do well…"

5.5.4 Reflections on analysis

5.5.4.1 Reflexivity in Analysis. Megginson (2001, p.6) stated that 'if we can't understand or make sense of ourselves, then we can hardly hope to make sense of anyone else'. When using NOI the inquiry needs to be open to both critical and systematic reflexivity (Hiles et al., 2009). Therefore, to understand the findings from a

constructivist perspective, the researcher spent time reflecting on how her thoughts, actions and feelings may have impacted findings. In order to do this, she kept a reflective diary (see Appendix 7) that recorded her thoughts and feelings throughout the research journey. Narrative reflections are important in understanding how personal stories influence findings (Hanrahan & Cooper, 1995). The researcher discussed her reflective diary during supervisory sessions and took time to re-read what had been written prior to starting the analysis stage of the research.

5.5.4.2 Analysis Approach. At present, there is suggested to be no authorised theory, doctrine, practice or method in regards to narrative research (Webster & Mertova, 2007). NOI is asserted to emphasise doing justice to the whole story as well as individual elements (Hiles et al., 2009). It adopts an idiographic methodology that focuses on sequencing, progression, and transformation within individual stories (Squire, 2013). It is suggested that EPs should use the research method that can best answer the question they are asking (Gulliford, 2015). Following consideration of other methods (see section 3.3.2) the researcher decided NOI was the best fit for exploring the under-researched topic of SCs (Brown & Henderson, 2012; Grahamslaw & Henson, 2015). Narrative is suggested to be useful when exploring under-researched issues in psychology (Hiles et al., 2010). A pragmatic decision was made to adopt two interpretative perspectives of narrative analysis, reasons why other approaches were not selected, are explained in the methodology chapter. Furthermore, as this analysis was not theory driven, instead focusing on exploration of SCs, the results are highly interpretative and may have been interpreted differently by another researcher (Willig, 2017). This, therefore, must be acknowledged as a limitation of the current research.

Additionally, protecting anonymity in narrative accounts is considered of high importance (Andrews, Squire & Tamboukou, 2008); therefore, only a sample transcript has been included in the appendices to protect the teacher's story, including a full transcript, may undermine anonymity. However, this decision must be noted as a potential limitation.

5.5.4.3 Credibility and Confirmability of Findings. Narrative approaches emphasise that meaning is constructed collaboratively (Hiles et al., 2009), and acknowledges the role of the researcher in the production of knowledge. In order to

ensure the credibility of the findings, the researcher engaged in supervisory discussions, peer feedback and reflective diaries (Shenton, 2004). Furthermore, the researcher used illustrative quotes within the analysis (see Chapter 4) to ensure confirmability. The use of quotes helped to ensure transparency within the research. Within the holistic-form analysis, potential threats relating to the interpretation of graphical representations and plot typologies must be noted. In order to ensure the credibility of the plotline, the researcher included a detailed commentary of the narrative following the graphical representation with additional illustrative quotes (Cermak, 2004). Moreover, it must be noted that the researcher was a novice to narrative analysis, and this may have impacted the quality of findings.

5.5.4.4 Power Imbalances. The research explored teaching staff's narratives of the use of SCs to support a young person with SEMH needs, as this addressed the research question. However, it must be noted teaching staff are suggested to be in a position of power, with their story holding dominance, and the language they use can create a reality for pupils (Walther & Fox, 2012). Therefore, the researcher had to be careful in her portrayal of teaching staff's stories. A lack of pupil and parent voice within the research must be acknowledged as a potential weakness and may be an implication for future study.

5.5.4.5 Reflections on Research Title and Aims. The current research used topic-focused interviews; the topic being participants stories about the use of SCs to support pupils with SEMH needs. It is suggested that narratives are not solely for life stories but also for stories about everyday experiences, especially disruptions to everyday life (Murray, 2015), such as supporting a young person with SEMH needs. Due to the broad nature of the narrative interview questions, e.g. "tell me your experiences of supporting the young person prior to the SC…" the interviews produced findings that had broader relevance beyond teaching staff's experiences of SCs. Therefore, findings and conclusions seemed to be more comprehensive than the original title, and research questions with data reflecting the wider experiences of teachers supporting pupils with SEMH needs, not just in relation to their experiences of an SC to support a young person with SEMH. Future research using narrative methods to explore an intervention may wish to take note of this reflection when constructing their title and research questions.

5.6 Implications

5.6.1 Future Research

The current research aimed to explore teaching staff's narratives about the use of SCs to support a young person with SEMH needs. There are currently only two published studies on SCs (Grahamslaw & Henson, 2015), and both focused on the process of the SC and not teacher's narratives or experiences before, during and after the SC. Therefore, this research decided to adopt a narrative method to explore what teaching staff's stories tell about the use of SCs with this population. Narrative was suggested to be the best fit for the research question, but further research into SCs may wish to explore alternative methodological approaches or other important voices, not just the voice of the 'problem presenter'.

The SEN Code of Practice (DfE, 2015a), highlights the importance of the views of young people and their parents to help move away from a sense of oppression in education (Sewell, 2016). This research focused on teaching staff's narratives; however, future research may also wish to more explicitly consider the voices of parents and young people, the triangulation of data would enhance the dependability of the findings (Shenton, 2004). Furthermore, there is a suggested lack of consultation research that focuses on client impact (Eddleston & Atkinson, 2018). Therefore, future research may wish to more directly explore the impact SCs have on outcomes for young people, e.g. through monitoring behaviour or attendance.

Measuring the impact of consultation is suggested to be challenging due to difficulties defining what is measurable and how this correlates with EP involvement (Turner et al., 2010). However, the topic seemed to lend itself to narrative due to the lack of research on SCs, and therefore adopted an exploratory approach to examine, in terms of teaching staff's narratives, 'what happens' when using SCs. Moreover, future research exploring SCs may wish to address methodological issues highlighted in the current research. For example, a separate practitioner could facilitate the SCs, to reduce the impact of the potential limitations of the TEP researching her own practice. Additionally, future research could ensure the SCs occur during the same school term, to address for any influences this may have had on the findings. Finally, group consultations are widely used, and it is therefore considered essential to conduct

further research on group consultation approaches to ensure EPs are fulfilling the requirements of evidence-based practice (Fox, 2003).

5.6.2 Schools

Teaching staff who participated in the research suggested SCs supported them to get out of a 'rut', therefore, SCs may be a useful tool for schools who are feeling 'stuck' with a situation. Teaching staff seemed to find it beneficial to address challenges through a solution-orientated approach. The research indicated that progressive stories from teaching staff were impacted by opportunities to implement change through flexible and creative strategies. This fits with the BPS (2002) view that inclusive education systems rethink and restructure the educational environment to meet individual pupil's needs. Schools, therefore, may wish to reflect upon how they practice inclusion within their setting. In addition, the research highlighted the importance of schools dedicating time to the SC (Hayes & Stringer, 2006) to ensure willingness and investment. Moreover, schools, are encouraged to create opportunities for teaching staff to reflect on challenging experiences in teaching as this is shown to improve teacher practice (Barkhuizen & Wette, 2008), and pupil-teacher relationships (Rae et al., 2017).

The current research seemed to indicate the importance of collaboration and communication in schools, with the need for careful consideration of power imbalances in decision-making processes. TAs are highly skilled and shown to have positive influences when supporting pupils with SEMH needs (Blatchford, 2009). However, they are often 'unheard' and lack power in decision-making processes (Roffey-Barentsen & Watt, 2014). Therefore, the present research findings would suggest that schools should work to promote the voices of <u>all</u> members of staff, in particular those who know the child best and work directly with the young person.

5.6.3 Teaching Staff

An important implication of the present research is that teaching staff supporting pupils with SEMH needs should be aware that they are not alone in their stories that reflect challenge, and that engaging in a SC may help bring positivity to their account. Furthermore, the research indicated that teaching staff can draw on a range of sources

of support from colleagues or other agencies, as well as building collaborative relationships with parents to ensure optimal outcomes.

The research highlights that when developing the 'next steps' within the SC, it is crucial to ensure that the problem presenter has good knowledge of the young person's needs and their stage of readiness for change. For example, the research found that if the change happened too quickly for a young person, it could lead to unsuccessful implementation of strategies. Furthermore, the research highlights the importance of teaching staff having allocated time to implement strategies that arise from group consultation approaches (Bozic & Carter, 2002); lack of time to implement strategies may negatively impact teacher wellbeing (Sammons et al., 2007).

The teaching staff who employed strategies, that built on young people's strengths, seemed to have a more positive tone to their story after the SC. Additionally, the research indicated that following the SC, story progression was more likely to occur when teaching staff allocated time to build positive relationships with the young people. Thus, highlighting the importance of teaching staff building relationships and using strengths based approaches when working with young people with SEMH needs.

The current research suggests that teachers engaging and creating opportunities to discuss issues and reflect with colleagues, may be beneficial to their emotional wellbeing. The SC process highlighted the benefits of teaching staff acknowledging the past but also focusing on the positive possibilities of the future to ensure optimal outcomes, implying a focus on positive possibilities is important for schools wishing to generate positive change, this is line with the solution-orientated principles that SCs are suggested to be based in (Rees, 2008).

5.6.4 Educational Psychology

EPs are suggested to be able to promote inclusion for young people through systems work (BPS, 2002). A future implication of this research is the consideration of the endorsement of SCs as a method of group consultation to facilitate positive systemic change. The teaching staff's narratives indicated that the process of SCs was perceived to be useful and helped to generate strategies for young people. EPs should

also be aware of contextual and systemic factors that may impact how SCs are received by education settings, such as group dynamics, views on inclusion, teaching staff role, teacher-pupil relationships, parent-teacher relationships, teacher resilience, and teaching staff's overall investment to implementing change. Teacher resilience and investment seemed to influence how the teaching staffs stories were told, and EPs have a potential role to play in fostering teacher resilience through consultation approaches (Gibbs, 2011), such as SCs. Therefore, there is the potential for EPs to facilitate SCs to support teacher wellbeing and promote resiliency.

This research highlighted the importance of exploration, summarising, and reflecting in group consultation (Wagner, 2008) and therefore, the researcher decided to add a 'Summary of Problem' stage to the SC. EPs who facilitate SCs may wish to trial this adapted approach as the research found teaching staff narrated this stage as beneficial to the process. Furthermore, researcher perceptions suggest that EPs should consider the impact of the speed of SCs and that this approach may not be suitable for all cases. Therefore, when selecting a group consultation approach, EPs may wish to consider the purpose and complexities of the case.

The research acknowledges the importance of teaching staff having their individual stories heard to increase understanding and improve teaching practice (Squire, 2013). EPs may wish to explore use of narrative approaches, in practice and research, to enable in-depth considerations of the complexities of individual situations and contexts to illuminate the multifaceted issues within education of children with SEMH needs (Webster & Mertova, 2007).

5.6.5 The Researcher

The journey of this research will have many implications for the TEP's development, outlined below are a handful. Firstly, the TEP acknowledges the importance of building relationships with teaching staff by allocating time to hear their voices. Furthermore, the TEP recognised how working systemically, enabled creativity and gave teaching staff a sense of autonomy over decision-making processes, which seemed to lead to better implementation of strategies. In her future work as a scientist-practitioner, the TEP will try to ensure teaching staff have a sense of ownership when supporting and

developing strategies. Additionally, the TEP acknowledges the importance of an idiographic approach; as a researcher-practitioner, no two stories are the same, therefore, when practicing the TEP must be aware of potential contextual and systemic factors that can influence change. The TEP believes this research journey has led to the development of knowledge and understanding that will positively influence her future role and practice as an EP.

5.7 Conclusion

The research aimed to investigate teaching staff's narratives about the use of SCs to support a young person with SEMH needs using an exploratory approach. Narrative methods were adopted to understand how teaching staff make sense of potentially challenging experiences (Becker, 1997), such as supporting children with SEMH needs.

The holistic-form analysis identified the types of stories told by teaching staff about the use of SCs to support pupils with SEMH needs. Teaching staff's narratives were generally of a romantic saga typology, with multiple periods of regression and progression. Stories appeared to start in a period of challenge before the SC. The points of challenge identified in the narrative seemed to be in relation to managing a young person's presenting needs, external factors, and teacher-pupil relationships. The stories then seemed to progress at the point of the SC, the progression in teaching staff's narratives seemed to be linked to the solution-orientated principles of SCs and benefits of group consultations. Following the SC, variable progressive and regressive episodes were interpreted across participants, with two participants' narratives suggested to indicate a 'happy-ending' (Lieblich et al., 1989). The variability in teaching staff's narratives after the SC were considered in the discussion, through existing literature relating to inclusion, systemic change, teaching staff's roles, and teacher resilience.

The categorical-content analysis firstly explored teaching staff's narratives around their individual experiences of using SCs for a young person with SEMH needs. The research found that teachers valued the structure and generation of strategies from the SC. However, challenges were identified such as group dynamics and time

allocation. The second categorical-content analysis investigated teaching staff's narratives around supporting a young person with SEMH needs in the initial 6 weeks following the SC. Participants referred to implementation of change, conceptualisation of young person's presenting needs, attributions linked to home factors, importance of relationships, affective impact, and aspects relating to the future. Solution-orientated principles suggest that, in order to create positive change, we should acknowledge the past but focus on future possibilities (Rees, 2008).

The researcher hopes that this study provides future interest into how teaching staff are supported in relation to working with pupils with SEMH needs. In particular, how group consultation approaches, such as SCs, can help to facilitate and support positive change. The solution-orientated and positive approach of SCs was suggested to have some positive impact on teaching staff's narratives, however, individual stories showed variation due to the complexities of each unique situation. Overall, as highlighted by Alison, SCs have the potential to help teaching staff positively move forward when supporting a young person with SEMH needs:

"we can do that [support the young person] with a bit more positivity now, because we have come out of that rut we were in."

Alison (A2: 106-107)

References

Ainscow, M. (1995). Education for all: making it happen. *Support for learning, 10*(4), 147-155.

Ainsworth, M., Blehar, M., Waters, E., & Wall, S. (1978). *Patterns of attachment: Observations in the Strange Situation and at home.* Erlbaum.

Alarcon, G. M. (2011). A meta-analysis of burnout with job demands, resources, and attitudes. *Journal of Vocational Behavior, 79*(2), 549–562.

Allen, S. J., & Blackston, A. R. (2003). Training preservice teachers in collaborative problem solving: An investigation of the impact on teacher and student behavior change in real-world settings. *School Psychology Quarterly*, *18*(1), 22-51.

American Psychological Association (2006). Evidence Based Practice in Psychology, *American Psychologist, 61*(4), 271-285.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub.

Andrews, M., Squire, C., & Tamboukou, M. (2008). *Doing narrative research*. Sage Publications.

Armstrong, D., & Hallett, F. (2012). Private knowledge, public face: Conceptions of children with SEBD by teachers in the UK-a case study. *Educational & Child Psychology*, *29*(4), 77-87.

Artiles, A. J., Kozleski, E. B., Dorn, S., & Christensen, C. (2006). Chapter 3: Learning in inclusive education research: Re-mediating theory and methods with a transformative agenda. *Review of Research in Education*, *30*(1), 65-108.

Atici, M., & Çekici, F. (2012). Help provided by school counsellor to teachers and students in behaviour management at secondary school. *Education & Science*, *37* (165), 3-19.

Axup, T., & Gersch, I. (2008). Challenging behaviour: the impact of challenging student behaviour upon teachers' lives in a secondary school: teachers' perceptions. *British Journal of Special Education*, *35*(3), 144-151.

Barkhuizen, G., & Wette, R. (2008). Narrative frames for investigating the experiences of language teachers. *System*, *36*(3), 372-387.

Bassey, M. (1981). Pedagogic research: on the relative merits of search for generalisation and study of single events. *Oxford Review of Education,7* (1)**,** 73–93.

Bauer, J., Stamm, A., Virnich, K., Wissing, K., Müller, U., Wirsching, M., et al. (2006). Correlation between burnout syndrome and psychological and psychosomatic symptoms among teachers. *International Archives of Occupational and Environmental Health, 79*(3), 199–204.

Becker, G. (1997). *Disrupted lives: How people create meaning in a chaotic world*. University of California Press.

Bell, J. S. (2002). Narrative inquiry: More than just telling stories. *TESOL quarterly*, *36*(2), 207-213.

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

Benard, B. (2004). *Resiliency: What we have learned*. West Education.

Bennett, S., & Monsen, J. J. (2011). A critical appraisal of four approaches which support teachers' problem-solving within educational settings. *Educational Psychology in Practice*, *27*(1), 19-35.

Bergan, J. R. (1977). *Behavioral Consultation.* Charles E. Merrill Publishing Company.

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: a tool to enhance trustworthiness or merely a nod to validation*?. Qualitative health research, 26(13),* 1802-1811.

Blatchford, P., Bassett, P., Brown, P., & Webster, R. (2009). The effect of support staff on pupil engagement and individual attention. *British Educational Research Journal*, *35*(5), 661-686.

Boland, A., Cherry, M., & Dickson, R. (2014) *Doing a systematic review: a student's guide.* Sage.

Booker, R. (2005). 'Integrated Children's Services: Implications for the Profession', *Educational and Child Psychology, 22*(4), 127-242.

Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2002). *Index for inclusion.* Centre for Studies on Inclusive Education.

Bowlby, J. (1969). *Attachment and loss.* Random House.

Bozic, N., & Carter, A. (2002). Consultation groups: Participants' views. *Educational Psychology in Practice*, *18*(3), 189-201.

Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools*, *47*(4), 406-417.

Bringewatt, E. H. (2013). Negotiating narratives surrounding children's mental health diagnoses: Children and their contribution to the discourse. *Children and Youth Services Review*, *35*(8), 1219-1226.

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

British Psychological Society, (2002) *Inclusive Education- A position paper.* British Psychological Society.

British Psychological Society. (2014). *Code of human research ethics*. BPS.

British Psychological Society. (2018). *Code of ethics and conduct.* BPS.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design.* Harvard University Press.

Brown, E., & Henderson, L. (2012). Promoting staff support in schools: Solution Circles. *Educational Psychology in Practice*, *28*(2), 177-186.

Broyard, A. (1992). *Intoxicated by My Illness: and Other Writings on Life and Death.* Fawcett Columbine.

Burr, V. (1995). *An Introduction to Social Constructionism*. Routledge

Burrell, G., & Morgan, G. (1979). *Sociological paradigms and organizational analysis.* Heinemann Educational Books.

Burton, M., Bartlett, J., & Anderson de Cuevas, R. (2009). Are the contradictions and tensions that have characterised educational provision for young people with behavioural, emotional and social difficulties a persistent feature of current policy?. *Emotional and Behavioural Difficulties*, *14*(2), 141-155.

Cameron, R. J. (2006). Educational psychology: The distinctive contribution. *Educational Psychology in Practice*, *22*(4), 289-304.

Caplan, G. (1970). *The theory and practice of mental health consultation.* Basic Books.

Carlson, D., Ferguson, M., Hunter, E., & Whitten, D. (2012). Abusive supervision and work–family conflict: The path through emotional labour and burnout. *The Leadership Quarterly, 23*(5), 849-859.

Carr, D. (1991). *Time, narrative, and history*. Indiana University Press.

Centre for Studies on Inclusive Education (2003) *Reasons Against Segregated Schooling.* Centre for Studies on Inclusive Education.

Chandra, A., & Minkovitz, C. S. (2007). Factors that influence mental health stigma among 8th grade adolescents. *Journal of Youth and Adolescence*, *36*(6), 763-774.

Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review, 21*(3), 193–218.

Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research.* Jossey-Bass.

Cohen, L, Manion, L, & Morrison, K. (2007). *Research Methods in Education.* Routledge Falmer.

Cohn, M., & Kottkamp, R. B. (1993). *Teachers: the missing voice in education.* State University of New York.

Cole, M. (2010). Education as an intergenerational process of human learning, teaching, and development. *American Psychologist*, *65*(8), 796.

Connelly, M, & Clandinin, J. (1990). 'Stories of experience and narrative inquiry'. *Educational Researcher*, *19*(5), 2–14.

Conoley, J.C., Apter, S.J. and Conoley, C.W. (1981) Teacher Consultation and the Resource Teacher: Increasing Services to Seriously Disturbed Children. In F.H. Wood (Eds), *Perspectives for a New Decade: Education's Responsibility for Seriously Disturbed and Behaviorally Disorded Children and Youth,* (pp 111-126). Council for Exceptional Children.

Crawford, M., & Unger, R. (2003) *Women and Gender: A Feminist Psychology.* McGraw-Hill.

Cresswell, J. (2009). *Research designs: Qualitative, quantitative and mixed method approaches (third edition)*. Sage.

Crossley, M. (2000). *Introducing narrative psychology*. McGraw-Hill Education.

Daniels, H., Hey, V., Leonard, D & Smith, M (1995) Gendered Practice in Special Educational Needs. In Dawtry, L., Holland, J. & Hammer, M. (Eds.), *Equality and Inequality in Education Policy,* (pp. 204-220). Multilingual Matters.

Davison, P., & Duffy, J. (2017). A model for personal and professional support for nurture group staff: to what extent can group process consultation be used as a resource to meet the challenges of running a nurture group?. *Educational Psychology in Practice*, *33*(4), 387-405.

de Shazer, S. (1985). *Keys to solution in brief therapy*. W.W.

de Shazer, S., & Berg, I.K. (1997). What works? Remarks on research aspects of solution-focused brief therapy. *Journal of Family Therapy, 19* (2), 121- 124.

Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 416–436). Sage Publications Ltd.

Declaration of Helsinki, (2009). *Ethical Principles for Medical Research Involving Human Subjects*. World Medical Association.

Department for Children, Schools and Families. (2007). *Social and emotional aspects of learning for secondary schools.* DCSF Publications.

Department for Children, Schools and Families. (2010). *Local Authority measures for national indicators supported by the TellUs4 survey.* DCSF Publications. http://www.dcsf.gov.uk/rsgateway/DB/STR/d000908/index.shtml

Department for Education and Employment. (1997). *Excellence for all children: Meeting special educational needs.* HMSO. http://www.educationengland.org.uk/documents/pdfs/1997-green-paper.pdf

Department for Education and Skills. (2001). *Special educational needs code of practice.* DfES. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/273877/special_educational_needs_code_of_practice.pdf

Department for Education. (2010). *Social and emotional aspects of learning (SEAL) programme in secondary schools: national evaluation.* DfE Publications. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181718/DFE-RR049.pdf

Department for Education. (2011). *Support and aspiration: A new approach to special educational needs and disability*. DfE Publications. http://www.educationengland.org.uk/documents/pdfs/2011-green-paper-sen.pdf

Department for Education. (2012a). *Pupil behaviour in schools in England.* DfE Publications. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/184078/DFE-RR218.pdf

Department for Education. (2012b). *Support and aspiration: A new approach to special educational needs and disability – Progress and next steps.* DfE Publications. https://www.disabilityrightsuk.org/sites/default/files/pdf/r73.pdf

Department for Education. (2015b). *School Workforce in England.* DfE Publications. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/533618/SFR21_2016_MainText.pdf

Department for Education. (2015a). *Special Educational Needs and Disability Code of Practice: 0–25 Years*. DfE Publications. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Department of Health & Department for Education. (2017). *Trans- forming children and young people's mental health provision: A green paper.* DfE Publications. https://www.gov.uk/government/ uploads/system/uploads/attachment_data/le/664855/Transforming_children_and_young_people_s_mental_health_provision.pdf.

Department of Health. (2007). *Putting People First.* DfE Publications. *http://webarchive.nationalarchives.gov.uk/20130104175839tf_/http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_081118*

Department of Health. (2008). Child and Adolescent Mental Health Service. Department of Health.

Devecchi, C., Dettori, F., Doveston, M., Sedgwick, P., & Jament, J. (2012). Inclusive classrooms in Italy and England: the role of support teachers and teaching assistants. *European Journal of Special Needs Education*, *27*(2), 171-184.

Dickersin, K. (1990). The existence of publication bias and risk factors for its occurrence. *Jama*, *263*(10), 1385-1389.

DiClemente, C. C., & Prochaska, J. O. (1998). Toward a comprehensive, transtheoretical model of change: Stages of change and addictive behaviors. In W. R. Miller & N. Heather (Eds.), *Treating addictive behaviors, (*pp. 3–24). Plenum Press.

Dunsmuir, S., Brown, E., Iyadurai, S., & Monsen, J. (2009). Evidence-based practice and evaluation: from insight to impact. *Educational Psychology in Practice*, *25*(1), 53-70.

Dyer, E., & Observe, W. (1996). Effects of teaching approach on achievement of agricultural education students with varying learning styles. *Journal of Agricultural Education*, *37* (3), 43-51.

Dyson, A. H., &Genishi, C. (1994). *The Need for Story: Cultural Diversity in Classroom and Community*. National Council of Teachers of English.

Earthy, S., & Cronin, A. (2008). Narrative analysis. In N. Gilbert (ed) *Researching Social Life,* (pp. 420-439). Sage.

Eddleston, A., & Atkinson, C. (2018). Using professional practice frameworks to evaluate consultation. *Educational Psychology in Practice*, *34*(4), 430-449.

Egger, M., & Smith, G. D. (1995). Misleading meta-analysis. *British Medical Journal, 3* (10), 752- 754.

Elliott, J. (2005). *Using narrative in social research.* Sage.

Emerson, P., & Frosh, S. (2004). *Critical narrative analysis in psychology: A guide to practice*. Springer.

Erchul, W. P., & Raven, B. H. (1997). Social power in school consultation: A contemporary view of French and Raven's bases of power model. *Journal of School Psychology*, *35*(2), 137-171.

Erdem E. 2001. *Constructivist approach in curriculum development*. [Unpublished master thesis]. Hacettepe Univerisity.

Erickson, M.H. (1954). Special techniques of brief hypnotherapy. *Journal of Clinical and Experimental* Hypnosis, 2 (2), 109-129.

Evans, S. (2005). The development of a group consultation approach to service delivery. *Educational psychology in practice*, *21*(2), 131-146.

Evidence for Policy and Practice Information and Co-ordinating Centre. (2003*). Education guidelines.* EPPI Centre. http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=184#Guidelines

Ewick, P., & Sibley, S. (2003). Narrating social structure: Stories of resistance to legal authority. *American Journal of Sociology,* 108 (6), 1328-1372.

Farouk, S. (2004). Group work in schools: A process consultation approach. *Educational Psychology in Practice*, *20*(3), 207-220.

Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & O'Connor, M. (2006). *A review of the functions and contribution of educational psychologists in England and Wales in light of "Every Child Matters: Change for Children".* DfES Publications.

Farrugia, B. (2019). *WASP (Write a Scientific Paper): The ongoing process of ethical decision-making in qualitative research: Ethical principles and their application to the research process.* Early human development, *133*, 48-51.

Flick, U. (2014). *An introduction to qualitative research*. Sage.

Floersch, J., Longhofer, J. L., Kranke, D., & Townsend, L. (2010). Integrating thematic, grounded theory and narrative analysis: A case study of adolescent psychotropic treatment. *Qualitative Social Work*, *9*(3), 407-425.

Forest, M., & Pearpoint, J. (1996). *Solution circle: Getting unstuck a creative problem solving tool.* Inclusive Education. http://www.inclusion.com/ttsolutioncircle

Fox, M. (2003). Opening Pandora's Box: Evidence-based practice for educational psychologists. *Educational Psychology in Practice*, *19*(2), 91-102.

Frederickson, N., & Cline, T. (2011). *Special educational needs, inclusion and diversity: A textbook*. Open University.

Fuchs, D., & Fuchs, L. S. (1989). Exploring effective and efficient prereferral interventions: A component analysis of behavioral consultation. *School Psychology Review*, *18*(2), 260-283.

Gable, R. A., Hester, P. H., Rock, M. L., & Hughes, K. G. (2009). Back to basics: Rules, praise, ignoring, and reprimands revisited. *Intervention in School and Clinic*, *44*(4), 195-205

Garrick, A., Winwood, P. C., Mak, A. S., Cathcart, S., Bakker, A. B., & Lushington, K. (2014). Prevalence and organisational factors of psychological injury among Australian school teachers. *The Australasian Journal of Organisational Psychology*, *7* (5), 1-12.

Geddes, H. (2018). Attachment and learning–the links between early experiences and responses in the classroom. *International Journal of Nurture in Education*, *4*(1), 15-21.

Gersch, I. S., McCarthy, M., Sigston, A., &Townley, D. (1990).Taking an educational psychology service into the 1990s. *Educational Psychology in Practice*, *6*(3), 123-130.

Gibbs (2011) Fostering Resilience Through Teacher Support. In Day, C., Edwards, C., Griffiths, A. & Gu, Q. (2011) *Beyond survival: Teachers and resilience.* University of Nottingham.

Gill, D., & Monsen, J. (1995). The staff sharing scheme: A school-based management system for working with challenging child behaviour. *Educational and child psychology*, *12*(2), 71–80.

Gillham, B. (1978). *Reconstructing educational psychology.* Croom Helm.

Glazzard, J. (2011). Perceptions of the barriers to effective inclusion in one primary school: voices of teachers and teaching assistants. *Support for Learning*, *26*(2), 56-63.

Gorozidis, G., & Papaioannou, A. G. (2014). Teachers' motivation to participate in training and to implement innovations. *Teaching and Teacher Education*, *39,* 1-11.

Gough, D. (2007). Weight of evidence: a framework for the appraisal of the quality and relevance of evidence. *Research papers in education*, *22*(2), 213-228.

Gough, D., Oliver, S., & Thomas, J. (Eds.). (2017). *An introduction to systematic reviews*. Sage.

Gough, N. (1997). *Horizons, Images and Experiences: The Research Stories Collection*. Deakin University.

Grahamslaw, L., & Henson, L. H. (2015). Solving problems through circles. *Educational Psychology in Practice*, *31*(2), 111-126.

Gray, P., Miller, A., & Noakes, J. (1994). *Challenging behaviour in schools: Teacher support, practical techniques and policy development*. Routledge.

Grinyer, A. (2004). The narrative correspondence method: What a follow-up study can tell us about the longer term effect on participants in emotionally demanding research. *Qualitative Health Research, 14(10),* 1326-1341.

Groom, B., & Rose, R. (2005). Supporting the inclusion of pupils with social, emotional and behavioural difficulties in the primary school: the role of teaching assistants. *Journal of research in special educational needs*, *5*(1), 20-30.

Grumet, M.R. (1981). 'Restitution and reconstruction of educational experience: an auto- biographical method for curriculum theory'. In L. Martin, L. Barton (eds), *Rethinking Curriculum Studies: A Radical Approach* (pp. 115-130). Croom Helm.

Gu, Q., & Day, C. (2007). Teachers resilience: A necessary condition for effectiveness. *Teaching and Teacher education*, *23*(8), 1302-1316.

Guba, E. G., & Lincoln, Y. (1998) Competing paradigms in qualitative research. In Denzin N. & Lincoln, Y. (Eds.) *The Landscape of Qualitative Research* (pp. 105-117). Sage.

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

Gulliford, A. (2015) Evidence-based practice in educational psychology. In T. Cline, A. Guilford, & S. Birch (Eds.), *Educational psychology* (pp. 31-56). Routledge.

Gulliford, A., & Miller, A. (2015) Managing Classroom Behaviour. In T. Cline, A. Guilford, & S. Birch (eds.), *Educational psychology* (pp.223-256). Routledge.

Gutkin, T. B. (1999). Collaborative versus directive/prescriptive/expert school-based consultation: Reviewing and resolving a false dichotomy. *Journal of School Psychology*, *37*(2), 161-190.

Gutkin, T. B. (2012). Ecological psychology: Replacing the medical model paradigm for school-based psychological and psychoeducational services. *Journal of Educational and Psychological Consultation*, *22*(1-2), 1-20.

Gutkin, T. B., & Curtis, M. J. (1982). School-based consultation: Theory and techniques. In C. R. Reynolds & T. B. Gutkin (Eds.), The handbook of school psychology (pp. 796– 828). Wiley.

Gutkin, T. B., & Curtis, M. J. (1999). School-based consultation theory and practice: The art and science of indirect service delivery. In C. R. Reynolds & T. B. Gutkin (Eds.), The handbook of school psychology (pp. 598–637). Wiley.

Hallberg, L. R. M. (2006). 'The "Core Category" of Grounded Theory: Making Constant Comparisons', *International Journal of Qualitative Studies on Health and Well-being, 1* (3), 141–148.

Hanko, G. (1999). Increasing competence through collaborative problem-solving. London: David Fulton Publishers.

Hanko, G. (2003). Towards an inclusive school culture—but what happened to Elton's 'affective curriculum'?. *British Journal of Special Education*, *30*(3), 125-131.

Hanrahan, M. U., Cooper, T. J., & Burroughs-Lange, S. (1995). *" Aye, it's delicious, but that's no'howy'make porridge!" Personal writing for learning in a science education* [Unpublished doctoral thesis]. Queensland University of Technology.

Harper, M., & Cole, P. (2012). Member checking: Can benefits be gained similar to group therapy. *The qualitative report, 17(2),* 510-517.

Haverkamp, B. E. (2005). Ethical perspectives on qualitative research in applied psychology. *Journal of counseling psychology*, *52*(2), 146.

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

Henwood, K.L., & Pidgeon, N.F. (1992) Qualitative research and psychological theorising. *British Journal of Psychology, 83* (1), 97-111.

Herman, L. &Vervaeck, B. (2001). *Handbook of Narrative Analysis.* University of Nebraska Press.

Hiles, D. (2007). Identity Positioning: Narrative analysis of sjuzet and fabula. University of Huddersfield.

Hiles, D., Cermák, I., & Chrz, V. (2010). Exploring Human Narrative Intelligence with Narrative Oriented Inquiry. University of Huddersfield.

Hiles, D., Čermák, I., &Chrz, V. (2009). Narrative Oriented Inquiry: A Dynamic Framework for Good Practice In D. Robinson, P. Fisher, T. Yeadon-Lee, S.J. Robinson and P Woodcock, (Eds.) *Narrative and Memory* (pp.53-65). University of Huddersfield Press.

Hiles, D.R. & Čermák, I. (2008). Narrative Psychology. In C. Willig and W. Stainton-Rogers (Eds.). *Sage Handbook of Qualitative Research in Psychology* (pp. 147-164). Sage Publications.

Hochschild, A. R. (1983). *The Managed Heart.* Berkeley.

Idol, L, Paolucci-Whitcomb, P., & Nevin, A. (1986). *Collaborative consultation.* Aspen.

Jessop, T. S., & Penny, A. J. (1999). A story behind a story: developing strategies for making sense of teacher narratives. *International Journal of Social Research Methodology*, 2(3), 213-230.

Johnson, D. W., & Johnson, F. P. (1991). *Joining together: Group theory and group skills* (Vol. 4). Prentice Hall.

Jones, D., Monsen, J., & Franey, J. (2013). Using the Staff Sharing Scheme to support school staff in managing challenging behaviour more effectively. *Educational Psychology in Practice*, *29*(3), 258-277.

Jones, E. (1993). *Family systems therapy: Developments in the Milan-systemic therapies*. Wiley.

Jones, R. A. (2003). The construction of emotional and behavioural difficulties. *Educational Psychology in Practice*, 19(2), 147-157.

Josselson, R. (2011). Narrative research: Constructing, deconstructing, and reconstructing story. In F. Wertz, K. Charmaz, L. McMullen, R. Josselson, R. Anderson, & E. McSpadden (Eds.), *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry* (pp. 224– 240). Guilford Press.

Joussemet, M., Landry, R., & Koestner, R. (2008). A self-determination theory perspective on parenting. *Canadian Psychology/Psychologie canadienne*, *49*(3), 194-200.

Jovchelovitch, S., & Bauer, M. W. (2000). Narrative interviewing. *Qualitative researching with text, image and sound*. http://eprints.lse.ac.uk/2633/01/Narrativeinterviewing.pdf

Jupp, K. (1992). *Everyone belongs: mainstream education for children with severe learning difficulties*. Souvenir Press.

Kelleher, C., Riley-Tillman, T. C., & Power, T. J. (2008). An initial comparison of collaborative and expert-driven consultation on treatment integrity. *Journal of Educational and Psychological Consultation*, *18*(4), 294-324.

Kelly, G.A. (1955) *The Psychology of Personal Constructs*. W.W. Norton

Kelly, M. S., & Bluestone-Miller, R. (2009). Working on What Works (WOWW): coaching teachers to do more of what's working. *Children & Schools*, *31*(1), 35-38.

Kennedy, E. K., Cameron, R. J., & Monsen, J. (2009). Effective consultation in educational and child psychology practice: Professional training for both competence and capability. *School Psychology International*, *30*(6), 603-625.

Kim, B. (2001). Social constructivism. *Emerging perspectives on learning, teaching, and technology*, *1*(1), 16-26.

King, N. & Bernstein, G. (2001). School Refusal in Children and Adolescents: A Review of the Past 10 Years. *Journal of American Academy of Child Adolescent Psychiatry, 40*(2), 197– 205.

Kinman, G., Wray, S., & Strange, C. (2011). Emotional labour, burnout and job satisfaction in UK teachers: The role of workplace social support. *Educational Psychology*, *31*(7), 843-856.

Kuhn, T. S. (1977). Second thoughts on paradigms. In F. Suppe (Ed.), *The structure of scientific* theories (eds) (pp. 459-482). University of Illinois Press.

Laluvein, J. (2010). Parents, teachers and the 'community of practice'. *The Qualitative Report, 15*(1), 176-196.

Landrum, T. J., & Kauffman, J. M. (2006). Behavioral approaches to classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 47–71). Erlbaum.

Larney, R. (2003). School-based consultation in the United Kingdom: Principles, practice and effectiveness. *School Psychology International*, *24*(1), 5-19.

Lee, R. T., & Brotheridge, C. M. (2011). Words from the heart speak to the heart: A study of deep acting, faking, and hiding among childcare workers. *Career Development International*, *16*(4), 401-420.

Leeds-Hurwitz, W. (2009). Social construction of reality. In S. Littlejohn, & K. Foss, *Encyclopedia of communication theory,* (pp. 892-895). Sage.

Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Ioannidis, J. P., & Moher, D. (2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate health care interventions: explanation and elaboration. *PLoS medicine*, *6*(7),65-94.

Lieblich, A., Tuval-Mashiach, R., & Zibler, T. (1998). *Narrative Research: reading, analysis and interpretation*. Sage publications.

Lincoln, Y,S., & Guba, E, G. (1985). *Naturalistic Inquiry.* Sage Publications.

Lincoln, Y. S., & Guba, E. G. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New directions for program evaluation*, *1986*(30), 73-84.

Link, B. G., & Phelan, J. (2010). Social conditions as fundamental causes of health inequalities. *Handbook of medical sociology*, *6,* 3-17.

Lloyd, G. (2005) *Problem Girls. Understanding and supporting troubled and troublesome girls and young women.* Routledge.

Lockwood, C., Munn, Z., & Porritt, K. (2015) Qualitative research synthesis: methodological guidance for systematic reviewers utilizing meta-aggregation. *International Journal of Evidence Based Health*, 13(3), 179-187.

Love, P. (2009). *Educational psychologists: The early search for an identity. Educational Psychology in Practice*, *25*(1), 3-8.

Maag, J. W. (2012). School-wide discipline and the intransigency of exclusion. *Children and Youth Services Review*, *34*(10), 2094-2100.

MacKay, T. (2007). Educational psychology: The fall and rise of therapy. *Educational and Child Psychology, 24*(1), 7-18.

MacKay, T., Boyle, J., & Cole, R. (2016). Methods for research in professional educational psychology. *Educational and Child Psychology*, *33*(3), 6-10.

Mallett, R., Hagen-Zanker, J., Slater, R., & Duvendack, M. (2012). The benefits and challenges of using systematic reviews in international development research. *Journal of development effectiveness, 4(3),* 445-455.

Massé, L., Couture, C., Levesque, V., & Bégin, J. Y. (2013). Impact of a school consulting programme aimed at helping teachers integrate students with behavioural difficulties into secondary school: actors' points of view. *Emotional and Behavioural Difficulties*, *18*(3), 327-343.

Matthews, J. W., & Singh, R. (2015). Positioning in groups: a new development in systemic consultation. *Educational Psychology in Practice, 31*(2), 150-158.

Megginson, D. (2001). *New Directions in Action Learning [Unpublished* Seminar Series].The University of Salford Manchester.

Meltzer, H., Gatward, R., Goodman, R., & Ford, T. (2000). *The mental health of children and adolescents in Great Britain*. HM Stationery Office.

Merriam, S. (1998). *Qualitative research and case study applications in education*. Jossey-Bass.

Mertens, D. M. (2010). *Research and Evaluation in Education and Psychology.* Sage

Meyers, J. (1973). A consultation model for school psychological services. *Journal of School Psychology*, *11*(1), 5-15.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (*2nd ed.).* Sage.

Miller, A. (1995). Teachers' attributions of causality, control and responsibility in respect of difficult pupil behaviour and its successful management. *Educational Psychology*, *15*(4), 457-471.

Miller, A. (2003). *Teachers, parents and classroom behaviour: A psychosocial approach*. McGraw-Hill Education.

Miller, A., Ferguson, E., & Moore, E. (2002). Parents' and pupils' causal attributions for difficult classroom behaviour. *British Journal of Educational Psychology*, *72*(1), 27-40.

Mishler, E. (2004). Historians of the self: Restorying lives, revising identities. *Research in Human Development, 1* (2), 101–121.

Mishler, E. G. (1995). Models of narrative analysis: A typology. *Journal of Narrative and Life History, 5 (2)*, 87-123.

Mishler, E.G. (1986). *Research Interviewing: Context and Narrative.* Harvard University Press.

Monsen, J., Ewing, L., & Kwoka, M. (2014). Teachers' attitudes towards inclusion, perceived adequacy of support and classroom learning environment. *Learning Environment Research, 17*(1), 113-126.

Monsen, J., & Graham, B. (2002). Developing teacher-support groups to deal with challenging child behaviour. In P. Gray, *Working with emotions: Responding to the challenge of difficult pupil behaviour in schools*, (pp. 129-151). Routledge.

Moore, A. (1999). Beyond reflection: contingency, idiosyncrasy and reflexivity in initial teacher education. In M. Hammersley (ed.), *Educational Research and Evidence-based Practice* (pp. 106-120). Sage in association with The Open University.

Moore, J. (2005). Recognising and questioning the epistemological basis of educational psychology practice. *Educational Psychology in Practice, 21* (2), 103-116.

Morgan, A., & Ziglio, E. (2010). *Revitalising the public health evidence base: An asset model in Health assets in a global context.* Springer.

Munn, P., & Lloyd, G. (2005). Exclusion and excluded pupils. *British Educational Research Journal*, *31*(2), 205-221.

Munn, Z., Stern, C., Aromataris, E., Lockwood, C., & Jordan, Z. (2018). What kind of systematic review should I conduct? A proposed typology and guidance for systematic reviewers in the medical and health sciences. *BMC medical research methodology*, *18*(1), 5.

Murphy, J.J. and Duncan, B.L. (2007) *Brief Intervention for School Problems: Collaborating for Practical Solutions* (2nd edn). Guildford Press.

Murray, M. (2015). Narrative Psychology. In J. A. Smith (Ed.), *Qualitative Psychology: A practical guide to research methods*, (pp. 111-132). London.

Nicholas, L., & Feeney, J. (2015). What are "Complex Case Discussions" and how do they impact on key-workers? *Educational Psychology in Practice, 31*(4), 397-411.

Nolan, A., & Moreland, N. (2014). The process of psychological consultation. *Educational Psychology in Practice*, *30*(1), 63-77.

Norwich, B., & Eaton, A. (2015). The new Special Educational Needs (SEN) legislation in England and implications for services for children and young people with social, emotional and behavioural difficulties. *Emotional and Behavioural Difficulties, 20* (2), 117-132.

Norwich, B., & Lewis, A. (2005). *Special Teaching for Special Children?* Open University Press.

Nugent, M., Jones, V., McElroy, D., Peelo, M., Thornton, T., & Tierney, T. (2014). Consulting with groups of teachers. Evaluation of a pilot project in Ireland. *Educational Psychology in Practice*, *30*(3), 255-271.

O'Brien, J., & Forest, M. (1989). *Action for Inclusions: How to Improve Schools by Welcoming Children with Special Needs into Regular Classrooms.* Inclusion Press.

O'Hanlon, B. (1987). *Taproots*: *Underlying Principles of Milton Erickson's Therapy Hypnosis*. W.W. Norton.

O'Hanlon, B. (2019, July 5). *Frequently Asked Questions: What is the Difference Between Solution-Focused, Solution-Oriented and Possibility Therapies?* www.brieftherapy.com/faq/whatis.htm

Oakley, A. (1985). *Sex, Gender and Society.* Gower Publishing Co Ltd.

Ofsted. (2005). *Managing Challenging Behaviour.* Crown Copyright.

Paliokosta, P., & Blandford, S. (2010). Inclusion in school: a policy, ideology or lived experience? Similar findings in diverse school cultures. *Support for Learning*, *25*(4), 179-186.

Patalay P., and Fitzsimons E. (2017). *Mental ill-health among children of the new century: trends across childhood with a focus on age 14.* Centre for Longitudinal Studies.

Petticrew, M., Egan, M., Thomson, H., Hamilton, V., Kunkler, R., & Roberts, H. (2008). Publication bias in qualitative research: what becomes of qualitative research presented at conferences?. *Journal of Epidemiology & Community Health*, *62*(6), 552-554.

Phillion, J. (2005). Narrative in teacher education. In P. C. Miller (Ed.), *Narratives from the classroom: An introduction to teaching* (pp. 1-12). Sage.

Plaistow, J., Masson, K., Koch, D., Wilson, J., Stark, R. M., Jones, P. B., & Lennox, B. R. (2014). Young people's views of UK mental health services. *Early intervention in psychiatry*, *8*(1), 12-23.

Polkinghorne, D. E. (1988). *Narrative knowing and the human sciences*. State University of New York Press.

Pollard, A., & Pollard, A. (Eds.). (2014). *Readings for reflective teaching in schools*. Bloomsbury Publishing.

Prilleltensky, I., & Nelson, G. (2000). Promoting child and family wellness: Priorities for psychological and social interventions. *Journal of Community & Applied Social Psychology*, *10*(2), 85-105

Public Health England (2016). *The mental health of children and young people in England.* PHE Publications. http://digital.nhs.uk/pubs/mhcypsurvey17

Rae, H., Murray, G., & McKenzie, K. (2011). Teaching staff knowledge, attributions and confidence in relation to working with children with an intellectual disability and challenging behaviour. *British journal of learning disabilities*, *39*(4), 295-301.

Rae, T., Cowell, N., & Field, L. (2017). Supporting teachers' well-being in the context of schools for children with social, emotional and behavioural difficulties. *Emotional and Behavioural Difficulties*, *22*(3), 200-218.

Rees, I. (2008). A systematic solution-oriented model. In B. Kelly, S. Woolfson, & J. Boyle (Eds.), *Frameworks for practice in educational psychology. A textbook for trainees and practitioners*, (pp. 162-182). Jessica Kingsley Publishers.

Rees, I. (2009). *Solution oriented schools (SOS).* Northumberland.

Reyna, C., & Weiner, B. (2001). Justice and utility in the classroom: An attributional analysis of the goals of teachers' punishment and intervention strategies. *Journal of educational psychology*, *93*(2), 309-319.

Riessman, C. K. (2008). *Narrative methods for the human sciences*. Sage.

Robson, C. (2016). *Real world research*. John Wiley & Sons.

Roffey-Barentsen, J. (2014). The voices of teaching assistants (are we value for money?). *Research in Education*, *92*(1), 18-31.

Roffey, S. (2012). Pupil wellbeing—Teacher wellbeing: Two sides of the same coin?. *Educational and Child Psychology*, *29*(4), 8-17.

Runswick-Cole, K. (2011). Time to end the bias towards inclusive education?. *British Journal of Special Education*, *38*(3), 112-119.

Saini, M., & Shlonsky, A. (2012). *Systematic synthesis of qualitative research*. OUP.

Sammons, P., Day, C., Kington, A., Gu, Q., Stobart, G., & Smees, R. (2007). Exploring variations in teachers' work, lives and their effects on pupils: key findings and implications from a longitudinal mixed-method study. *British educational research journal*, *33*(5), 681-701.

Sarbin, T. R. (1986). *Narrative psychology: The storied nature of human conduct*. Praeger.

Savin-Baden, M., & Major, C. H. (Eds.). (2010). *New approaches to qualitative research: Wisdom and uncertainty*. Routledge.

Schein, E. H. (1969). *Process consultation: Its role in organization development.* Addison-Wesley.

Schein, E. H. (1988). *Process Consultation. Vol. 1 (Rev. Ed.).* Addison-Wesley.

Scheopner, A. J. (2010). Irreconcilable differences: Teacher attrition in public and catholic schools. *Educational Research Review*, *5*(3), 261-277.

Schon, D. (1983). *The Reflective Practitioner: How Professionals Think in Action*. Basic Books.

Scottish Executive (2002). *Review of provision of educational psychology services in Scotland.* The Currie Report.

Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional children*, *73*(4), 392-416.

Sewell, A. (2016). A theoretical application of epistemological oppression to the psychological assessment of special educational needs; concerns and practical implications for anti-oppressive practice. *Educational Psychology in Practice*, *32*(1), 1-12.

Sheffield, E. L., & Morgan, G. (2017). The perceptions and experiences of young people with a BESD/SEMH classification. *Educational Psychology in Practice*, *33*(1), 50-64.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, *22*(2), 63-75.

Shepherd, M. (2006). Using a learning journal to improve professional practice: a journey of personal and professional self-discovery. *Reflective Practice*, *7*(3), 333-348.

Sikes, P., Lawson, H., & Parker, M. (2007). Voices on: teachers and teaching assistants talk about inclusion. *International Journal of Inclusive Education*, *11*(3), 355-370.

Skinner, B. F. (1953). *Science and human behavior*. Simon and Schuster.

Slater, R. (2007). Attachment: Theoretical development and critique. *Educational psychology in practice*, *23*(3), 205-219.

Smith, P., Whitby, K., & Sharp, C. (2004). *The employment and deployment of teaching assistants*. NFER.

Somech, A., & Oplatka, I. (2009). Coping with school violence through the lens of teachers' role breadth: The impact of participative management and job autonomy. *Educational Administration Quarterly*, *45*(3), 424-449.

Spence, D, P. (1982). *Narrative Truth and Historical Method*. W. W. Norton.

Squire, C. (2013) From experience-centred to socioculturally-oriented approaches to narrative. In M. Andrews, C. Squire & M. Tamboukou (Eds.) *Doing Narrative Research (pp. 47-71)*. Sage.

Strauss, A. and Corbin, J. (1994) 'Grounded Theory Methodology: An Overview'. In N. K. Denzin and Y. S. Lincoln (eds) *Handbook of Qualitative Research* (pp. 273–85). Sage.

Tew, J. (2005). *Social perspectives in mental health: developing social models to understand and work with mental distress.* Jessica Kingsley.

Thambirajah M,S., Grandison K.J., & De-Hayes L. (2008). Understanding School refusal: a handbook for professionals in education, Health and Social Care. Jessica Kingsley.

The Health Committee (2014). *Children's and adolescents' mental health and CAMHS.*https://publications.parliament.uk/pa/cm201415/cmselect/cmhealth/342/34202.htm

The National Achieves. (1970). *Education Act 1970.* https://discovery.nationalarchives.gov.uk/details/r/C4073133

Thomas, G. (2016) After the Gold Rush: Questioning the "Gold Standard" and Reappraising the Status of Experiment and Randomized Controlled Trials in Education. *Harvard Educational Review,86* (3), 390-411.

Thomas, G., & Loxley, A. (2007). *Deconstructing special education*. McGraw-Hill Education.

Thomas, G., & Vaughan, M. (2004). *Inclusive Education: Readings and Reflections. Inclusive Education*. Open University Press.

Truscott, S. D., Kreskey, D., Bolling, M., Psimas, L., Graybill, E., Albritton, K., & Schwartz, A. (2012). Creating consultee change: A theory-based approach to learning and behavioral change processes in school-based consultation. *Consulting Psychology Journal: Practice and Research*, *64*(1), 63-82.

Turner, S., Randall, L., & Mohammed, A. (2010). Doing an effective job? Measuring the impact of casework. *Educational Psychology in Practice*, *26*(4), 313-329

UNESCO. (1994). *Final Report: World Conference on Special Needs Education: Access and Quality*. UNESCO.

Vygotsky, L. (1978 [1930]). *Mind in society: The development of higher psychological* processes. Harvard University Press.

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

Wagner, P. (2008). Consultation as a framework for practice. In B. Kelly, S. Woolfson, & J. Boyle (Eds.), *Frameworks for practice in educational psychology. A textbook for trainees and practitioners*, (pp. 139-161). Jessica Kingsley Publishers.

Wagner, P., & Watkins, C. (2005). Narrative work in schools. In A. Vetere & E. Dowling (Eds.), *Narrative therapies with children and families: A practitioner's guide to concepts and approaches*, (pp.). Routledge.

Walther, S., & Fox, H. (2012). Narrative therapy and outsider witness practice: Teachers as a community of acknowledgement. *Educational and Child Psychology,* 29(2), 8-17.

Warnock Committee (1978). *Special Educational Needs: the Warnock Report.* D.E.S.

Warnock. M. (2005). *Special Educational needs: a new look.* Philosophy of Education Society of Great Britain.

Watkins, D. (2000). Learning and teaching: A cross-cultural perspective. *School Leadership & Management*, *20*(2), 161-173.

Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. Routledge.

Webster, L., Knotek, S. E., Babinski, L. M., Rogers, D. L., & Barnett, M. M. (2003). Mediation of consultee's conceptual development in new teacher groups: Using questions to improve coherency. *Journal of Educational and Psychological Consultation*, *14*(3-4), 281-301.

Weiner, B. (1986). Attribution, emotion, and action. In R. M. Sorrentino & E. T. Higgins (Eds.), *Handbook of motivation and cognition: Foundations of social behavior* (pp. 281-312). Guilford Press.

Wertz, F., Charmaz, K., McMullen, L., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative research.* Guilford Press.

West Sussex County Council. (2018). *Emotionally Based School Avoidance Good practice guidance for schools and support agencies* . West Sussex Educational Psychology Service.

West, J. F., & Idol, L. (1987). School Consultation (Part I) An Interdisciplinary Perspective on Theory, Models, and Research. *Journal of learning disabilities*, *20*(7), 388-408.

Widiger, T. A., & Trull, T. J. (2007). Plate tectonics in the classification of personality disorder: Shifting to a dimensional model. *American Psychologist, 62* (2), 71–83.

Wilding, L. (2015).The application of self-determination theory to support students experiencing disaffection. *Educational Psychology in Practice,31*(2), 137 - 149.

Willig, C. (2013). *Introducing qualitative research in psychology*. McGraw-hill education.

Willig, C. (2017). Interpretation in qualitative research. *The SAGE handbook of qualitative research in psychology*, 274-288.

Wilson, D., & Newton, C. (2006). *Circles of Adults: A team approach to problem solving around challenging behaviour and emotional needs*. Inclusive Solutions UK Ltd.

Wise, S. (2000). *Listen to me: The voices of pupils with emotional and behavioural difficulties*. Lucky Duck Publishers LTD.

Wood, J. (2016). *Supervision for school staff: What is valuable about Solution Circles?* [Unpublished Doctoral dissertation]. University of East London.

Zins, J. E., & Erchul, W. P. (2002). Best Practices in School Consultation. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 625-643). National Association of School Psychologists.

Appendices

Appendix 1: Systematic Literature Review Quality Appraisal

Quality Appraisal Overall Weight of Studies

Studies	**Criteria**																							
	1. Study aims and rationale explicitly stated				2. Clear description of sample				3. Clear description of context and intervention				4.Clear description of methodology and analysis				5. Issues of reliability, validity trustworthiness of the research is addressed				6.Clear presentation of data and findings				Overall Weight			
	A	**B**	**C**	**D**	**A**	**B**	**C**	**D**	**A**	**B**	**C**	**D**	**A**	**B**	**C**	**D**	**A**	**B**	**C**	**D**	**A**	**B**	**C**	**D**	**A**	**B**	**C**	**D**
Nugent et al. (2014)	X					X				X			X					X			X					X		
Evans (2005)		X				X				X				X				X				X				X		
Bozic & Carter (2002)	X				X				X				X					X				X			X			
Hayes & Stringer (2016)	X				X				X				X				X					X			X			
Grahamslaw & Henson (2015)	X				X				X				X				X				X				X			
Brown & Henderson (2012)	X					X			X					X				X				X				X		

Jones et al. (2013)	X	X	X	X	X	X	X
Davison & Duffy (2017)	X	X	X	X	X	X	X

Commentary on Quality Appraisal Judgements

Studies	Commentary on Quality Appraisal Judgements
Nugent et al. (2014)	1. Three aims were clearly stated in introduction section (p. 254) and rationale was addressed (p.258) 2. Sample not as clearly stated as aims (p.261-262) may be due to collecting data from such a range of participants involved in the cluster groups from 2010-2013 3. Similarly, due to range of participants slight lack of clarity in regards to context (p. 262) however intervention clearly described (p. 260) 4. Clear and detailed description of methodology and findings (p.261-267) 5. Clear section (*Lessons Learnt*) to address issues around trustworthiness, reliability and validity (p. 268) 6. Findings laid out in a clear way with easy to follow headings
Evans (2005)	1. Aims not clearly stated but seemed to be addressed in relation to what was guiding the change (p.134) 2. Sample identified but seemed to be lack of description (p.137) 3. Clear description of the context (p. 132-133) however, suggested lack of explanation regarding the solution-focused intervention explored (p.135-136) 4. Overview of methodology (p.137) which could include further detail, but clear description of analysis (p.137-144) 5. Some issues regarding reliability and validity addressed in the *'Summary'* (p. 145) 6. Relatively clear presentation of data findings which helps guide the reader
Bozic & Carter (2002)	1. Aims and three research questions clearly stated (p. 192) 2. Clear description of four consultation groups (p.192) 3. Detailed description of intervention, including the letter sent to schools (p.193) 4. Clear description of questionnaire design and results (p.194- 197) 5. Detailed discussion that addresses some issues with reliability, validity and trustworthiness (p. 197-199) 6. Very well presented with a clear flow

Hayes & Stringer (2016)	1. Aims and four research questions clearly identified in *'Introduction and background'* section (p. 145) 2. Detailed description of three schools, including demographics table (p. 149 & 151) 3. Detailed description of context and intervention (p.149) 4. Clear description of methodology in the *'Research Procedure'* section and description of analysis (p. 150-153) 5. Limitations of the study clearly addressed (p. 156) 6. Relatively well presented but may have benefitted from additional subheadings to help guide the reader
Grahamslaw & Henson (2015)	1. Research aim clearly stated (p. 116) and rationale addressed (p. 113) 2. Participants clearly defined and who took part in each consultation approach stated (p. 116) 3. Overview of Solution Circles and Circles of Adults included (p. 113-115) and context addressed (p.112-113) 4. Clear description of method and results (p. 116- 124) 5. Limitations of the research addressed (p.124) 6. Study is very clearly presented with relevant titles to guide the reader
Brown & Henderson (2012)	1. Aim of the research addressed in introduction (p. 177) and rationale clearly presented (p.179) 2. Description of primary and secondary school sample (p.181) 3. Clear description of Solution Circle intervention (p.180) 4. Description of method and analysis, which was different for each school (p. 181-183) 5. Potential limitations addressed in discussion (p. 183) 6. Relatively well presented but may have benefitted from additional subheadings to help guide the reader
Jones et al. (2013)	1. Two research aims outlined (p.260-261) 2. Description of sample may have benefitted from further detail (p. 261) 3. Context clearly defined (p. 261) and intervention described (p. 259-260) 4. Description of 'design and control' and 'outcomes' with helpful visuals (261-268) 5. Limitations regarding transferability addressed (p. 269) 6. Overall study was well presented
Davison & Duffy (2017)	1. Aims of the study (p. 391) and rationale clearly stated (p. 390-391) 2. Clear description of participants and job roles (p. 391) 3. Farouk's (2004) group consultation outlined (p. 389-390)

	4. Five stages of the study described in the method (p. 391-393) and results for each research question clearly presented with helpful visuals (p. 393-401) 5. Limitations of the research clearly addressed (p. 402) 6. Very well presented with clear headings

Appendix 2: Recruitment Letters



Contact: Katie Kemp
Address: XXX
Telephone: XXX
Work Mobile: XXX
E-Mail: katie.kemp@nottingham.ac.uk
Supervisor: Nick Durbin
Supervisor E-Mail: nick.durbin@nottingham.ac.uk

Date: XXX

Exploring teaching staff's narratives staff about the use of Solution Circles to support pupils with SEMH needs

Dear _____(Headteacher),

I am a Trainee Educational Psychologist from the University of Nottingham currently working at _____ Educational Psychology Service. I am carrying out a doctoral research project which is seeking to explore teaching staff's narratives about the use of Solution Circles to support pupils with Social, Emotional and Mental Health (SEMH) needs.

Solution Circles are a creative problem-solving group consultation approach which aims to support key staff to help each other to find a solution to a shared concern or problem. The Solution Circle process takes about 40 minutes and involves four stages: problem description, potential solutions, problem clarification, and first steps. Staff will be asked to perform four roles within this process: problem presenter, process facilitator, note taker, and being part of the creative thinking team (Forest & Pearpoint, 1996).

The problem presenter is usually the member of staff who holds primary responsibility for the young person concerned. In addition to the problem presenter, the school would be asked to ensure four to six additional staff members are available to participate. I recognise this is a commitment as the Solution Circles may need to occur during lunch time or after school. It is not necessary for the additional staff members to have prior knowledge of the young person. The problem presenter will be asked to be involved in two interviews following the Solution Circle; the first will be approximately one week after the SC and the second will be approximately six weeks after the Solution Circle. Each lasting for approximately one hour.

The identified young person would be an individual experiencing SEMH needs which are impacting on their behaviour or academic work. The school are likely to be feeling 'stuck' with what steps to take next to support this young person.

If you agree to your school's participation. You will be asked to identify a focus young person and gain consent to convene support meetings (Solution Circles) with school staff members.

Consent will then be sought from the identified young person's parents/guardian. The study may lead to written summaries and outputs, but there will be no identifiers in these. Participants will have the right to withdraw at any point during the study. All information will be anonymised. Additionally, all data will be kept confidentially, stored in line with GDPR regulations and used solely for research purposes.

There will be no charge for participation in this study. If you would like to participate in this study or would like any further information, please do not hesitate to contact me or my supervisor via the details provided.

Yours Sincerely,

Katie Kemp
(Trainee Educational Psychologist)

If you have any complaints about the study, please contact:
Stephen Jackson (Chair of Ethics Committee)
stephen.jackson@nottingham.ac.uk

Appendix 3: Information sheets



Contact: Katie Kemp
Address: XXX
Telephone: XXX
Work Mobile: XXX
E-Mail: katie.kemp@nottingham.ac.uk
Supervisor: Nick Durbin
Supervisor E-Mail: nick.durbin@nottingham.ac.uk

Information Sheet

Exploring teaching staff's narratives staff about the use of Solution Circles to support pupils with SEMH needs

This is an invitation to take part in a doctoral research project which is seeking to explore teaching staff's narratives about the use of Solution Circles to support pupils with Social, Emotional and Mental Health (SEMH) needs. Before you decide if you wish to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

I am looking for schools to participate in Solution Circles focused on a pupil with SEMH needs, which I will facilitate and then evaluate.

Solution Circles are a creative problem-solving group consultation approach which aims to support key staff to help each other to find a solution to a shared concern or problem. The Solution Circle process takes about 40 minutes and involves four stages: problem description, potential solutions, problem clarification, and first steps. Staff will be asked to perform four roles within this process: problem presenter, process facilitator, note taker, and being part of the creative thinking team (Forest & Pearpoint, 1996). Please find attached a copy of the Solution Circle process.

The problem presenter is usually the member of staff who holds primary responsibility for the young person concerned. In addition to the problem presenter, the school would be asked to ensure additional staff members are available to participate. I recognise this is a commitment as the Solution Circles are likely to need to occur during lunch time or after school. It is not necessary for the additional staff members to have prior knowledge of the young person. The problem presenter will be asked to be involved in two interviews following the Solution Circle; the first will be approximately one week after the Solution Circle and the second will be approximately six weeks after the Solution Circle. Each lasting for approximately one hour. The Solution Circle and

interviews will be audio recorded and used solely for research purposes. These recordings will be deleted following completion of the research.

Participation in this study is voluntary, and you are under no obligation to participate. You are free to withdraw your consent at any point. All information will be anonymised. Additionally, all data will be kept confidentially, stored in line with GDPR regulations and used solely for research purposes.

If you have any questions or would like any further information, please do not hesitate to contact me or my supervisor via the details provided.

Yours Sincerely,

Katie Kemp
(Trainee Educational Psychologist)

If you have any complaints about the study, please contact:
Stephen Jackson (Chair of Ethics Committee)
stephen.jackson@nottingham.ac.uk

Appendix 4: Teaching Staff Consent Form



Contact: Katie Kemp
Address: XXX
Telephone: XXX
Work Mobile: XXX
E-Mail: katie.kemp@nottingham.ac.uk
Supervisor: Nick Durbin
Supervisor E-Mail: nick.durbin@nottingham.ac.uk

Date: XXX

Exploring teaching staff's narratives staff about the use of Solution Circles to support pupils with SEMH needs

Dear _____(Staff Name),

I am a Trainee Educational Psychologist from the University of Nottingham currently working at _____ Educational Psychology Service. I am carrying out a doctoral research project which is seeking to explore teaching staff's narratives about the use of Solution Circles to support pupils with Social, Emotional and Mental Health (SEMH) SEMH needs. Solution Circles are a creative problem-solving approach which involves adults exploring and planning what they can do to support a child.

The headteacher and parents/guardians of _____(name of child) have expressed an interest in being involved in this study.

Solution Circles are a creative problem-solving group consultation approach which aims to support key staff to help each other to find a solution to a shared concern or problem. The Solution Circle process takes about 40 minutes and involves four stages: problem description, potential solutions, problem clarification, and first steps. Staff will be asked to perform four roles within this process: problem presenter, process facilitator, note taker, and being part of the creative thinking team (Forest & Pearpoint, 1996).

The problem presenter is usually the member of staff who holds primary responsibility for the young person concerned. In addition to the problem presenter, the school would be asked to ensure four to six additional staff members are available to participate. I recognise this is a commitment as the Solution Circles are likely to need to occur during lunch time or after school. It is not necessary for the additional staff members to have prior knowledge of the young person. The problem presenter will be asked to be involved in two interviews following the Solution Circle; the first will be approximately one week after the Solution Circle and the second will be approximately six weeks after the Solution Circle. Each lasting for approximately one hour. The Solution Circle and narrative interviews will be audio recorded and used solely for research purposes. These recordings will be deleted following completion of the research.

Participation in this study is voluntary, and you are under no obligation to participate. You are free to withdraw your consent at any point. All information will be anonymised. Additionally, all data will be kept confidentially, stored in line with GDPR regulations and used solely for research purposes.

If you have any questions or would like any further information, please do not hesitate to contact me or my supervisor via the details provided.

Yours Sincerely,

Katie Kemp
(Trainee Educational Psychologist)

Exploring teaching staff's narratives staff about the use of Solution Circles to support pupils with SEMH needs

I have read and understood the participant information sheet. YES / NO

I have had the opportunity to ask questions and discuss the study. YES / NO

Any questions I had have been answered. YES / NO

I give permission for personal data such as ethnic origin to be collected in line with GDPR regulations. YES / NO

I have received enough information about the study. YES / NO

I agree for the meeting to be audio recorded. I understand this will be used solely for research purposes and then destroyed after completion of research. YES / NO

I understand that I am free to withdraw from the study:

At any time. YES / NO

Without have to give a reason. YES / NO

I understand any confidential information disclosed should not be discussed outside of the meeting. YES / NO

"This study has been explained to me to my satisfaction, and I agree to take part. I understand that I am free to withdraw at any time."

Signature: Date:
Name: Role:

If you would like any information about the results of this study please provide your contact details below.

Email:

I have explained the study to the above participant and he/she has agreed to take part.

Signature of researcher: Date:

If you have any complaints about the study, please contact:
Stephen Jackson (Chair of Ethics Committee)
stephen.jackson@nottingham.ac.uk

Appendix 5: Parent Consent Form



Contact: Katie Kemp
Address: XXX
Telephone: XXX
Work Mobile: XXX
E-Mail: katie.kemp@nottingham.ac.uk
Supervisor: Nick Durbin
Supervisor E-Mail: nick.durbin@nottingham.ac.uk

Date: XXX

Exploring teaching staff's narratives staff about the use of Solution Circles to support pupils with SEMH needs

Dear _____(Parent),

I am a Trainee Educational Psychologist from the University of Nottingham currently working at _____ Educational Psychology Service. I am carrying out a doctoral research project to explore teaching staff's narratives about the use of Solution Circles to support pupils with Social, Emotional and Mental Health (SEMH) needs. Solution Circles are a creative problem-solving meeting which would involve adults exploring and planning what they can do to support your child.

The school has expressed an interest in being involved in this study. I am writing to ask for permission for your child _____(name of child) to be discussed within a Solution Circle meeting, with the aim to provide support for your child in school. If you agree to this, the Solution Circle will be held in the _____Term. The consent is for school staff to discuss your child in a meeting regarding strategies around how best to support them. Following this meeting I will meet with school staff to gain their feedback on the Solution Circle.

Participation in this study is voluntary, and you are under no obligation to give permission for the meeting to take place. You are free to withdraw your consent at any point. All information will be anonymised. Additionally, all data will be kept confidentially, stored in line with GDPR regulations and used solely for research purposes.

If you have any questions or would like any further information, please do not hesitate to contact me or my supervisor via the details provided.

Yours Sincerely,

Katie Kemp
(Trainee Educational Psychologist)

Exploring teaching staff's narratives staff about the use of Solution Circles to support pupils with SEMH needs

I have read and understood the participant information sheet. YES / NO

I have had the opportunity to ask questions and discuss the study. YES / NO

I have received enough information about the study. YES / NO

I agree for the school staff at _____(name of child) to take part In a solution circle intervention to discuss ways to help him/her. YES / NO

I give permission for personal data such as ethnic origin to be collected in line with GDPR regulations. YES / NO

I agree for the meeting to be audio recorded. I understand this will be used solely for research purposes and then destroyed after completion of research. YES / NO

I understand that I am free to withdraw from the study:

At any time. YES / NO

Without have to give a reason. YES / NO

"This study has been explained to me to my satisfaction, and I agree to take part. I understand that I am free to withdraw at any time."

Signature: Date:

Name: Relationship to child:

If you would like any information about the results of this study please provide your contact details below.

Email:

I have explained the study to the above participant and he/she has agreed to take part.

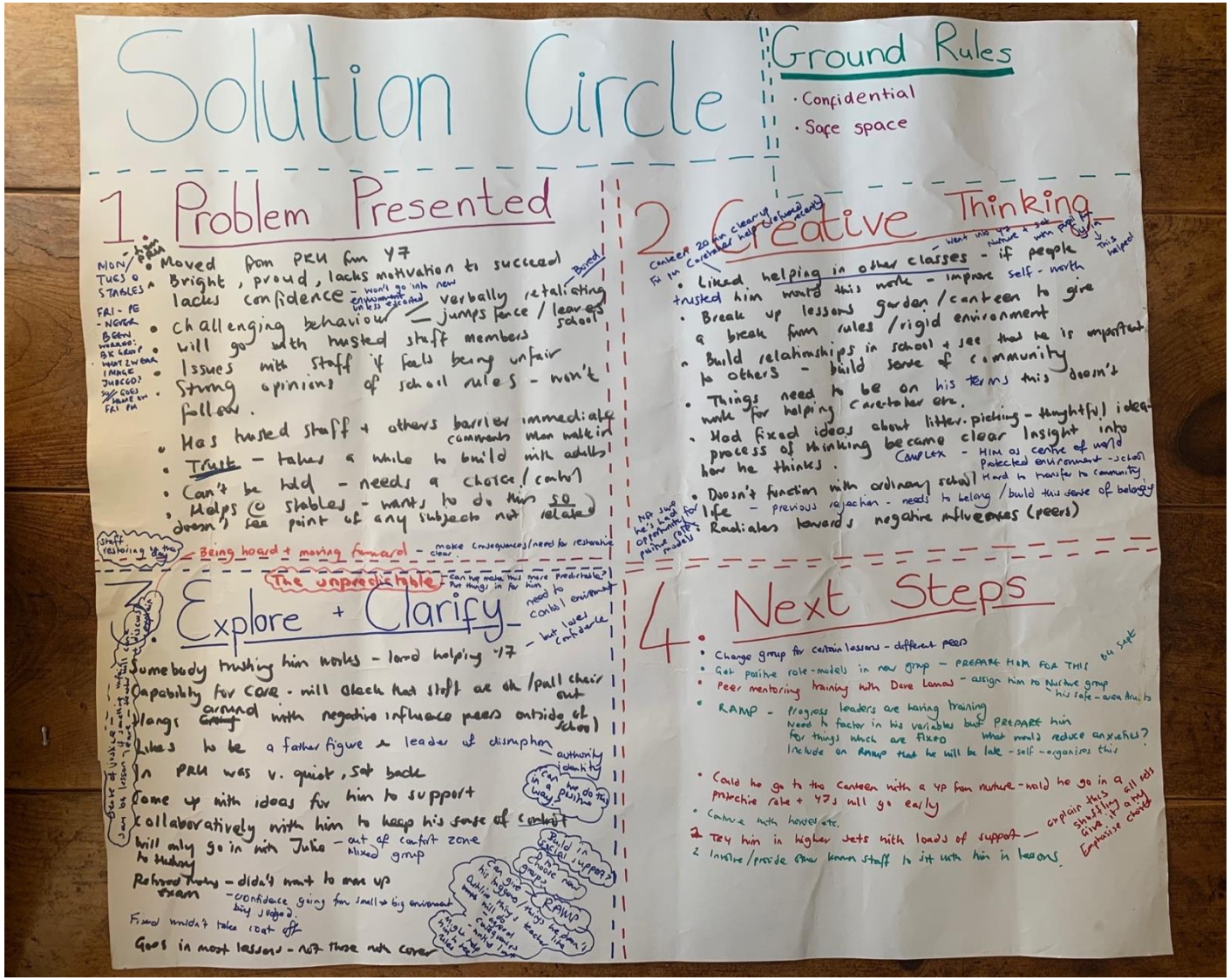
Signature of researcher: Date:

If you have any complaints about the study, please contact:

Stephen Jackson (Chair of Ethics Committee)

stephen.jackson@nottingham.ac.uk

Appendix 6: Solution Circle Flipchart Example *(Diana)*



Appendix 7: Reflective Diary Extracts

Example A:

Date	**Event**	**Reflections**			
		How do I feel about this?	*What do I think about this?*	*What have I learned from this?*	*What action will I take as a result of my lessons learned?*
15/07/2019	Karen 2nd Narrative Interview	I've come away from the interview feeling that maybe the SC did not address the main issues that Karen presented in the problem discussion. I feel as though the Creative Thinking team may have picked out small sections that were not as relevant and missed aspects that needed to be addressed.	I think that not addressing the most pertinent issues has the risk to cause harm for the young person. It may be helpful to clarify with Karen the main themes of her discussion before the creative thinking stage.	I have learned that the current format of the SC may benefit from slight tweaks to support the problem solving process.	I will discuss this further with my supervisor to decide what they feel the next steps to address this issue may be.

Example B:

Date	**Event**	**Reflections**			
		How do I feel about this?	*What do I think about this?*	*What have I learned from this?*	*What action will I take as a result of my lessons learned?*
18/09/19	Tutorial	Discussed at length the adaptation of the Solution Circle process following previous reflections and discussions. I'm feeling worried/nervous but also hopeful about making the adaptation to the intervention. I feel that this adaptation will be in the best interests of the young people and generation of positive change.	I think that without the adaptation of the Solution Circle, to include a synthesis stage, the process could potentially miss key themes from the 'problem discussion', blocking further discussion and generation of solutions for these key themes. Which I think would therefore ultimately not ensure optimal outcomes.	I have learnt that within real world research, ethical decision-making is an ongoing process. It is important to acknowledge potential risks and address them effectively to minimise harm, which is what I feel I am doing by adapting the Solution Circle.	I will adapt the Solution Circle to include a synthesis stage after the 'problem discussion' phase.

Example C:

Date	**Event**	**Reflections**			
		How do I feel about this?	*What do I think about this?*	*What have I learned from this?*	*What action will I take as a result of my lessons learned?*
10.10.2019	Tara Solution Circle	Following the Solution Circle, I felt quite positive about the response from staff. Staff were very welcoming and made me feel ok to take risks without the fear of failure. I still felt nervous about speaking in front of others but feel that slowly my confidence is growing in this area. I get worried that I will say the wrong think in front of everyone.	I think that the attitudes of the staff group have a huge impact on the direction of the Solution Circle. I think because the staff in this Solution Circle presented as enthusiastic and willing it helped me feel more confident which is likely to have impacted on my performance as process facilitator.	My main learning point is the importance of reading the room when facilitating group problem solving as when the staff are enthusiastic it can lead to more creative strategies such as the drama club we have discussed for Tara.	I think in the future I will try to be more aware of the group atmosphere. I will try to consider my communication styles and how to be most supportive to staff and young people.

Appendix 8: Narrative Interview Guidance

**Please note: the delivery of the interview is likely to fluctuate dependent upon the narrative supplied by the member of teaching staff. This is a method deemed necessary to facilitate the elicitation of a story within narrative approaches.*

First Narrative Interview Guide:

Step	Procedure
1	• Re-visit consent letter and check understanding at the outset. • Remind of right to stop and/or withdraw at any time • Remind that they do not have to answer and questions they do not want to.
2	• Explain to the participant role as a researcher-practitioner. • Explain that participants do not have any responsibility towards you and the narrative interviews are separate from casework and role as a TEP. • Explain to participants they can withdraw without any further discussion.
3	• The following three questions will be asked to explore the three time periods: o "I'm interested in your experiences with 'pupil name' prior to the Solution Circle. Can you tell me about the first time you met 'pupil name' up until the Solution Circle was held?" o "I'm interested in your experience of the Solution Circle. Can you tell me what happened during the Solution Circle?" o "Can you tell me what has happened since the Solution Circle until today please? • Once there is a summary statement and/or a pause signalling the end of the story ask, "is there is anything else they would like to add?" • Use follow up questions such as "Can you remember a particular time when…" or "Tell me why that particular moment stands out…". to elicit further narrative from the participants.
4	• Check participant gives consent to their interview being used

	• Arrange date for second interview

Second Narrative Interview Guide:

Step	Procedure
1	• Re-visit consent letter and check understanding at the outset. • Remind of right to stop and/or withdraw at any time • Remind that they do not have to answer and questions they do not want to.
2	• Explain to the participant role as a researcher-practitioner. • Explain that participants do not have any responsibility towards you and the narrative interviews are separate from casework and role as a TEP. • Explain to participants they can withdraw without any further discussion.
3	• The following question will be asked to explore what happened following the solution circle: o "I'm interested in knowing about your experiences following the Solution Circle. Can you tell me what happened in the six weeks following the Solution Circle in relation to your experience supporting 'pupil name' please?" • Once there is a summary statement and/or a pause signalling the end of the story ask, "is there is anything else they would like to add?" • Use follow up questions such as "Can you remember a particular time when…" or "Tell me why that particular moment stands out…". to elicit further narrative from the participants.
4	• Check participant gives consent to their interview being used • Give participant de-brief sheet

Appendix 9: Raw Transcript Extract

KK: So, I am interested in your experiences of working with Tara prior to the solution circle so can you tell me about the first time you met Tara up until the solution circle please?

PP: So, when I first met Tara she was a very shy individual and would not really share a lot so I think over time I had to learn more about her and her needs and what she required support wise. I was unaware actually that she was being diagnosed with autism, and I actually had not picked up on it at this point. So, I kind of wondered what she had learnt from other people, and what people had been telling her. Just because when I was getting told information about her it was not really matching up with the Tara that I was sort of getting to know. I think as kind of going through the time getting to know her and her needs and everything she needs I think it kind of showed more and more how much she needed support and how much she required and that extra help I guess. Coming up to the solution circle I think it was really great to kind of vocalise and get down all of the struggles and the issues that she had I'm bringing to the forefront what can we actually do but they scale and her needs. A lot of it with confidence because she was so timid sometimes it was quite worrying how much she lacked confidence and even just kind of seeing her with other peers her age you could see that she was a lot younger just kind of wanting to keep herself to herself. I think that was difficult because it was like gosh we kind of got a lot of work to do to pull her out. So in Year 7 because she was year 7 nurture she was very much in one room and to be fair at the beginning it was a bit mixed because the teacher that would normally teach them pretty much every lesson wasn't in, so we had a lot of supply's so I think even then we had a lot of different teachers coming in so she was kind of getting to know different teachers. The good thing was that she was able to stay in

one room now and then there would be a few room changes but even then she did not handle that well but as long as she was with me though I think she felt safer. Just walking through the corridors, I mean even with doors she was struggling to push them, and just been quite weak as well so I think that she found that quite difficult and I could see that as well. So, in Year 8 there is obviously a lot more moving around, so I think initially she was so worried that she would be in more different rooms and there would be more different teachers because in Year 7 towards sort of half way they did get a teacher who was their constant so she did have that and she knew them so obviously having different teachers in year 8. And I think over summer I saw a big difference in her from I think finishing in Year 7 to go into Year 8 I think it was the whole change. I know towards the end of year 7 she was diagnosed with autism, and as soon as she was diagnosed I think the first day she kind of walked in and the first thing that she said was I have autism and just burst into tears. So, I think that she found that quite difficult and then knowing that she had autism she put a lot of barriers herself in place and I think now her having this title she thought that she was different she thought there was something wrong with her. So, I think it was just educating her a little bit about autism and how we can support her needs.

Appendix 10: Holistic- Form Summary Tables

Diana: Holistic-Form Summary Table

Phase	Story Episode	Summary	Evaluative Excerpts	Interpretations/ comments
Beginning (Before the Solution Circle)	Story Episode One: Behaviours that challenged	The story appears to start with a negative tone as Diana highlighted challenges in managing Dean's behaviour when he moved from the PRU. Diana discussed how Dean's presenting SEMH needs may have impacted his ability to follow school rules which led to Dean being excluded.	"I met Dean last September/ October in 2018, he started his Year 9 with us, he has come from the PRU so he spent just over two years in the PRU." (D1: 4-5) "At first, we could not get him into any lessons at all he is very self-conscious, very set in his own beliefs, very insecure, he is cheeky, he does have discipline problems." (D1: 8-10) "He's had many exclusions because he has either been bored or just for defiance really." (D1: 12) "I can't be bothered to try anymore and conform and I'm jumping the gate" (D1:13)	Identification of the needs of the young person Diana used "I" messages to portray Dean's voice and understand his perspective
	Story Episode Two: Implementation of strategies	Slight progression in the story as Diana discussed how some of the strategies they had implemented as a school seemed to have started to have a positive impact on Dean. Diana explained she was hopeful for Dean's future and how they could support him as a school.	"But he has such a kind nature about him looking after other people" (D1: 11) "He will go into some lessons with me now." (D1: 19) "he was taken down to a two-and-a-half-day timetable here and he does two and a half days at the horses, which is what he wants to	Acknowledged his strengths.

			do, he can only see his future with horses" (D1:23-24) "He did refuse to go into DT but that did pass, he did build a bit of confidence there." (D1: 26) "He can only see his future with horses, that is his career path that he wants to follow" (D1: 23) "so hopefully we should be able to break through." (D1: 33) "I really hope so because he is a good lad" (D1: 34)	Sense of hope from Diana
Middle (Solution Circle)	Story Episode Three: Solution Circle	When storying the Solution Circle there seems to be a slight progression in Diana's narrative. She describes the strengths of the Solution Circle (focus, structure, and outcomes).	"First of all, I met with the SENCO and head of Year 9 and I was there because I am his main support in school, I know him best." (D1: 42-43) "First of all, I was asked to talk through a profile of Dean, who he is, what his difficulties are, where his strengths are, what his difficulties are, his weaknesses, how he has changed throughout the year." (D1: 42-43) "I had 6 minutes to myself to outline his needs and strengths, which was fine I could do that no problem at all." (D1: 47-48) "I thought it was really structured" (D1: 95-96)	Sense of confidence in understanding of Dean's needs Liked the structure Happy with some suggestions

			"we did have some good steps to move forward with him" (D1: 97) "it could work well with other students as well, I know some students who definitely could do with it." (D1: 99-100)	 Future application
End (After the Solution Circle)	Story Episode Four: Set back during first week	In the first week after the Solution Circle there seemed to be a slight regression in Diana's narrative as she expressed how she had been off school so the SENCO had asked Dean about the first strategy, to move him into higher group sets and he had refused. Diana expressed she had been worried this may happen as she felt this had been decided in the Solution Circle by Senior leadership and she did not have a voice to explain she did not feel this would work.	"I have been off so I've not been here to work with him but SENCO has and she spoke to him and he did just flatly refuse, 'no', which I did think that might be a problem" (D1: 77-78)	Not having a voice
	Story Episode Five: Positives of the mentoring strategies	During the second interview, six weeks after the Solution Circle there seems to be a gradual progression in Diana's narrative. Diana explained how instead of going into higher sets they had decided to give him harder work to complete and this was working well. She expressed how they were organising the mentoring	"The mentoring is definitely something that I am going to take forward with him" (D1: 89-90) "so, what we decided to do was give him harder work, and sometimes he comes out and does that in the unit which is actually proving quite successful" (D2: 8-9)	Positive strategy Adjustment to first strategy

		work and how she felt Dean would benefit this.	“he loves to mentor our young year 7 boy who is an EAL student and he feels like he has something to offer” (D2: 26-27)	
	Story Episode Six: Moving Forward	Diana expressed how the Solution Circle seemed to help move things forward and how this positive direction has impacted on his behaviour.	“since the Solution Circle, he’s been, we’ve come up with the ideas, and it makes him feel like somethings changing, I know he doesn’t like big changes, but he’s not stuck in a rut” (D2: 33-34) “His behaviour has been absolutely fine, we’ve had no exclusions, no running, no truanting from lessons.” (D2: 37-38).	Impact of feeling like change is happening Positivity moving forward

Alison: Holistic-Form Summary Table

Phase	**Story Episode**	**Summary**	**Evaluative Excerpts**	**Interpretations/ comments**
Beginning (before the solution Circle	Story Episode One: Initial school avoidance	Alison’s narrative starts in a period of challenge she discussed that Faye had not wanted attend the school because her friends had gone to a different school. However, Faye’s mother had wanted Faye to attend her to, as her siblings had attended this school.	“First time I met Faye was back in Year 7 and she's in year 10 now and she really didn't want to come to this school.” (A1: 4-5) “Her friends were going to a different secondary school and she wanted to go with her friends.” (A1: 5-6) “Faye's problems and issues go way back to year 7 of really not wanting to come to the school.” (A1: 9)	Understanding Importance of peer relationships

	Story Episode Two: Presenting needs	Alison's narrative identified Faye's presenting needs in school. Alison discussed how Faye presented as a withdrawn child.	"Faye's social behaviour, she was not progressing as other children would and her GP referred to the autism service and she did get a diagnosis of autism." (A1: 12-13) "Initially it was just that she was quiet very very quiet but then she wasn't making friends she wasn't progressing the way that her peers were. She wasn't coping with change and she was quite withdrawn." (A1: 15-16)	Underlying needs Presenting behaviours
	Story Episode Three: Impact of trauma	There then appears to be a rapid regression as Faye's brother's friend passed away, and Alison felt this was the trigger for Faye's non-attendance. Alison discussed how she had tried to put in support for Faye but she did not feel this was very successful. Alison mentioned how she felt that Faye's Mum's behaviours may be impacting Faye negatively.	"The death of her brother's friend that had such a major impact we could pretty much pinpoint from that point 18 months ago that things got worse for Faye and her behaviour has changed. It was as a result of that but she stopped going to lessons she was building those barriers, the longer she left it not going to the lesson the harder it was to go." (A1: 17-18) "One to one support in but again when that's not teacher-led and she's a bright girl she's not getting access to the curriculum as she should be." (A1: 23-24) "Her relationship with mum is a difficult one" (A1: 34-35) "It is frustrating because at the moment she cannot see that she is losing out on her education" (A1: 43-44)	How trauma impacted behaviours Difficulties trying to establish correct level of support needed Challenges with parental relationships Frustration

Middle (the solution circle)	Story Episode Four: Solution Circle	Alison gave an account of the Solution Circle. She discussed how the process had helped move support forward for Faye in a positive way. She mentioned that she would have liked a longer period of time to discuss Faye's needs.	"the solution circle was good because it was positive" (A2: 103-104) "the solution circle was good because it was positive and you've got to shut up and the positively of it and writing everything down we were able to find solutions." (A2: 103-105) "It was good because I got other people's viewpoints in a different way to how we would normally where we would just sit around a table at our staff meeting and have that discussion" (A1: 103-104) "I liked the way that it was set up with the note taker and the specific headings for the note taker and the problem presenter having that role" (A1: 58-59) "I think it would have been nice to have just had that little bit longer for the session." (A1: 67-68)	Positive focus Different Perspectives Structure and different roles Need for extra time
End (after the solution circle)	Story Episode Five: Implementation of strategies	After the initial first week there seems to a positive tone to Alison's story. She discussed how the Solution Circle had helped to change her perspective. Alison mentioned that she had started to organise some of the strategies; buying a book for Faye, setting up the Early Help meeting,	"I have got to say it made me look at things from everybody else's angle and it has probably spun things around a little bit for me" (A1: 77-78) "I have already been and bought the notebook for her." (A1: 80) "The head of year has started the early help application now" (A1:86-87) "I am going to do the start of the week and end of the week tutor sessions, I am yet to have a	Change of perspective Practical first step- sense of achievement Sense of direction Positive directions

		contacting professionals, and change in maths class.	discussion with her tutor so she knows that she's got this book" (A1: 80-81) "So, we sorted it out with the teacher where she'd sit and who she would sit by and now she has started attended so that is new for her, that is a big step." (A2: 62-63) "Faye has started up her sessions with the psychologist" (A2: 4) "She has had a referral to CAMHS and that has been accepted and she has started seeing someone from CAMHS." (A2: 9-10)	through adaptations to curriculum Support from other agencies
	Story Episode Six: Moving Forward	There appears to be continued progress as Alison narrates that there has been an improvement in Faye's attendance. Alison acknowledges there will be challenges but she feels as a school they can move forward to support Faye in a positive way.	"There are two mornings a week that she struggles to get in now instead of 5 so that's good." (A2: 14-15) "Those are the days that Mum's hours are a little bit different on those days and I think she wants to go with Mum." (A2: 26-27) "I mean we are constantly finding solutions for Faye, and I think we will do that until her last day of school but I think we can do that with a bit more positivity now because we have come out of that rut we were in." (A2: 105-106) "we feel if we can get as far as we have got now then we can work with this and move forward at least." (A2: 22-23)	Measurable improvement in attendance Recognising triggers for non-attendance Hope- moving towards positivity Positivity

Karen: Holistic-Form Summary Table

Phase	Story Episode	Commentary	Evaluative Excerpts	Interpretations/ comments
Beginning (Before the Solution Circle)	Story Episode One: Unsettled	Appears to start in a period of slight challenge and the young person being "unsettled".	"I didn't know Oliver until this year, and then obviously I'm his head of year, he just seemed really unsettled one lesson" (K1: 5-6) "it's very difficult for him to see that he needs to follow the routine" (K1: 8-9)	Unsettled
	Story Episode Two: Increasing behaviours that challenged	Seems to be a regression in the narrative. Oliver's behaviours seem to become increasingly challenge to manage which "led to exclusions." There are challenges within his home environment ("Dad was really poorly with cancer") and at school ("he felt bullied").	"we have some sort of times when he would refuse to take his coat off and then these little things then became much bigger things and led to exclusions and then we had times where he was really unsettled, really jumpy" (K1:11-14) "Then we've had times when he's left school site and just gone and times where he doesn't deal and cope with staff he perceives as being in his face." (K1:18-20) "he just said about things at home when dad was really poorly with cancer, I think the relationship with dad had broken down, mum then had another partner and had another baby with another partner but then that relationship broke down then mum and dad got back together." (K1: 27-30) "at a point he felt bullied and sort of where I think they weren't very kind to him and things so we did move him away and move him up a set which he	Managing behaviour: exclusions Risk taking behaviours Tragic family circumstances

			didn't…I think he kind of wants to go back to where he was but sort of where he is, is better" (K1:35-37)	Difficulties with peer relationships
Middle (Solution Circle)	Story Episode Three: Solution Circle	Karen's tone when discussing the Solution Circle seems to take a slightly positive tone and there appears to be slight progression in the story.	"But you know you think you know quite a bit about that person which is good but I think all of the elements and see how it sort of fits." (K1:59-61) "I think we came out with sort of next steps at the end which was good." (K1: 63) "I like the time limit the sort of 6 minutes for each section, I think that was good." (K1:64) "Sit back and really listen and take note of what others are saying." (K1:66) "It was useful having something to do after the SCs." (K1:94)	Confidence Structure Reflection Practical next steps
End (After the Solution Circle)	Story Episode Four: Initial Positivity	In the narrative there seems to be continuation of progression as Karen discusses how Oliver engaged in creating strategies and took "ownership". This seems to slightly increase over the first week as he gets one of his rewards to do jobs with the science teacher and he had a really good Monday.	"so, I picked Oliver up on the Thursday and we sat down and we spoke about giving him the ownership of the three targets he was going to pick and select so we talked about firstly about the areas we felt he had the most difficulty and then from that we worded in his terms" (K1:71-74) "He did take the ownership" (K1: 76) "so, in Period 5 he worked with the science technician and did jobs and that was one of the rewards he wanted" (K1: 80-81)	Strategies: Sense of autonomy Strategies: Sense of purpose

			"he really wanted to do some cooking, so were gonna aim to do some wild cooking outside." (K1: 83-84) "On Monday its usually a really difficult day where they are coming back into the routine of being in school and normally as the week goes on, but on Monday this week he had a really good day." (K1: 89-91) "you know this is the plan for this week so again its sort of there in his mind and we're having that communication with him." (K1: 93)	Strategies: sense of competence Positive Relationships with young person
	Story Episode Five: Deuteriation	Appears to be a rapid decline in the narrative. Oliver then went on a reduced timetable, increasingly displaying risk taking behaviours, unsettled. Karen's narrative indicates regression as she expresses a lack of support.	"So he was doing all right at the last time, responding to those targets that we discussed at the solution circle, then the day after we met for the first interview it just fell apart, that day he was climbing on a roof down near where the bikes were and it was unsafe and they were so frightened that he was going to fall through that roof to the point that the headteacher said right he has to be off school site at lunchtime." (K2: 4-8) "Then after that because of the things that had happened he went onto a reduced timetable part time." (K2: 12-13) "He was trying to walk along the bannister and it took three or four members of staff to get him down from there really, he did come down in the	Risk taking behaviours Managing behaviour: exclusion Managing behaviour: part time timetable

			end but it's just been a real big worry." (K2: 19-21) "and I was on cover for him but I'd got my Year 7's to sort as well and the room we wanted to go to we couldn't go to so it was all sort of, in his world would have been horrendous for him and he left my room without permission" (K2: 23-26) "other difficulty he had yesterday he struggles in science he had been lighting Bunsen burners so fire seems to be a big thing for him because you know obviously about the family over there and the house and the children that died, I think that he might have experienced some trauma with that, and also there was an incident where someone put a firebomb at an aunties house" (K2: 71-75)	Sense of rejection Impact of trauma
	Story Episode Six: Fallen apart	Karen's story continues to show regression as she indicates how she felt "it all sort of fell apart" and she had a lack of support.	"I think part of me thinks has it all sort of fallen apart because of the part time table which I don't think he's coped well with the bits coming in and out and I think he's had a real difficulty with that, so I don't know whether if the school got some more funding we could build in more support not on part time table." (K2: 83-86) "know it's probably not the right word to say but wild, not settled, and then he even did call the head a ****, but it was almost like the chase there again with the head trying to bring him back" (K2: 27-29)	Impact of reduced timetable Risk taking behaviours

			"students had to duck due to the things he was throwing across the room, no matter you said, he took that and put a different spin on it, just wouldn't follow any instructions." (K2: 34-36) "Then mom hasn't bought him in today as she felt the day would not be successful," (K2: 45) "she's [mum] rung up to say that she thinks if she sends him in she thinks it will be more of a disaster type things" (K2"48-49) "I think it's been really hard with his timetable being reduced it's been really hard to fit it in and I feel that I need some more input about what to do and how to use those strategies, so I feel confident in myself to do that" (K2: 57-59)	Parental response Lack of support

Lisa: Holistic-Form Summary Table

Phase	**Story Episode**	**Summary**	**Evaluative Excerpts**	**Interpretations/ comments**
Beginning (Before the Solution Circle)	Story Episode One: Initial presenting needs	Lisa's narrative appears to start in a period of slight challenge. In the school environment there had been changes and inconsistency to the school set up. Lisa's narrative notes Tara's presenting needs and the	"in Year 7 because she was year 7 nurture she was very much in one room and to be fair at the beginning it was a bit mixed because the teacher that would normally teach them pretty much every lesson wasn't in" (L1-25-27) "when I first met Tara, she was a very shy individual and would not really share a lot so I think over time	Inconsistencies Presenting behaviours

		additional support Lisa felt that Tara needed.	I had to learn more about her and her needs and what she required support wise." (L1: 7-9) "I kind of wondered what she had learnt from other people, and what people had been telling her. Just because when I was getting told information about her it was not really matching up with the Tara that I was sort of getting to know." (L1:11-13) "it kind of showed more and more how much she needed support and how much she required" (L1:15-16) "she was so timid sometimes it was quite worrying how much she lacked confidence" (L1:21) "as long as she was with me though I think she felt safer." (L1: 31)	Attributions Level of support Relationships
	Story Episode Two: Change in behaviour	There then seems to be a slight regression in Lisa's narrative as she discusses how she observed a change in Tara's behaviour when Tara was diagnosed with Autism.	"towards the end of year 7 she was diagnosed with autism, and as soon as she was diagnosed I think the first day she kind of walked in and the first thing that she said was I have autism and just burst into tears" (L1: 41-43) "she was different she thought there was something wrong with her" (L1: 45-46) "over summer I saw a big difference in her from I think finishing in Year 7 to go into Year 8 I think it was the whole change." (L1: 39-40)	Change in behaviour Negative view of self

	Story Episode Three: Deuteriation	Lisa's narrative appears to continue to regress. She discusses that Tara did not attend the first day of Year 8. When Tara did attend Lisa described her as a "different student" and Tara was kept back in the Year 8 classroom. Lisa notes that due to change in staffing she could no longer provide the same level of support Lisa.	"she was sort of like a different student from when I first said goodbye to her over summer from when I saw her in year 8" (L1: 59-60) "She did not even make it into day 1 of year 8 so I think over summer she really struggled with the thought of the big changes of going into Year 8" (L1: 57-58) "in Year 8 there is obviously a lot more moving around, so I think initially she was so worried that she would be in more different rooms and there would be more different teachers" (L1:34-36) "so, she was held back to year 7 and she was put back with students younger than her she was only in for two lessons in the morning so she wasn't able to really socially build a friendship" (L1: 85-87) "I think even that change of not having the extra support and not having me around I think that she found that difficult as well." (L1:68-69) "she did not really build positive relationships with her class friends." (L1: 94-95) "I just could not be there to support her" (L1:71) "I'm so it was kind of like I wanted to do as much as I could for her but also I was aware that there was a student who was high risk that I had to be with, so it was difficult because I could not stretch myself." (L1:79-81)	Young Person's fear Friendships Unable to support young person

			“whether with her reduced timetable that is maybe her thinking brothers gone mum's on her own I'm to be there for her so I think that there is a mixture of things from her home life that are then being brought into school” (L1: 107-109)	Attributions
Middle (Solution Circle)	Story Episode Four: Solution Circle	In her narrative regarding the Solution Circle there seems to be a progression. Lisa discusses the positives of the Solution Circle and the usefulness of the generation of outcomes.	“Coming up to the solution circle I think it was really great to kind of vocalise and get down all of the struggles and the issues that she had I'm bringing to the forefront what can we actually do.” (L1:17-19) “I really enjoyed it actually and I think I took a lot from it, it helped to bring my thoughts and what was happening throughout the year and put it together on paper and see it.” (L1: 130-132) “when I had to present who Tara was, it was quite easy actually to just have to go through the timescale of everything” (L1: 132-133) “it was quite nice seeing it on paper in just bullet points” (L1: 134) “then going on to the next section of pulling out and drawing out the important bits to go over.” (L1: 135-136) “I thought that was really good.” (L1: 147) “because I know her well I mean I have been with all of last year and this year it was quite easy to	Strengths Confidence Visual

			present that so that was fine that was easy." (L1: 150-152) "Most valuable part was probably the outcome, as we kind of process everything and then thinking about what can we do to help this child what can we put in place that will help her to get more confidence" (L1:152-154) "what can I do now practically moving forward and no steps of how to support the child" (L1: 156-157) "it was kind of getting ideas as well it was not just this is what I think should be done it was very much we were involved in it the people who work with her able to give the points of what do we think and do we feel that she would do." (L1: 160-162) "It was kind of just breaking it down really simple really easy very clear and just going through it that way" (L1: 163-164)	Outcomes Practical Structure
End (After the Solution Circle)	Story Episode Five: Initial Positivity	Within her narrative following the Solution Circle Lisa discusses how Tara appeared initially excited about the drama club and increased timetable. Indicating a slight progression	"I was able to share that with Mum as well as Tara finishing later so she would be staying throughout so that I could see her friends and she could start her drama club which she really wanted to do and then mum would pick her up at 11. So initially Tara was really happy about this beaming really excited really happy." (L1: 175-178) "Tara today we will planning for the drama and she was really excited loving it and getting some ideas so that was really really good." (L1: 204-206)	Positive response Young person excitement

			“I think staying later and socialising with friends yeah I think that is going to work” (L1: 211-212) “seeing Tara's reaction, I could see that she wanted to it was not something that she did not want to do it was something to do moving forward.” (L1: 235-237)	Friendships
	Story Episode Six: Lack of parental engagement	However, there then appears to be a slight regression in Lisa’s narrative as she highlight’s Tara’s mother had an initial negative response which she seemed to feel lead to Tara displaying increasing levels of anxiety.	“But mum was very different you could see that she was very worried about this and was not really sure you could see that not negative because she did not really say anything more just have facial expressions” (L1: 179-181) “But then she didn't come in on Friday, so it was a bit of a trigger and then came in today later with Mum and I spoke with mum this morning and Tara was shaking a completely different person to how she left on Thursday mum said that Tara is worried she does not want to be on her own” (L1: 185-188) “Mum did not seem to encourage Tara being on her own and I think that from not having that support I suppose it's quite difficult” (L1: 220-221) “And then already you can see that Tara was smiling so that was fine to pick her up at 11 but mum was not happy to drop her off on her own” (L1: 197-199)	Lack of parental engagement Communicating with parents Lack of parental engagement

			"it kind of changed over the weekend and because she did not come in on Friday apparently mum said it was because of her being left on her own so she did not come into school then because of that then but as soon as we had spoken about it she was fine." (L1: 225-228) "worrying how is Mum going to react and because she was not so pushing it or encouraging her that made it difficult" (L1: 231- 233) "may have needed to be a more formal meeting with Mum rather than a chat it needs to be more sat down and this is what we are going to be doing." (L1: 242-244)	Worry regarding parental response Suggestions of ways forward
	Story Episode Seven: Young Person's Engagement	Following six weeks after the Solution Circle Lisa's narrative seems to initially take a positive tone. She describes Tara's love for drama, increased friendships, and increased attendance.	"So, we did the drama first of all and that went really well she had a group of friends that was kind of getting involved with doing it and she was a different person it really helped her with her confidence." (L2: 4-7) "I think this is been really good for her to have that friendship." (L2: 68-69) "I think it is a safe place for Tara especially if she is staying longer because it kind of structures as she knows what she's doing and she really enjoys doing it with her friend as well which is really good" (L2: 58-61) "I asked her I said how do you feel about staying until 11:50 I'm doing period 3 so you are doing	Young person's confidence Friendships Structure for young person

			period 1 and 2 have break time doing drama and then you could go with your friends to period three, she was really happy with that." (L2: 7-9) "I think mum had received a letter and I think it was just backlogged and I think mum had received it for an 11 a.m. finish which would have been when the drama has finished. So, mum had received this letter as we had already verbally spoken about her doing period 3 I think that Mum told Tara oh no you're not staying till 1150 until 11. That then confused Tara so they came in on the Monday quite upset. I said why don't we do a 2-week review stay till 11.50 and we will review it after the two weeks." (L2: 11-18) "it's kind of like baby steps which I think she needs as well but I think it is moving forward which is the main thing isn't it" (L1-259-260)	Increased attendance Miscommunication
	Story Episode Eight: Decline in parent and young person engagement	Regression as Lisa feels there is less parental support and there have been issues at home. This has led to Tara showing increasing levels of anxiety. Seems to be regression in the story.	"I think because Mum has been a little bit more resistant to it now a little bit more difficult, she is resisting a little bit I'm not really wanting to fully engage and there has been a lot of times in her feeling this way and this way it's quite negative for that can be sort of especially in the morning first thing it's like (sigh)." (L2: 89-93) "mum had refused to sign the early help assessment" (L2: 110-111) "I think that there was a few instances with the next door neighbour, I can't fully remember the story but	Lack of parental engagement Attributions: home life

			I know the police are involved as well so I think that had a bit of an impact on Tara" (L2: 102-104) "Tara then said that she wants to be home-schooled, mum said this is what I'm now having to deal with, she said since we have now done the extra hour the extra lesson Tara is finding it really difficult" (L2: 22-25) "that is kind of where we are at so she is going through to break and to period 3 which is really good but it is just seeing what is going to happen now. So that is kind where we are at the moment." (L2: 28-30) "I think if the news hadn't have been brought up I think she would have kind of been ok. Feels like we are going back to square one again" (L2: 36-37) "But there is progression though I think looking at the positives she has agreed to do period 3, I think it's just getting through this kind of season with all the news going on at home." (L2: 136-138)	Anxiety Sense of hope

Wendy: Holistic-Form Summary Table

Phase	Story Episode	Summary	Evaluative Excerpts	Interpretations/ comments
Beginning (Before the Solution Circle)	Story Episode One: Pupil excluded from previous school	Wendy's story appears to start in a period of challenge as William has moved to the school following an exclusion.	"so, he started the school in Autumn term 2018 after being excluded from a previous school" (W1: 3-4) "he's come from a very difficult background, it's a poorer background, we mentioned that his parents are separated, he has an older brother in prison, then an older sister at university, another older brother who has just been excluded from the school that he actually came from" (W1: 4-7) "I believe it's very difficult for him, the other thing was he tries to seek attention a lot, I think he finds it difficult to interact or make friends with his peers." (W1: 8-10)	Exclusion Attributions: home life Social interaction needs
	Story Episode Two: Behaviours that challenge	This regression seems to continue as she describes the challenging behaviours that William displays.	"He doesn't like authority, if he sees a weakness in a teacher, he will play on that" (W1: 15) "He will back chat, make silly noises, or if they say for him to get out of lesson, he won't do that." (W1: 20-22) "just total disruption, constant disruption, turning up late to lessons" (W1: 28)	Behaviours that challenge Unsuccessful strategy

			"we did a tutor swap, took him out of one tutor group and put him into another to see if that would work and it obviously hasn't." (W1: 29-30)	
	Story Episode Three: Loss of trust	There seems to be a slight regression in Wendy's narrative as she discusses how she perceives the trust was broken when she informed William he was going on a managed move.	"I think there is a trust issue, I don't think he trusts many of his peers so that's why he will go between people" (W1: 34-35) "he used to report to me and he used to trust me but I think since the managed move, so he's going to be on a managed move at the end of the year, he feels the trust has been broken" (W1: 48-51)	Loss of trust Sense of rejection
Middle (Solution Circle)	Story Episode Four: Solution Circle	There seems to be a slight progression in Wendy's narrative as she discusses the usefulness of the Solution Circle. However, this is only slight as she expressed that as school they already had a lot of strategies in place.	"I thought it was well structured, I like where people get a bit of a background" (W1: 57) "Then obviously the solutions that came about having a mentor." (W1: 59-60) "It's good but we are pretty strong with that sort of stuff already but with other schools they may not be so we've already got things like that in place" (W1: 60-62) "what comes out is really good the solutions, there was mentoring, chunks of work and the coaching, I thought that was really useful. I think that is the route we would go down next if he was ever to come back" (W1: 62-65)	Structure Outcomes

			“I will know all the details as the pastoral leader is generally key” (W1: 69) “I thinks it been useful because I think we could apply the same strategies and process to other students as well.” (W1: 90)	Confidence Generalisation
End (After the Solution Circle)	Story Episode Five: Lack of commitment	There seems to be a regression in the narrative as in the first week after the Solution Circle the problem presenter expressed that due to the young person being on a managed move they had not implemented the discussed strategies.	“He’s only got till the end of the year then he starts his new school in September so we will pass on any of the relevant information to the new school about the recommendations that have been made” (W1: 81-83)	Lack of commitment to implementation of strategies

Appendix 11: Categorical-Content Analysis One Summary Tables

Diana: Categorical-Content Summary Table

Sentences	Category *Sub-Category*	Comments
	Process	
"So, by setting a time limit its good, because you have to stick to the point, you can't wonder of, so if I sat there and started arguing, well not arguing debating with people about the solutions and whether they work or not this could end up being an hour long meeting with no solutions." (D1: 52-53) "Helps you to stay on track and focus and really address his concerns so it was quite concise with all of the steps rather than dragging it out." (D1: 56) "I thought it was really structured which is great for meetings because they can be quite random so there was a nice progression through the whole meeting." (D1: 95-96) "I thought it [solution circle] was really good, I liked the whole process." (D1: 95)	*Structure*	In her narrative, Diana highlighted that the strengths of the Solution Circle seemed to be linked to the structure of the process. She discussed how the time limit and structure helped enable a focus of the meeting.
"The idea of the mentoring I thought was brilliant." (D1: 70) "Then we had another 6 minutes where we talked again and some of the points that were put forward during my non-speaking part were really good, and I was able to say yeah I agree with that" (D1: 57-58) "We did have some good steps to move forward with him." (D1: 97) "I think it could work well with other students as well, I know some students who definitely could do with it." (D1: 99)	*Next Steps*	In Diana's story regarding her experience of the Solution Circle she seemed pleased with the strategies generated. Having the steps seemed to create a sense of hope around moving forward within Diana's narrative.
"I am the lowest in hierarchy of the three people were there so I do have to follow what they feel is best." (D1: 60-61) "That's the difficult thing in a solution circle if you are with people who are your	*Group Dynamics*	Diana's narrative regarding the use of Solution Circles seemed to focus on group dynamics. Diana seemed to feel that she lacked power due to the roles of the other members of the

managers, line managers, it can be that you are over ridden" (D1: 63) "What happens if he kicks off or something happens I will be the person called in to deal with Dean so what will happen is, if some of these solutions happen and he kicks off I'll be the person who has to come in and remedy it or sort it, they won't do that so it's a difficult place to be in really." (D1: 65-66) "I think it would be nice to have a bigger circle maybe a couple of other people who know him well, people who were in lessons with him rather than just the SENCO and the Head of Year" (D1: 100-101)		Solution Circle (head of year and SENCO).
"Then I was asked to be quiet while everyone else discussed ideas for Dean. That was hard for me because the people who I was with don't know Dean like I do and some of the solutions coming forward aren't necessarily ones that would suit him" (D1: 48-49) "It needs to be organised with school for those to get time off, which can be challenging." (D1: 103-104)	*Challenges*	Diana seemed to find not being able to input during the creative thinking section challenging as the other members of the circle did not have the same knowledge of the young person's needs as she did. Diana acknowledged the challenges of organising a Solution Circle within a busy school environment.
	Affective Factors	
"I met with the SENCO and Head of Year 9 and I was there because I am his main support in school, I know him best." (D1: 42) "So, I had 6 minutes to myself to outline his needs and strengths, which was fine I could do that no problem at all." (D1: 47)	*Confidence*	Diana appeared confident about being the problem presenter, as she felt that she knew him best.
"Even though I can say sometimes it's not necessarily going to be listened." (D1: 62)	*Not Heard*	In Diana's narrative she seemed to express not feeling heard which linked to the group dynamics.

Alison: Categorical-Content Summary Table

Sentences	**Category** *Sub-Category*	**Comments**
	Process	

“I found it was useful to have specific roles” (A1: 57) “I liked the way that it was set up with the note taker and the specific headings for the note taker and the problem presenter having that role” (A1: 58-59) “I liked the roles and I liked the format.” (A1: 64) “it was nice to follow a format and the visual aspect as well helps.” (A1: 103)	*Format*	Alison’s narrative suggests that she valued having roles within the Solution Circles. She narrated that the headings and visuals used in the Solution Circle were helpful.
“the solution circle was good because it was positive and you’ve got to shut up” (A2: 103-104) “the positively of it and writing everything down we were able to find solutions.” (A2: 105)	*Solutions*	In her narrative Alison seems to describe Solution Circles to be a positive experience and expressed how she felt that this positive focus can help generate solutions.
“when the problem presenter had to just sort of shut up and also the even though I felt it was hard and I felt like I've just got to add that bit in all the conversation won't go in the right place without me adding some of the comments and vital bits of information” (A1: 60-62) “I think it would have been nice to have just had that little bit longer for the session” (A1: 68)	*Challenges*	Alison’s story of the Solution Circle indicates that she found it hard to be quiet in her role as the ‘Problem Presenter’, and she felt that she needed to add comments to direct the conversation. In her narrative Alison suggests that she would have liked additional time to explore the case as she felt it was a complex case.
	Affective Factors	
“Well because I knew I was going to be the problem presenter I suppose I was just ready for it, it was fine and I know Faye well.” (A1: 66-67)	*Confidence*	Alison’s narrative seems to suggest that she was confident in her role as problem presenter as she knew the young person well and had been prepared to be in this role.
“I have got to say it made me look at things from everybody else's angle and it has probably spun things around a little bit for me” (A1: 77-78) “I did take on board what everybody has said” (A1: 79)	*Perspective*	There seemed to be a focus in Alison’s narrative around how the Solution Circle had helped shift her perspective and consider other people’s point of view.

"It was good because I got other people's viewpoints in a different way to how we would normally where we would just sit around a table at our staff meeting and have that discussion" (A1: 101-103		

Karen: Categorical-Content Summary Table

Sentences	**Category** *Sub-Category*	**Comments**
	Process	
"I think all in its own was good" (K1: 58) "I like the time limit the sort of 6 minutes for each section, I think that was good" (K1: 64) "Sit back and really listen and take note of what others are saying." (K1:66)	*Structure*	Karen's narrative seemed to highlight that she had found the structure of the Solution Circle beneficial. She discussed how having the time limit and also the time to reflect was useful.
"I think we came out with sort of next steps at the end which was good." (K1:63) "It was useful having something to do after the SCs." (K1: 94)	*Next Steps*	Within the narrative regarding the Solution Circle Karen notes how it was useful to have next steps and direction after the Solution Circle.
"It's just making sure I think that we have the time where we can sit as a team and discuss, we need the allocated time and where that can slot in." (K1:61)	*Challenges*	Karen acknowledges the time and organising getting a group together may be challenging.
	Affective Factors	
"it's a bit sort of scary at first doing it for the first time cause sometimes you think "oooo am I saying the right thing." (K1: 59) "But you know you think you know quite a bit about that person which is good" (K1:60)	*Confidence*	Karen discusses how she initially felt apprehensive about being the problem presenter but her confidence developed as she started talking about Oliver.

Lisa: Categorical-Content Summary Table

Sentences	**Category** *Sub-Category*	**Comments**
	Process	
"I really enjoyed it actually and I think I took a lot from it, it helped to bring my thoughts and what was happening throughout the year" (L1: 130-131)	*Stages*	Lisa's narrative indicated that she had found the structure of the Solution Circle useful. She seemed to suggest that the structure of the Solution Circle

“next section of pulling out and drawing out the important bits to go over” (L1: 135-136) “good to just summarise it from going from all the needs two pulling into bullet points to then breaking that down to what's important to them” (L1: 141-142) “I would not have thought of straight away so going through this process this step would be good to start off with and then maybe this step as well” (L1: 143-144) “It was kind of just breaking it down really simple really easy very clear and just going through it that way” (L1: 163- 164)		had helped her to organise her thoughts and consider different viewpoints.
“Most valuable part was probably the outcome, as we kind of process everything and then thinking about what can we do to help this child what can we put in place that will help her to get more confidence or whatever” (L1: 152-154) “thinking about what can I do now practically moving forward and no steps of how to support the child” (L1: 156-157) “I think it was good because it was kind of getting ideas as well it was not just this is what I think should be done it was very much we were involved in it the people who work with her able to give the points of what do we think and do we feel that she would do.” (L1: 159-162)	*Outcomes*	In her narrative, Lisa suggested that she was pleased with the outcomes of the Solution Circle and how the Solution Circle had given steps to move forward and support Tara.
“put it together on paper and see it.” (L1: 32) “quite nice seeing it on paper in just bullet points actually.” (L1: 134) “that was probably my favourite because then I was able to visualise that as well” (L1: 155-156) “the visuals I think just doing something a little bit different, so rather than loads of words and trying to read through” (L1: 162-163)	*Visual*	In Lisa’s narrative there seemed to be a focus on the positive impact of the visual recording. She seems to reference that she found this more valuable than having a report.

"I thought it was good well it was difficult when I could not speak at that point" (L1: 136) "I wanted to vocalise and say points but I couldn't but it was good because the other team expressed a lot of what I was thinking anyway" (L1: 139-140)	*Challenges*	The only challenge identified by Lisa seemed to be the difficulty of staying silent during the creative thinking period.
	Affective Factors	
"when I had to present who Tara was, it was quite easy actually to just have to go through the timescale of everything" (L2: 132) "I think because I knew the student well it was quite easy, maybe if I hadn't it would have been more difficult but because I know her well I mean I have been with all of last year and this year it was quite easy to present that so that was fine that was easy." (L1: 149-152)	*Confidence*	Lisa's narrative about the Solution Circle seems to indicate a sense of confidence. She discusses how the problem presenter role was easy as she knew Tara well.

Wendy: Categorical-Content Summary Table

Sentences	**Category** *Sub-Category*	**Comments**
	Process	
"I thought it was well structured, I like where people get a bit of a background" (W1: 57) "It took about half an hour and I think that's all you need" (W1: 67)	*Structure*	Wendy's narrative seems to suggest that she found the structure and time limit of the Solution Circle useful.
"Then obviously the solutions that came about having a mentor." (W1: 59-60) "what comes out is really good the solutions, there was mentoring, chunks of work and the coaching, I thought that was really useful. I think that is the route we would go down next if he was ever to come back" (W1: 62-65) "I thinks it been useful because I think we could apply the same strategies and process to other students as well." (W1: 90)	*Strategies*	In her narrative Wendy referenced that the strategies suggested had been useful and also that she had considered how she could apply these strategies with other children.

	Affective Factors	
“I will know all the details as the pastoral leader is generally key” (W1: 69)	*Confidence*	Wendy’s narrative indicated a sense of confidence as the problem presenter as she had good knowledge of William.
“It’s good but we are pretty strong with that sort of stuff already but with other schools they may not be so we’ve already got things like that in place” (W1: 60-62)	*Perspective*	Wendy’s narrative seemed to suggest that overall the Solution Circle was good but that as a school they already had lots of strategies in place so it was not as useful to them as it may have been to other schools.

Appendix 12: Categorical-Content Analysis Two Summary Tables

Diana: Categorical-Content Summary Table

Sentences	Category *Sub-Category*	Comments
	Implementing Change	
"He loves the unit, there is no issue for him in the unit, it is a safe place, he is very happy here, we can get him in here, actually sometimes it's very difficult to get him out of here to go into lessons" (D2: 41-42) "He is going to do what we call a "Here for You" mentoring programme, which is students around the school wear a special lanyard and they can be approached by anyone but they are quite highly trained" (D2: 17-18) "The mentoring is definitely something that I am going to take forward with him." (D1: 89-90) "In September he can be a go-to mentor for some of those younger students who need someone to talk to but don't actually want to talk to a teacher direct or maybe need an introduction to a teacher they can trust." (D2: 20-21) "So, what we decided to do was give him harder work, and sometimes he comes out and does that in the unit which is actually proving quite successful so that's working at the minute" (D2: 8-9) "if it is a supply teacher then he does come and work in the unit and that definitely works, we know that is a solid one for him." (D2: 38-39) "He will definitely need a teaching assistant in with him, we can probably, it will be me or TEACHER NAME." (D1: 88-89)	*Positive Strategies*	Diana seemed pleased with some of the strategies that had been implemented following the Solution Circle. Diana appeared to take a strength-based approach to supporting Dean, her narrative around successful strategies were around building on his strengths of being kind and caring through the mentoring programme. Diana indicated that as a school they had been flexible in adapting some of the strategies for Dean to suit his needs. They also identified some key trigger points for him (e.g. supply teacher) and applied preventative strategies to reduce his behaviours that challenges.
"The first step was to put him in a couple of higher sets which was one of my concerns because obviously he didn't do the exam in	*Barriers*	Diana seemed quite concerned about the first step to move Dean into a

maths because he was so scared so that did worry me, but unfortunately I have been off so I've not been here to work with him but SENCO has and she spoke to him and he did just flatly refuse, no." (D1: 75-76) "So, first of all in the Solution Circle we talked about him going into higher sets, which he is really struggling with because he can't cope with different people." (D2: 6) "from Year 10 they are going into different sets for GSCEs so that's what's happened so far, so although we hit a brick wall with the moving up at the moment, but he is just someone you can't just say let's do it and do it tomorrow, changes have to happen very gradually" (D1: 85-86)		higher set. Her narrative suggests that as she knew Dean best she knew what would suit him, and that he needs change to happen gradually. Diana's narrative seems to suggest that she lacked a sense of autonomy in the 'next steps' stage of the Solution Circle.
	Moving Forward	
"His behaviour has been absolutely fine, we've had no exclusions, no running, no truanting from lessons." (D2: 37-38) "Yeah, he seems keen, he loves to mentor our young year 7 boy who is an EAL student and he feels like he has something to offer because his English is not very good so for Dean he can really shine in that respect." (D2: 26-28)	*Young Person's Behaviour*	Diana's narrative suggests that she feels there has been a reduction in Dean's behaviours that challenged since the Solution Circle. Additionally, she acknowledged how building on his strengths seems to be a positive step.
"Since the Solution Circle, he's been, we've come up with the ideas, and it makes him feel like somethings changing, I know he doesn't like big changes, but he's not stuck in a rut, things are moving in the right direction for him. He's got the guidance, so that's roughly where he is, which seems positive." (D2: 33-37)	*Perceptions of Young Person's Views*	Diana's story included how she perceived Dean's views following the process. She expressed that she feels Dean has been aware of the changes and this has enabled him to feel supported and a sense of belonging.

Alison: Categorical-Content Summary Table

Sentences	**Category** *Sub-Category*	**Comments**
	Implementing Change	
"I have already been and bought the notebook for her" (A1: 80)	Creating a support plan	Following the Solution Circle Alison's narrative seemed to focus on creating a support plan she

"I am going to do the start of the week and end of the week tutor sessions" (A1:81) "family support, the new psychologist that new referral, Autism Services are involved" (A2: 48-49) "so, we sorted it out with the teacher where she'd sit and who she would sit by and now she has started attending so that is new for her, that is a big step." (A2:62-63) "I've got a mentoring session with her next" (A2:62) "so, we were looking at a plan of when she feels like this she can't run out of the school gates. I mean she couldn't have done anyway" (A2: 83-84) "I said I don't want you to tell me on the spot where you want your safe place to be but have a think about it and when we next meet up we can discuss the safe place and if this happens again and you feel that flight mode, that feeling come on then you go to your safe place" (A2: 89-92) "I was trying to get her to see it from a black and white perspective because that is the only way she does see things" (A2: 52)		felt had been implemented to effect change. For example, she highlights that she purchased a notebook, set up mentoring sessions, and was creating plans to ensure Faye was safe if she ran off site.
"I am yet to have a discussion with her tutor so she knows that she's got this book" (A1:81) "with Faye not being in until yesterday afternoon I'm not in this morning either I just have not had the chance to sort of prep Faye to explain the sorts of things that we are going to explore now" (A1: 83-85) "my maths specialists are all in lessons at that time with children with an EHCP and I can't pull that support away" (A2: 56-58) "I've got this dilemma of making her go to Maths but if I do that she won't come in that day" (A2: 56-58)	*Challenges*	Alison's narrative highlighted challenges when attempting to implement change. She discussed challenges due to lack of time, limited staff, and ensuring any changes do not negatively impact Faye.

"because she missed her mentoring session with me on Monday afternoon because she was at a meeting with her psychologist so we missed that slot and then I struggle then to put her into another slot without her missing too much" (A2: 67) "I've always felt ok about supporting Faye when she accepts the support when she is not accepting the support that is when it is a problem" (A2: 74-75)		
	Relationships/ Support	
"The head of year has started the early help application now. Mum is not sure that she wants to go down that route because she feels that it is more of a school issue where as we feel she needs to help in order to get Faye into school and that was an avenue that we couldn't support but they can they can go out to the family home and help break things down a little bit and put things into place for Faye" (A1: 87-91) "it was getting that support from mum but she doesn't sort of like believe that it issues that stem from home and that's the hard bit at the moment we have to wait and see if mum accepts that help." (A1: 92-94) "when we were in the solution circle time it was a case that I would approach the head of year and ask I need some kind of update about what's going on, so she had the meeting with Mum but Mum did not really feel it was support at home that she needed but we absolutely do feel that it is but we'll see how that goes." (A1: 94-98) "mum wants the psychologist to support a part time timetable but she is not supporting that and we don't support that either because we feel if we can get as far as we have got now then we can work with this and move forward at least." (A2:21-23) "Those are the days she struggles to get in when Mum's hours are a little bit different on those days and I think she wants to go with	*Home*	Alison's narrative following the Solution Circle focused on difficulties with relationships and engagement with Faye's mum. Alison's narrative seemed to suggest that Faye's mum was attributing Faye's needs to school life and Alison was attributing Faye's needs to home life. Alison suggested that she felt Faye's Mum had "separation anxiety". Alison seems to feel Mum's behaviour could be a barrier to support.

Mum, she doesn't want to come to school she wants to be with Mum" (A2: 26-27) "Mum has agreed to family support being involved, she did agree but Mum still truly believes that there isn't a problem at home and both myself and the psychologist believe otherwise." (A2:32-34) "once we get her through the doors and to lessons she is ok but it's that step of doing that and its getting Mum onboard that that is a home issue not a school issue because mum sees it as a school issue because Faye doesn't want to come to school but once she is here she is absolutely fine" (A2: 40-42) "I think Mum has separation anxiety as well but it both just makes them mad at each other so it causes arguments between them." (A2:45-46)		
"Faye has started up her sessions with the psychologist" (A2: 4) "CAMHS, she has had a referral to CAMHS and that has been accepted and she has started seeing someone from CAMHS." (A2:9-10) "It was through the psychologist who just felt that she thinks they should be exploring other avenues to support Faye so she is on board." (A2:12-13) "I spoke on the phone to the psychologist for about an hour yesterday, an hour put aside to discuss Faye." (A2:35-36) "it is the home bit beforehand and the psychologist absolutely thinks this as well" (A2:43) "so, we do think there is separation anxiety and I have spoken to the psychologist about this and the psychologist is getting someone else involved, there has been another referral to another psychologist." (A2:30-32) "we are in touch with each other as in me and the psychologist, I know who she is seeing at	*Other Agencies*	Alison repeatedly referred to support from other agencies within her narrative. In her narrative Alison indicated that these external agencies were attributing Faye's needs to similar areas as her. Alison's story seemed to suggest a collaborative approach which in turn seemed to give Alison increased confidence in her role supporting Faye.

CAMHS so I can get in touch with them if needs be." (A2: 97-98)		
	Moving Forward	
"there are two mornings a week that she struggles to get in now instead of 5 so that's good." (A2: 14-15)	*Young Person's Behaviour*	Alison's narrative suggested that since the Solution Circle Faye's attendance has increased.
"it did benefit us as we had got stuck in a rut and we were quite concerned that things were becoming negative from our side and what next, what do we do?" (A2: 100-103) "we are constantly finding solutions for Faye, and I think we will do that until her last day of school but I think we can do that with a bit more positivity now because we have come out of that rut we were in." (A2: 106-107) "Just trying at the moment" (A1:94)	*Optimism*	In her narrative following the Solution Circle there seemed to be a sense of hope moving forward. Alison appears to acknowledge and accept the challenges. She also indicates a sense of commitment to supporting Faye.

Karen: Categorical-Content Summary Table

Sentences	**Category** *Sub-Category*	**Comments**
	Implementing Change	

"I picked Oliver up on the Thursday and we sat down and we spoke about giving him the ownership of the three targets he was going to pick and select so we talked about firstly about the areas we felt he had the most difficulty and then from that we worded in his terms the target for that difficultly" (K1:71-74) "the three targets we came up with was not walking off, which he's done when he thinks a situation is going badly and he knows he's gonna get in trouble, he's gonna not walk off and he's got three rewards so if he meets his three targets over the week." (K1:76-78) "They were around completing work and not getting up, and asking for help, we talked about the ways he can ask for help and being polite rather than taking it the other way and distancing himself from the silliness that he feels he gets involved in and so we talked about all those things." (K1:86-88) "He did take the ownership" (K1:75) "his next one for Thursday is a staff insight, which is a chippy dinner so he's gonna have a chippy dinner" (K1: 82) "so, in Period 5 he worked with the science technician and did jobs and that was one of the rewards he wanted" (K1:80-81) "he really wanted to do some cooking, so were gonna aim to do some wild cooking outside" (K1:84)	*Solution Circle Strategies*	Karen's narrative focuses on the action that had been taken following the Solution Circle. She discussed involving Oliver in the development of targets linked to rewards. This appears to give a sense of autonomy to Oliver. Additionally, the rewards that he suggested indicate a need to belong (e.g. having a chippy dinner with staff) and have a sense of purpose (e.g. helping out the maintenance staff).
"Monday its usually a really difficult day where they are coming back into the routine of being in school and normally as the week goes on, but on Monday this week he had a really good day." (K1:89-91) "So, fingers crossed for the chippy lunch!" (K1: 95)	*Initial Positivity*	Karen's narrative indicates that there was some initial positivity following the Solution Circle. However, this positivity was short lived as his behaviours became increasingly challenging to manage and he went on a reduced timetable.

"He was really good to start with and choosing his targets and I think it worked at most for about a week, and then it's kind of and I think part of me thinks has it all sort of fallen apart because of the part time timetable" (K2: 81-83)		
he has to be off school site at lunchtime." (K2:7) "Then after that because of the things that had happened he went onto a reduced timetable part time." (K2: 12-13) "Going home for lunch then having to come back is hard for him, I'm not sure what we can do to minimise that for him." (K2:86-87) "I think part of me thinks has it all sort of fallen apart because of the part time timetable" (K2: 83)	*Senior Leadership Strategies*	Karen's narrative following the Solution Circle discusses the approaches employed by the Senior Leadership Team to try and manage Oliver's behaviours that challenged. These included, Oliver being off site for lunchtime and his reduced timetable. Karen highlights how she feels these strategies may not be effective.
"we made it clear to him that were not going to follow you as long as we know your safe and you're within the boundaries of school and we can see you on the camera then we won't chase." (K2:10-12) "At the start of the lesson he was banging a bottle and I looked, and I didn't say anything as I thought the minute I say anything about him doing that, he's gonna try and do it even more and make it unsuccessful that way, but he carried on for a minute and I just ignored it but he wanted a reaction, and I didn't give it." (K2: 41-45) "I've had great conversations about how he loves curries and fish and spends time with his dad that he seems to enjoy." (K2: 38-39) "so, we can have a sit down and chat about what the week is going to look like, if you sort of talk to him before he helps a little bit" (K2: 67-69) "SENCO has asked me to sit down with him now to look at what he feels he can	*Perspective on Support Strategies*	Within her narrative following the Solution Circle Karen discusses how she is trying to not reward negative behaviours with adult attention and time. Karen's narrative has a focus on the importance of spending time with Oliver and how he thrives when given 1:1 attention. In regards to managing Oliver's behaviour moving forward Karen has some ideas regarding small group work, removal of reduced timetable, and 1:1 work.

cope with and what he feels he can't cope with for next week." (K2:62-64) "so, we talked yesterday morning about what we discussed on Thursday, you know this is the plan for this week so again its sort of there in his mind and we're having that communication with him." (K1: 93-94) "The SENCO has asked me this morning to put together a sort of supporting statement kind of thing for an EHC" (K2: 2-3) "he needs small group work, one to one he is fine" (K2: 37) "I don't know whether if the school got some more funding we could build in more support not on part time timetable." (K2: 85-86)		
	Conceptualisation of Young Person	
"he was climbing on a roof down near where the bikes were and it was unsafe and they were so frightened that he was going to fall through that roof" (K2: 5-7). "He was trying to walk along the bannister and it took three or four members of staff to get him down from there really, he did come down in the end" (K2:19-20) "he left my room without permission, then he ran away from the head and the head bought him back and he was just, and I know it's probably not the right word to say but wild, not settled, and then he even did call the head a ****" (K2:25-28) "There's things that he is firing pencils across the room I picked an email up, in that particular lesson he would not settle at all he was picking up pencils in the science lab they were in he was turning the gas taps on and off, he was turning the water taps on and off, he was putting	*Young Person's Behaviours that Challenge*	Karen's narrative seemed to conceptualise Oliver and she describes his behaviours that were challenging to manage. She discusses risk taking behaviours such as climbing on the roof, swearing, not following instructions, and throwing objects.

things in the electric sockets and flicking the switches on and off." (K2: 30-34) "no matter you said, he took that and put a different spin on it, just wouldn't follow any instructions." (K2:35-36)		
"He doesn't seem to see the danger so to him he thinks- I'll just climb the roof." (K2: 8) "He seems to like the chase and people going after him" (K2: 9) "attention needing behaviours" (K2:15) "it was almost like the chase there again with the head trying to bring him back and he's off doing that again" (02: 29-30) "When you take him out that one to one attention and give him a scenario when the attention is not on him in class he seems to rebel or when the structure is not there, he goes off on one." (K2:39-41) "coming to the end of the summer term things are maybe not quite as structured and hell have a struggle with that and I suppose a few little nice things creep in that staff do but he finds it difficult without structure." (K2:50-52) "He struggles with nice things and praise because of his low confidence, there is something we praised him for something and left it and he went home and mom said he didn't want to revisit it" (K2:52-54) "We have things like sports day next Thursday and we can say to him don't come in next Thursday afternoon because the structure isn't there for him" (K2:64-66) "he had been lighting Bunsen burners so fire seems to be a big thing for him because you know obviously about the family over there and the house and the children that died, I think that he might have experienced some trauma with that,	*Attributions*	Karen's narrative seems to attribute Oliver's behaviour to a range of potential factors including: no awareness of danger, attachment needs, need for structure, low confidence, and trauma.

and also there was an incident where someone put a firebomb at an aunties house." (K2: 72-75) "A lot of the time in those situations he will say I need my dad, I want my dad, call my dad." (K2:79)		
	Affective Factors	
"it's just been a real big worry." (K2:20)	*Concern*	Karen's narrative highlights how she has been concerned about Oliver.
"it's been really hard with his timetable being reduced it's been really hard to fit it in and I feel that I need some more input about what to do" (K2: 58) "There is a meeting next week with CAMHS but I've not been asked to go." (K2: 87-88)	*Lack of Support*	In her narrative Karen notes that she feels she needs more advice to feel confident supporting Oliver. Additionally, she acknowledges meetings are taking place without her.

Lisa: Categorical-Content Summary Table

Sentences	**Category** ***Sub-Category***	**Comments**
	Implementing Change	
"with Tara today we were planning for the drama and she was really excited loving it and getting some ideas so that was really really good." (L1: 204-206) "said how do you feel about staying until 11:50 I'm doing period 3 so you are doing period 1 and 2 have break time doing drama and then you could go with your friends to period three, she was really happy with that. So, I spoke to Mum, Mum was a little bit hesitant however she did say I think that would be good for her so we had that all oked." (L2: 7-11) "TEACHER NAME has been doing some 1 to 1 with Tara is every day she is taking Tara out during either period 1, 2 or 3 so it will either be during those so that Tara has that one to one time" (L2: 33-35)	*Positive Strategies*	In her narrative after the Solution Circle it seemed to focus heavily on the successful strategies implemented. Lisa discussed the benefits of the drama club strategy and how she felt this had increased Tara's confidence and friendships. Lisa expresses how Tara's timetable has increased and how this is a positive step forward.

“they were really enjoying it because they are creating their own script at the moment. So, they are doing a school dance so they are going shopping and discussing all of their different outfits choosing Christmas decorations so they are enjoying that because they are creating their own drama.” (L2: 55-58) “think it is a safe place for Tara especially if she is staying longer because it kind of structures as she knows what she's doing and she really enjoys doing it with her friend as well which is really good” (L2: 58-61) “is the two of them and she really likes that so it's not too much of a big group for her.” (L2: 64-65) “definitely she said that PUPIL NAME is her best friend, which is really lovely and I don't know how close they were before so I think this is been really good for her to have that friendship.” (L2: 67-69) “Yes, and she definitely has built a lot of friendships and even in the beginning when the girls were coming and they weren't going to the snack box you could see they were forming friendships” (L2:72-72) “with her staying longer it has made her sort of thing ok I am going to build friendships and because she knows she is not going now because I know that she had in her head that she was going to be going to a new school so she had it in her head that she would not be staying here. I think now that she knows she is saying she has sort of made more of a conscious effort to make friends.” (L2: 75-79) “we did the drama first of all and that went really well she had a group of friends that was kind of getting involved with doing it and she was a different person it really helped her with her confidence.” (L2: 4-7) “Tara was happy to move forward to go to break time first of all and we said to Tara we		

would be doing drama with her and she was really excited" (L2: 3-4) "the option was given to Tara if she wanted to start after half term but she was so so keen to start it and I think she would have started it the next day in that moment she would have been right let's do it tomorrow." (L1: 244-246) "I gave Tara the option starting this fresh after half term or if she wanted to start it on the Monday and she wanted to start Monday straight away she said she wanted to start on Monday so she was really happy with that." (L1: 182-185)		
"Mum is going to stay with Tara right up until the point so that was the only thing that did not work" (L1: 201-204) "mum had refused to sign the early help assessment." (L2: 110-111) "mum was not happy to drop her off on her own so then we saw SENCO so I just spoke to her and just said look can you speak to Mum. Then when I dropped off Tara at 11 I just said to mum well what is the plan of action moving forward" (L1: 199-201) "whether she felt because she wasn't part of it I don't know so decisions moving forward, may have needed to be a more formal meeting with Mum rather than a chat it needs to be more sat down and this is what we are going to be doing." (L1: 241- 244) "because break time is very difficult because I only get really 15-minutes coming go to the snack bar so that was really difficult so they were all then going." (L2: 51-52) "it just takes away me having any sort of break that is the only thing but it is what it is kind of thing." (L2: 84-85)	*Challenges*	Lisa narrates that after the Solution Circle Mum had been unhappy to implement the strategy that had been discussed about Mum not waiting with Tara in school every morning as they felt this was negatively impacting Tara's behaviour. Lisa also discusses how Mum had been unhappy to be involved in the early help assessment. Lisa discusses how she felt it may have been beneficial to have had a formal meeting after the solution circle with Mum to help her come on board with strategies. Lisa's narrative makes reference to the practical challenges when trying to implement strategies linked to capacity and sacrificing her break.

"Ok try and sweep up Tara and take her to her lesson as well as trying to talk with Mum through it all as well so mixture." (L2: 93-94)		
	Conceptualisation of Young Person	
"She has been ok however this morning I went to pick up Tara, she was really sobbing." (L2: 20-21) "I bought her in I picked her up today and you could see she was, the tears were trying to start and then as soon as she got into lesson she was ok so I think what she does she's quite vulnerable with her emotions when she is not in the classroom" (L2: 39-41) "if you ask her if she's ok that's when she will usually really cry." (L2: 43-33) "it is obviously really difficult for her and a lot of anxiety with that." (L2: 124) "Tara then said that she wants to be home-schooled, mum said this is what I'm now having to deal with, she said since we have now done the extra hour the extra lesson Tara is finding it really difficult." (L2: 22-25) "But then didn't come in on Friday, so it was a bit of a trigger is not here and then came in today later with Mum and I spoke with mum this morning and was shaking a completely different person to how she left on Thursday mum said that Tara is worried she does not want to be on her own she does not want to get dropped off on her own." (L1: 185-189)	*Young Person's Emotional Needs*	Within Lisa's narrative she focuses on describing Tara's presenting needs. She mentions that Tara often presents as quite emotional, and high levels of anxiety. Tara seems to find it hard to attend school and has told Lisa that she wants to be home-schooled.
"I think it is just saying bye to Mum which I think is the hardest part because that part affects her morning" (L1: 214-215) "When she's away from mum she is not so upset." (L2: 49) "still in that Primary School aged mindset not wanting to leave Mum which makes it quite difficult then to get her into the mindset of the lessons." (L2: 47-48)	*Attributions*	Lisa's narrative seems to attribute Tara's behaviour to home life and parental behaviour. Lisa discusses how Tara's behaviour can present as very different in front of mum and when in school.

“I think it is just initially when she is with Mum she does not want to start the school day there is a lot of I feel sick go but as soon as Mum is gone she is a completely different character.” (L1:216-218) “I think if the news hadn't have been brought up I think she would have kind of been ok.” (L2: 36-37) “saying I miss Mum I don't want to be without mum I don't want to leave Mum, crying, it has kind of reverted back to that since the news.” (L2: 37-39) “she seemed very happy with all of it and she was like up for it and she saw the room as well and she was fine she wanted to she was like yeah that's fine. So, it kind of changed over the weekend and because she did not come in on Friday apparently mum said it was because of her being left on her own so she did not come into school then because of that then but as soon as we had spoken about it she was fine.” (L1: 223-228) “Tara was doing period 3, initially it was going ok but then they found at some sad news in the family which affected mum as well as Tara so I think that's been quite difficult.” (L2: 18-20) “there was a few instances with the next door neighbour, I can't fully remember the story but I know the police are involved as well so I think that had a bit of an impact on Tara, I think because Mum is telling Tara and I don't think she really need to know about a lot of this stuff because then she then takes it on throughout the school day and it's in her worries.” (L2: 102-106) “I think she feels but she needs to be with Mum make sure she is ok and feeling that responsibility of making sure your mum is ok rather than focusing on well actually I need to be in school.” (L2: 113-115)		

"Apparently Mum had spoken to TEACHER NAME and said that Tara is not enjoying drama, she is not enjoying period three. So TEACHER NAME then spoke with Tara and said do you still want to do the drama you don't have to she said yes I want to do it I am making a script so I think that was potentially mum's influence as well l TEACHER NAME was like you don't have to do the drama and Tara was like no I want to do it. So, she is having Mum saying no I don't want to and then comes in a saying yes when she is being asked at school." (L2: 115- 121)		
	Relationships/ Support	
"But I do have TEACHER NAME that I can speak to if there is anything." (L2: 98-99)	*Colleagues*	Lisa narrated that she has a good relationship with her colleague that she can talk to if she needed to.
"so, I spoke to Mum I think it was last Thursday and I just said about things what we thought might help" (L1: 17-171) "So initially Tara was really happy about this beaming really excited really happy. But mum was very different you could see that she was very worried about this and was not really sure you could see that not negative because she did not really say anything more just have facial expressions" (L1: 178-181) "Then I said about the drama and she said Tara is worried about the drama as well because she does not know what she's going to be doing so there seem to be lots of worries from when she was really beaming and happy and excited to then coming back and just not really wanting to do it." (L1: 189-193) "it was just with dropping off Mum did not want to do that either and Mum I can see was trying to push it back a bit later as well she was saying all it's quite busy in the morning is there any chance that we could maybe meet a little bit later" (L1: 206-209)	*Home*	Lisa's narrative appears to focus heavily on her relationship with Tara's mother. Lisa seems to have a lot of contact with Tara's mum. However, Lisa's narrative indicates that there is a lack of parental engagement which negatively impacts Tara's behaviour.

“Mum did not seem to encourage Tara being on her own and I think that from not having that support I suppose it's quite difficult” (L1: 220-221) “So I went through with Mum about the drama because I thought it would be a more easier more positive stance to talk about so I said what I would be doing to support her that she could choose between 3 and 4 friends it would just be a small group at break time where she gets to socialise with friends she gets to do drama games and there will be drama scripts and maybe a catwalk.” (L1: 193-197) “mum was saying that she doesn't want to stay later now she is finding it too much, too difficult” (L2: 21-22) “it is still that leaving mum, finding that really difficult and mum wasn't happy to leave her in that horse box room on her own with a book so she is still with Mum and I don't think that's healthy” (L2: 44-47) “Mum has been a little bit more resistant to it now a little bit more difficult, she is resisting a little bit and not really wanting to fully engage” (L2: 89-93)		
	Affective Factors	
“it's quite negative for that can be sort of especially in the morning first thing it's like (sigh).” (L2: 92-94)	*Negativity*	In her narrative after the Solution Circle Lisa makes reference the affective factors of supporting Tara. She mentions that it could feel negative supporting both Mum and Tara.
“it was kind of like I was making that decision rather than Mum agreeing and being like yeah let's do that sounds really good so it felt like I was kind of on my own” (L1: 233-235)	*Alone*	Additionally, Lisa discusses how the lack of support from Mum could make Lisa feel alone.
	Moving Forward	

“I think it is moving forward which is the main thing isn't it- just moving forward rather than just being stationary” (L1: 260-261) “there is progression though I think looking at the positives she has agreed to do period 3, I think it's just getting through this kind of season with all the news going on at home. (L2: 137-138) “kind of where we are at so she is going through to break and to period 3 which is really good but it is just seeing what is going to happen now. So that is kind where we are at the moment.” (L2: 28-30)	*Progression*	Lisa’s narrative makes reference to moving forward and acknowledges the progress Tara has made.
“I think we got her into three, now she's going back to crying every day.” (L2: 109-110) “I don't want to go backwards and I don't know what to do how to support it” (L2: 108-109) “I just wonder what she's going to do next year because obviously she has missed out a lot of year 7 and obviously she cannot be held back and another you so it's kind of thinking what can she do, I know she has been given some homework and she has a little booklet where she has been writing as well.” (L2: 128-131) “I mean we'll see what happens now I mean because we have got her into period 3, we'll see what happens because obviously now she's been upset.” (L2: 107-108)	*Uncertainty*	Lisa’s narrative seems to suggest some uncertainty regarding the future for Tara.

Appendix 13: GDPR Privacy Notice



Contact: Katie Kemp
Address: XXX
Telephone: XXX
Work Mobile: XXX
E-Mail: katie.kemp@nottingham.ac.uk
Supervisor: Nick Durbin
Supervisor E-Mail: nick.durbin@nottingham.ac.uk

GDPR: Research Participant Privacy Notice

Exploring teaching staff's narratives staff about the use of Solution Circles to support pupils with SEMH needs

Privacy information for Research Participants

For information about the University's obligations with respect to your data, who you can get in touch with and your rights as a data subject, please visit: www.nottingham.ac.uk/utilities/privacy/privacy.aspx.

Why we collect your personal data

Your personal data is being collected as part of a research project. The researcher is part of a doctorate programme in Applied Educational Psychology, at the University of Nottingham. The purpose of the research is to explore teaching staff's narratives about the use of Solution Circles to support pupils with SEMH needs.

Legal basis for processing your personal data under GDPR

The legal basis for processing your personal data on this occasion is in line with GDPR Article 6(1e) processing is necessary for the performance of a task carried out in the public interest. We hope this research will help with understanding teachers narratives about the use of Solution Circles to support pupils with SEMH needs.

Where the University receives your personal data from

Some personal data about you will be collected as part of the research, which will be kept confidential. This data will come either from research participants.

Special category personal data

We will be collecting some ‘special category personal data’, in line with GDPR Article 9(2a). We will collect, with your consent, data regarding your racial or ethnic origin.

How long we keep your data

The University may store your data for up to 25 years and for a period of no less than 7 years after the research project finishes. The researchers who gathered or processed the data may also store the data indefinitely and reuse it in future research. Any data stored will be anonymised, meaning that participants will not be identifiable. Any data that might identify a participant will be left out of transcriptions. All participants will be given a ‘pseudonym’ (a fake name) in the research to protect their identity.

Who we share your data with?

Extracts of your data may be disclosed in published works that are posted online for use by the scientific community. Your data may also be stored indefinitely on external data repositories (e.g., the UK Data Archive) and be further processed for archiving purposes in the public interest, or for historical, scientific or statistical purposes. It may also move with the researcher who collected your data to another institution in the future.

Appendix 14: Debriefing Sheet



Contact: Katie Kemp
Address: XXX
Telephone: XXX
Work Mobile: XXX
E-Mail: katie.kemp@nottingham.ac.uk
Supervisor: Nick Durbin
Supervisor E-Mail: nick.durbin@nottingham.ac.uk

Debriefing Sheet

Exploring teaching staff's narratives staff about the use of Solution Circles to support pupils with SEMH needs

Firstly, thank you for taking part in the study. The study is for my doctoral research project and aims to explore teaching staff's narratives about the use of Solution Circles to support pupils with Social, Emotional and Mental Health (SEMH) needs.

You are free to withdraw your consent at any point, before or during the study. Please note that all information will be anonymised, kept confidential, stored in a secure location and used solely for research purposes. Solution Circles are a creative problem-solving group consultation approach which aims to support key staff to help each other to find a solution to a shared concern or problem. From this study I hope to explore teaching staff's narratives about the use of Solution Circles to support pupils with SEMH needs

If you would like to discuss your participation in this study, please do not hesitate to contact me on the contact details at the top of the page. If you would like to discuss your thoughts with someone at your school the identified individual is xxxxx who can be contacted via xxxxxx. Alternatively, if you would like to discuss any worries or concerns following participation details for the Samaritans and the [redacted] Mental Health Helpline are provided below.

Samaritans
Telephone: 116 123
Email: jo@samaritans.org
Website: www.samaritans.org

[redacted] Mental Health Helpline
Telephone:0808 800 2234
Text: 07860 022821
Email: [redacted].helpline@brighter-futures.org.uk
Website: https://www.brighter-futures.org.uk/[redacted]-mental-health-helpline/

Thank You Again for your Participation!

If you have any complaints about the study, please contact:
Stephen Jackson (Chair of Ethics Committee) stephen.jackson@nottingham.ac.uk