INSPIRING ASPIRATIONS:

AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS AND EXPLORATION OF ASPIRATION DEVELOPMENT IN LOOKED AFTER CHILDREN AND YOUNG PEOPLE.

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Abstract

Government data continues to indicate that Looked After Children and Young People (LAC/YP) are vulnerable to poor academic achievement and later life outcome. Over the years successive Governments have legislated and invested in policy changes and guidance to inform practice in an effort to close the academic and social gap between those young people in care and their non-looked after peers. The espoused target for intervention and change has been with regards to raising the aspirations of LAC/YP.

Seven LAC/YP were interviewed in order to capture their views about their future aspirations and for their perspectives on the factors in their lives that they identified as helping or hindering them as they constructed their future selves. Interpretative Phenomenological Analysis (IPA) methodology was used to better understand some of the lived experiences of the LAC/YP within the system aimed to raise their aspirations. Super-ordinate themes of ‘Imagined future’, ‘Current Support’, ‘Personal sense of agency’ and ‘Impact of past care’ emerged from the data. The implications for policy and practice are discussed in light of the challenges in generalising findings from IPA studies beyond the idiographic.

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Dedicated to my inspirational father Alvin ‘Phil’ Perry and my No.1 fan!

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‘Far away there in the sunshine are my highest aspirations. I may not reach them, but I can look up and see their beauty, believe in them, and try to follow where they lead.’

- Louisa May Alcott (1832 -1888)

1 Introduction

This paper will first provide an overview of the researcher and endeavour to offer the reader a clear statement about the philosophical stance that underpins the study. It is hoped this will offer a plausible lens through which the reader can access the paper, firstly as intended by the researcher and then by taking the opportunity to engage with the work through their own subjective and analytical biases.

A background to the study will be shared in order to provide the reader with some context. There will then be an in-depth description of the theoretical tenets that underpin interpretative phenomenological analysis (IPA), the methodology selected by the researcher for this study.

1.1 About the Researcher

1.1.1 Personal self

As a mother of two I would consider myself an experienced parent and as such I am aware of both the rewards and challenges incumbent in the role.

I grew up with both my parents and 2 younger siblings in London in the 70's and at that time my parents were one of the first Black-Caribbean families to formally foster children with Barnardo's. My parents also supported others in the community and my early recollections were of families being welcomed into our home. Although I would have been too young to be privy to the circumstances and situations that brought these children and families to our home I am very cognisant of the feelings and emotions of that time, and the sense that the safety, security and comfort of a home is very important.

I have shared these aspects of my personal life because of the importance I am placing on helping the reader to gain insight into some of the drivers for my choice of study.

In reflecting on my early life it would seem that I have a predisposition to be aware of and interested in the lives and welfare of children needing state intervention and care. Having been witness to the impact that care can have, I have been able to reflect and consider some of the complexities of the journey that some children and young people take into care, the experiences they then have when they get there and the impact this may have on later life outcomes.

As a parent I sometimes struggle when faced professionally with the reality of some of the lived experiences of children who become looked after and my resolve to protect, to support and to strengthen them is triggered.

This study is reflective not only of my pertinacity to 'see' children in need of care but also to fulfil my need to find ways to support and facilitate their journey towards fruitful futures.

1.1.2 Professional self

I am a practicing Educational Psychologist (EP) who is employed by the Educational Psychology Service (EPS) of a small unitary Local Authority (LA) in the Midlands.

The LA has seen an increase in the number of children and young people entering the care system, which is in line with national trends.

I am currently the EP linked to the Virtual School (VS) which is the statutory body within the LA responsible for monitoring the academic achievements of LAC/YP placed both in and out of the LA borough. The VS also provides an advisory service for both schools and social care services in order to promote the well being and education of LAC/YP.

As the EP linked to the VS I am immersed in the issues that relate to the educational and psychological needs of LAC/YP e.g. prevention of school exclusions, training with regards to patterns of attachment and learning and consultations with school staff and social care colleagues

with regards to the attainment and behaviour management of those LAC/YP identified as experiencing challenge and barriers to their learning.

I chose to conduct a qualitative study because it is reflective of my philosophical and political stance. I value and hold the voice and perceived realities of children and young people in high regard and in my opinion Interpretative Phenomenological Analysis (IPA) research methodology provides an avenue by which my values as the researcher can be maintained and the voice of the LAC/YP as they share their imagined futures can be amplified.

IPA sits within the constructivist epistemology and therefore requires me, as researcher, to be reflexive and explicit about my views, thoughts and motives. The context of an IPA researcher is important because of the recognised role of co-creator of meaning that occurs between the researcher and the participant. In order for the readers of the study to accept the interpretations and conclusions I draw in this study they must have access to a transparent and illuminating data and analysis. As Smith, Flowers and Larkin (2013) state *'...IPA is a joint product of researcher and researched. You are attempting to capture something of the lived experience of your participant but that inevitably invokes interpretations on your part...'* (p110).

My intention, as an IPA researcher, is to provide one perspective or interpretation of the captured voices of the LAC/YP in this study; to provide some insight not only into their present lives but also their imagined lives through my subjective and biased view. It is important then that readers of this paper feel able to challenge my interpretations and to feel enabled to construct their own, as each 'truth' rendered is done so from my experiences, knowledge base and cognitions brought to bear on the presented evidence.

A more in-depth discussion about the role of the qualitative researcher can be found within the methodological section of this thesis.

1.2 About the study

This research paper is the accumulation of a Continuing Professional Development doctoral programme and is focused on the development and subsequent manifestation of the aspirations of LAC/YP as conceptualised and experienced by them.

The study is qualitative in nature and takes a constructivist view; concepts that will be defined and discussed in the methodology section of this paper.

The research is explorative and aims to reveal through the voices of the LAC/YP factors that they identify as within themselves and/or within their environment that they recognise as a help or a hindrance to them as they journey forward towards their imagined futures.

The study was originally designed to be quantitative, with the aim of evaluating the effectiveness of a specially designed programme in raising the aspirations of LAC/YP, as measured by appropriate scales. The practicalities involved in delivering a programme to a group of LAC/YP and their carers were substantial and difficult to arrange within the timescales for this thesis.

The decision to design a qualitative study and to employ IPA was in part to better understand how the concept of aspirations is experienced by those who are ‘deliberately’ targeted to have their aspirations raised, i.e. LAC/YP. This study seemed to provide an opportunity to gather information that could enlighten and better inform a quantitative study in the future.

1.3 About the participants

The participants in this study are young people who are looked after by their LA. The terminology used in this study will be explained so that the reader is clear

1.3.1 Terminology

The term Looked After Child (LAC) was coined in the Children Act 1989, and refers to a child who is accommodated by the LA for any 24 hour period where the LA has a duty to safeguard and promote the welfare of the child.

A child can be accommodated by the LA under Section 20 of the Act where the accommodation is voluntary and LA shares parental responsibility (PR) with the child's parent or legal guardian.

A child can also become looked after when subject to an emergency protection order under Section 47 of the Act. The duty of the LA is to investigate a child's circumstance and assess their needs in relation to their exposure to real or potential significant harm. In this situation the PR is relinquished by the birth parents and the LA acquires PR.

Current trends seem to be moving towards the replacement of the term LAC with the term 'Children in Care' (CiC). The author of this paper has chosen to use the terminology Looked After Children and Young People (LAC/YP) in order to be inclusive and in recognition of the pre-adolescent to young adult cohort.

1.4 Literature Reviews in IPA Studies

The purpose of a literature review, according to Hart (1998), is integral to the research process. The literature review provides the reader with an insight into the author's command and understanding of the research subject as well as providing justification for the chosen subject, design and methodology.

Smith et al (2013) describe the IPA researcher as engaging in a double hermeneutic with the participants; where they try to make sense of the participant making sense of their world. The researcher's aim is to better understand the world though the eyes of the participant. While viewing that world they are using their own *'experientially-informed*

lens', that is, the researcher is bringing their own theories, experiences, biases and values to the interpretation of the participants' reported experience.

The role of the literature in an IPA study is to provide the 'evidence' and theoretical underpinnings of the researcher's views in an effort to expose and illuminate the 'experiential lens' through which they will view, as well as draw from when interpreting the participants' accounts.

The literature review however, in both informing and reflecting the views of the researcher, may not always capture and provide insight into the foci and themes that emerge from the participants' accounts and therefore a supplementary literature review post analysis may be necessary at times.

Smith et al (2013) argue that IPA researchers are involved in interpreting and therefore it is not only that they want to take an insider's perspective (participant view) but also they want to take an 'at arms-length' stance where they can draw on their knowledge-base to provide an interpretation of the lived experiences of the participants. The literature review helps to provide that arms-length interpretative position and to help to provide a broader context and theoretical framework within which the interpretation is occurring.

The following literature review then offers the theoretical framework that underpins the researcher's approach to the study and therefore should provide the reader with greater insight into the interpretations and conclusions drawn by the study. A more in-depth description and analysis of IPA can be found in the methodological chapter of this thesis.

2 Research significance

When considering the significance of qualitative research Tracy (2010) asserts that it is imperative to be aware of the *'knowledge, practice and politics'* (p845) that are relevant and current to the topic under scrutiny. Tracy (2010) states that research should *'bring clarity to confusion, make visible what is hidden or inappropriately ignored, and generate a sense of insight and deepened understanding'* (p846). The following section of this thesis forwards the argument for the social relevance of this study.

2.1 A case for research with LAC/YP

There is clear evidence that the numbers of children and young people entering the care system has increased (Harker and Heath 2014). In the year ending 31st March 2013 a total of 68,110 children and young people became looked after in England (over 93,000 in the UK), which represents a 12% increase since 2009. Although LAC/YP are not a homologous group – LAC/YP are as uniquely individual as those of any population– their family backgrounds and journeys into care can appear more heterogeneous; 62% of children enter the care system due to issues of abuse and neglect and a high proportion of the remaining percentage entered due to family-related issues, e.g. families in acute stress, (Harker and Heath 2014).

The statistical data for the LAC/YP population in England (2012 – 2013) captured some of the prevalent characteristics of the LAC/YP population where 10 – 15 year olds made up the largest age group and *White British* (73%) the largest represented ethnicity; however there seemed to be an over-representation of *Black* and *Black British* (7%) and *Mixed* (9%) LAC/YP as these ethnic groups only make-up 5% of the general population. There are more boys (55%) than girls (45%) in care.

Many studies have provided evidence to highlight the poor outcomes for LAC/YP as they are often over-represented in most measures of social

exclusion and marginalisation e.g. homelessness, teenage pregnancy, drug misuse, penal system, mental health difficulties (Goddard 2000; Social Exclusion Unit, SEU, 2003; The Centre for Social Justice, CSJ, 2014). The impact on the LAC/YP themselves and society as a whole makes a compelling case to better understand how to prevent these poor life trajectories.

In June 2015 Lord Laming announced an independent review, supported by the Prison Reform Trust, to look at the reasons why LAC/YP are more likely than their non-looked after peers to have involvement with the criminal justice system, in a bid to understand what needs to be done in order to keep LAC/YP out of trouble.

There is a raft of legislation and policy that has been drafted in order to provide a system suitable to respond to and meet the needs of LAC/YP, however, it is important to ensure that the legislative and social policies in place are reflective of the needs of the young people as they themselves perceive them to be.

This study is explorative in nature and aims to illuminate some key elements of a LAC/YP lived experience in order to better understand what LAC/YP identify as help and/or hindrance to them as they make efforts to achieve their future goal and aspirations. This study aims to give credence and authority to the voice of the LAC/YP.

3 Literature Review

3.1 Achievements of Looked After Children & Young People

Research evidence has consistently shown that educational outcomes for LAC/YP lag behind that of their non-looked after peers (Bhabra, Ghate and Brazier, 2002; Berridge Dobel-Ober, Harker, and Sinclair, 2004; Stein, 2006; DfE, 2014a). Closing or at least narrowing the attainment gap has been an ongoing concern for educators, policy makers and politicians alike for the past 30 years. There has been a concerted effort and commitment to better understand and then reduce the impact of becoming looked after and these issues have been the basis for much of the research over the years, (Jackson and Sachdev, 2001; Jackson et al, 2002; Fletcher-Campbell and Archer, 2003; O'Sullivan and Westerman, 2007; The Who Cares? Trust, 2012).

Recent statistical data continues to show that little progress has been made in trying to narrow the educational attainment gap between LAC/YP and 'the Rest' – their non-looked after peers (DfE, 2014a). In December 2014 the Department for Education (DfE) published a report on outcomes for children looked after by local authorities, as at March 2014. The data indicates that the attainment gap between LAC/YP and their non-looked after peers at Key Stages 1 and 2 remains *'broadly similar or have closed slightly'* (DfE, 2014a, p1) to the attainment gap of 2010. The data for Key Stage 4 pupils cannot currently be directly compared to previous years due to the implementation of educational system reforms, however the attainment gap for this cohort, that is the percentage difference between LAC/YP and their non-looked after peers achieving 5 GCSE's or equivalent at A* – C including English and Mathematics was measured at 40 percentage points.

The public accounts committee report of the 44th Session (DfE 2015), examining the outcomes for children in care, criticised the Department of Education's *'alarming reluctance to play an active role in securing*

better services and outcomes for children in care.' (p3). The Committee agreed with the evidence given by Sir Michael Wilsher, the chief inspector of schools and head of Ofsted, when he stated that the level of educational attainment among children in care is *'shockingly poor'* (p17), and the gap between them and their peers is *'shockingly wide'* (p17). The committee gave support for the doubling of the pupil premium (PP) which increased from £900.00 to £1500.00 per LAC pupil, and to the establishment of the statutory status of the Virtual School Head (VSH), the LA officer dedicated to oversee and analyse the educational attainment of LAC/YP taking both an advisory and accountability position. However, the committee were critical of the lack of evaluative data needed to gauge the impact of these policies both with regards to the outcomes for children and value for money.

The scrutiny of the academic outcomes for LAC/YP is key because it has the potential to highlight the importance of ensuring that LAC/YP have appropriate educational experiences that improve their outcomes. This data also identifies and exposes the challenges faced by the government in trying to address these issues effectively.

This study aims to provide an opportunity for the participating LAC/YP to share their views particularly about what they attribute their present educational attainment to, as well as, what they attribute their future goals and aspirations to. This could give some indication of the areas of focus for change and future intervention.

3.1.1 LAC/YP educational experiences

The educational experiences of a significant number of LAC/YP can be considered challenging compared to their non-looked after peers. LAC/YP are nearly twice as likely to receive a fixed term or permanent exclusion; 2/3 of LAC/YP are assessed to have a special educational need (SEN) and 50% have been emotional and behavioural difficulties which trigger concern (DfE 2014a). Although the exclusion rates have

decreased over the past 5 years the emotional and behavioural health of LAC/YP has remained fairly static (DfE 2014c). The offending rate of LAC/YP has dipped slightly but again a higher percentage of LAC/YP engage in offending behaviour in comparison to their non-looked after peers, (DfE 2014c). The data as reported by the DfE (2014c) suggests that LAC/YP may be resistant to the impact of policies and interventions instituted to close the educational gap and mitigate the effects of children and young people entering care; the concern around the outcomes for LAC/YP provides a legitimate focus to be placed on the experiences of LAC/YP in order to better understand the impact of policy at an individual level and to better understand how policy and individual circumstances combine to produce outcomes.

Barnardo's (2006) found in a survey they conducted that over 50% of the LAC/YP when asked about their school experience, stated that they had been bullied directly as a result of being in care, in comparison to 28% of their non-looked after peers. This survey presents views regarding some of the things that were perceived to support or hinder LAC/YP's school experience. The main themes identified firstly, that the adults around them made assumptions which led them to have lowered expectations about the child's/young person's capabilities; secondly, they stressed on the importance of having supportive, understanding and unobtrusive teachers; thirdly, they identified the need to be encouraged and praised not only by school staff but by social workers and carers too; fourthly, the need to have even small achievements noticed and recognised; fifthly, they underlined the importance of stable care and school placements and a reliable social worker and lastly, the need to reduce change and upheaval and to increase the levels of security and consistency. The current study will garner the views of the participating LAC/YP in order to explore whether their views are in line with these findings.

Bhabra and Ghate (2002), in a consultative exploration of the factors that affect the attainment of children in care and the factors that

subsequently raise attainment identified that the aspects of care that were seen to contribute to positive educational experiences where 'stability', 'consistency' and ' continuity', with the quality and attitudes of the carers being paramount. That is, LAC/YP achieved better when their carers valued education and when they *'held realistic but high expectations'* (p7). They also found that carers who advocated for the needs of the child or young person, were seen as essential influential elements within the care environment necessary in order to support educational achievement.

When discussing the influential factors of the learning environment, Bhabra and Ghate (2002) found similar factors that in some ways mirrored those proposed for the care environment, namely the stability and continuity of the school placement, the inclusivity of the school's ethos and staff attitudes towards the LAC/YP. They found that when the school demonstrated an ethos of inclusion, where diversity was shown to be valued, where high expectations were held for all pupils and where LAC/YP had access to sensitive and supportive teachers and teaching, a positive influence on educational outcomes for LAC/YP was achieved.

These findings, it could be argued are beneficial for all pupils (Zins, Bloodworth, Weissberg and Walberg, 2007; Zins and Elias, 2007). Why these factors are identified as significant for LAC/YP may be to do with how some adverse life experiences impact on and influence how some LAC/YP are able to interact and engage with the world around them. This literature review will explore the current theories relevant to child and adolescent development, with a view to discussing the impact of environmental factors on internal processes.

3.1.2 Later life trajectories of LAC/YP

In 2003 The Social Exclusion Unit (SEU) published a report entitled 'A better Education for Children in Care' and the authors examined the

correlation between poor experiences of care and education to later life social exclusion. They found that care leavers where overrepresented in many marginalised and disadvantaged groups of society e.g. rough sleepers, teenage parents, drug misuse and within the penal system.

The report argued for greater investment in the education and care of LAC/YP in order to prevent the personal costs to the individual and to also realise significant savings to the public purse. The then Government proposed a target of substantially reducing the attainment gap between LAC/YP and their peers by 2006; an elusive target that has been pursued by all subsequent governments. Recent data (JRF, 2014) has recorded an increase in the number of care leavers who are not in education, employment or training (NEET) from 34% in 2013 to 36% in 2014. Government figures show that just above a third (38%) of 27,220 care leavers (19, 20 and 21year olds) had NEET status (DfE 2014b).

Current data about the life trajectory of LAC/YP continues to place them at higher risk of social exclusion, Goddard's (2000) assertion that fewer social groups display as many indicators of social exclusion than that of children who have been through the care system, is a sentiment that seems as relevant today as it was a decade and a half ago. The Centre for Social Justice (CSJ) in its report '*Survival of the Fittest*' (Devereux 2014) provides further evidence of the heightened risk and vulnerability to poor life outcomes that LAC/YP face. The report highlights that:

- 20% of homeless young people were previously in care;
- 24% of the adult prison population has been in care;
- 70% of sex workers are estimated to have been in care;
- Care leavers are roughly twice as likely not to be in education training or employment at 19 than the rest of the population; and
- At 19, only 6% of care leavers are in higher education, compared to roughly 30% nationally (Devereux, 2014).

The report also makes the argument that the difficulties experienced by these care leavers are costly both in human terms as well as financially. They state *'...A care leaver who has a 'negative journey' can cost the state £337,204 over the course of his or her lifetime'* (Devereux 2014).

One of the aims of government policy and intervention is to provide the environment where children can become competent, contributing and caring citizens. Therefore understanding the processes that facilitate and/or undermine this is key for policy makers and intervention designers. Therefore the need to better understand how LAC/YP develop adaptive and resilient responses to adverse life experiences is also key. This paper intends to explore these adaptive systems as experienced and shared by the participating LAC/YP.

3.1.3 Barriers to academic achievement

Research has been fairly consistent in its findings when it comes to unpicking the factors that are deemed barriers to academic achievement as they relate to LAC/YP (Borland, Pearson, Hill, Tisdall and Bloomfield, 1998; Fletcher-Campbell, 1998; Harker Dobel-Ober, Lawrence, Berridge and Sinclair, 2003; Fletcher-Campbell and Archer, 2003; O'Sullivan and Westerman, 2007). The recurring themes that have been identified as barriers to academic success are not only associated with the child/young person entering care, but many are related to the adverse pre-care experiences that are increasingly at the heart of a child's journey into care. There is greater likelihood that the birth family of a LAC/YP are categorised as having a lower socio-economic status (Berridge, 2007); unlikely to prioritise and value education (Harker et al, 2003) and to have high levels of familial stress which can lead to concentration and other difficulties, which may in turn impact on a child's ability to access the learning environment effectively.

Jackson and Sachdev (2001) also argue that since LAC/YP make up only 1% of the school population the motivation to meet their needs can

be overshadowed by the needs of the majority, therefore putting these children and young people at a disadvantage.

Other factors that have been found to be associated with poor educational outcomes for LAC/YP are poor communication and co-ordination between social care and educational systems (Jackson and Sachdev, 2001); inadequate support and encouragement from carers, teachers and social workers (Berridge, 2007); low academic expectations and interest in education and multiple moves of both care and school placement (O'Sullivan and Westerman, 2007). Policy changes in both education and social care have aimed to address some of these issues and to mitigate the impact for LAC/YP (DfES, 2006; DCSF, 2009b, DfE 2014c).

Academic progress for LAC/YP seems most likely to falter when they are not supported by joined-up planning by the professionals that surround them and/or when these professionals do not articulate or promote a culture of high expectations for academic achievement. Jackson and Sachdev (2001), in their examination of the outcomes for LAC/YP, were able to illuminate other issues that can create barriers to academic progress for LAC/YP e.g. unstable care and school placements that result in multiple moves, and the personal qualities of the LAC/YP e.g. low self-esteem and low self confidence. Goddard, (2000) argues that the demotion of education i.e. the lack of priority given to it is no longer a defensible position and there is now an expectation that there is careful and deliberate scrutiny of LAC/YP's educational progress in order that appropriate support and intervention can be implemented to best effect.

Policies that govern the way LAC/YP are cared for and educated are there to help remove the barriers as highlighted above, and both inform and are informed by practice. Policies and practice also set the narrative and context within which LAC/YP are construed by social workers, educators and carers as well as the LAC/YP themselves. It is

imperative then, that the voice of the LAC/YP has an opportunity to influence strategy aimed at removing these barriers.

The following section will provide the reader with the espoused agenda of both governmental and non-governmental agencies as they relate to LAC/YP. The raising of aspirations can be seen as a strongly advocated outcome destination.

3.1.4 Policy and guidance – creating the narrative

Many governmental and non-governmental reports and policies have been produced in order to tackle and eradicate the educational and social barriers that stubbornly remain for LAC/YP (DfES, 2006; DfES, 2007; NIACE, 2008; DCSF, 2008; DCSF, 2009a, 2009b; NICE/SCIE, 2010; DCSF, 2010; DfE, 2010, NICE 2013, DfE 2014a). Many of them outline the structures, systems and support mechanisms needed to enhance and secure better outcomes academically, socially, and emotionally, attempting to minimise any barriers to positive and productive future for LAC/YP.

The policies and reports highlighted thus far recognise that narrowing the attainment gap relies on educational and care systems that communicate and that acknowledge the barriers LAC/YP face, endeavouring to jointly remove them. The main focus of both local and national policies (DCSF, 2008; DCSF, 2009a, 2009b; NICE/SCIE, 2010; DCSF, 2010; DfE, 2010; NICE, 2013; DfE, 2014) is on strengthening the wider social system in order to provide the appropriate climate needed to support and promote the educational attainment, as well as, the aspirations of LAC/YP e.g.:

'We believe that to make this difference care must be a positive experience for children. It must raise their aspirations and offer better opportunities to enjoy childhood.' (DfES, 2006, p11)

'We should be aiming for all children in care to achieve their potential by believing they can achieve and encouraging them to do so. Corporate parents need to have the highest aspirations for children in care.' (DCSF, 2008, p15)

'Ensure children and young people have a stable experience of education that encourages high aspiration and supports them in achieving their potential.' (NICE/ SCIE, 2010, p11)

'Ensure senior managers in partner agencies provide strong, visible leadership to raise aspirations and attainment, and promote joint working to meet the needs of looked-after children and young people' (NICE, 2013 p17)

'...closing the attainment and progress gap between looked after children and their peers and creating a culture of high aspirations for them is a top priority...' (DfE, 2014 p5)

The focus on the aspirations of LAC/YP is to enhance educational standards and performance. There seems to be an acceptance within the political rhetoric that raising the aspirations of LAC/YP is a positive outcome to aim for (DCSF, 2009a & 2009b). The assumption being that there is a correlation between the 'attitudes, aspirations and behaviours' and educational attainment and therefore that a focus on these attributes will ultimately have a direct impact on attainment (Carter-Wall and Whitfield, 2012).

Aspiration is a generic notion and one that informs all kinds of discussions and debates at all levels of education. Particular focus on the need to affect the aspirations of those children and young people regarded as being vulnerable to poor later life outcomes, e.g. (Goodman, Gregg and Washbrook, 2011); gender and ethnicity (Rampino and Taylor, 2013), and family factors (Bryant, Zvonkovic and Reynolds, 2006).

Carter-Wall and Whitfield (2012) looked at impact of aspirations on attainment for children from poor backgrounds and found that the evidence to support interventions that focus on these areas is inconclusive, i.e. there was no direct link between attempting to raise a child and/or their family's aspirations and subsequent attainment outcomes, a view that goes counter to the political rhetoric. The factors that have been found to be strongly associated with educational attainment and post-compulsory schooling participation are parental expectations, parental involvement, individual aspirations and participation in extra-curricular activities (Gorard, See and Davies, 2012), all with greater or lesser influence.

3.1.5 Aspirations and academic achievement

Aspiration, within the political and research arena, has traditionally referred to educational and career goals. Although aspirations are multidimentional in nature (Gutman and Akerman, 2008) and can refer to a range of personal future desires, there has been little research into these aspects of aspiration development.

The Sutton Trust's Education Endowment Foundation (Higgins, Katsipataki, Kokotsaki, Coleman, Major and Coe, 2014) commissioned research in order to provide a comprehensive review of the evidence with regard to the interventions and strategies used by schools as they spend their pupil premium (PP) monies (a payment to schools to support and enhance the educational experiences of LAC/YP) to boost attainment of their LAC/YP. The research (Higgins et al, 2014) evaluated the cost-effectiveness of a range of programmes via meta-analysis and found that the most effective strategies were ones that focussed on the development of meta-cognition skills and self-regulation, which are considered high impact for low cost. Their analysis also found that one of the least effective, i.e. low-impact high cost, programmes were those which focussed on raising aspirations.

Higgins et al (2014) acknowledge that their analysis is based on very little evidence due to a lack of evaluative studies of aspiration raising programmes. They also surmise that the programmes aimed at raising aspirations were wide and varied, but that in the main they sought not only to *'... raise aspirations'* but to also *'...improve learners' self esteem, self-efficacy or self-belief, or to develop motivation and engagement.'* (p8). The relationship between a young person's aspirations and attainment is not straightforward and a general focus on raising aspirations does not translate into better educational outcomes (Higgins et al, 2004). These findings present a dilemma that centres on how aspirations are defined and measured, as the evidence contradicts the intentions and expressed aims of most policy and guidance as they relate to LAC/YP.

One of the aims of this research is to provide a shift in focus from the macrosystemic (Bronfenbrenner, 1994), policy-led view of aspiration development for LAC/YP to an individual level examination of the processes involved in the development and enhancement of aspirations as experienced by LAC/YP.

The next section will provide a definition of aspiration as a psychological concept and then proceed to discuss its development in children and young people. The section will then provide key findings of research into the determinants of aspirations. The aim is to consider how the development of aspirations of LAC/YP compares and contrasts to their non-looked after peers.

3.2 Theory of Aspiration Development

3.2.1 Defining Aspirations

An operational definition of an aspiration is forwarded by Sherwood (1989) *as '...any future goal in which an individual is willing to invest*

time, effort or money...Any goal an individual is willing to invest in beforehand.' (p61 & 62)

Sherwood (1989) suggests that an aspiration has two distinctive aspects a) they are future orientated and b) they are motivators. Therefore an aspiration has to rely on gratification at a later date causing the person to personally invest in order to achieve it. Sherwood (1989) believes that this is how aspirations can be distinguished from *'...idle daydreams and wishes.' (*p62).

Aspirations imply that there is a level of investment that must be made; Sherwood (1989) refers to the '*active character*' of aspirations which requires the person to '*act*' in order to pursue their goals e.g. time, money, resources etc. The investment must also include some kind of strategic plan on how to reach the future goals. Aspirations also inherently carry a level of risk as investment does not always lead to the desired end result. Therefore considering the investment made towards achieving a person's goal is to consider how a person chooses/assesses their goals in light of the opportunities, constraints, risks and the strategies needed in order to attain the goal. The pursuit of a goal is dependant both on individual resources and access to communal resources, that is, in order to achieve a personal goal one often has to depend on resources under the control of someone else (Sherwood, 1989, p62).

According to Sherwood's definition there is a need for young people to have access to both '*ego's own*' personal resources and communal/community resources. Examining how this occurs, and is ultimately experienced by LAC/YP is key in understanding the factors that promote or demote aspiration development.

In recent history LAC/YP have had access to increased communal resources. In England during the financial year 2013/14 an estimated 2.5 billion (gross expenditure) has been spent on the main LAC/YP

services (Harker and Heath, 2014). There has been a year on year increase in expenditure for LAC/YP from 2000/01 until 2011/12 both as a total spend and per child costs. However, it would seem that the increases in expenditure do not seem to have translated into a closing of the educational, as well as social gap between LAC/YP and their non-looked after peers.

There seems to be a strong case for researchers to examine the development and quality of the individual resources of LAC/YP in order to provide insights into what personal resources may be required, encouraged, or enhanced in order to provide the compliment source of investment needed to ensure academic achievement pursuant of their future aspirations.

If a young person's aspirations are hypothesised to play a role in the pathways to positive outcomes, then the focus on how LAC/YP acquire and develop aspiration is important. This highlights the need to not only understand the unique feature of the situational factors impacting a LAC/YP (ideographic) and the ways they map onto associated policies, but also to examine their psycho-social processes; and the interaction between these.

Quaglia and Cobb (1996) define aspiration as it relates to pupils and achievement as *'...a student's ability to identify and set goals for the future, while being inspired in the present to work toward those goals.'* (p130). They further propose that there are two concepts that underpin the development of a person's aspirations. Firstly inspiration, which encapsulates an individual's awareness of being fully and richly involved in the here and now, they find the activity exciting and enjoyable, there is an intrinsic value to the activity. Secondly ambitions, which is when the individual perceives the activity as being important to the achievement of future goals; there is merit to thinking that the future is both desirable and achievable.

Quaglia and Cobb (1996) forward this framework of aspirations in an effort to highlight the need to have both the motivational elements of the present and the ability to set goals for the future, which result in a drive to achieve. Examining how some LAC/YP experience the 'here and now' may give some clues to their ability to engage in 'inspiration' as defined by Quaglia and Cobb (1996). LAC/YP may require encouragement in order to be aware of the richness of their present, so that they can develop their ambitions for the future.

The impetus of this study – to understand how aspirations develop and impact later life outcomes – is in part about gaining a better understanding of how these processes may or may not be affected in relation to LAC/YP. The evidence points to children with high aspirations being more likely to achieve positive later life outcomes in terms of education, career and personal life (Schoon and Parsons, 2002; Khoo and Ainley, 2005; Strand, 2007; Walkey, McClure, Meyer and Weir, 2013; Vecchione, Alessandri and Marsicano, 2014) and therefore assessing the aspirations of LAC/YP is key.

Researchers, in an effort to explain the relationship between aspirations and later life outcomes, have recognised that it is a complex inter-play between the personal characteristics of the child/young person, their family environment, community and policies; in essence, aspirations seem to rely on how the person interacts and responds to the ecological systems that surround them. Marjoribanks (2003) proposes a model (Figure 1) to help show the complexities of the relationships and environments.

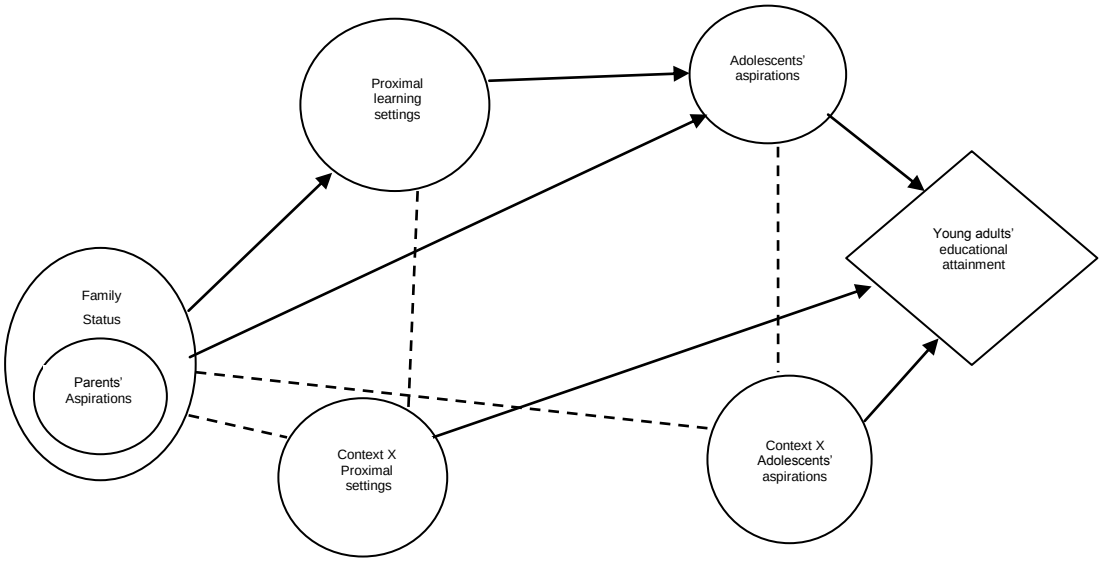


Figure 1 *Moderation-mediation model for relationships among family contexts, proximal-learning settings, adolescents' aspirations and young adults' educational attainment (---- moderation relations, → mediation relations). Adapted from Marjoribanks (2003)*

The model shows the importance of the family, where parents have a significant influence on the aspirations of the young person. Marjoribank's (2003) model also highlights the importance of the context within which the young person develops (home and school) and places an emphasis on complexity involved in the development of a young person's aspirations.

Marjoribank's (2003) bio-ecological model illuminates how the developing individual is embedded in interconnected and overlapping contexts. Each context has either a direct, proximal system impact or an indirect, distal system impact. The proximal systems include the immediate social and material context, whereas the distal systems include the more distant but yet influential contexts e.g. social status, social norms, cultural customs etc. (Schoon and Parsons, 2002). It would then be appropriate to examine the proximal and distal systems that surround LAC/YP and to understand how these systems interrelate and contribute to the development aspirations for LAC/YP.

It could be agreed that some young people in care when understood in relation to Marjoribank's model, have an added layer of complexity imposed by the aspirations of their carers, social workers, educators, in addition to their birth family. The context within which the LAC/YP develops their aspirations has an added layer of policy and state oversight. It is important not to overlook the contributions of the young people themselves in light of their own sense of agency, e.g. self-esteem, self-efficacy, motivation and self-determination, especially if we take the view that children and young people are active participants in the construction of their experiences and not merely passive recipients of the hopes and dreams and aspirations of others.

As the contexts, both distal and proximal, are to be taken into account the negative narrative and rhetoric about LAC/YP as only dependent recipients of care should be challenged (Holland, 2009; Chase, Simon and Jackson, 2006). The potential and actual contributions of LAC/YP should not be overlooked because the psychological messages can impact on their self-esteem and self-efficacy, which all feed into their resulting aspirations, or lack thereof.

3.3 Some determinants of aspiration development

Understanding the factors that help or hinder how a person acquires aspirations is key for those involved in supporting the development of children and young people. Research has provided some consistent findings with regards to the determinants of aspirations (Gutman and Ackerman, 2008), however there is a dearth of studies that provide an understanding of how the acquisition of aspiration might be impacted by the process of becoming looked after or by the pre-looked after care and adverse early life experiences of many LAC/YP.

The premise of this study is to focus on LAC/YP and their aspirations and is predicated on the apparent vulnerability that some young people may have to poorly developed social engagement systems (Schuengel

et al 2009); atypical development of their cognitive skills (Jacobsen, Edelstein and Hofmann, 1994; CDCHU, 2011) and inflexible internal working model (Hamilton, 2000). These elements may be influential in the interruption and/or derailment of a young person's aspiration development. Exploring how these systems interact and are subsequently experienced by LAC/YP as they orientate to their future is important when considering and developing interventions to support aspirations and goal-setting behaviour.

3.3.1 Aspirations and context

Aspirations are not static and develop within a social context governed by the cultural and historical parameters within which the young person is located. Appadurai (2004) reframes aspirations as a social construct, suggesting that although everyone has aspirations it is their capacity to navigate the pathways that lie between their present and imagined futures that matters. The environmental contexts e.g. family, community, dominant cultural views (gender, ethnicity, sexuality, religion), will influence and shape a person's aspirations by either enhancing or diminishing their capacity to navigate their way to their future.

Aspirations are developed according to Ray (2003) in an *'aspirations window'* (p1), which is formed of the individual's cognitive world created from the lives that they regard as 'similar' and 'attainable'. Individuals draw their inspiration from the lives of those within their aspirations window drawing on the achievements, ideals and observed lives of those within the cognitive parameters. The issue for LAC/YP, as for other children and young people, is to understand the size and scope of their aspirations window in order to provide extensions and alternatives where necessary.

3.3.2 Aspirations Pathways

An individual's aspirations change over time and are susceptible to changes both within the individual as well as their environment.

Gottfredson's (2002) Theory of Circumscription and Compromise suggests that in relation to aspiration development children and young people progress through four stages. The stages are hierarchical but the rate at which the individual moves through them is variable. The first stage, typically completed in the early years, a child moves from magical to intuitive thinking, where they start to identify themselves as becoming adults with jobs, and therefore they start to stop looking to be fantasy characters, inanimate objects or animals when they grow up. The second stage (ages 6-8yrs) occurs when the child starts to orientate themselves to gender roles where occupations are categorised and assigned according to feminine or masculine traits.

The third stage of aspirations development is conscription (ages 6 - 13yrs). The ability to think abstractly increases as the child develops and therefore during this stage they are able to start to think of occupational and other later life outcomes with value-laden constructions. They think about prestige and status. At this stage the young people are becoming increasingly aware of the floors and limits of their aspirations, developing a greater understanding of their aspirations window. The young people themselves may also start to place limits on themselves as they have a greater awareness of their own abilities and are engaged in comparison and evaluation. The fourth stage (ages 14+), is when the young person begins to look at career options which are considered personally fulfilling and which occur within their social sphere. During this stage the young person engages in compromise as they consider the constraints and opportunities they encounter as they try to fulfil their aspirations.

Comparing and contrasting the LAC/YP in this study to the stages of development set out above may provide some insight into the level of typical or atypical development the young people are displaying, so that account can be taken of their stage of aspirations development.

Interventions should then be tailored in order to reflect the stage of development.

3.3.3 Researching Aspirations

Research into aspirations and its determinants has revolved mainly around poverty and deprivation (Goodman, et al, 2011); gender and ethnicity (Rampino and Taylor, 2013), and family factors (Bryant, et al, 2006). Research into the raising of aspirations has highlighted some of the key components which seem to promote aspirations in disadvantaged youth.

Parents and families play a very important and central role in the development of a young person's career aspirations (Desforges with Abouchaar, 2003; Cuthbert and Hatch, 2009; Kintrea, St Clair and Houston, 2011). Some of the key parental influences on aspiration development are parental educational attainment (Spera Wentze and Matto, 2009); parental values (Jodl, Michael, Malanchuk, Eccles, and Sameroff, 2001); and parental involvement and interest (Hill, Castellino, Lansford, Nowlin, Dodge, Bates, and Pettit, 2004; Flouri, 2006). The role of parents should not be understated; the interest, support and motivation have been shown to have a positive influence on academic achievement (Flouri, 2006).

Teachers, who are considered encouraging, supportive and who hold high expectations for their pupils have also been shown to have a significant influence on the career aspirations of their pupils (Johnson, Fryer-Smith, Phillips, Skowron, Sweet and Sweetman, 2009; Kintrea et al 2011). Regular conversations about future plans and useful, insightful careers advice were identified as aspirations promoting.

Other determinants of aspiration identified by researchers are to do with the personal assets and resources of the individual. Kintrea et al (2011) found that the attitude held towards school and the self-perceptions of the pupils were predictors of exam taking. Those young people with

more positive self-perceptions and a positive attitude towards school were more took more exams.

The role of parents and schools in the development of aspirations is relevant to LAC/YP because of the often fractious or at least disrupted relationship that many experience with their birth family. The key aspect of parental involvement associated with aspirations development and positive academic outcomes is the level of interest and involvement. This therefore increases the importance not only of having caring carers but also of having carers who are able to be involved in the education of the LAC/YP e.g. providing intellectual stimulation, good parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal efficacy and citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance. (Desforges with Abouchaar, 2003).

3.3.4 Self-determination

There seems to a dearth of studies that examine the relationship between the LAC/YP and the development of their aspirations. Research about aspirations in general has tended to look at the effects of deprivation and the impact of family aspirations with a view to implementing community based programmes (Cuthbert and Hatch, 2009) The relationships between gender and occupational aspirations (Polavieja and Platt 2010) has also been a focus for attention.

Self-determination Theory (SDT) potentially, offers an illuminative framework to better understand the psychological underpinnings of aspiration development, contributing to deeper consideration of why (or why not) raising aspirations matter. Ryan and Deci (2000) argue that humans are intrinsically curious, self-motivated and *'...show considerable effort, agency, and commitment in their lives appears, in fact, [this seems] to be more normative than exceptional, suggesting*

some very positive and persistent features of human nature.' (p68). SDT is a theory of motivation and Deci and Ryan (2000) posit that in order to understand motivation it is necessary to understand the innate psychological need for *competence, autonomy, and relatedness.* They further argue that a mixture of social context and individual differences can *'...support satisfaction of the basic needs facilitate natural growth processes including intrinsically motivated behaviour and integration of extrinsic motivations,'* or the social context/individual differences mix can *'forestall autonomy, competence, or relatedness [and] are associated with poorer motivation, performance, and well-being.' (p228).*

SDT offers a lens through which to observe the development of the aspirations of LAC/YP because of the higher likelihood of the 'forestalling' and disruption they are vulnerable to when it comes to the development of autonomy, competence and relatedness. The opportunities, then, for aspirations development to be impacted, it can be argued, is greater.

3.3.5 Motivation and Goal-setting

Contemporary motivation theorists have moved a away from drive theories and towards intrinsic self-propelled theories; where motivation and subsequent behaviour is explained by small physiological drives. These theories, however, fall short of explaining why animals will engage in exploration and manipulation and a range of other complex behaviour. Intrinsic motivation proposes a theory that is able to provide a greater breath of explanation for observed behaviour e.g. play, exploration and a wide variety of behaviours that are not reliant on reinforcers in order to be maintained. Intrinsic motivation is underpinned by the organism's innate motivation to be effective in dealing with their environment, which creates a feeling of effectance which is the rewarding feeling that follows competent interactions with the environment (Deci and Ryan, 1985).

Deci and Ryan (1985), in an effort to forward their conceptualisations of intrinsic motivation and self-determination, postulate that the human organism is 'inherently active', and they invite the reader to think about little children and their natural curiosity and exploration of the world. They note that both adults and children engage in activities where there is no discernible external reward and propose that the rewards are in fact inherent in the activity itself, with the motivators being the '*spontaneous, internal experience that accompany the behaviour.' (p11)*

Trommsdorff (2000) (p58) argues that *'...individual development is an active process taking place over the life course in multiple contexts. The active role of the individual is seen in the psychological processes of negotiating the self in relation to the environment, including goal setting, decision making, and behavior. The contextual view enlarges the individual-centered approach by specifying ecological conditions that affect individual development and by illuminating multidirectional processes in changing person-environment relations.'* Trommsdoff recognises the importance of the interplay between the individual and their context and reciprocity of the relationship. This is an important concept in relation to LAC/YP who are often not in control of the decisions that are made in their best interests (Dickson, Sutcliffe, Gough and Statham, 2009).

Motivation to achieve can be influenced by a person's sense of social identity and belongingness e.g. family, ethnicity, religion, etc. and feeling connected can improve attainment (Walton and Cohen, 2007) especially if the group is associated with positive characteristics. Walton and Cohen (2007) highlighted how stigmatization can give rise to what they termed '*belonging uncertainty'* (p82), and they suggest that members of stigmatized groups are more sensitive to issues of belonging and are more uncertain of the quality of their social bonds with others. This is supported by Deci and Ryan (1985) as they posit that relatedness is a major component of self-determination.

The importance of social connectedness and academic achievement has been found to have a correlational relationship where children at risk of poor attainment and who participate in extracurricular activities where they are able to make friends and to integrate were less likely to drop out of school (Mahoney and Cairns, 1997). Also children who are able to connect and to develop positive relationships with their teachers are more able to accept critical feedback and to make academic progress (Bandura, Pastorelli, Barbaranelli and Caprara,1999; Caprara, Barbaranelli, Pastorelli, Bandura, and Zimbardo, 2000; Bardura, 2006).

Steele, Spencer and Aronson (2002) argue that marginalised and excluded groups are subsequently stigmatized and can be affected by what they term *'stereotype threat'*. They offer the following definition '*when a negative stereotype about a group that one is part of becomes personally relevant, usually as an interpretation of one's behavior or an experience one is having, stereotype threat is the resulting sense that one can then be judged or treated in terms of the stereotype or that one might do something that would inadvertently confirm it.'* (p389). This is particularly relevant for LAC/YP who may be conscious of, and therefore impacted by, the discourse and narratives that contribute to informing and defining who they are and what they may be capable of. It is therefore important to provide opportunities for these stereotypical threats to be reduced via interventions that offer insight and an alternative discourse about the abilities and potential of the individual (Steele et al, 2002).

3.4 Future Orientations

Preparation for adult life is one of the developmental responsibilities for the growing adolescent. The emerging identity is shaped and impacted by the young person's orientation to their future, that is, the individual's subjective view of his or her future (Crespo, Jose, Kielpikowski and

Pryor, 2013). The adolescent increasingly engages with activities and thoughts focused on future life trajectories, plans and life goals.

Blix and Brennen (2011) highlight links that have been made in brain imaging studies between the areas of the brain that are activated during the recollection of past experiences and the construction of future experiences. These studies would support the notion that traumatic past experiences even at a biological level will interfere with future orientated thinking.

The ability to plan and think about one's future is particularly important for the adolescent because the decisions that are made during this time with regards to their career, health, education etc. may have a life-long influence (Nurmi, 1991).

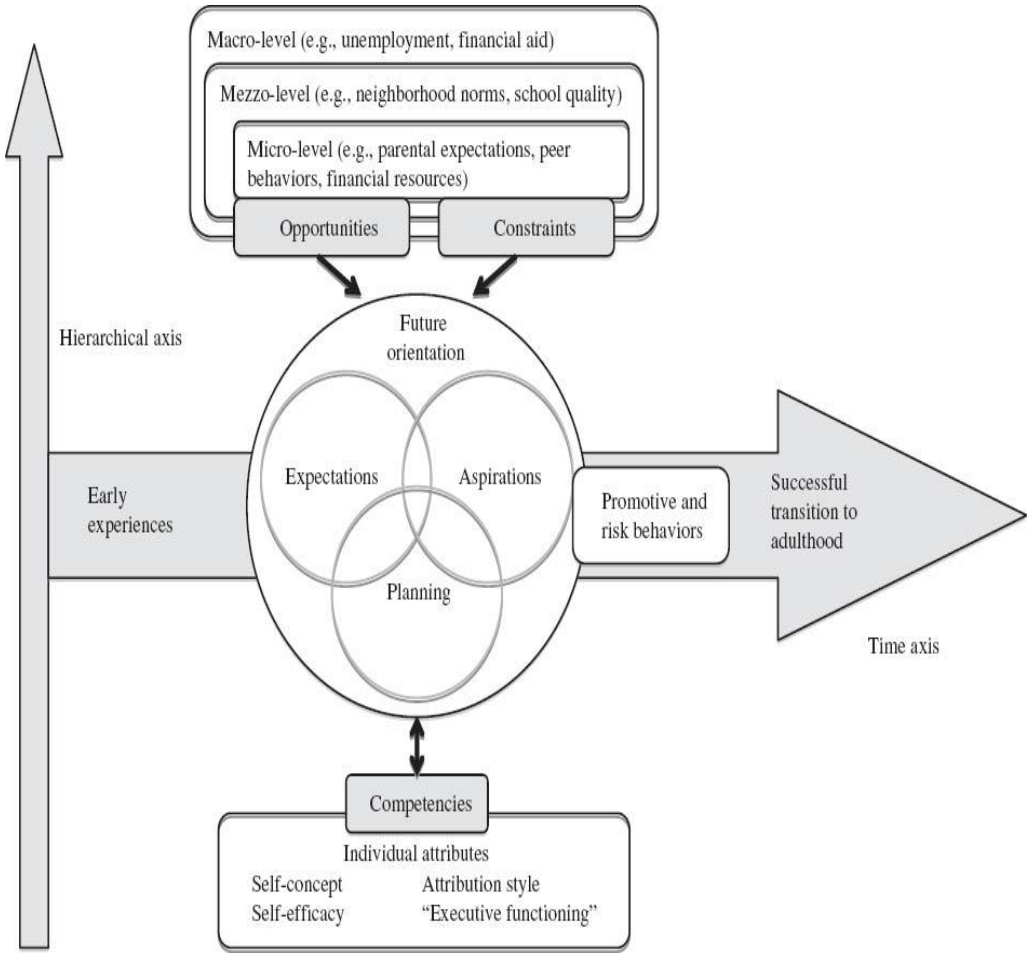


Figure 2: Future orientation conceptual framework Johnson, Blum and Cheng (2014)

Johnson, Blum and Cheng (2014) advocate a multidisciplinary approach to inform and devise services for adolescents and propose a conceptual framework (see figure 2) in which interventions can be measured against future orientation as a desired outcome. They argue that the objective of many preventive strategies is based on *'taking actions in the present to avoid unwanted or negative future consequences'* (p321). The framework proposed as it relates to the future orientation of LAC/YP illuminates key areas of vulnerability and therefore foci for intervention and support e.g. competencies, early experiences, opportunities and constraints etc. The need to ensure that environmental interventions are linked to efforts to impact personal effectiveness in order to maximise the benefits is imperative (Johnson et al, 2014).

3.5 Mechanisms underpinning aspiration development

The overrepresentation of LAC/YP in socially disadvantaged groups (JRF, 2014) continues to be of concern to policy-makers, professionals and researchers alike. Research also indicates a higher prevalence of LAC/YP being diagnosed with mental health disorders in comparison to their non-looked after peers (Millward, Kennedy, Towlson and Minnis, 2006; Ford, Vostanis, Meltzer and Goodman, 2007). Research has been focussed on understanding the aetiology that places LAC/YP at risk of mental health problems in order to inform interventions and preventative measures.

Disrupted attachment development, due to adverse early life experiences, has been implicated in atypical development and poor life outcomes e.g. predilection to violence (Levy and Orlands, 2000), conduct disorders and social exclusion (Minnis, 2003). The National Forum on Early Childhood Policy and Programs (NFECPP) and the National Scientific Council on the Developing Child (NSCDC), which are initiatives of The Center on the Developing Child at Harvard University

(CDCHU) co-authored a series of research papers that provide evidence to demonstrate the social and economical impact of poor early life experiences. These papers attempt to make direct links between early childhood experiences and development and later life prosperity for both the individual as well as society. They argue that adverse early life experiences can have lifelong consequences, with regards to physical, mental and emotional health, as well as having high financial costs for the public purse (CDCHU, 2010).

In the UK the National Institute for Health and Clinical Excellence is due to publish in November 2015 guidelines for children's attachment with a particular focus on children who are adopted from care, are in care or are at high risk of entering care. The draft guidelines were circulated between May – July 2015 (The British Psychological Society, BPS & The Royal College of Psychiatrists,RCP, 2015) and offer mental health professionals access to researched based diagnosis tools and interventions.

LAC/YP who have been exposed to traumatic, abusive, and chaotic parenting are vulnerable to associated attachment difficulties. Research continues to investigate any causal links between atypical attachment development and later poor life outcomes. For example Minnis (2003) offers an examination of the underlying processes of attachment as they relate to LAC/YP, i.e. atypical harmful parenting can help to illuminate any disruption to the formation of typical attachment patterns. Understanding the developmental mechanisms that are impacted by disrupted attachment could provide the foundations needed to develop and implement effective interventions (Wilson, 2001).

The following section will explore the underlying processes that are at play when children develop an attachment to their caregiver, with a particular focus on how the system is impacted when faced with adverse environmental conditions. The issue here is the potential

implications for the development of aspirations when children have disrupted attachment.

3.5.1 Attachment – the bio-behaviour regulatory system

John Bowlby's (1969 [1999 2nd edition], 1973, 1980) attachment theory is based on evolutionary processes that have developed in order to help protect the species. A baby is 'hardwired' to seek and attract protection from the adults around them; they cry, smile, coo, gurgle, search for a feed, etc. These proximity seeking behaviours increase the likelihood of survival by ensuring that in the first instance the primary carer draws near and notices the very vulnerable being, and secondly that its primary needs are met, e.g. nutrition, shelter, safety, etc.

Ainsworth and Bell (1970) defined attachment as the *'...affectional tie that one person or animal forms between himself and another specific one—a tie that binds them together in space and endures over time.'* (p50).

In order to help secure survival of the human species the primary caregiver has to also be primed to respond to the baby's proximity seeking behaviours. This seems to be the responsibility of mother's neurobiological system which underlies the formation of the 'mother-to-child' bond (Feldman, Weller, Leckman, Kuint and Eidelman, 1999). The mother is usually predisposed to protect, soothe and provide for her young; the neurobiological system is implicated in the stimulation of a range of maternal bonding behaviours e.g. nursing, grooming and touch (Feldman et al, 1999).

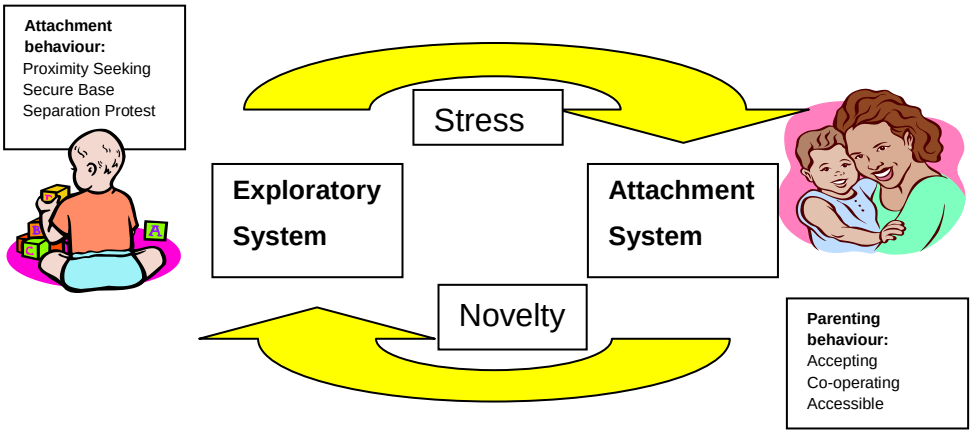
At the most basic level babies form an immature dependent security where they look to the caregivers to meet their basic needs, to care for them and to take responsibility for their behaviour; they retreat to the carer in order to find comfort and reassurance and therefore are reliant on the caregivers availability to provide a safe base. However, babies are not passive receivers of sensory input, rather they actively interact with the world and as they become more able to control their bodies

they extend their exploration of their world, and are more reliant on themselves. This gradual self-reliance is the basis for independent security (Anisworth and Bowlby, 1991).

There are three main characteristics of the attachment system that indicate secure attachment patterns. These are proximity seeking (need to be within sight of the caregiver), recognition of a secure safe base (where levels of anxiety can be reduced) and separation protest (where child actively attempts to prevent separation). Securely attached children are able to access and activate their exploratory system.

The interplay between the exploratory and the attachment systems can be observed in the diagram below:

Figure 3: A model of the Interaction between the Exploratory System and the Attachment System



The key questions are then centred on the impact on the development of the child when they are exposed to environmental factors (un-attuned, frightening, chaotic parenting) that disrupt and derail attachment to their primary caregiver. The ability of children to explore the world around them is observed to be greatly reduced and this has further implications for the development of relationships and engagement with others.

There are evolutionary benefits to exploration for humans, as it is noticing and investigation of novelties which provides opportunities for

new learning and adaption needed for survival (Anisworth and Bell, 1970). The implication then for children who experience care-giving that does not nurture attachment; is that their exploration system is hijacked by the overwhelming drive to secure safety and survival which means resources are focussed on getting basic needs met (i.e. food, warmth, comfort, engagement etc.). This lack of space and capacity to engage in exploration, and where homeostasis is not achieved, has the potential to create and perpetuate a version of the world and a way of being in that world that can have lasting and effects (Minnis, 2003).

Patterns of attachment are linked to the development within the infant of an 'internal working model' of the self (Bowlby, 1982). The internal working model is defined as a *'...set of conscious and/or unconscious mental representations of rules regulating attachment-related information, experiences, feelings and ideations.'* (Main et al 1985, p66-67). The internal working model is constructed by the infant as she refines her expectations of how the world works and how effective or not she is in getting her needs met as well as developing expectations about how her primary caregiver and other important people behave and developing a model of the most effective way of behaving herself.

3.5.2 Attachment and the interactions

In recent decades, scientists and researchers have worked towards developing a model of human infancy where insights into the mechanisms that support children making relationships with their caregivers and their environments can be gained. A more multi-disciplinary approach has been taken in order to try to capture the complex interchange of biological, neurological, physiological, psychological and experiential factors. Using a multidisciplinary approach Schore (2001) provides a model of adaptive infant mental health and defines it as *'the earliest expression of flexible strategies for coping with the novelty and stress that is inherent in human interaction'* (p7). An infant's ability to return to a state of equilibrium after a stress-induced encounter with its environment highlights the importance of the

attachment relationship as it facilitates the expansion and the infant's coping mechanisms.

Schore (2001), in developing an integrated model of infant development, argues that *'...attachment processes are nonconsciously interactively regulated within the mother–infant dyad' (p10)* and that the early developing brain and associated regulatory mechanisms are experience-dependent and therefore susceptible to *'... psychobiological attunement and relational stress' (p10)*. Schore (2001) continues to posit that attachment theory is actually a regulation theory.

The development of aspirations has been considered in the accounts above as dependent on the complex interactions between internal personal qualities, e.g. self determination, self-efficacy, a sense of belonging and the individual's environment (Marjoribanks, 2003). Attachment theorising, as described here, suggests that the bio-behaviour regulatory systems provide feedback about the child's effectiveness in the world and the conditions that promote and/or damage the development and functioning of these systems. This is therefore potentially relevant in understanding the basis for some of the challenges that may be experienced by LAC/YP. Attachment theorists suggest that the quantity and quality of the infant's access to *intersubjectivity*, that is, attuned dyadic relational experiences of the world with their caregiver is a central component of adaptive infant, child, adolescent and adult mental health (Schore, 2001). It is this, potentially which may be impeded in the LAC/YP's early care experience.

3.5.3 Attachment and Psycho-biological Mechanisms

There is a growing body of work that aims to better understand the underlying biological, physiological and neurological mechanisms that underlie the psychological concept, attachment (Seigel, 2001; Schore, 2001; Porges, 2003; Hofer, 2006). It aims to better understand how the mother-infant regulatory interactions (intersubjectivity) impact on and are impacted by developing bio-psychological mechanisms that

reinforce the behaviours and characteristics of a secure attachment. It is helpful to note that whilst associated, attachment and intersubjectivity are considered as having distinctive evolutionary origins (Cortina and Liotti, 2010) where attachment is primarily about safety and protection and intersubjectivity, on the other hand, is about the development of effective intuitive communication skills in order to develop a common social understanding, the fore-runner to cooperation and joint enterprise in human society.

Researchers have considered the links between attachment and higher order mental processes, for example, sensory and motor integration, communication, learning and motivation (Hofer, 2006).

Another area becoming more prominent is the investigation of the role of the vagus nervous system. Porges (2003), for example, examined the links between the phylogenetic changes in the structure of the vagus and the role that it plays in the neural regulation of the visceral state; he was able to propose some new insights into the emergence of social behaviour.

Polyvagal Theory focuses on how the vagus, a structure of the autonomic nervous system (ANS), is involved in the expression of several of the behavioural, psychological and physiological features associated with social behaviour. The theory proposes that human adaptive behaviour is supported by a three-tiered hierarchical system within the autonomic nervous system; these are the immobilisation system, the mobilisation system and the social engagement system.
The social engagement system is considered phylogenectically the 'newest' vagal circuit and the one that responds first in this hierarchical system. The function of the social engagement system is to inhibit those processes that interfere with physical growth and restoration and therefore will be only activated when it perceives the environment to be safe. The physiological adaptations observed during activation of this vagal system is a slowed heart beat, an inhibition of fight/flight

mechanisms, reduced stress responses and facilitation of the regulation of the muscles in the face and head (e.g. facial expression, vocalisations and listening, which are linked to social communication behaviours, turning head, smiling, etc.) The branch of the vagus nerve associated with the social engagement system is myelinated and is referred to as the ‘smart vagus’.

The mobilisation system is phylogenectically older and involves the sympathetic-adrenal system. The mobilisation system becomes active in light of perceived imminent danger; when activated the influence of the social engagement system is ‘dissolved’ and therefore the fight or flight mechanisms become uninhibited, the heart rate increases and processes engaged in long term growth and restoration decrease; the organism is now in a state of ‘arousal’ where behavioural states, (e.g. panic and rage), are evident. The focus of the organism is on finding opportunities to engage in evasive and protective action.

The immobilisation system is the oldest phylogenectically and is associated with the unmyelinated branch of the vagus nerve, referred to as the ‘vegetative vagus’. The immobilisation system is activated when both the social engagement and mobilisation systems ‘dissolve’. The focus of this system is to limit physical damage and survival. The behavioural responses involve vessel constriction, freezing, fainting, and behavioural ‘shut-down’.

These vagal systems are, according to Porges (2003), linked to a peripheral system which engages a subcortial process called neuroception; the scanning and monitoring of the environment for safety, danger and threats. The ability to recognise familiar voices and faces at this subcortial level provides instantaneous feedback about the relative safety of the environment and the activation of the social engagement system. The close proximity of a familiar safe person then allows social communication and associated behaviours to occur, which in turn provides the basis for cooperation, social enterprise as well as opportunities for mental processes to develop (Seigel, 2001; Schore,

2001; Porges, 2003; Hofer, 2006; Schuengel, Oosterman and Sterkenburg, 2009).

The work by Porges (2003) provides a context from which to potentially conceive of how LAC/YP who may find engaging with their environment challenging; their life experiences may have limited their access to their social engagement system or 'smart vagus'. The development of aspirations, as conceptualised in the literature above, is located within the social engagement system where it relies on higher order cognitions in order to engage in representations of self in future and past transportation.

3.5.4 Attachment theory critique

Bowlby's theory of attachment continues to find traction within the narrative of LAC/YP. Social care, education and health professionals are all being urged to develop a greater understanding of the impact of attachment difficulties and the implication for disruption in care placements (Oosterman, Schuengel, Slot, Bullens and Doreleijers, 2006), vulnerability and susceptibility to mental health difficulties (Mikulincer and Shaver, 2012) as well as poor educational outcomes (Moss and St-Laurent, 2001).

Barth, Crea, Thoburn and Quinton (2005), however, challenge the scientific basis of attachment theory and highlight some of the limitations of the theory in relation to its ability to predict future behaviours as well as being able to provide therapeutic intervention for children with conduct problems.

One criticism levelled at the theory is the focus on mothers as having the weight of responsibility for the life trajectory of her child, with little focus on the role of the father (Cleary, 1999; Slater, 2007)

Attachment theory could be seen to offer a 'within child' deterministic view where a poor start in life predicts a poor end (Slater, 2007). The lack of an optimism and hopeful discourse as it relates to children and young people who have entered the care system inadvertently may be placing an extra barrier in front of them (Chase et al, 2006).

3.5.5 Attachment and later life outcomes

The NSCDC (2009) state that, *'young children experience their world as an environment of relationships'* (p1). The importance of these relationships in laying down the blueprint for later life development and is stressed by the authors. They posit that early relationships affect practically all aspects of a person's development e.g. intellectual, social, emotional, physical behaviour and moral. The quality of the relationships and experiences in early years can be linked to later life outcomes e.g. self-confidence, motivation to learn, mental and emotional well-being, conflict resolution, and impulse control. The ability to make and sustain positive social interactions (e.g. friends and family) is also associated with positive early life experiences and attachments. NSCDC (2009) assert that the impact of childhood experiences can determine how successful or not they themselves are in their parenting role, a situation that suggests poor early life experiences can become generational.

The CDCHU papers, like the work of Bowlby and Anisworth, present quite a deterministic view of childhood and do not seem to account for those children who, having experienced neglectful and/or frightening parenting or other adverse experiences, have remained in situ yet have been able to develop into successful and contributing adults (Chase et al, 2006).

The importance of understanding how LAC/YP are able to develop and achieve future goals becomes evening more intriguing in light of the poor life trajectories that make positive outcomes less likely and poor outcomes seem inevitable.

Aspirations play a pivotal role in supporting academic progress and positive later life outcomes. The determinants of aspirations as proposed by Marjoribanks (2003) is a complex interplay of proximal and distal processes, e.g. parental aspirations, school environment, educational policies etc.

Personal assets and individual characteristics of the adolescent are considered key contributors to aspiration development, therefore this section aims to examine the development of these internal processes with a view to better understand how they may be affected by early life adversity.

3.6 Human agency and aspiration development

Albert Bandura, provided a contrary view to the dominance of the 'inner forces' narrative that psychodynamic theorists of the day espoused where personality was purported to be shaped by unconscious drives, needs and internal impulses; Bandura instead proposed a theoretical perspective based on processes external to the person.

Bandura (1971) also riles against a totally behaviourist view of personality development as shaped by environmental forces and he rejects the implication of a '*one-way'* influential process which reduces man to *'...a helpless reactor to the vagaries of external rewards and punishments.'* (p2). The argument, then, is about the reciprocal nature of the interplay between inner motives and external conditions.

External contexts play a role in shaping the personality of adolescents with regards to their effectiveness and efficacy. This view of personality development does not offer a deterministic stance as with attachment theory but by highlighting the importance of the environment in countering the 'faulty' internal motives open up opportunity for intervention and change.

The social learning or cognitive theory argues that people are self-organising, self-regulating, proactive agents of their own psychosocial development and not reactive and totally shaped by either environmental factors or internal drives. Bandura argues that human thought and human behaviour are governed by a system of dynamic reciprocal interactions between behavioural, personal and environmental influences. The ability to exert control over self and environment is according to Bandura (2001), the '*essence of humanness'* (p1).

3.6.1 Components of human agency

Human agency is shaped by the self-regulative system where behaviour is impacted by the results of self-monitoring, judgements of self in relations to personal and societal/cultural standards and affective self-reaction (Bandura, 1991; Pajares, 2006). Although personal agency is influenced by sociocultural influences the person is also influential on the socioculture itself; Bandura states *'people are producers as well as products of social systems.'* (p15).

A clear link can be made between the development of aspirations and personal agency. The ability to act with intention or to commit to performing an action in the future is grounded in self-motivators and is centred on plans of actions in order to facilitate the likelihood of the desired act being committed (Bandura, 2001). This is a crucial element in the development of aspirations as it is underpinned by the desires of the future.

The second central component of personal agency is forethought, which is about taking a future time perspective. Bandura (2001) suggests that forethought provides people with direction, coherence and meaning to their lives. Being able to set future goals to anticipate consequences of purposive actions and to select a plan of action in order to achieve the desired outcome is integral to personal agency.

When linked to aspirations, being able to mentally travel to the future and to imagine, helps to provide the planning and orientation needed to achieve it (Nurmi, 1991).

Thirdly, Bandura proposes self-reactiveness as one of the fundamental elements of personal agency. Agency is not only about setting goals and planning their execution but Bandura argues it also involves engaging self-regulatory systems that are able to link thoughts to action. These self-regulatory systems impact on a person's motivation, affect and behaviour and are underpinned by what Bandura terms *'self-referent subfunctions'* (p8), which include self-monitoring, performance self-guidance and corrective self-reactions. It is imperative that a person is able to monitor their own actions and the environmental conditions in which their actions occur as a first step in doing something to bring about change when working toward their desired goal.

The fourth, key concept forwarded by Bandura as central to personal agency is self-reflectiveness; having the metacognitive skills to *'reflect oneself and the adequacy of one's thoughts and actions*' (Bandura, 2001, p10). It is through the ability to self-reflect that self-evaluation can take place and judgements about motivation, values and life pursuits can occur.

This theory has implications for LAC/YP as it provides a counter view to the more deterministic views of Bowlby's attachment theory and offers an alternative narrative for LAC/YP that can be limiting; the social learning theory provides a framework where personal agency is at the core of personal development. The proponents of social learning theory would argue that placing a greater emphasis on the development of the LAC/YP self-regulatory and self-reflective systems in order to further develop their personal agency.

Social learning theory provides a framework for understanding how personal agency impacts and influences the development of a person's

aspirations and offers some insight into the possible areas neglected when considering how to raise the aspirations of LAC/YP.

3.6.2 Self-efficacy agent of aspiration development

The link between self-efficacy and aspirations has been demonstrated by the work of Bandura and his colleagues. Self-efficacy can defined and described when *'people believe they can produce desired outcomes by their actions*' (Bandura, Barbaranelli, Caprara, and Pastorelli, 2001, p187).

Bandura (2001) argues that of all the mechanisms involved with personal agency, self-efficacy is the most central, he states *'Among the mechanisms of personal agency, none is more central or pervasive than people's beliefs in their capability to exercise some measure of control over their own functioning and over environmental events'* (Bandura, 2001, p10). Therefore the exploration of the development of self-efficacy in LAC/YP who struggle to demonstrate an orientation to the future could provide some insight into areas to be targeted by policy and intervention.

Pajares (2006) declares that the successes and failures of young people are dependent on the beliefs they hold with regards to their own capacity to succeed in the endeavour. Success is reliant on the young person's incentives to act and to persevere, which is less likely if the perceived outcome is failure.

The development of the adolescent as student is closely linked to their self-efficacy beliefs. Students entering and subsequently going through their secondary education will be expected to become more autonomous and independently motivated to engage with their learning. Those that find navigating and rising to these expectations challenging are more likely to have declining grades and poorer academic outcomes, leading in turn to a lowering of self-efficacy belief

(Zimmerman and Cleary, 2006). However, students with higher self-efficacy beliefs about their learning are more likely to be resilient to adverse learning conditions and therefore more likely to perform better than their low self-efficacy peers.

When students who have a strong sense of academic self-efficacy encounter obstacles and challenges they are more likely to be more engaged, work harder and sustain their efforts.

Gauging a student's self-efficacy is more predictive of academic achievement when measured subsequent to instruction (direct teaching) and modelling (vicarious experience) which means they make evaluative judgements about their ability to perform proficiently and to achieve the desired outcome once they have had some exposure to what the outcome could be (Bandura and Locke, 2003; Zimmerman and Cleary, 2006).

Interventions to support the development of self-efficacy and self-regulatory systems have been divided into four main areas (Bandura, 1977; Zimmerman and Cleary, 2006). These are personal mastery, vicarious experiences, physiological reaction and verbal persuasion techniques. Interventions should include the creation of opportunities where pupils can be influenced by and build upon their own prior successes and accomplishments. Studies have shown that as a person's personal mastery and proficiency increases so does their self-efficacy (Zimmerman, Bandura, and Martinez-Pons, 1992; Schunk, 2003; Lane and Lane, 2001).

Pupils also develop their self-efficacy via vicarious experiences where modelling, defined as '*the behavioral, cognitive, and affective changes resulting from observing other individuals perform a behavior'* (Zimmerman and Cleary, 2006, p64), is impactful when the observer (pupil) is able to identify with the model (e.g. age, gender, ethnicity) and

therefore with the model's successes (Schunk, Hanson, and Cox, 1987).

Adolescent self-efficacy is also susceptible to verbal persuasion where key adults and peers can provide comments aimed at encouraging and sustaining effort. However, the type of verbal persuasion which produces long lasting effects is the type which helps to provide feedback, linking *'performance progress with strategy use'* (Zimmerman and Cleary, 2006, p64). The importance of feedback helps the student to make qualitative judgements and reflective adjustments to their approach to the task at hand.

Focus on the development of self-efficacy of LAC/YP, it can be argued, is an important and central factor for supporting further development of aspirations. The early disruptive life experiences of LAC/YP make them vulnerable to the derailment of their self-efficacy. For instance, LAC/YP will be particularly vulnerable to the effects of strong emotional reactions and dysregulation, which will negatively impact on their feelings of competence and ability (Bandura.1977)

A study by Ryan, Solberg, Scott, Brown and Steven (1996) found that dysfunctional family life and parental attachment negatively impacted on the career search self-efficacy of college students. Creed, Tilbury, Buys and Crawford (2011) showed that LAC/YP (who they term out-of-home care), when compared to their non-LAC/YP peers, had lower career aspirations, engaged in less career planning activities, displayed lower educational aspirations, encountered more barriers to their careers and had parents who also displayed lower parental aspirations. The impact of low self-efficacy on future aspirations for LAC/YP is an area worthy of investigation.

3.7 The importance of taking a strategic view

3.7.1 The importance of policy

Britain is a signatory to the United Nations Convention on the Rights of the Child (1989) and as such has committed itself to tenets of the articles which pertain not only to all children but those specifically in relation to LAC/YP. National and local government polices supported by non-governmental agencies have provided a body of work that endeavours to create a system where LAC/YP are not only protected from harm but where they thrive and where alternatives to poor life trajectories can be achieved.

These policies are important and, it may be argued, necessary as they contribute to the societal systems which in turn develop the frameworks and guidelines that inform practice. Policies often try to apportion communal resources equitably and are under scrutiny in order to ensure accountability. This type of system aims to drive innovation and effect good practice; *'The strength of policy making is integral to the strength of government as a whole, and that of the country at large. When policies fail, the costs (whether monetary or otherwise) can be significant'* (Hallsworth, Parker and Rutter, 2011).

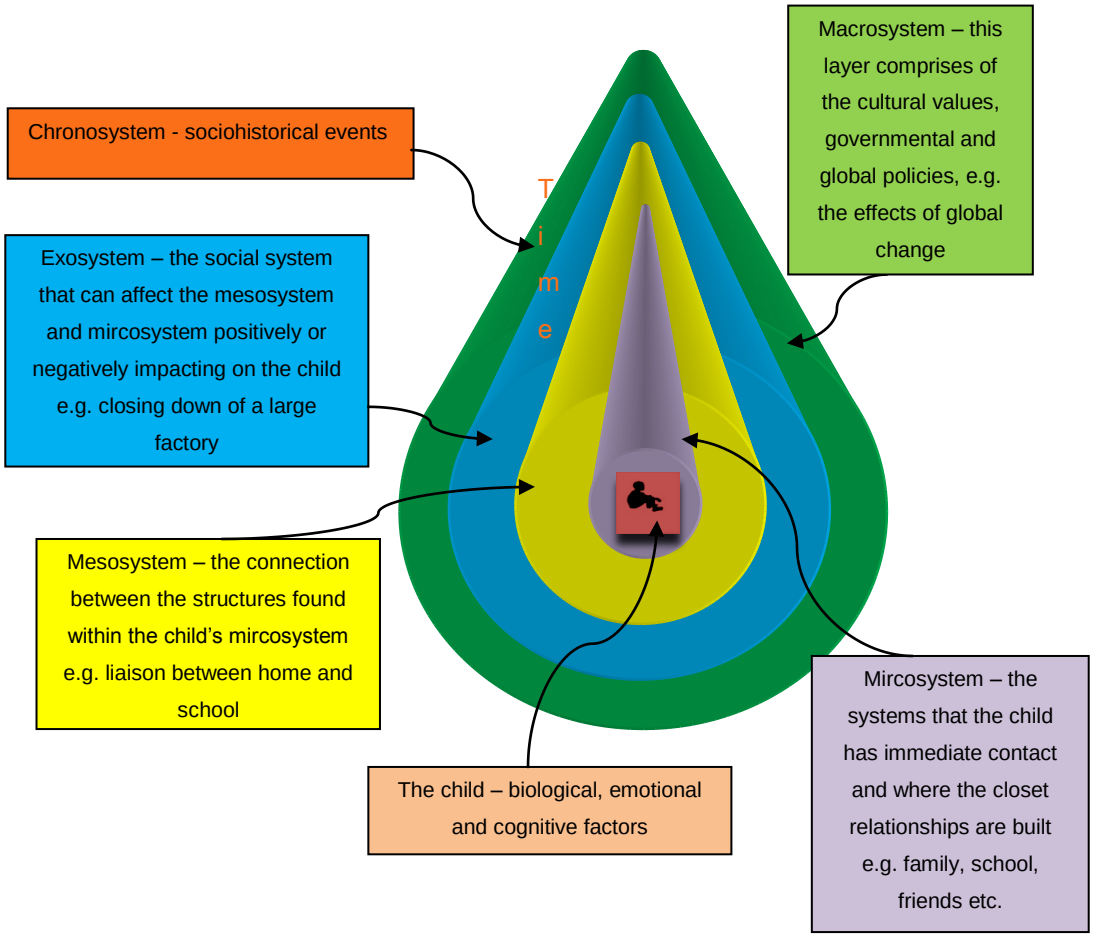
Policies as they pertain to LAC/YP are concerned with providing a cohesive and coherent system to support and protect their fundamental rights to safe and protective care and education that mitigates the effects of any adverse early life experiences; these policies also endeavour to provide an optimum environment in which the growth and development of the LAC/YP can be achieved.

3.7.2 The ecological system

Bronfenbrenner (1994) suggests that to understand human development the entire ecological system within which the growth occurs has to be taken into account. He suggests that there are five social systems that impact on the development of the child (see figure 1). This bioecological systems theory places the child at the centre and via bi-directional interactions the system influences the development of

the child. As the child matures and develops it exerts its own influences on the system.

Figure 4: A representation of Bronfenbrenner's (1994) Ecological System Theory



Bronfenbrenner (1994) posits that firstly, human development occurs via increasingly complex reciprocal interactions between a *'...active, evolving biopsychological human organism and the persons, objects and symbols in their immediate environment'* (p38). However he argues that these interactions have to occur regularly and over time and are referred to as proximal processes. Secondly, Bronfenbrenner (1994) argues that the form, power, content and direction of the proximal

processes which impact human development will vary dependent on the characteristics of the developing person, the environment within which they are developing and the nature of the development taking place. Examples of proximal processes can be observed in parent-child; child-child; teacher-child relationships, and during activities like reading, learning a new skill etc.

The nature of being in care means that many LAC/YP are likely to experience greater state intervention. Therefore understanding how the systems that 'govern' and legislate for LAC/YP, their health, care and educational needs interconnect and impact their immediate environment is important. Also understanding the reciprocal relationship between the LAC/YP and the system is key as the personal characteristics and attributes of the LAC/YP are as influential on the system as the system is on them (Schoon, Parsons, Sacker, 2004).

Efforts to reduce poor psychosocial outcomes for vulnerable and 'at risk' groups of young people e.g. LAC/YP, are often focussed on strengthening and enhancing the quality of the environment within which these children and young people are raised and educated (Weissberg, Kumpfer, Seligman, 2003). However, the personal resources and characteristics of the individual are also implicated as areas to be considered in an effort to provide more favourable and positive outcomes, (Schoon et al, 2004).

National and local governmental policies (e.g. DfE 2014c) are significant factors that create the social context or the exosystem, within which the LAC/YP is educated and cared for. The LAC/YP development is impacted by the exosystem not by direct involvement but by political priorities, research and theoretical underpinnings and access to resources.

Policies provide the narrative, framework and mechanisms that influence the type of support LAC/YP may receive; policy as the

exosystem interacts with the mirco and mesosystems of the LAC/YP and the impact of that interaction can have a negative or positive effect. The impact and influence of the exosystem on the development of LAC/YP, it could be argued, could be more or at the least different to their non-looked after peers because there is greater state intervention and involvement overall.

3.7.3 Policies – impact on LAC/YP and their Education

Throughout the past 30 years increased focus has been placed on the outcomes of LAC/YP with a plethora of research that has informed government policy and guidance that has in turn impacted the care and education of children and young people entering the care system.

Reviews of the impact of government policies (Fletcher-Campbell, Archer and Tomlinson, 2004; Brodie and Morris, 2009) consider 'what works' when it comes to improving outcomes for LAC/YP, found that the policies framework for education and settled safe placements on the whole provided strong evidence of effectiveness. Brodie and Morris (2009) concluded that an improved infrastructure provided a supportive context within which LAC/YP are able to progress.

Brodie and Morris (2009) also identified the senior roles of VSH, who have responsibility for overseeing the achievements of all LAC/YP for whom the LA has responsibility. The role of the VSH is now a statutory position and can be seen as a product of policy that has been beneficial to the educational progress of LAC/YP (Berridge, Henry, Jackson and Turney, 2009). The role of the VSH is in direct response to the call for a 'champion' as advocated (Jackson 1987), and embodies the corporate parenting role in relation to education and provides the service where schools are not only challenged about the progress of LAC/YP in their care but are also given support to help them develop the skills necessary to ensure more positive impact (Berridge et al, 2009). The role of the VSH is now a statutory role and this is in some way a

testament to the impact such a role has on LAC/YP attainment (Brodie and Morris 2009).

The introduction of a school-based 'champion', namely, the Designated Teacher (DfE and DoH, 1994) is also cited by Brodie and Morris (2009) as providing strong evidence of contributing to positive outcomes for LAC/YP. Similarly impactful are Personal Education Plans (PEPs), which provide opportunities for termly conversations between education and social care professionals about the progress of the LAC/YP with a view to identify and provide support for any issues (academic or behavioural) before they become imbedded.

The last coalition Government (2010-2015) increased the PP from £900 per annum to £1900 per annum; the impact of this policy has not yet been evaluated (DfE, 2014c).

Brodie and Morris (2009), in reviewing studies that have evaluated the impact of policies and interventions, concluded that the evidence was effective because of the increased awareness of the importance of education across all departments, which resulted in better procedures and arrangements; there is a greater political awareness of the needs of LAC/YP and therefore increased commitment to improvements for LAC/YP; policies have provided opportunities for areas of specialism to development and therefore greater attention to the needs of LAC/YP and their contexts has emerged; policies and procedures and protocols have resulted in greater accountability and consistency of practice and LAC/YP's access to practical support and resources has increased significantly.

Examining the policies and guidance which governs the health, care and education of LAC/YP helps to provide the context and cultural narrative within which LAC/YP develop. The discourse which helps to construct the views about LAC/YP can provide a feedback loop that perpetuates a singular and one-dimensional view of LAC/YP, that is often deterministic, pessimistic focussing on shortfalls and inadequacies rather than being strengths-based and optimistic (Chase et al, 2006).

The following section will explore adolescent development in order to help identify the processes that may be implicated in supporting the development of an individual's aspirations and how these may then be derailed by adversity, but also to further discuss how targeted intervention may buttress against the effects of adversity.

3.8 The Voice of LAC/YP

The expectation that the voice of children and young people will be heard and their views respected is enshrined in the UN Convention on the Rights of the Child, (1989, Article 12) and has been adopted into policy by successive UK governments (DCSF, 2008b, DfE, 2014) where they have *'reiterated its commitment to pay 'due regard' to the convention when new policy is made and legislation proposed'* (DfE, 2014, p1)

The views and opinions of children and young people are being sought in relation to services and decisions that not only impact directly on their lives but as citizens with a stake in governance. Hart (1992), in a paper commissioned by UNICEF forwarded a framework which he referred to as the 'Ladder of Participation', which illustrates the differences between tokenism and genuine participation. In 2008 the UK Government produced guidance for schools outlining the importance of pupil voice and participation and to that end provided a list of core principals with a commitment to ensuring the participation of children and young people in decision making at all levels of governance e.g. school councils, advisory board members, etc.(DCSF, 2008b). The DfE (2014) was issued statutory guidance to schools and local authorities with the specific aim of ensuring children and young people are given the opportunity to be consulted, and to contribute to decisions about matters that impact their lives.

Views of LAC/YP both in care and leaving care have been sought in order to provide insight into their experiences but also to inform and

improve practice by identifying what works and what delivers positive and successful outcomes from the perceptive of the LAC/YP. Key messages from research with LAC/YP in relation to their care and education has been to do with that lack of involvement with decision-making (Audbrey and Dahl, 2006; Brodie and Morris 2010), lack of stability (Brodie and Morris, 2010), negative experiences in school (bullying, exclusion, academic failure) being treated differently.

In response to the UK government's green paper 'Care Matters' (DfES, 2007) the views of LAC/YP were collected via the 'Please Sir!' campaign (A National Voice, 2006). The survey identified what were considered the key barriers to education e.g. moving around too much, not enough say in educational choices, the need of support from carers, social workers and their teachers and a need to engage in activities aimed at self-improvement.

Happer, McCreadie, and Aldgate (2006), investigated the factors that adults who had being in care as children attributed to their success. Five key themes emerged from this research which were:

- having people who care about you (attachment, safety, belonging, trust)
- experiencing stability (consistency, familiar routine, contact, security)
- being given high expectations (setting, planning, monitoring and reviewing goals)
- receiving encouragement and support (belief, commitment, optimistic, involved)
- being able to participate and achieve (talents, goals, new experiences, participation)

It is intended that this IPA study will help to illuminate and contribute to the knowledge about the elements that impact on the aspirations of LAC/YP as they experience it, providing an authenticity and legitimacy to the practice that reflects and promotes their views and experiences.

3.9 Research question

3.9.1 The issue

Researchers have attempted to provide opportunities for the marginalised and vulnerable of society to have their voice heard and listened to and this continues to be an aspiration of many studies. Many studies investigating the issues impacting children and young people in the care system have often found that young people feel a lack of control and want more consultation and involvement in the decision-making processes that impact their lives (Munro, 2001, Brodie and Morris, 2010). Studies with children seem to be adult-led, and created to answer questions that adults have (Freeman and Mathison, 2009).

Winter (2006) argues for research which is *'...premised on a sociological model of childhood which views children as active in the construction, maintenance and direction of their lives through their negotiation, working and reworking of the social relationships in which they are engaged*.' (p60). The importance of recognising that children and young people are co-constructors of their experiences and not just passive recipients of an adult-led fashioning and shaping (Winter, 2006).

The adult-led political agenda with regards to closing the attainment gap between LAC/YP and their peers has been driven by the intention to mitigate the impact of poor early life experiences and the experience of becoming looked after (Jackson and Sachdev, 2001); this has increased the support for the system via legislative guidance (DfE, 2014c) and directives, however to date the impact has not resulted in the gap between LAC/YP and their non-looked after peers closing in any significant way (DfE, 2014a). Efforts have been made to include and provide opportunities for LAC/YP to be active participants in decisions made both about their personal care (Holland, 2009) and to help inform policy (Munro, 2001).

3.9.2 Research question

Despite increased political, legislative and systemic intervention the academic gap between LAC/YP and their non-looked after peers remains, so the aim of this study is to examine and explore how LAC/YP experience and internalise these aspiration raising interventions as represented by their ability to imagine and contemplate their future. The aim is to explore and gain a better understanding of the elements as experienced by the LAC/YP themselves that propel them towards their future selves.

This study is interested in unveiling some of the important concerns of LAC/YP as they look to their future; what are the factors that facilitate or inhibit them as they understand and make sense of their past and present experiences.

This research intends to examine the relationship between a disrupted attachment process and the effects on the development of self-determination. One of the hypotheses for this research is that it is necessary for LAC/YP to develop their need to be autonomous, competent and to feel a sense of belonging in order to become goal oriented (Dickson, Sutcliffe, Gough, Statham, 2009; La Guardia, Ryan, Couchman, & Deci, 2000; Soenens and Vansteenkiste, 2005)

The research question for the current IPA study is:

How do LAC/YP make sense of their future lives in light of their past and present experiences?

The intention of this IPA study is to provide an opportunity for LAC/YP to have a voice and be given a platform in order to explore how they, in essence, experience the 'aspiration raising' efforts of the system that encapsulates them.

4 Methodology

4.1 Introduction

There is an enduring debate within the social sciences that centres on the nature of knowledge. Historically, psychology as a discipline aligned itself with the natural sciences taking the stance that human behaviour is governed by laws and principles which lend themselves to rigorous testing. This positivistic epistemology is driven by an ontological philosophy that presumes that the social world exists beyond and separate to human perception and that social phenomenon is governed by laws which are observable and which can be objectively verified. The postmodernists challenge this view and propose an ontological view that could be considered as being located at the opposite end of the spectrum. The constructivist epistemology argues that the social world is constructed by humans in the process of joint meaning-making, that is, the social world only exists because humans employ strategies to knit together their own reality.

Psychology is defined by the Oxford dictionary as *'the scientific study of the human mind and its functions, especially those affecting behaviour in a given context.'* This definition Stanovich (2007) would argue is the prevalent view of psychology; he points out most definitions of psychology begin with "*the science of...*" The importance of psychology's scientific status has been a long running debate within the discipline itself, Stanovich (2007) suggesting that psychology without the science would only be '*common sense',* which can be contradictory. There has been a tradition within psychology to align itself with the

natural sciences and to become the *'most objective way of knowing'* (Mitchell and Jolley, 2010).

Psychology is a discipline that has been dominated by a positivistic epistemology. The root to understanding knowledge for a positivist is to understand that the world exists independent of the observer. The key goal of this view is to acquire knowledge which is achieved by rigorous, systematic, unbiased, controlled study and investigation or experimentation. The impetus of the 'scientific' method is to establish theories, rules and laws of the universe in order to not only better understand but to be able to predict and confidently control the phenomenon. Mitchell and Jolley (2010) assert that *'the scientific method is responsible for the tremendous progress in psychology and is also largely responsible for psychology's uniqueness... psychologist study individuals scientifically.'* (p19). They give credence and value to psychology's positivistic endeavours.

In order to engage in research it is first necessary to identify and be clear about one's stance on the actual nature of the knowledge, that is, have some answer to the questions 'how can we know?', and 'what can we know?' The philosophical concepts which try to address these questions are the concepts of ontology (how can we know?) and epistemology (what can we know?). These concepts become the foundation upon which research is built and shaped as they offer the fundamental views by which the very nature of knowledge should be viewed and therefore studied.

4.2 Fundamental Philosophical Concepts

4.2.1 Ontology

Fundamental to any research is determining an answer to the question what is there to know? Ontology is interested in understanding the nature of the world, that is, what essentially constitutes the world. The researcher needs to take an ontological stance in order to be upfront

about the ontological reality on which they base their research. This base provides the premise upon which the research methodology stands and therefore can dictate the type of research methodology employed, in other words, does the researcher want to 'unearth the evidence' or 'construct the findings' (Willig, 2009).

There are two main ontological views; these positions are namely, '*realist*' and '*relativist*' (Willig, 2009). The realist position takes the view that the world is governed by laws and that the objects within the world have a cause-effect relationship. The realist would assert that the world exists 'out-there' beyond human interpretation and reasoning, therefore the purpose of research it to observe, test, predict and theorise in order to reveal the laws and principals which are unwavering and steadfast. The relativist ontological position refutes the realist views and offers the alternative view that the world is not bound by laws and argues instead that the world exists only through interpretation and social construction, which means that there can be many realities and not only one.

4.2.2 Realism

In the early nineteenth century, the philosopher of science and often cited father of sociology, Auguste Comte, with the aim of alleviating human suffering, was an ardent proponent of a programme which would undertake to study humanity applying the same logical, objective, systematic scientific approach that was utilised so successfully by his counterparts in the natural sciences arena (Bernard, 2000). Comte coined the word 'positive' when he published his four-volume work called 'System of Positive Polity' between 1875 and 1877. Comte posited that 'genuine' knowledge could only be gained via observation and experiments.

Realism is a foundationalist ontology, that is, it proposes that the world exists independent of our knowledge of it and at its core it observes and

reports accurate and unambiguous knowledge of the world (Houghton 2011).

Engaging in research from a realistic view point, where knowledge is regarded as tangible, hard and objective (separate to human processing), places the researcher into to the role of observer. The researcher would be expected to generate hypotheses deduced from theory, contrive experiments and manipulate variables in order to test the hypotheses generated. The results of the experiments help to further develop the theories, which are ultimately expected to lead to and reveal the underpinning laws that govern the phenomenon under investigation.

Realism demands a positivistic approach be placed at the heart of any investigation, and a stringent adherence to systematic replicable procedures is essential. Applying a positivistic approach to social science studies, that is, the study of human phenomenon has proved to be less successful than when applied to the study of the natural sciences. Human behaviour is immensely complex, elusive and intangible *'...in contrast to the order and regularity of the natural world'* (Cohen, Manion and Morrison, 2007).

4.2.3 Relativism

Relativist ontology rejects the realistic assertions about knowledge, and argues that the world is neither law-bound nor orderly but that it is instead personal, subjective and unique (Cohen, Manion and Morrison, 2007). Guba and Lincoln (1994) describe the relativistic view of knowledge where reality is made up of *'...multiple, intangible mental constructions socially and experientially based and local and specific in nature...' (p110).* They continue to describe the constructions as being dependent, with regards to their form and content, on the individual and/or social group constructing the reality. The constructions cannot be considered 'true' reflections of reality but are thought to be more or

less informed and/or sophisticated (Guba and Lincoln, 1994). The constructions can change and are influenced by the cultural, political, historical, linguistic contexts although some elements are shared by many individuals over historical and cultural divides (Guba and Lincoln, 1994).

A researcher with a relativistic view of knowledge will approach their study of human phenomenon by becoming involved with their subjects and interested in their 'view of the world'. Unlike the realist, who is an objective observer, the relativist is a subjective interpreter. As Willig (2009) states in discussing reflexivity (a concept underpinned by a relativistic ontology) *'...it encourages us to foreground, and to reflect upon, the ways in which the person of the researcher is implicated in the research and its findings.' (p18).* This means that the researcher of social phenomenon is an integral part of the research process and therefore their personal construing of the world and reality impacts on how the study is approached and on how they interpret their findings.

4.3 Epistemology

An epistemological view will influence the methods used to undertake the research as it influences the way the information is gathered and is interpreted. A researcher needs to align themselves with a theory of knowledge as it provides the parameters within which claims to knowledge can be made. Willig (2009) asserts that when undertaking research it is important for the researcher to be clear about the objectives of the research and to have a good sense of what kinds of things can be found out. The Researcher needs to take an epistemological position.

4.3.1 Positivism

There are two main epistemological positions and like the ontological stances they sit on opposite poles. Positivism posits that there is a direct relationship between the world (objects, events, phenomena) and

the human perception and understanding of it. What we as humans perceive through our senses is what is there in the world and therefore what we see, hear, touch is what is to be seen, heard and touched. Kirk and Miller (1986) offer the following definition of positivism:

'...the external world itself determines the one and only correct view that can be taken of it, independent of the process or circumstances of viewing.' (p14)

The positivistic epistemological approach is to produce objective knowledge (Willig, 2009), that is, an impartial, unbiased, view from the 'outside' that is devoid of any subjective, personal or vested interest on the part of the researcher.

Smith (1998) further defines the positivism within the social sciences as assuming: *'...things can be studied as hard facts and the relationship between these facts can be established as scientific laws. For positivists, such laws have the status of truth and social objects can be studied in much the same way as natural objects'* (p301). The key objective here is the desire of the positivists to approach the study of social phenomena in the same way and with the same methodologies as employed by natural scientists. There are acknowledged limitations to this view and critics have highlighted that the observations and descriptions of the world necessitate selectivity and therefore can only offer part of the evidence.

Positivism is almost synonymous with the meaning of science, it is characterised by proof, validity and reliability, in a quest to uncover the truth. Positivism has been the dominant view within the social sciences and although fewer than previously would affiliate themselves with this paradigm the research designs and methodologies proposed by this epistemology continue to dominate the research arena.

Feyerbend (1975), an ardent opponent of the positivistic position, argues that the most important features of scientific knowledge are that it is irregular, accidental and above all messy. He further dismisses the rational, objective and logical approach to scientific enquiry as a '*myth*' and '*folklore for scientists*' (Smith, 1998). Feyerbend (1975) argues that positivism is oppressive and proposes that all scientific views should be equally privileged, true and valid (in Harrè and Krausz, 1996).

The postpositivistic stance looks very different from its origins and modern proponents like Phillips and Burbules (2000), argue that there is no *'theory neutral'* (p16) observation as each researcher brings their own world perspective theoretical leaning which impacts on what becomes salient and relevant during the observational process, therefore the same body of evidence can evoke a number of theoretical explanations.

The post-positivist view continues to strive for objectivity and will endeavour to control for as many extraneous variables as they can. The importance of the experimental design to the postpositivist is summed up by Slavin (2002) *'...the experiment is the design of choice for studies that seek to make causal conclusions, and particularly evaluations of educational innovations.'* Aronson, Wilson and Brewer (1998) commenting on the role of experimentation in social psychology endorse the experiment as having the advantage when looking for casual relationships between variables, they argue that this methodology provides a greater level of certainty when interpreting the findings.

Houghton (2011) argues that positivism's greatest failure with regards to the social sciences is due to its inability to adequately identify and respond to the differences between the natural and social worlds. Marsh and Furlong (2002) outline three distinctions between the natural and social phenomenon. Firstly social structures are intrinsically linked to, and not independent of, the activities which they create or from

which they are produced; secondly, social structures do not exist independently of the agents' scrutiny, they are able to reflect on the social structures and alter their behaviour accordingly and third, the actions of the agent can shape the social structures and so the influence of factors like time and location need to be taken into account.

4.3.2 Constructivism

The constructivist epistemological stance posits that reality is constructed not unearthed. Constructivism, claims that humans as perceivers and interpreters of their own experiences build a personal interpretation of their experiences. These experiences are mediated through the cultural, historical and linguistic environments in which they are immersed (Willig 2009). Jonassen (1991) asserts *'...We all conceive of the external reality somewhat differently, based on our unique set of experiences with the world and our beliefs about them.'* (p. 10).

A key criticism levied at positivism is its denial or at least poor regard for the unique characteristics of the human being, the internal experiences and the role of the unconscious mind. Anti-positivistic epistemology is concerned with making explicit the subjective and interpretive role of both the human subject of the research and the researcher, in an effort to expose how the world is constructed and how meanings are formulated within a social context.

Constructivism riles against a deterministic view of human nature where human behaviour is regulated by laws and rules that the detached researcher observes, but instead argues that human phenomenon can only really be studied and understood when the researcher is able to co-construct with the participants by being involved in the meaning-making activities, and when they share the same frames of reference, (Cohen, Manion and Morrison, 2007).

Willig (2009) states *'Research from a social constructivist perspective is concerned with identifying the various ways of constructing social reality that are available in a culture, to explore the conditions of their use and to trace their implications for human experience and social practice.'* (p7). The social constructivist uses research approaches to help understand the processes that underpin the constructions; to reveal the personal reality as seen through the eyes of the participant and to better understand the meaning of a person's experiences and their behaviours in context, that is, not contrived and manipulated (Robson, 2002). The purpose is to generate 'working' hypotheses rather than immutable facts.

4.3.3 Constructivism Vs Constructionism

In the social sciences there seems at times to be some confusion about differences between constructivism and constructionism as they are terms that are often used '*idiosyncratically and inconsistently'* (Raskin, 2002 ,p2). Although there are differences between the two epistemologies Raskin (2002) asserts *'...that the commonalities among these approaches outweigh the points of divergence'* (p2) recognising that there is more that unites than divides these two epistemological positions. Inquiry into human meaning making sits at the core of both constructionism and constructivism.

Constructivism conceptually, aims to bridge the gap between the realist and idealist dichotomy. Realism declares that material objects exist externally and independently to the human's sensory experience, whereas idealism purports that no material objects exist outside of the human's knowledge or consciousness, therefore the whole world is dependent on the mind (Chiari and Nuzzo, 1996, p166).

Constructivism is divided in two broad categories (Chiari and Nuzzo, 1996), epistemological and hermeneutic, and the constructivists fall into one or other of these categories. The epistemological constructivist argues that there is an external reality independent to the observer,

however they assert that the observer is unaware of these external realities until they are revealed via their constructions of it (Raskin, 2002). The hermeneutic constructivist does not agree with the 'independent-observer reality' (p4) instead they purport that knowledge is mediated historically, culturally and linguistically, and depends on the consensus of a community of observers and therefore argues that there are as many '*knowledges*' rather than a '*knowledge*' (Willig, 2009, p7). Where there are as many ways to perceive and 'know' a phenomenon as there are observers to discursively negotiate and contribute to it's construction (Raskin, 2002).

Constructivists are concerned more with how the individual engages in personal meaning making; where personal constructions are located within the individual (Kelly, 1970). Constructionists however, reject the idea of an '*isolated knower'* (Raskin, 2002, p15) and move away from the individualistic experience arguing instead that the construction of knowledge and reality is a social endeavour which is shaped by the contextual, cultural and discursive of those involved in the co-construction. Knowledge to the constructionist is local and fleeting and today's reality at this time and in this place may look very different tomorrow.

IPA is more in line with the constructivists world view as the main aim is to gain greater understanding of a person making sense of a phenomenon and as the observer tries to make sense of that person's sense making.

In this study the researcher is involved in understanding how LAC/YP the lived experience of LAC/YP as they are subjected to 'aspiration raising' policies and ideologies.

4.4 Types of Methodology

The epistemological differences between positivism and constructivism give rise to differences in the methods employed by researchers in

order to get at the 'truth'. Positivists are wedded to rigorous data collection and analysis, quantitative approaches. Whereas, constructivists prefer to use inductive research methodologies, which are concerned with theory generation and the exploration of meaning, these are often referred to as qualitative approaches.

4.4.1 Quantitative Methodology

Quantitative research methodologies are probably synonymous with the traditional view of the 'scientific experiment'. A key feature of a quantitative approach to research is to *'...transcend individual differences and identify patterns, processes which can be linked to social structures and group or organisational features'* (Robson, 2002, p98). Cohen, Manion and Morrison (2007) describe the methodology used by the objectivist's conceptions of social reality as an abstraction of reality which is reached through *'...mathematical models and quantitative analysis'* (p10).

The primary function of quantitative methods is to collect unbiased data via simple observations in order that they combine to make more complex theories (Willig, 2009). The empirical assumption (which is akin to positivism), is that knowledge of the world is *'derived from experience'* (Cohen, Manion and Morrison, 2007, p10). Cohen, Manion and Morrison (2007), define empiricism as *'...that which is verifiable by observation and direct experience; and evidence, data yielding proof or strong confirmation, in probability terms, of a theory or hypothesis in a research setting.'* (p11). This methodology tends to rely on the gathering of data in a numerical form which can then be subjected to a range of mathematical and statistical analysis in order to ascertain the strength of the relationship between the conditions under investigation.

Mouly (1978) described five steps involved in empirical investigations; 1) experience, the starting point of the scientific endeavour; 2) classification, formal systematisation of the masses of data collected; 3)

quantification, mathematical calculations applied to the data in order to provided more precise analysis of the phenomenon; 4) discovery of relationships, the identification and classification of the functional relationships between differing phenomenon; and 5) approximation to the truth, science is able to advance by providing evidence of an approximation to the truth.

A key function of empirical methods is to move from a collection of specific observations to inform a generalised view of the world around. The researcher is looking to generalise their findings as they should be a reflection of the laws that govern and underpin the initial observations of the behaviour or phenomenon under investigation.

A strict adherence to pure empirical methods in research of social phenomenon is less common as it is generally agreed that perception (even that of the trained researcher) does not provide *'...direct, uncontaminated access to 'the facts'* (Willig, 2009, p3). However, modern-day empiricists posit that all knowledge is based in data and therefore acquisition of knowledge is dependent on the collection and analysis of data (Willig, 2009).

Quantitative methods are also concerned with ensuring that the research has good validity, reliability and can be generalised. Validity refers to the extent to which the research undertaken purports to describe the phenomenon it was aimed to describe. Reliability refers to the stability and consistency of the measure used in the research, that is, will the measure be reliable if used by another researcher, in another place or at a different time. The findings, as mentioned above, are expected to be applied universally. The generalisability of a study is a central element of any quantitative research.

In order to establish valued, quality, trustworthy findings attention needs to be paid to eradicating (or very least minimising) threats to the validity (Cook and Campbell, 1979) and to enhance the generalisability of the

study (LeCompte and Goetz, 1982). Other areas to be included are objectivity, the degree to which multiple observers agree to be the phenomenon (Robson, 2002) and the credibility of the research, where there is an emphasis on the explanation of the methods used in order to warrant the conclusions reached (Shipman, 1988).

4.4.2 Qualitative Methodology

Qualitative research methodologies tend to adhere to a social constructivist epistemology. Denzin and Lincoln (2000) offer a generic definition of qualitative research which highlights this constructivist stance; *'Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world.'* (p3)

Willig (2009) points out that qualitative research methods can be used by researchers that do not share a similar epistemological stance and argues that there are 'qualitative methodologies'. However she goes on to highlight the commonalities that allow these methodologies to gather under the one umbrella. Qualitative researchers are interested in meaning and how people make sense of their world. These researchers are concerned with the '*quality and texture of the experience'* not just looking for cause and effect relationships. Qualitative researchers do not provide preconceived variables as they are interested in the meaning attributed to the phenomenon by the participant themselves. The qualitative researcher will conduct his/her study within the natural setting of the participants and not a controlled environment. The use of an 'open system' allows the researcher to observe change as it happens, the participants as well as the researcher's own interpretation of events are also key factors in the overall process of qualitative

research. Willig (2009) argues that the objective of qualitative research is to describe and to provide an explanation but never to predict.

Reicher (2000) argues that there are two types of approach to qualitative research, these are 1) an experiential approach where the aim of the research is to develop a better understanding of the way people experience the world, how they think and act within it and 2) the discursive approach, where research is aimed at better understanding the role of language in constructing reality. Reicher (2000) makes the contrast, with regards to these two approaches, in the way they consider language; he argues that the experiential approaches e.g. grounded theory, regard language as reflective of internal representations and therefore language reflects what people really think and experience, where as the discursive approaches, e.g. discourse analysis, conceptualise language as a kind of social action, a tool that helps to construct versions of reality.

4.4.3 Conceptualising Childhood

Freeman and Mathison (2009) reflecting on the historical perspectives of childhood, point to the widely held views about children and childhood where children were not seen as 'active constructers' of social meaning but instead were developmentally immature and incomplete 'mini adults'. Views of children historically have focused on the impact of the external forces (parents, society, education, etc) and have not valued any innate and internal processes possessed by children and their influencing forces on their environment.

James et al (1998) highlighted the direction of travel when it came to studies on childhood, where the child's view took centre stage and the child' perspective was given prominence. This *'new social [study] of childhood'* was firmly based in the constructivist camp.

Freeman and Mathison (2009) outline the principles of the new social studies of childhood and state firstly that '*childhood is a distinct and intrinsically interesting and important phase in human experience...'*

(p7). The point being made here is that the study of childhood should not be done in a context that tries to compare and contrast findings to adulthood. The proponents would argue that the uniqueness of this period of human development is worth of independent study. The second principle suggests that *'children are viewed, therefore, as fully formed and complete individuals with a perspective of their own...'* (p7). This principle gives some credence to the views and perspectives of the child and tries to tries to unfetter the child from the view of being *'incompletely formed adults'*. The third principle being that '*children are autonomous subjects rather than members (or even possessions) of their family...'* (p7). This principle empowers the voice of the child and gives the child an independent status within the family (albeit one that might be influenced by the family). The last principle forwarded by Freeman and Mathison (2009) recognises that *'children have rights of their own, including the right to protection from harm and the right to voice opinions and influence decisions in matters relating to their own lives.'* (p7)

Freeman and Mathison (2009) take a social constructivist stance as they explore the issues associated with researching children's lived experiences. They argue that although children's experiences may be only one perspective among others e.g. parents, teachers etc. they are attempting to understand the '*reality of importance to children' (p14)* that is they are interested in how to elicit the views and perspectives of the child in a way that also acknowledges the shaping influences of culture and location. They also posit that to research children's lived experiences one has to recognise the constructive nature of the research process.

4.4.4 Conceptualising Adolescence

Blum, Astone, Decker and Mouli (2014) propose a conceptual framework of early adolescents (10-14years) where they outline four primary goals to be achieved; engagement with learning, emotional and

physical safety, positive sense of self/self-efficacy and acquisition of life/decision-making skills.

The framework is embedded in an ecological model were the marco-level factors create the context within which the early adolescent has to navigate and achieve these goals. Blum et al (2014) developed the framework after completing a comprehensive and extensive review and soliciting the contributions of around 50 global experts in adolescent and health and development who propose that the four elements are the *'building blocks of healthy development'* (p323).

This framework offers an explanation of significant elements in the development of a 'healthy' adolescent and therefore offers a starting point for research with adolescents where these elements may not be fully formed. How these young people 'get back on track' and what adaptive behaviour looks like could be at the heart of research questions with adolescents at its heart.

4.4.5 Research with Children and Adolescents

According to the UN Conventions on the Rights of the Child article 12, the views of the child are to be respected and taken into account, especially when decisions are being made about their lives. The assumption is then that children and teenagers are able to formulate their own opinions and can generate meaning of their own experiences that are separate and distinct to the interpretations and concepts formulated by adults. Therefore researchers should be concerned with gaining their views and understanding their perspectives.

The author of this study has taken a strong constructivist stance and supports the view that childhood is a socially constructed concept and therefore that research into the lives of children is open to interpretation, being informed by the social context of the researcher as well as the reader (James, Jenks and Prout, 1998).

Gathering the views and opinions of children and teenagers can present specific issues that need to be taken into consideration, especially when the research is reliant on interviews and dialogue (Curtis, Roberts, Copperman, Downie and Liabo, 2004).

The key areas for researchers to consider when working with children and young people are to do with gate-keeping and consent, where direct access to marginalised and at risk children and young people is limited and therefore there is greater dependence on the 'gate-keeper's' decisions. Consent can take on several layers before access and leave to approach the young people themselves can be reached. Once consent is given it is important to check at intervals that the young participants are happy to continue and to remind them of their rights to leave the study at anytime.

The setting of the research is important in order to encourage and support discussion and participation. The context within which the interview takes place can either increase or decrease the power differentials experienced. Ensuring that the young people feel relaxed, at ease and comfortable to share aspects of their world view does not just lie in the skill of the interviewer but is also a consequence of the environment within which the research relationship is to develop.

4.4.6 Epistemological View of Current Study

This study has taken an epistemological view that aligns itself with constructivism. This stance puts at the heart of the study efforts to gain greater insight into how the participants experience and construe their world. This study does not shy away from examining the relationship between the researcher and the researched and recognises the importance of enabling the researcher to recognise and consider the impact their knowledge, background and personal experiences may have on how the experiences shared are subsequently analysed and interpreted.

4.4.7 Interpretive Phenomenological Analysis

The research will use a qualitative methodological approach, Interpretive Phenomenological Analysis (IPA) (Smith et al, 2013) which is an approach to data analysis aimed at capturing the *'quality and texture'* of an individual's lived experience, all the while recognising that an experience is never directly accessible to the researcher and can therefore only really be represented through the process of interpretive engagement.

IPA provides a detailed examination of a particular case, trying to understand what the experience is like for this person and what sense this person is making of their experience.

IPA is underpinned by three main theoretical concepts; phenomenology, hermeneutics and idiography. The phenomenological concept is the study of experience, where the goal is to better understand the experience of being human and gain insight as to how we understand our experiences of the world. Hermeneutics is the theory of interpretation which is concerned with understanding the methods and purposes of interpretation. The IPA researcher aims to *'make sense of the participant trying to make sense of what is happening to them'* (Smith et al, 2013, p3) and therefore the researcher is integral to the study. IPA is idiographic because it is concerned with the detailed examination of the experience of particular case and offers a systematic, in-depth analysis in order to understand the lived experience of a particular person in a particular context. This idiographic approach does not avoid making generalisations as it does make efforts to move from the single case to more general claims.

4.5 Theoretical foundations of IPA

IPA is a qualitative research method that is gaining traction and popularity within psychological research despite its relatively recent

evolution (Chapman and Smith, 2002; Brocki and Wearden, 2006; Smith, 2011). IPA is an approach that draws its theoretical underpinning from three key philosophical schools of knowledge: phenomenology, hermeneutics and idiography. These ideas will now be explored further, with a view to establishing the critical foundations for this study.

4.5.1 Phenomenology

Phenomenology is defined as the philosophical study of the structures of experience and consciousness, where the emphasis is on better understanding what the experience of being human is like (Smith et al, 2013).

German philosopher Edmund Husserl is considered the founder of phenomenology, and the original proponent of phenomenological thought. Husserl is credited with the development of the early phenomenological methods. Husserl forwarded Phenomenology as a universal science and his aim was not to reject the existence of the 'real world' but to shift the focus to how humans make sense of the world in which they live. Phenomenology is based on the premise that experience should be considered at source, that is, as it occurs and in its own terms, and proposes a method for describing and analysing consciousness as it is experienced (Smith, et al 2013).

The method of phenomenological investigation is to move an everyday mundane activity from the 'natural attitude' to becoming aware of the experience of engaging with that activity and to reflect and contemplate on the sense of it; how it has been experienced.

IPA studies are mostly concerned with understanding how we experience significant and important phenomena which registers as contrary to the 'mundane'. Smith et al (2013) state: '*it is these bigger and more significant experiences with which IPA is almost always concerned with; experiences where the individual is prompted to*

contemplate, take stock, worry, and try to make sense of what is happening.' (p188) IPA offers a methodology which aims to illuminate the minutia of the lived experience in order to identify the elements that promote or demote the longevity, intensity and/or impact of the experience itself.

Martin Heidegger (1962/1927), a student of Husserl, diverted from Husserl's conception of phenomenology mainly because he felt Husserl was too theoretical and too abstract (Smith et al, 2013). Heidegger suggests that knowledge does not exist outside of the interpretive stance whereas Husserl was more concerned with the individual psychological processes e.g. perception, awareness and consciousness.

Heidegger took a more contextual view, as he was interested in the processes by which the world 'appeared' to us and how it is made meaningful. Heidegger's stance regarded a human as a 'person-in-context' who has an in-built relatedness-to-the world, which is made up of objects, people, language, culture and relationships. He argues that to be in the world is to be ever perceiving, ever temporal and ever in-relation-to something; this accounts for our drive to communicate with and make sense of our context and each other (Smith et al, 2013). The ability to share in a relational way our engagement with the world around us is referred to as intersubjectivity.

At the core of IPA and phenomenological inquiry is the importance of interpreting the sense-making activities of research participants.

The phenomenological stance, as taken by this study means that greater focus has been placed on the minutia of the individual's language, and body language in order to capture the essence of their meaning-making and their construing. Focusing on the lived experience of LAC/YP also provides an opportunity for these young people, who can often be marginalised and voiceless, to be heard and their perspectives valued. The meaning–making of these LAC/YP is to be captured and illuminated as influenced by their personal context, with

the goal of highlighting the impact their past experiences have had, or continue to have, on their ability to relate and engage with the world, not only in their present but also in their future.

IPA is not about objective observation of the individual but instead embraces the role of the observer as they impact, and are impacted by, the observed, and the importance of this intersubjective and relational approach is reflected in the credence IPA gives to the interpretation of phenomena. The following section provides more detail and explores the second of the theoretical underpinnings of IPA.

4.5.2 Hermeneutics

Hermeneutics is defined as the theory of interpretation and is concerned with understanding text and utterances. Hermeneutics is rooted in the interpretation of the Bible and other historical and literary texts (Gadamer, 1976). Gadamer (1976) describes the hermeneutic theorist as being interested in uncovering the original and intentional meaning of the author of the text and how that can be identified and preserved. He states when discussing the contributions of Schleiermacher, a leading scholar and proponent of historical romanticism *'...he kept the concern of the Christian theologian clearly in mind, intending his hermeneutics, as a general doctrine of the art of understanding.'* (p7).

Another issue hermeneutics concerns itself with is context and how it impacts on interpretation and meaning. This concept seems to be particularly relevant in this research because it is involved in interpreting the language of the participating LAC/YP and therefore the context within which they make their utterances and their intentions are key concerns in the interpretation process as a whole. Schleiermacher (1998) proposes that it is not only the interpretation of the grammatical text that is important but also the psychological aspect in order to enter the creative mind of the author or, as stated by Stiver (1996), the *'authorial intent'* (p88) of the original author.

Friedrich Schleiermacher (1998) and Martin Heidegger (1996) are considered key theorists and proponents of hermeneutics. Schleiermacher offers a broader understanding of interpretative processes. Understanding the writer/speaker and their motivations, according to Schleiermacher, is achieved by engaging in detailed comprehensive and holistic analysis. From this stance the analysis and subsequent interpretation can offer meanings and insights which can *'...exceed and subsume the explicit claims of our participants'* (Smith et al, 2013, p23).

Heidegger's contribution to hermeneutics focuses on the differing level of meaning where the visible or stated meaning can also have a concealed or hidden meaning. He argues that hermeneutics should be concerned with how a latent and/or disguised phenomenon emerges and becomes visible and appears on the surface. For Heidegger this is of interest because, he proposes, that this is where unconscious becomes conscious. In examining the phenomenon as it emerges into the light one is able to observe how it is *'...integrally connected with the deeper latent form – which it is both part of and apart from'* (Smith et al, 2013, p24).

Heidegger (1996) argues that interpretation is grounded in *'fore-conception'* (p141). That is when the listener, analyst, reader, etc. bring their own experience, assumptions and preconceptions to bear on how the phenomenon is interpreted. The fore-conception can be obstructive and a hindrance to the interpretation because the preconceptions may overshadow and take precedence over the phenomenon under scrutiny. Smith et al (2013), however, suggest that actually encountering new things may help us to better understand and to shape these preconceptions because until this happens there is no way of knowing what and how these preconceptions would engage and interact with the new phenomenon.

IPA aims to provide detailed perceptive intuitive descriptions where the interplay between the fore-conceptions and the new phenomenon are illuminated and reflected upon.

The context in which a young person becomes looked after is often focussed on ensuring their safety and protection, therefore the situation that pre-date, their care status is likely to have been atypical and incongruent with typical development. In the present study both the collective and individual contexts of LAC/YP, need to be considered an integral part of the interpretation process. Understanding the backdrop to their narrative is a crucial element of this study; it is their past life experiences, their journey into care and their journey into their futures which forms the basis of the current study.

4.5.3 Idiography

Idiography the third theoretical underpinning of IPA is about the particular, that is, IPA focuses on the detail and in-depth meticulous, systematic analysis. Smith et al (2013) state that another commitment of IPA is to *'...understanding how particular phenomena (an event, process or relationship) have been understood from the perspective of particular people, in a particular context.'* (p29).

IPA can often engage in single-case analyses and can move from the detailed analysis through to making generalisations.

Allport (1962) argues that there is nothing erroneous about studying the individual in order to generate our own 'hunches', which are then generalised so that 'laws' can be established, before returning to the individual to test these laws and to also get a '…*fuller and more accurate assessment than we do now.'* (p21).

IPA uses an approach which looks to move from the single-case to the general.

4.6 Research Design

The current study uses phenomenological methodology and employs a semi-structured interview (see appendix 5). Smith et al (2013) describe the qualitative research interview as '*a conversation with a purpose*' where the aim is to facilitate an interaction with the purpose of providing a platform for the participants to *'tell their stories'* and to relate their experiences in their own words.

This study aims to understand the perspectives of the participating LAC/YPs' experiences of the educational system, which purports to implement programmes, interventions and strategies intended to raise their aspirations and attainment; closing the gap between these LAC/YPs and their non-looked after peers.

In describing qualitative methods Reicher (2000) identifies a school of thought that argues that *'...we need to take seriously the perspectives and experiences of those who participate in our research if we are to understand their actions. We should listen to what people have to say to us, we should start from their accounts and their actions in order to derive their categories of understanding. Such an approach may be characterized as politically radical (insofar as it seeks to recover the voice of the oppressed)...'* (p3). The importance of ensuring the voices of some of the most vulnerable and 'voiceless' of society, children and young people growing up in the care system, are heard and listened to is central to many qualitative methods and a key principal which underpins this study.

4.6.1 Participants

IPA requires only a small sample due to the detailed analysis needed in order to report on the participant's perceptions and understanding of the phenomenon. The sample needs to be fairly homogenous because this helps the group to be defined and distinct; any similarities uncovered by analysis can then be considered a more robust finding and therefore a characteristic of the experience of the phenomenon under examination.

The Virtual School (VS) for Looked After Children (previously the Looked After Children Education Service, LACES) is the statutory team within the LA charged with overseeing the educational attainment of LAC/YP. In discussion with VS colleagues, LAC/YP eligible to participate in the study were identified; a purposive sample of seven young people were then invited to participate.

4.6.1.1 Gender

The participants consisted of 2 males and 5 females. The makeup of this cohort does not reflect the national picture on the gender composition of LAC/YP as there are more boys than girls in care. This is a purposive sample and participants were identified for their 'good' progress in school. The higher representation of girls in the sample may be reflective of girls performance and attainment compared to boys at this age.

4.6.1.2 Age range

The participants' ages ranged from 11years to 16years

4.6.1.3 Time in care

All the participants, at the time of the interviews, had spent more than one year in care and in two instances more than 5 years.

4.6.1.4 Changes (care/education)

All of the participants had not moved foster care placement since entering the care system and none had experienced school moves outside of the statutory transitions e.g. primary to secondary school.

4.6.1.5 Attainment Rating

All participants, when asked, rated their school achievement to date as 'average', which was in line with the VS education colleagues who had nominated them for participation in the study.

4.6.2 Age and aspirations

The LAC/YP represented the secondary school years 7 – 11, the researcher's intention being to capture any qualitative differences in accounts across the phases. The interviews in this study do indicate

some quantitative and qualitative differences between the younger participants and the older participants. On the whole older participants (Y9, Y10 & Y11 = 4 participants) generated more transcribed interview data (an average of 212 lines) whereas younger participants (Y7 & Y8 = 3 participants) averaged 145 lines of transcribed interview. Of the transcribed interviews the older cohort generated an average of 43 lines which warranted (as perceived by the researcher's an analytical lens) IPA analysis, where as the younger cohort generated 34.6 lines for analysis.

The qualitative differences may reflect the assertions about the development of aspirations where children move from fantasy to reality (Flouri, Moulton and Panourgia, 2012). The older LAC/YPs tended to have more concrete plans about their future and in some cases were already making applications to colleges. The younger participants were not as wedded to their future options and presented, at times, very diverse and unrelated possibilities. The younger participants did seem to have a sense of time and did not seem in a 'hurry' to consider their future careers.

4.6.3 Procedure

In order to pursue a study with LAC/YP it is necessary to follow the procedures and protective systems required by the corporate parents i.e. the Local Authority (LA), so in accordance with the requirements of the LA consent was sought from the Director of Children Services (see appendix 1), the Research Governance Service, the social workers (see appendix 2) and the young people themselves (see appendix 3).

When consent was agreed, the designated teachers (DT) of each school were contacted and arrangements were made for the interviews to take place. The interviews were conducted over a 3 week period.

All participants were interviewed at their school. The participants were usually introduced to the researcher by school staff; all interviews took place in school spaces where interruption was minimal.

Using the semi-structured interview schedule (see appendix 5), participants were again asked for their permission to conduct the interview and for the interview to be recorded. The participants were also reminded of their rights to withdraw at anytime during the interview.

The interviews were conducted for between 30 – 45 minutes. The scope of the structured interview schedule allowed the researcher to follow the participant's lead and enabled the researcher to interrogate points of interest in order to help with elaboration and clarification. The schedule also allowed for the participants to be prompted and refocused if they were struggling to contribute and engage with a question.

Each interview was recorded and then transcribed in order to facilitate analysis using IPA methodology. The interviews were transcribed by the researcher which helped the researcher to become immersed in the data. The familiarity with the data and the '*voice*' of each participant meant that the researcher was able to tune into the intonations, pauses and other possible 'leakages', i.e. clue to underlining psychological processes that may be further explored during the interpretive phases IPA data interrogation.

4.6.4 Semi-structured Interview

Smith et al (2013) describe the purpose of the semi-structured interview as facilitating a comfortable environment which will enable the participant to provide 'a detailed account of the experience under investigation.' The key is to enable the participant to talk at length with very little input from the interviewer. Freeman and Mathison (2009) argue that from the social constructivists stance interviewing is *'a relationship in which the researcher and the participant collaborate to*

construct a narrative, a storytelling experience that orders some experiences and understandings of the material world' (p90). They make the point that what is revealed in an interview is co-constructed between the interviewee and the interviewer as they try to develop a joint narrative of meaning and experience.

Freeman and Mathison (2009), highlight that the research interview is not an everyday occurrence for children and therefore they are likely to define this type of interaction in terms of other familiar activities with teachers and other professionals. They also posit that an interview's effectiveness relies on the closeness of the interaction between researcher and participant and the purposefulness. They argue that the greatest challenge for the researcher who employs the interview is how to manage the interview in a way that facilitates the participant to engage with the topic and reveal their own voice while not 'contaminating' the voice itself. They state *'Therefore, researchers must not only choreograph but must monitor and acknowledge the role they play in interviews with participants.'* (p91)

Interviewing children and young people is not only about their language competency but also depends on the ability of the interviewer to relate and communicate in order to facilitate the meaning-making. Freeman and Mathison (2009) list what they believe to be the characteristics of a good interviewer of children and youth, (p93).

Robson (2002) describes a semi-structured interview as having pre-determined questions but no fixed order, and suggests the interview can be modified according to the interviewer's perception of what seems appropriate e.g. change of wording, giving of explanations and omitting questions and/or adding new ones. Robson (2002) regards studies where the focus is on *'the meaning of particular phenomena to the participants'* (p273) as appropriate for the employment of the semi-structured interview.

Smith et al (2013) recommend that the first question of the interview should help to elicit a fairly descriptive account of the episode or experience which would help the participant to feel at ease before they are invited to become more analytical with subsequent questions, prompts and probes.

The interview should use 'open' rather than 'closed' questions in order to encourage talking and engagement. This will be particularly important for children and young people who may find talking to an unfamiliar adult more daunting and anxiety-provoking. Freeman and Mathison (2009) advocate a number of strategies to help elicit verbal responses from children and young people. They propose that interviews are most effective when they are structured around activities that provide a focal point. The breaks in routine can help children to remain engaged and connected to the topic e.g. taking a topic from a hat and completing pre-started sentences.

Research interviews can provide attempts by the interviewee to make sense of their experiences; they are personal 'snapshots' that may not be irrefutable truths but they are meaningful and therefore must be valued and respected. Smith et al (2013) argue that the semi-structured interview when used 'effectively' and 'sensitively', can '*facilitate rapport and empathy and permit great flexibility of coverage. As a result, they do tend to produce rich and interesting data',* (p66).

Willig (2009) notes that the semi-structured interview is the most widely used method of data collection, which she ascribes to the fact that it poses least logistical challenges. However, the semi-structured interview does raise its own issues that need to be considered (Potter and Hepburn, 2005). The need to pay attention to the context within which the interview data was generated has been proposed by Potter and Hepburn (2005). They argue that many qualitative studies that employ semi-structured interviews fail to scrutinise the impact of important contextual factors, e.g. that the interview should be seen as

an interactional object and therefore studies that use it as a data collection method should report on 1) the features of a conversation between two people, 2) the role of status and power differentials as well as 3) the issues that centre around the set up the interview itself.

The current study recognises that as the interviews were held in school during school hours that the participants may have been primed to think about their futures in a particular way i.e. to provide answers in line with the expectations and context of school i.e. academic achievement.

The researcher attempted to address the power differentials by using their first name in introductions, by checking participants' willingness to participate and to reiterate their rights to stop the interview at anytime without prejudice.

Humour and an icebreaker was employed in order to help quickly build rapport between the researcher and participant. They were also used to try to establish a different type of adult-pupil relationship that would quickly help to dissipate the power differential.

4.6.5 Sentence completion tasks

The use of sentence completion tasks (see appendix 4) at the start of the interview was two-fold, firstly to help orientate the young person to the subject for discussion as a rapport was still being built and secondly to provide another avenue by which to elicit the LAC/YP's views in a systematic yet open-ended way.

Sentence completion tasks offer opportunities to collect qualitative information in a way that can be less daunting than having to answer purely open-ended questions, or even semi-structured questions especially when being interviewed by an unfamiliar adult. When working with young people there is a need to find methods that invite responses but also can respond to a short attention span can be key.

Raffaelli, Koller, Reppold, Kuschick, Krum and Bandeira (2001) provide an example of using sentence completion tasks with Brazilian street youth, and found the sentence stem to provide a qualitative data which reflected the voice of the young people themselves as they spoke about their lived experiences on the street of Brazil.

4.6.6 Development of the IPA Semi-Interview Schedule

The semi-interview schedule was developed for the purpose of this IPA exploration. The key elements of the interview and the order of items were to help place the participant at ease and to quickly establish a rapport e.g. *'...if you were an animal...*'. The use of humour and novelty was used to this effect. The interview was also designed in order to gather as much information as possible without the young people having to say much. The sentence completion section was included to ensure that some data would be captured considering that young people can find talking to unfamiliar adults challenging.

Another purpose of the interview was to help the LAC/YP to think about and share their beliefs, understanding, experiences and images of their future lives; reflecting on the 'here and now' and then taking an imaginary trip to their future in the Tardis (a familiar and barrier limiting conduit) as known in the popular BBC TV series Dr Who.

The interview questions were open-ended and were intended to be to be simple, however if the question and/or concept proved to be challenging for the participant to comprehend then there was scope for the interviewer to simplify the language and provide appropriate contextual prompts as necessary.

4.6.7 IPA Analysis

The proponents of IPA do not prescribe a single 'method' of analysing the data collected but point to the focus of the IPA endeavour i.e. how the participants make sense of their experiences, as the essence of the any analysis undertaken.

IPA analysis, although non-prescriptive, is characterised by some common processes and principles. Smith (2007) describes typical IPA analysis as an iterative and inductive cycle. The cycle aims to move from the ‘particular’ to the ‘shared’, underpinned by a commitment to sensitively understanding the point of view of the participant (Smith et al, 2013).

Smith et al (2013) outline some of the common strategies employed by IPA researchers. Firstly there is a line-by-line close analysis of each participant’s account, followed by the identification of any emergent patterns/themes. There then develops what Smith et al (2013) refer to as a ‘dialogue’ between the researcher, the coded data and their psychological knowledge, which leads to an interpretive account. The researcher then tries to develop a framework which helps to illustrate the relationships between themes.

As this IPA study is exploratory in nature the decision was made to use a large sample (N=7) in the context of IPA. The results were then further analysed so as to unearth any recurrent themes emerging from the collective idiographic accounts. Assessment of the significance of the super-ordinate themes found was dependent on the prevalence of the theme in the personal accounts given. This study decided that to be considered ‘recurrent’ the theme would have to be present in at least 50% of the idiographic accounts. A table was created in order to explicitly show how recurrent themes were established.

The analysed data is organised in such a way to allow its traceability from initial comment to the final structure of themes. The researcher will often use supervision, collaboration or audit in order to provide some authenticity to the interpretation. A visual guide and detailed commentaries usually accompany the full narrative in order to help the reader follow the interpretive process. The researcher is also

encouraged to keep reflecting on their own perceptions, conceptions and processes.

4.7 Trustworthiness

Research is undertaken in order to provide answers to questions about the way the world works and /or the way we interpret the world. In order for research to be considered feasible and authentic it also needs to be trustworthy. The research findings and subsequent claims need to be able to stand up to scrutiny and close inspection.

There are three central concepts that are taken into account when trying to establish where a study is trustworthy, and they are validity, reliability and generalisability.

These issues can be particularly challenging when considering the rigor of a qualitative study (Willig, 2009). There has been much debate about the suitability of validity and reliability as they relate to qualitative research; Morse, Barrett, Mayan, Olson and Spiers (2002) argue strongly that validity and reliability are appropriate concepts and they urge qualitative researchers to '*reclaim responsibility for reliability and validity by implementing verification strategies integral and self-correcting during the conduct of inquiry itself*' (p13). It is important that qualitative research is regarded as 'trustworthy' and that the findings can be considered in confidence.

The concepts of validity and reliability are rooted in the quantitative research paradigm and therefore may not translate appropriately over to qualitative studies; Golafshani (2003) suggests that they should be 'redefined' in order to be fit for purpose in qualitative research. Yardley (2000) offers some suggestions about how qualitative research can answer some of these questions while remaining true to the tenets of the qualitative ethos.

4.7.1 Validity

Validity is concerned with establishing the extent to which the data collection and analysis undertaken in the study actually address and answers the questions posed (Willig, 2009).

Qualitative researchers use a variety of methods to demonstrate the validity of their studies. For example some researchers invite participants to provide feedback on the researcher's findings. This is referred to as participant validation (Willig, 2009). Most qualitative research is conducted in real-world settings and as such they have a higher ecological validity and the findings do not have to be then extrapolated from laboratory to natural setting; this is another method used to help validate a study. Validity is also promoted by the researcher reflexivity which opens the study up to scrutiny as the researcher reviews and accounts for their role in the research itself.

4.7.2 Reliability

Reliability is an important concept in quantitative studies as it is concerned with replication. That is, will the experiment yield the same result when completed at a different time or in a different place. This concept is not as highly prioritised in qualitative studies, mainly because qualitative studies are concerned with the particular and unique phenomena and not with measuring the occurrence of particular attributes in large groups. However, qualitative data can be considered to be reliable when the data can be analysed by different researchers, using the same methods with similar findings (Willig, 2009).

4.7.3 Generalisability

Of the three concepts generalisation or representativeness is the most challenging for the qualitative researcher because they usually work with very small numbers of participants which are not representative of the population in general and therefore attempts to extrapolate to the general population would be challenging.

Data collection and analysis in qualitative research is often laborious because it is often involved with the detailed and nuanced phenomena

as experienced by the individual. This is one issue that makes working with large representative samples prohibitive. At times the aim of qualitative research is with seek and share an understanding of some of the more marginalised and socially excluded members of society and therefore the samples can be purposive therefore offering a platform for voices of the fringes of the mainstream to be heard.

Although generalisation may not be the focus of a qualitative study the usefulness of being able to be able to contemplate how the findings relate to others experiencing the phenomena in a similar context may be useful, because once a particular experience has been identified in the single there is evidence that it is accessible and available to others within the context of culture and society.

To aid the consideration of generalisation in qualitative studies researchers employ accumulation techniques where comparable studies are reviewed in order to provide and wider and more in-depth conclusions.

Smith et al (2009) propose that IPA research should employ 'theoretical generalizabiliy' (p4) where the reader is invited to draw on the theoretical and professional evidence in order to make judgements about how feasible or not the findings are in relation to this experiential knowledge. It is incumbent on the researcher then to present a study which is transparent and clear about the theoretical underpinnings that inform the study's findings.

The current study outlines the theories and research that it draws on to inform the researcher's interpretations and conclusions. The researcher's reflexivity helps to illuminate the lens through which the participant's interviews are seen and should therefore provide the reader with an understanding of the process from interview to interpretation to conclusion.

4.7.4 Alternative measures of good qualitative studies

Yardley (2000) offers alternative criteria for making judgements about the quality and rigor of qualitative research. She argues that these criteria should be aligned to the ethos of qualitative studies, that is, open to flexible interpretation. The four concepts that she proposes are as follows (219):

- *Sensitivity to context* – awareness of the relevant theoretical literature and research. The importance of being aware of the relevant literature in order to be grounded in the subject and to familiarise and orientate themselves to the research that has contributed to current understanding. Yadley distinguishes between the objectives of quantitative research, which uses standardised methods in order to build horizontal generalisations, that is, findings that can be replicated across research settings, whereas qualitative researchers look to engage in vertical generalisation, contributing to the building of theoretical knowledge.

- *Commitment, rigour*, *transparency and coherence* – in-depth engagement with the topic and the expectation that the research will be conducted with transparency and competency. That there is thoroughness and commitment to careful data collection and analysis. The importance of the completeness of the analysis and interpretation of the data is also seen as central, with the recommendation that this is done at a number of levels.

- *Impact and importance* – Theoretical importance that is enriching and enhances understanding, and which contributes to vertical generalisation is necessary. The trustworthiness can also be increased by the importance placed on impact and contribution to the community, policy makers, and practice in general.

4.8 Ethical Considerations

Research in its many guises, is a necessary undertaking in order to explore and comment on the ‘seen’ and ‘unseen’ world. The use of subjects, participants, clients, volunteers, etc. in the research activity is an essential requirement especially within the social sciences. As a means of protecting and minimising the effect of research on human participants there is an extensive range of regulation and guidance in place which researchers must adhered to (Economic and Social Research Council, 2010).

The educational psychology profession and educational psychology research must adhere to a code of conduct, professional standards and practice guidance as set out by the British Psychological Society (1992, 2002, 2004, 2006, 2008,); the Health Professions Council (2008) and the Economic and Social Research Council (2010).

In reflecting on the intrusive nature of research it can be argued that participants spend time with the researcher and walk away unchanged. Therefore, researchers need to be aware and actively seek to minimise the impact of their research, and if there is an impact have systems in place to provide support. It is incumbent on the researcher to put in place as many safeguards as necessary in order to ensure that the physical and emotional well-being of the participant is protected. Paramount for any research involving human participants is the duty of care; the researcher must make every effort to ameliorate any adverse effects of their research.

Fox and Randell (2002) argue that the with the rise in the number of applied EPs undertaking research at the doctorate level study it is important as a profession that due care and attention is paid towards ethical considerations. Their work highlights the point that much of the research within educational psychology is with the more disempowered

groups within society and therefore issues focussing on the balance of power are pertinent to the EP researcher.

The current study uses IPA to engage with how the participant makes-sense of the experience under investigation. This study looks at the way in which LAC/YP experience education aimed at developing their aspirations and goals for the future.

Given the personal and social challenges faced by many in the care system and the extra level of state scrutiny that is usually involved for these children and young people, they can often be disempowered and not in control of decisions that affect their lives.

The British Psychological Society (2004) has published guidelines which set out the minimum standards expected with regards to psychological research. At the heart of these guidelines is the imperative that the participant's well-being is protected and that there is informed content. Interviews were held in surroundings familiar to the young people, their educational setting, and where there would be least disruption. The participants were all given the choice to have a familiar adult stay with during the interview in order to reduce any feelings of anxiety.

It is important that participants are not coerced into participating, it is also important to recognise the power relationships and the influences they may have in their decision-making. This study recognised the importance of not only seeking consent from the appropriate LA's officers with parental responsibility (e.g. allocated social worker) but from the young people themselves.

All participants had the right to withdraw at anytime during the study without prejudice (see appendix 3). The young person was provided with information in order that they could make an informed choice about taking part in the study (see appendix 3). They were also asked at the

beginning and at intervals during the interview for their consent to continue; this was to help mitigate any power imbalance and to help the young person retain some element of control.

Participants were assured of anonymity and confidentiality; participants expect that they would not be recognised by identifiers within the written report of the study. Each interview was recorded and then transcribed. Each recording was labelled with a number and a pseudonym. The recordings will only be held as long as they are needed by the thesis submission process and then they will be deleted.

Participants had the right to enough information to help them make an informed decision about taking part in the research activity. At the beginning of the interview all participants were asked to read and sign a consent form and they were then invited to ask the interviewer questions to clarify any areas of concern or interest. Participants were also advised that they could ask to withdraw from participating or to have sessions of their contributions ignored if they so wished.

The participants in this study all received a 'thank you for participating' letter (see appendix 7) and a book token. When the research is complete participants and their social workers will be sent a short synopsis of the findings of the research and an invitation to a research feedback presentation where they will be given the opportunity to discuss any issues with the researcher.

4.9 The Role of the Researcher

4.9.1 The Constructivist Researcher

The aim of the constructivist researcher is to theorise and investigate the systems that humans create in order to meaningfully understand their world and experiences (Raskin, 2002). Constructivism is concerned with how people reconstruct a phenomenon and how these impact and are impacted upon by the constructions held by both the researcher and the researched. The researcher looks for consensus

with regards to the reconstructions. They remain open to new interpretations as more information comes to light and interpretative skills become more sophisticated (Guba and Lincoln, 1994).

The constructivist researcher is inherently interactive in nature and explicitly involved with the researched in the co-construction of the meaning and knowledge as it appears recognising and owning their own influence in the creation of the unfolding reality.

Guba and Lincoln (1994) describe the constructivist researcher as a 'passionate participant' and as a 'facilitator of multi-voice reconstruction' (p112).

The research methods of choice for the constructivist are interviews observations and text, which provides the platform from which they can start to see and/or hear the multiple realities as they take form.

4.9.2 The IPA Researcher

As a researcher employing IPA methodology it is important to recognise that a dual role is undertaken. Smith et al (2013) describe the IPA researcher as engaged in a 'double hermeneutic', where the researcher is trying to make sense of the participants 'making-sense' of their lived experiences. A researcher that takes the constructivist's view explicitly acknowledges the role of their influence on the participant and the participant's influence on the researcher's views as they co-construct their perspective realities.

Smith et al (2013) compares the researcher to the participant in that they are both humans, that is, they both draw on the everyday resources to help them make sense of the world. However, they also point out that they are also different in that the researcher only has access to the experience of the participant second-hand (the participant's self reports) which are then seen through the researcher's own *'experientially-informed lens'* (p36).

As the interpretative function of the IPA researcher has according to Smith et al, (2013) endeavours to adopt the centre-ground, that is, it neither aims to solely recreate the experience of the participant and to have the 'insider' view nor to only use theoretical underpinnings to use in order shed light on the phenomenon from a distance.

Smith et al (2013) describes the researcher's role as *'...attempting, both in the sense of 'trying to see what it is like for someone' and in the sense of 'analysing, illuminating, and making sense of something'*.' (p36).

4.9.3 The Researcher's Role with Children and Young people

Fundamental to co-constructing meaning with children is the ability of the researcher to establish a social relationship within the social context of the study. Freeman and Mathison (2009) suggest that in order to establish any relationship, whether one that is built over time (observations, etc.) or one that has to be established quickly (e.g. interviews, etc), it is important to recognise that the beliefs held about children by the researcher and the beliefs about adults held by the children impact on the researcher-participant interaction and create the context within which the study is conducted.

4.9.4 Reflexivity

The qualitative researcher recognises that they are influential in the way the research is shaped and subsequent outcomes are vulnerable to the researcher's own views, opinions, belief systems etc. (personal reflexivity) as well as the knowledge and philosophy that informs them as a theorist/thinker (epistemological reflexivity) (Willig, 2009).

Reflexivity is important in qualitative research because it promotes transparency by encouraging the researcher to 'foreground' and reflect on how the researcher has brought their influence to bear on the research itself, recognising the personal biases and expectations, hopes and politics which can prejudice the findings.

5 Findings

This section is considered the *'most important section'* (Smith et al, 2013, p108) and provides the reader with the summary and idiographic account of the researcher's making sense of the participant's sense-making. The findings are presented in a full narrative style so as to provide a '*comprehensive systematic and persuasive*' (Smith et al, 2013, p109) account.

The aim of this study is to explore and highlight how the LAC/YP imagined their futures in light of their past and present lived experiences.

The section will highlight the super-ordinate themes, along with their contributory sub-ordinate theme, that emerged from the semi-structured interviews with the LAC/YP. Each theme will be accompanied by examples taken directly from the transcript so as to ensure that there is a direct link to the text to illustrate the researcher's interpretations.

5.1 Idiography Vs Generalisation

The purpose of this study is not only to illuminate and amplify the often marginalised voice of LAC/YPs but to also explore and 'unearth' areas of interest as revealed by the LAC/YP that could benefit from further research in order to inform the applied practice of the professionals involved in the raising of the aspirations of LAC/YPs.

Smith et al (2013), states that '...*idiography does not eschew generalisations, but rather prescribes a different way of establishing those generalisations'* (p29). Although IPA focuses on the individual's experience -the *particular*- in larger IPA studies (e.g. N=6) Smith et al (2013) argue that there can be a shift to examining the key themes emerging from the detail. Examining recurrent themes across cases and then assessing the prevalence i.e. the number of cases the theme interpreted to be present.

The researcher in this study deliberately presents the findings in a way that emphasises the commonalities and recurrent themes over the idiographic details because of the exploratory nature of the study; the emergent themes have the potential to influence EP practice as well as indicate future areas for further research. The presentation of the findings provides the opportunity for the reader to also have access to the more subtle themes that were not recurring but which may nonetheless be interesting and worthy of further investigation.

5.2 Participants Pen Portraits

The following are pen profiles of the participants based on the demographical information collected (see appendix 4). The demographical information was deliberately not detailed so as to reduce the possibility of the interviewer having preconceptions and presumptions that may have provided biases during the interview process.

The participants have been given pseudonyms so as to further ensure anonymity and confidentiality:

5.2.1 'Lydia'

Lydia is a Year 7 girl who is one of the youngest in this research cohort. At the time of this research Lydia had been in foster care for a year and had not moved carers in that time, however she did come into care at a time of the significant transition to secondary school.

Lydia rated herself as average with regards to her academic abilities, and was generally positive about school.

5.2.2 'Jasmine'

Jasmine is a Year 7 young lady who at the time of the research had been in care for over a year; Jasmine has not changed foster care placements. Jasmine stated that she felt that she her academic abilities were average.

5.2.3 'Becca'

Becca is a Year 8 young lady who has been in care for over 12 months. Although she rated herself as academically average, Becca described significant difficulties with regards to her literacy skills for which she had extra support at school.

5.2.4 'Katie'

Katie is a Year 9 young lady who has been in care for over 3 years. Since becoming looked after Katie has remained with the same carers. Katie considered herself average academically and seemed to have a positive view about school in general.

5.2.5 'Sam'

Sam is a Year 9 young man who has been in care for over a year and has never moved placements since becoming accommodated. Sam self-reported that he is within the average range of academic ability.

5.2.6 'Tracey'

Tracey is a Year 10 young lady who has been in care over 3 years. Tracey has remained with the same carers throughout. Tracey attends a school for pupils with moderate learning difficulties. Tracey was of the view that her behaviour was in part responsible for her having to attend this kind of school.

5.2.7 'Frank'

Frank is a year 11 young man who has been looked after for over 12 months. Frank assessed himself to be average academically. As the

eldest in the cohort, he had already started to make concrete plans with regards to his post-16 options.

5.3 Findings summary

Emerging from a comprehensive analysis of the participants' interview transcripts are four super-ordinate themes each with sub-ordinate themes:

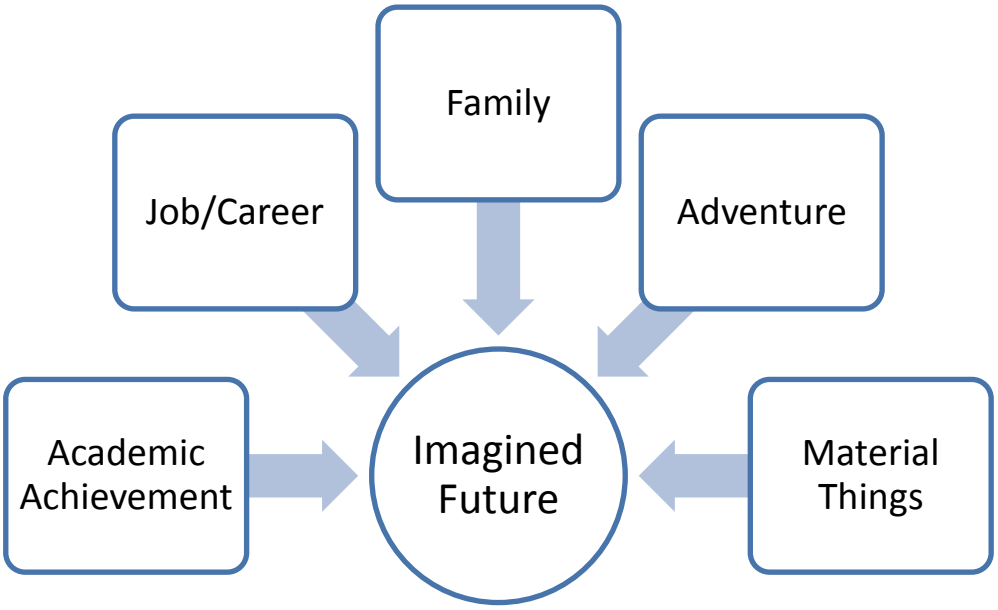
Table 1 Super and Sub-ordinate themes emerging from the analysed transcripts

Super - ordinate themes	**Imagined Futures**	**Current Support**	**Personal sense of agency**	**Impact of Care**
Sub-ordinate themes	Academic achievement	Key adult relationships	Internal locus of control	Understanding journey into care
	Job Vs Career	Influential peers	Self-reflection	Acceptance of care status
	Family	Resources	Resilience	Quality of care experienced
	Adventure	Targeted feedback and specific support	Active engagement & risk-taking	Importance of own future caring role
	Material things (house car etc)	Joint imagining about future	Previous goal attainment	Self-sufficiency/ independence

Each theme will be examined in closer detail with examples of transcript to highlight the theme. The interpretative role of the researcher will also be examined in order to make transparent the IPA process and the reflective nature of the approach.

5.4 Super-Ordinate Themes

5.4.1 Imagined Future



Imagined future is the super-ordinate theme which encompasses the hopes and expectations of the participants and reflects what have been interpreted as important aspects of their future lives, their aspirations:

This super-ordinate theme is composed of five subordinate themes Job/Career, Academic Achievements, Material things, Family and Adventure. These themes emerged as the young people talked about what they hoped would be happening in their lives when they are 25 years old. The emerging sub-themes associated with this super-ordinate theme did not only provide some insight into what the young people imagined and hoped for their futures e.g. job, family, home, but in the analysis and interpretation of the transcripts some judgements were made regarding the 'quality' of the judgements, i.e. the conviction, plans, vividness of descriptions, consistency of account, could be made.

The level of importance of the subordinate themes was gauged by their recurrence throughout the individual accounts. Each of the seven transcripts provided examples of at least two subordinate themes with over 50% of the transcripts reflecting 3 or more of the subordinate

themes. All participants provided examples of the subordinates Academic Achievement and Job/Careers.

5.4.1.1 Academic Achievement

Within this imagined futures super-ordinate is the subordinate theme of academic achievement. The participants of this study were chosen as they were deemed by others to be succeeding in school. Each participant, when asked, self-assessed themselves to be academically within the average range. The importance of academic and exam success was mentioned by all seven young people. There seems to be some consensus about GCSE's and academic achievement having a 'gate-keeping' role and therefore being considered a necessary and essential component of future fulfilment.

Katie:
L81: K – *get good marks*

Sam:
L29: S – *getting a good education and good grades*

Lydia:
L34: L – *getting good GCSE's*

Franklyn:
L98: F – *grades I'm getting should be good*

Becca:
L74: B – *grades I'm getting should be good*

Jasmine:
L142: J – *good GCSE's and stuff*

Tracey

L144: T – *because if I get a good grade and then when I go to college*

It may not be surprising that when interviewed in a school and asked about future goals that academic achievement was mentioned, as the social context and environment may have helped to prompt their responses. However another interesting aspect of the responses was the association that some of the participants made with the need to

'improve' and to do better academically now, in the present, in order to achieve the GCSE's planned for the future.

Becca
L36: B – *everything to get better grades*

L60: B – *study and study and study*

Sam
L31: S – *make sure I get the grades*

Tracey
L142: T – *I'm trying to get a good grade*

Sam
L31: S – *umm study and revise to make sure I get the grades to get the job I want*

Five of the young people spoke about attending college and/or university and although they did not always seem clear what happened at college or university these destinations at times seemed inevitable. The young people seem to map out a future path that relied on the need to achieve 'good grades/GCSEs' in order to attend college and/or university in order to get a 'good job'.

Lydia:
L87: L – *After school you go to college and then after college you go to university*

Tracey:
L144: T – *because if I get a good grade and then when I go to college*

Sam:
L70: S – *looking forward to being in college to be able to do the job I Want*

Becca:
L36: B – *improve more on my studies and everything to get better grades when I go to college and I'm looking to go to university as well*
Katie:
L47:K – *isss...like going to college and get the job that I want*

Katie provides a comprehensive commentary of the 'gate-keeping' role of good grades and offers a view about the merits of doing well at

school. Katie in this extract makes the link between doing well at school and accessing college in the future.

Katie:

L92: K – *like you need to be really good at school because they go on to your what do you call them on to your files and like don't they need to don't they go to the colleges to see how you've been doing in school so you need to be good cos if you like don't then they won't put you onto the course that you want to go on cos they know cos they know like how you were in senior school and then the probably think you won't do good at college.*

When discussing this point at the time Katie gave a detailed account of the reasons she needed to do well in school, however, she found it more challenging to provide details of what going to college would entail and was unable to discuss other routes and pathways to careers. It is not to say that Katie or indeed any of the other young people in this study are more or less aware of career pathways than their peers but it does seem to suggest that access to appropriate careers information can have a role to play in supporting young people advance their aspirations.

Some of the young people were able to express their desire to engage with their learning because they have been able to 'time travel' and to empathise with their future selves. They do not seem to be just regurgitating the messages and agendas of the adults around them, but are beginning to see and evaluate for themselves the pros and cons of academic achievement, which in turn is impacting on their present effort and engagement.

5.4.1.2 Jobs/Career

All of the young people were clear that they wanted a job but only one young person described a career and showed evidence of research into the pathway to get there. It was interesting, however, how this participant did not seem able to describe other aspects of his future life, suggesting that he may have forfeited a broad, detail-poor future view for a narrow, detail-rich focus, i.e. his chosen career path.

Franklyn:
L52: F – *I wanna be in the army*

L58: F – *that's guarding the palace and they also do front lining*

Franklyn:
L63: M – *Fabulous. Anything else going on? Would you be in a relationship, children? What kind of car would you be driving? What else might be happening?*
L64: F – *Yeah...as...um..(long pause)..just....not sure*

Two young people mentioned a specific career, but did not seem to have done deeper research. They were, however, beginning to share their desire for having the job of their choice, which is a step closer to becoming more career focussed and a prerequisite for more detailed career planning. These two participants were the eldest in the group and were already involved in career planning college interviews and GCSE preparation etc. therefore the future is likely to be more 'real' and relevant.

Sam:
L38: S – *Umm..I'll probably have the job I want as a umm nursery nurse or childminder I don't know...uhh...i'll probably have my own flat as well I think I don't know (uh huh)*

Tracey:
L72: T – *A beauty erm... I would like to work in a salon*

L108: T – *I would like to own a salon*

L114: T – *it might take a couple of years for me to own the job...I mean like be a manager*

The older participants tended to have more realistic occupations in mind e.g. childcare and hair and beauty, with some ideas about what next-steps were needed to get there. Whereas some of the younger participants showed evidence of variability and less commitment, maybe evidence of exploration of options and developing aspirations.

Lydia:
L52: L – *Erm...a vet or...or a err...the...the person that like...where you can*

speak a different language and you can like a tourist thing person thing tour, like where you tell people....

Becca:
L52: B – *err I don't really know because first I wanted to be an Art teacher then an undertaker don't ask what that was about (laughter) and umm now I want to be a psychiatrist (right so things) but psychologist is hard very hard to get (right) so I have to study a lot*

In the absence of a specific career choice the word 'good' was used and suggests that even if a 'job' or 'career' path has not yet been chosen it is important that it is a 'job' or 'career' of worth.

Sam:
L31: S – *to get the job I want*

Katie:
L47: K – *get the job that I want*

Lydia:
L36: L – *and to get erm..a good job*

Jasmine:
L56: J – *I'll have like a good job*

5.4.1.3 Family

Three of the seven participants mentioned having a family in the future and although none was specific about their future family composition there was some consideration about partners and family in a more general sense. This subordinate theme is, however, closely related to the subordinate 'importance of own future caring role' associated with the super-ordinate 'Impact of Past Care'. The care history of some of these young people seems to have impacted on their views about family. A closer examination of these views and feelings surrounding future family life can be found in the 'importance of own future caring role' subordinate.

Sam:
L27: S – *starting a family*

Tracey:
L78: T – *Hopefully with s...like husband or boyfriend....*

L80: T – *...and maybe kids*

Lydia:
L60: L – *I could like have children*

5.4.1.4 Material Things

This subordinate theme was reflected in three of the accounts. The lack of reference to material things may again be due the context of the interview, (i.e. in school) and therefore may have caused the participants to sift out and prioritise the future imaging that fit the situation i.e. talking with an unfamiliar adult about their future may yield different priorities to when talking to a familiar trusted adult or even a friend.

Jasmine:

L58: J – *nice house*

Tracey:

L85: T – *a sports car*

Lydia:

L50: L – *I'd have my own house*

5.4.1.5 Adventure

The participants were in general quite staid in their imagined futures and seemed to focus on the 'typical' aspects of their future i.e. job, home, family. Only one young person spoke about socialising with friends and two others mentioned more adventurous hopes, fulfilling of dreams.

Sam:
L54 S – *umm go out and hang around with friends probably meeting people...start talking*

Becca:
L44: B – *...hopefully have enough saved up money to go to Japan I still want to go*

Jasmine:
L84: J – *I want to go to America*

L85: M – *Okay. Have you got friends or family in America?*

L86: J – *I've just always wanted to go*

The lack of more adventurous and 'dream-fulfilment' future may be due to either a lack of this type of dreaming and imagining or it may be due to the participants discussing futures they feel are appropriate for discussion in a school setting with an interviewer.

5.4.1.6 Imagine futures - challenges

Although all of the participants were able to give some insight into their imagined futures it was clear that for some they may not have given much thought to the details, and this suggests that the stability of their future may be 'superficial' or at least susceptible to change and refinement. When probed and encouraged to provide detail some of the young people found it difficult to articulate and/or share their imagined future with an unfamiliar adult. Becca was, however, able to articulate that she was not yet working on her goals. She seemed able to do this in a way that suggests she felt this was okay; that she had time and that when she was ready she would give it due consideration.

Katie:
L41: K – *don't really talk about my future yet*

L90: K – *I don't know what I want to be*

Jasmine:
L6: J – *I dunno...erm not sure. I'm not...dunno*

Becca:
L78: B – *I'm not actually working on my goals at the moment*

These young people, as stated earlier, are considered, both by themselves and by others (LACES team), to be striving and succeeding with regards to their education. These young people seem able to have

the space and flexibility to think and plan at leisure about their future. Although they are all dealing with the 'pressing present', that is, the here and now (e.g. school work and exam preparation) on the whole, they are able to contemplate their future, and a few of them shared their optimism, even if there was some underlying apprehension.

Sam:
L42: S – *happy if all of that did happen*
L70: S – *umm so I've been thinking about it that thinking looking forward to being in college to be able to do the job I want*

Franklyn:
L70: F – *Positive, yeah*

Lydia:
L67: L – *yeah I'd just feel happy*

Tracey:
L337: T – *probably going to be quite nice really*

The lack of detailed imagined futures may also be highlighting the need for more opportunities for young people to engage in joint exploration and future imagining, because some of them were quite clear that their futures were going to be positive. Tracey, one of the older participants, seems to engage with this type of discussion with her carer, while, Becca, provided evidence of sharing her desire to travel with a peer, a shared passion.

Tracy:

L329: T – *I think about a lot lot but we've been...me and Tonya have been talking about it....*

Becca:

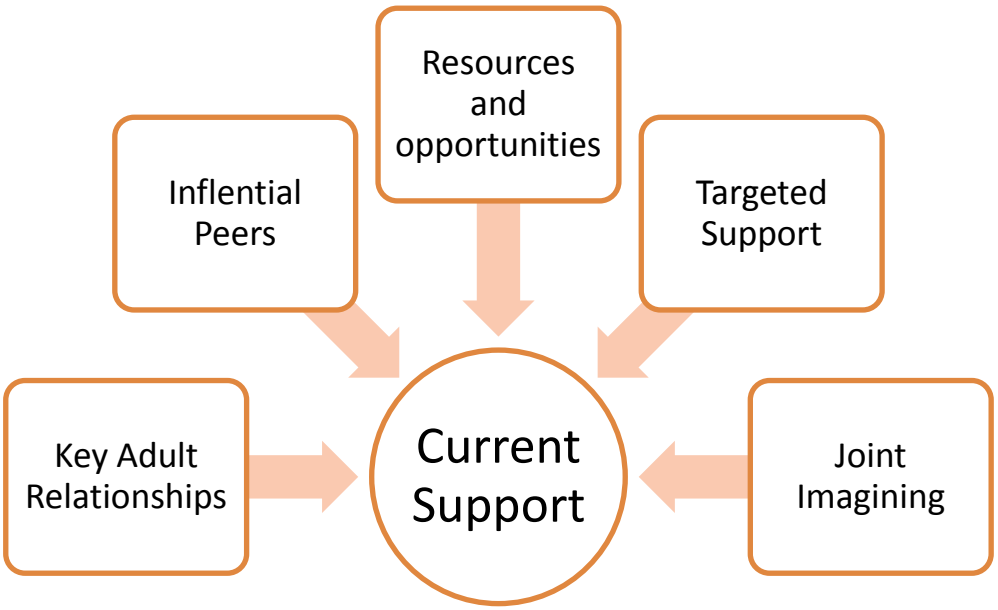
L46: B – *my friend wants to go with me as well (cough)(great) yeah so I'd be like trying to achieve my goals.*

Table 3 provides a summary of the subordinates as they were represented in the transcripts of each participant. The summary helps to provide some understanding of the recurrence of the themes both individually and across the group.

Super - ordinate themes	*Sub-ordinate themes*	**Participants (sub-ordinate theme present or not)**						
		Sam	**Katie**	**Franklyn**	**Becca**	**Lydia**	**Jasmine**	**Tracey**
Imagined Futures (general – specific)	*Academic achievement*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*
	Job Vs Career	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*
	Family	*Yes*	*No*	*No*	*No*	*Yes*	*No*	*Yes*
	Adventure	*No*	*No*	*No*	*Yes*	*No*	*Yes*	*No*
	Material things (house, car etc)	*No*	*No*	*No*	*No*	*Yes*	*Yes*	*Yes*
50% or more of sub-ordinates themes: ***Yes***		***Yes***	***No***	***No***	***Yes***	***No***	***Yes***	***Yes***

Table 2 Imagines Futures: summary of how the sub-ordinates were represented in the transcripts of the participants.

5.4.2 Current Support



The researcher is interested in gleaning from the young people's accounts how they themselves identify and conceptualise the support they both receive and require. The emerging super-ordinate theme is centred around the sub-ordinate themes which focus on the people, resources, conversations and targeted support deemed important and relevant to the young people at the heart of the experience.

5.4.2.1 Key Adult Relationships

The key adult relationships sub-ordinate theme was a theme that was represented by all seven participants. The recognition of carers, teachers, social workers and other adults as current support and key to the young people succeeding in achieving their future was universal. The carers however, were the prominent adults mentioned.

Jasmine:
L96: J – *people like not giving up on me*

Lydia:
L91: L – *the people around me are helping me*

Becca
L88: B – *they've been just like trying to push us and telling us*

Katie:
L116: K – *cos she convinced me to do it*

Sam:
L72: S – *friends and family have encouraged me*

The young people spoke of the encouragement and what could be described as emotional support, morale and self-esteem boosting, offered by carers, as well as providing specific and targeted educational support. The support described, however, seemed to reflect the need for capable, knowledgeable, effective carers, the need for them to be authentic and competent when it came to supporting both the personal and educational pursuits of the young people.

Franklyn:
L156: F – *...they push.. they like...they push me to do what I want to do*

instead of like.... me back...

Becca:

L96: B – *noo err not really ...i don't know...cos...oh yeah this art thing that I wanted to go and we had to say our awards thing like it helps you to improve on your art skills and stuff yeah and then I got a space (okay)to like get in that so*

L97: M – so h-how did that happen then in terms of...

L98: B – *well Mandy [carer] kept on asking and like emailing the people that brought my thing and she even asked my art teacher to to see if she could find anything so they have*

Tracey:

197: T – *[carer] she will sort it out if it needs sorting*

Both Franklyn and Lydia mentioned the impact of role models or people with experience; for Lydia access to people who have achieved the types of goals she has for herself would help her to achieve more successfully; for Franklyn taking on board the advice and guidance given by people he respects and holds in high esteem would be helpful.

Lydia:

L109 – *Erm...(pause) like people who have got achieved what, they're goal that they wanted to do...*

Franklyn:

L118: F – *Well, why I've listened to them is because, obviously a lot of them are older and know what they're on about because they've gone through it...*

The role of significant others in helping young people towards their imagined futures cannot be understated. The emotional and moral support offered by key adults and peers was recognised and appreciated but as a compliment to this self-esteem boosting behaviour, the young people seemed to appreciate the active and involved competent supporter. The underlying sentiment seems to be about 'not giving up' on the young people, as well as the positive supportive promotion of education.

Katie's account included how her carer Paula was able to gently persuade her and support her into acting, seeing something in Katie that she herself had not seen or at least did not have the confidence to pursue. Katie recalls this as an example of positive support.

Katie:
L116: K – *well it was really Paula [carer] cos she convinced me to do it cos she already knew that I was a really good actor so then she said why don't you try and do the school production so then I auditioned and I got in and I told Paula and then she said that's good and then the way I found that helpful because she was really supportive and then when it was the actual live shows Paula came so then she was there for me when I was doing my production*

Sam was the only young person who mentioned the role of his birth family and how they supported him.

Sam:

L72: Sam – ...*encouragement off family when I see them*

Jasmine's assertion that support for her looks like *'people like not giving up on me'* (L96) may be a reference to personal and emotional processing of her care status that someone significant has 'given up' on her. The contrast then of having a supportive key adult, one who has not given up on her, is the characteristic that stands out for her.

The role of key people in the lives of these young people is a reoccurring theme. The importance of both the practical and psychological support is evident. These, for the young people, seem to be adults who do not give up, but who also provide guidance and support through what they say and by what they do.

5.4.2.2 Influential Peers

The influence of peers was not a very strong theme in the data however, where friends have been mentioned their influence was, in the main, positive and supportive.

Katie:

L122: K – *...they are really supportive...*

However peers have also been implicated in preventing or at least interfering with the young person's progress.

Jasmine:

L107: M – *...What do you think, erm, what do you think the things that aren't helping you so much, wha...what do you think might be stopping you from going towards your goals, what might be..*

L108: J – *Probably my friends coz they keep talking to me in lesson....*

5.4.2.3 Targeted Support

The importance of having specific and targeted support also came through in the analysis of the transcripts. Carers and teachers were seen to offer practical and technical advice and support.

Lydia:

L95: L – *The...they...they do times tables with me and sometimes when we were not doing anything then she...they just shout a random times table and it really helps me.*

Becca

L86: B – *well at home I read and Mandy [carer] has started to make us read for half-an-hour yeah and then she's going to be doing every day after school umm ten spelling list like thing so at the end of the week we'll be we'll like do 50 spelling things (umm)*

Franklyn:

L158: F – *...and yeah like they tell me erm... how I can improve or what...and what I've done good...*

5.4.2.4 Resources and Opportunities

The PP funding is made available to schools by the government in order to provide targeted support for raising the achievement of LAC/YP and other vulnerable pupils. Franklyn was the only participant to make direct reference to the PP; however others did recognise that specific

resources or opportunities to engage in extra-curricular activities were beneficial to their development.

Franklyn:
L196: F – *Well, I mean the pupil premium...*

Becca:
L64: B – *I don't know I could just like get revision books myself or I could get extra tuition in school like I have extra English a-after school on Monday's and on Thursday's I have extra ICT period (right) 7 so....*

Access to organised structured events and community involvement seemed to offer some of these young people outlets to pursue their interests, and opportunities to develop talents. The importance of financial assistance as well as practical help and encouragement was identified as supportive and self-affirming. For some of the young people they reflected on these opportunities only being afforded them due to coming into care.

Franklyn:

L154: F – *...they like helped to.... like they buy stuff so I can like...they pay for my Cadets buy stuff so I can do something I wouldn't be able to otherwise.....*

Franklyn is an enthusiastic cadet and is seriously thinking of joining the army. Franklyn is one of the young people who seem to have made a more definite plan about his future. His rhetoric about his personal effectiveness seems to be reflective of this structured extra-curricular activity, quite military in content. The role of this structured extra-curricular activity seems to have been a very influential force in Franklyn's current presentation but also with regards to his imagined future.

Franklyn:
L38: F – *Erm...commitment or discipline probably*

L42: F – *Commit to what I am doing*

L132: F – Yeah. *It's trying to be determined to what I want to do instead of like hoping for the best by not doing much and hoping for the best.*

These seem to be quite a direct link between Franklyn's choice of extracurricular activity and his chosen career. It may be difficult to differentiate between the direction of influence, i.e. did being a cadet help Franklyn decide to join the army or did Franklyn's desire to join the army influence his desire to be a cadet. The issue, however, is that Franklyn has been able to positively engage with this activity and the impact seems to have extended beyond the activity itself and has impacted on other aspects of his behaviour, self-esteem and resilience.

Katie:

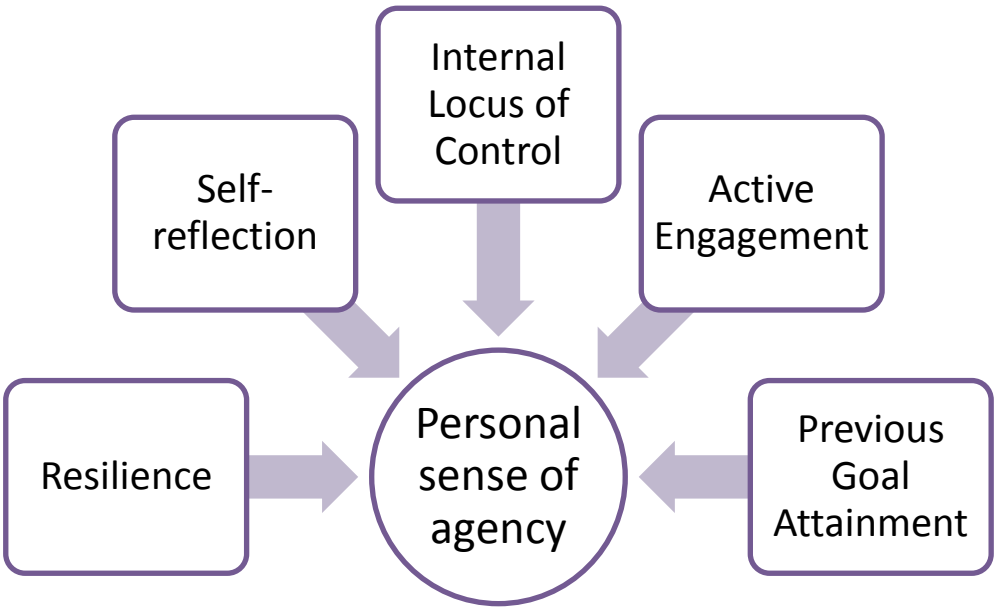
L114: *K – well err there was 'FX' [a drama group for LAC YP] and being in a film and so then I actually done it cos I love acting*

L116: *K – well it was really Paula [carer] cos she convinced me to do it cos she already knew that I was a really good actor*

Table 3 Current Support: summary of how the sub-ordinates were represented in the transcripts of the participants.

Super - ordinate themes	*Sub-ordinate themes*	**Participants (sub-ordinate theme present or not)**						
		Sam	**Katie**	**Franklyn**	**Becca**	**Lydia**	**Jasmine**	**Tracey**
Current Support	Key adult relationships	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*
	Influential peers	*Yes*	*Yes*	*No*	*Yes*	*No*	*Yes*	*Yes*
	Resources and opportunities	*No*	*Yes*	*Yes*	*Yes*	*No*	*No*	*No*
	Targeted feedback and specific support	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*No*	*Yes*
	Joint imagining about future	*No*	*No*	*Yes*	*No*	*No*	*No*	*Yes*
50% or more of sub-ordinates themes: ***Yes***		***Yes***	***Yes***	***Yes***	***Yes***	***No***	***No***	***Yes***

5.4.3 Personal sense of agency



A striking feature of this super-ordinate is that six of the seven participants have reflected the majority of the associated sub-ordinates in their accounts. A personal sense of agency is composed of five subordinates: resilience, self-reflection, internal locus of control, active engagement and previous goal attainment.

The importance of the LAC/YP's personal sense of agency and associated qualities, as self-reported, was evident as they contemplated what it is about themselves and their assets that enables them to work towards achieving their goals.

5.4.3.1 Self-reflection

The ability to engage is self-reflection seems to have supported their active engagement in their own learning and improvement. These young people demonstrate internal locus of control and most of them are willing to take responsibility for their future. The following extracts should provide the reader with examples of the self-reflection and personal commitment to improve and to strive.

Tracy:

L52: T – *Read more because erm...coz well if I don't read that much I'd be on the like...like the lower foundation...that's... that's not where I want to be so I've gotta get my act together and start erm...reading and like do school work more.*

Franklyn:
L206: F – *I think maybe my behaviour a little bit needs improving*

Sam:
L62: S – *revise more and be yourself, anyone who doesn't like you or doesn't accept you can go away*

Becca:
L62: B – *do lots of studying...I need it*
L106: B – now I'm starting to care and be bothered

Jasmine:
L114: J – *Well that's not helping me is coz I like, I wan...I really like...I love to talk a lot...*

L136: J – Coz I was probably telling myself I couldn't do it and I didn't...don't think I tried

5.4.3.2 Resilience

Some of the young people took quite resilient positions when it came to explaining how they face and respond to challenge. This glimpse into their resilient attitudes may provide some insight regarding the importance of this personal quality in supporting their personal successes and future pursuits by ensuring that they are able to take risks where failure is not devastating and debilitating.

Sam:
L94: S – *get back up*

Katie:
L128: K – *cos when I do something I know that that's not right so I keep trying it up until I get it right (okay) so then...yeah*

Becca:
L28: B – *yeah I'm improving I-like last year I was like really low above my things my age levels (uh um) now I'm just like meeting them and going over them*

5.4.3.3 Internal locus of control

Six of the young people who participated in this study gave some indication of strong internal locus of control along with good ability to self-reflect. They were willing to take responsibility for their educational successes and their challenges, discussing the types of things they were going to do to change and to improve themselves, their work and their achievements.

Lydia:
L137: L – *Practicing and trying really hard to do it*

Becca:
L84: B – *I've been concentrating more in classes I've been taking notes and For Eng-I have extra English after Monday's (umm umm) as I told you and in maths I just try to do things by myself (okay okay) but if I do need help I do ask*
Katie:
L37: K – *because like in computing I was a 5a now I'm like a 7c so my targets were lower and now they've gone really high cos I've been working more I've been doing revision so that I can get past my target*

Franklyn:
L168: F – *I've been working hard, I've been training better. I've been like sharing leadership and commitments and put my name down for everything I can...*

Franklyn is able to pinpoint and identify the personal quality he possesses that he feel helps him to achieve his goals. Some of Franklyn's phrases and characterisations seem to be in line with 'military' narratives, suggesting that this is a highly influential aspect of his life with regards to his motivation to achieve his goals.

Franklyn:
L134: F – *Determination....*
L135: M – *Determination?*
L136: F – *...yeah...it's pushed me on more...yeah*

Jasmine, one of the younger participants, was the one young person who seemed to have more of an external locus of control as she

recognised that her talking in lessons could probably be a barrier to her progressing towards her future. She felt that her friends were the source of this problem as she sees them as quite influential. It is interesting that of all the participants Jasmine, from the reflections of the researcher, had the least clear views about her future and gave the more 'stock' answers.

Jasmine:
L107: M – ... *that's helping you. What do you think, erm, what do you think the things that aren't helping you so much, wha...what do you think might be stopping you from going towards your goals, what might be..*
L108: J – *Probably my friends coz they keep talking to me in lesson....*
L109: M – *Right*
L110: J – *...and distract me a lot*

Four of the seven participants spoke about having made changes and improvements with regards to their academic progress and/or their behaviour and attitude. They showed evidence of being able to self-reflect and to acknowledge their active involvement in the creation of change in their lives. Most of these young people were able to recognise previous goal attainment or at least were able to recognise the improvements they saw in themselves. This ability to 'see change' seems to help young people be able to anticipate and entertain the possibility of further improvement and change, maybe making the future seem more attainable.

Tracey:
L279: T – *Erm...well I didn't used to be like this...*

Becca:
L26: B – *I'm learning I'm like umm a(im)pproving..*

Franklyn:
L102: F - *improved a lot like recently, behaviour wise*

Katie:
L27: K – *getting on really well with my teachers that I didn't used to before*

Tracey summarises this point well when she reflects on her own journey so far.

Tracey:
L285: T - *...like for me to like do stuff. Now I know I can do stuff like I'm confident to do stuff*

5.4.3.4 Previous Goal Attainment

The reflection on previous success and goal attainment for some of the participating young people suggests that it may have a role to play in helping them take the risk of aspiring to future goals. Although some of the young people found thinking about their successes in this way difficult (a goal that they had been successful at achieving) they were able to identify situations that indicated that they had overcome a challenge.

Becca – achieving a place on an art programme:

L96: B – *noo err not really ...i don't know...cos...oh yeah this art thing that I wanted to go and we had to say our awards thing like it helps you to improve on your art skills and stuff yeah and then I got a space (okay)to like get in that so*

Franklyn – achieving a higher rank at cadets:

L168: F – *I went on to going to the next high level I've been able to get that so I've been....I've been working hard, I've been training better.*

Katie – performing in a drama production

L114: K – *well err there was 'FX' [group for LAC YP] and being in a film and so then I actually done it cos I love acting as well so there there was this drama production*

5.4.3.5 Active Engagement

It is evident in the transcripts that a number of the participants are actively engaged with their learning and other aspects of their lives and not passive recipients. The ability to take a meta-cognitve view of where

they are and where they want to go seems to compliment future aspirations and goal setting behaviours.

Sam:

L78: S – *ur...like if that's the job you want to do that's the job you want to do then go ahead and do it makes you happy and you're in grasps of getting your all your grades*

Katie:

L27: K – *umm cos..cos umm I've made more new friends and I've gone past nearly all of my targets in school and I just getting on really well with my teachers that I didn't used to before*

Franklyn:

L108: F – *....and erm..yeah my grades have gone up as I've like concentrated more and done my homework a lot more...*

Becca:

L74: B – *...but first I wanna finish everything I plan on doing*

Lydia:

L99: L – *Erm...I think it's that..erm.. sometimes do good in..in other tests by myself and no one's helped me revise anything. It's like the other day in French I got a 6A and no one helped me.*

Tracey:

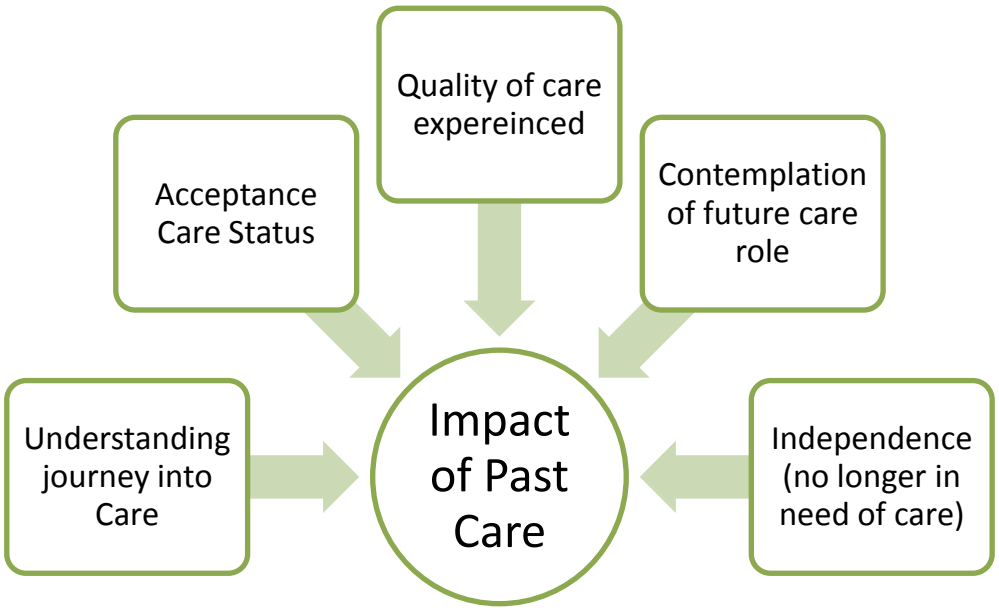
L239: T – *about it and like...and I realise it's...it's what I need because if I want to get to get to where I want to be I've got to buck up my ideas and start working like independently*

Overall the young people in this study demonstrated self-awareness and an ability to consider their own agency, recognising the role they play in reaching their goals and being their own agents of change where and when necessary. They recognised that at times they needed help and support but ultimately they were a cohort that were willing to take responsibility for themselves.

Table 4 Own sense of agency: summary of how the sub-ordinates were represented in the transcripts of the participants.

Super - ordinate themes	*Sub-ordinate themes*	**Participants (sub-ordinate theme present or not)**						
		Sam	Katie	Franklyn	Becca	Lydia	Jasmine	Tracey
Personal sense of agency	Internal locus of control	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*No*	*Yes*
	Self-reflection	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*
	Resilience	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*No*	*Yes*
	Active engagement & risk-taking	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*
	Previous goal attainment	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*	*No*	*Yes*
50% or more of sub-ordinates themes: ***Yes***		***Yes***	***Yes***	***Yes***	***Yes***	***Yes***	***No***	***Yes***

5.4.4 Impact of Past Care



The importance and consequences of past care experiences for four of the seven young people in this study was evidence not only in how they

reflect on the impact of becoming looked after but in some cases it seems to be a prominent focus for when these young people think about themselves in the future.

5.4.4.1 Understanding Journey into Care

The young people seemed to appreciate having authentic, genuine knowledge about their journey into care and although this is difficult information, having an understanding seemed to allow more effective processing and acceptance. These young people seem to be making the links between having this information and their ability to move forward and think about their future. Some young people offered unsolicited information about their care circumstances; this could be an implication of the prominence and importance of this aspect for a LAC/YP when construing their future.

Sam:
L58: S – *I got took away from my mum cos umm she wasn't able to look after us*

Katie
L46: K – *erm...like I've got some people that actually cares for me and not and like that doesn't tell lies and they don't stole from us*

Lydia:
L37: M – *Okay. The most important thing about my life right now is...*
L38: L – *Erm...(long pause)...eh understanding why I'm in care and understanding different things.*

Tracey:
L201: T – *there's like reasons why I'm in care and that so if I wouldn't have been living with Tonya [carer] I wouldn't be here*

5.4.4.2 Independence (no longer in need of care)

An aspect of the future lives of these young people as they saw it was both their desire and need to be independent. There was a strong sense of having to do things for self.

Becca:

L30: B – *get my own place live alone be able to take care of myself*

L38: B – *rely on other people to do everything for me cos it's like that wouldn't be good*

L44: B – *probably...I'll tell you...I'd probably be looking for a place of my own moving out yeah because I'll be too old to stay with Mandy [carer] by then...*

Becca's comments seem to be showing some contradiction. In the first instance she is talking about '*taking care of myself'*, yet she seems to be doing this not necessarily because it is what she wants to do but what she may feel she has to do: '*because I'll be too old to stay with Mandy...*' (L44), Becca may be preparing herself for a life of independence and self-reliance because of not feeling sure about how connected she will still be in the future.

Sam:

L96: S – *umm...(pause)... I really don't know...umm...like I said it's a job I want to do and err...I really don't want to be a hassle either on my family more than I am (laugh).*

Sam's comments, somewhat like Becca's, seem to suggest that becoming self-reliant was more about the uncertainty around whether staying where he is will be an option for him or not.

5.4.4.3 Contemplation of Future Care-giving Role

In four of the seven accounts the young people spoke about their own future care-giving role. The issues seem to play a prominent and significant role for these young people when considering their future lives. This may suggest that their own experience of care has led to a greater need for them to examine themselves and their future care/parenting roles in-depth. The young people brought up the need to be able to afford and to have the means by which to have children.

Tracey:

L136: T – *proper job before I have kids and stuff because you've got to have a good job to have kids coz they're expensive*

Lydia:

L60: L – *Oh..er..um...I'd have...I'd...I'd..I'd be back with my parents but I'd have a different home then I could like have children*

Becca:

L74: B – *well first I would like to take care of myself get a job get good like good grades in my university and everything then I might start thinking about getting a partner or something (right) but first I wanna finish everything I plan on doing*

Katie:

L53: K – *is not getting a job cos like if you don't get the job and then don't have the money then how can you buy a house and like look after your children if you have some and buy yourself some food*

Lydia does not only think about getting a job and having the right home conditions needed to be able to have children, she also raised concerns about having the right type of skills to look after a baby. She seems to be already anticipating where the gaps may be, to try to ensure that her future baby is not taken into care. The anxiety about 'repeating' her birth family's challenges is so great she is already thinking about solutions.

Lydia:

L75: L – *If...like if you look after people now that...that...that might give you a chance to look after your own baby instead of being it from taken away from you and put in for adoption. You could keep it and you could be a good parent and you could do...do like change its nappy and...*

L76: M – *Mmm.m.m*

L77: L – *...give it a bath and everything.*

5.4.4.4 Acceptance of Care Status

Some of the young people made links between their current life, i.e. doing well in school, and being in care. The sentiment seems to be that

coming into care has been positive in respect to the current performance as well as their future options.

Tracey:

L311: T – *...where I am now. I wouldn't be doing like stuff, I wouldn't have like school like this, I wouldn't...I wouldn't have GCSE's and all that stuff, I would have failed if I...if I wasn't with Tonya [carer]*

Franklyn:

L104: F – *.....attendance has been good*

L105: M – *Right*

L106: F – *that's pretty much since I've been in care so...*

Sam does however seem to lament the changes in his future directions, which he has put down to coming into care. Sam seems to find it difficult and challenging to engage in activities that he was passionate about since coming into care. Sam's emotional ties to a past hobby and his former life seem to have impacted on how he is able to move forward to his future, feels unable to pursue his former passion and now is imagining another/different future.

Sam:

L56: S – *umm I'd probably get back into photography again because um when I was with mum and when I went on holiday with my errr Nan and granddad they always let me take photos and I became a budding photographer*

L57: M – *alright okay*

L58: S – *and I got took away from my mum cos umm she wasn't able to look after us and now I can't really chase up that dream because there's nothing really to take photographs of where I live*

Sam seems to be resistant to engaging in his hobby after going into care even when social workers tried to provide him with opportunities to do so. This would suggest that there could be an underlying emotional basis for this 'resistance'.

Sam:
L60 S – *Social workers have tried to like find areas where I could go out and take photos and try to encourage me to go around and look where I can take photographs*

Sam, in his account, makes the direct link between his journey into care and his change of future direction.

Sam:
L68: S – *well sometimes yeah I mean I did originally think I wanted to be doing something with ICT and photography and that hobby died down because of me going into foster care and then I lost interest in pursuing ICT as a career and I so di..I..err..went to a nursery for my work experience and I feel in love with child care*

Sam is however, now thinking about pursuing a career in child care. He had the opportunity to work with children and '*I feel in love with child care*' (L68). Sam's child-focused career plans may be as a result of his own care experiences; he may be trying to 'put right' what has for him gone wrong.

Sam:
L44: *S – yeah looking after children in the nursery or babysitting or being a foster carer in general*

Sam's account was very favourable about children. Not only does he want to have a family in the future he is also actively pursuing a career where he is able to work with children. However two other participants, Becca and Katie, are not interested in having children.

Katie:
L71: K – *no no I'm not going to have children (laugh)*

Becca:
L72: B – *oh no (no?) no no no no no I'm not having a partner or anything*

However, almost immediately Becca qualifies her complete rejection of having children and a partner; her first response may have been due to

feelings of embarrassment but her need to not completely close the door to the possibility of a family seem to override the initial sentiment.

Becca:
L74: B – *well first I would like to take care of myself get a job get good like good grades in my university and everything then I might start thinking about getting a partner or something (right) but first I wanna finish everything I plan on doing*

The importance of '*taking care of self*' first may also be in direct contrast to the experiences she has had, and therefore she is acutely aware of her need to have things in place before pursuing a family.

5.4.4.5 Quality of Care Experienced

In some of the young people's accounts there seemed to be an undercurrent of gratefulness and appreciation shown towards their carer, an acceptance of their care status and recognition of the support they have received from their carer as well finding some qualitative differences. Tracey's spends more time on this point than the other young people.

Tracey:
L223: T – *...yeah ermm...it...it's...it was Tonya's [carer] choice to have us. Tonya could have said no but no she erm... she brought us...she brought us as her own children...*
L224: M – *Mmmm, mmm*
L225: T – ...so that's why I'm thankful of her

L309: T – *If I didn't have Tonya [carer] I wouldn't be here...*

Katie:
L43: K – *erm...like I've got some people that actually cares for me and not and like that doesn't tell lies and they don't stole from us*

Tracey makes the links between having (birth) family problems and how it impacts on her ability to do school work. She goes on to recognise the support that being in care has provided so that she is now more able to think about her future.

Tracey:

L247: T – *....it is quite hard to, when you've got family problems and you've got school work it is quite hard coz that's all you think about is your family problems...*

L283: T – *Well I used to...when I didn't used to live with Tonya [carer] it used to be like be really hard...*

L284: M – *Mmmm*

L285: T – *....like for me to like do stuff. Now I know I can do stuff like I'm confident to do stuff because Tonya's [carer] the one who's helped me through all that so...so Tonya's [carer] made me confident to do like say stuff....*

Table 5 The Impact of Past Care: summary of how the sub-ordinates were represented in the transcripts of the participants

Super - ordinate themes	*Sub-ordinate themes*	**Participants** (sub-ordinate theme present or not)						
		Sam	Katie	Franklyn	Becca	Lydia	Jasmine	Tracey
Impact of past Care	Understanding journey into care	*Yes*	*No*	*No*	*No*	*Yes*	*No*	*Yes*
	Acceptance / recognition of care status	*No*	*Yes*	*Yes*	*Yes*	*No*	*No*	*Yes*
	Quality of care experienced	*No*	*No*	*No*	*No*	*No*	*No*	*Yes*
	Importance of own future caring role	*Yes*	*No*	*No*	*Yes*	*Yes*	*No*	*Yes*
	Self-sufficiency/independence	*Yes*	*No*	*Yes*	*Yes*	*Yes*	*No*	*Yes*
50% or more of sub-ordinates themes: ***Yes***		***Yes***	***No***	***No***	***Yes***	***Yes***	***No***	***Yes***

5.5 Recurrent Themes

The aim of this study is to explore the sense-making of LAC/YP as they consider their futures in light of their past and present experiences. As this is an exploratory study, identifying recurring themes offers foci for both professional practice and academic pursuit.

IPA takes an idiographic stance and therefore is concerned with the particular. The aim is to better understand the specific, in detail, as a

means to better understand the general. Allport (1962) argues that there is nothing erroneous about studying the individual in order to generate our own *'hunches',* which are then generalised so that '*laws*' can be established, before returning to the individual to test these laws but to also get a *'…fuller and more accurate assessment than we do now.'* (p21).

Although IPA methodology does not avoid making generalisations this is not the main focus, and therefore one arrives at generalisations differently. Yardley (2000) refers to *'vertical generalisation'* (p220) where researchers aim to build their theories by linking the particular to the abstract. Recognising recurring themes that emerge out of the detailed analysis of individual data offers some scope, and adds to the importance and relevance of the phenomena and its components under scrutiny.

The following table provides an overview of the prevalence of the super-ordinates themes, as observed in the accounts of the participants. The theme is considered to be a 'recurring' theme if it is represented in more than 50% of the participants' accounts.

The table shows that three participants, Sam, Becca and Tracey have elements of all four super-ordinate themes. That is, they were able to identify with 50% or more of the sub-ordinate themes that compile the super-ordinate whereas Jasmine's account only reflects one of the super-ordinate themes.

Personal sense of agency is the super-ordinate theme that was reflected in the accounts of the majority of participants, suggesting that this super-ordinate theme is considered by the young people themselves to be a significant factor in contributing to not only their current 'success' and 'striving' but also towards them achieving their desired futures.

Five of the seven participants provided accounts which suggested the importance of the super-ordinate theme '*current support'.* These young people seem to value the people and structures around them that enable them to focus on the here and now, while also allowing them to conceive their futures.

Table 6: Patterns and Recurring Themes

Super-ordinate Themes	**Participants**							*Present in over 50% of sample?*
	Sam	**Katie**	**Franklyn**	**Becca**	**Lydia**	**Jasmine**	**Tracey**	
Imagined Futures	***Yes***	***No***	***No***	***Yes***	***No***	***Yes***	***Yes***	**Yes**
Current Support	***Yes***	***Yes***	***Yes***	***Yes***	***No***	***No***	***Yes***	**Yes**
Personal sense of agency	***Yes***	***Yes***	***Yes***	***Yes***	***Yes***	***No***	***Yes***	**Yes**
Impact of Past Care	***Yes***	***No***	***No***	***Yes***	***Yes***	***No***	***Yes***	**Yes**

5.6 IPA – making sense of their sense-making

Although IPA is not primarily engaged with making generalisation this exploratory study has been able to replicate some of the findings of a number of studies that have also aimed to capture the voice of LAC/YP, and to provide a platform to enable their perspectives to be valued and to influence professional practice. This IPA study has focused on the individual lived experience of the participants, so as to understand how they are making sense of the world as their aspirations are 'raised'. The IPA study has allowed us to encase these findings in a constructivist model and has provided a framework to provide a greater understanding of what it means to be a LAC/YP looking to their future.

In order to magnify the voices of the seven participants of this study the researcher will now move away from the generalisation of the previous sections, and will share their subjective interpretation in order to bring a

more authentic understanding of how these young people were perceived to be processing and generating their responses when asked to contemplate their imagined futures.

The first notes taken by the researcher after the interview, and comments or observations made after engaging in analysis of transcripts, are presented in the following section. The initial notes are included so as to provide further insight into the researcher's underlying biases that may have impacted on the subsequent analysis. The notes are incomplete and do not always reach a point of coherence, which reveals the researcher grappling with the 'sense' of the interview.

Katie: *Enthusiastic, open to possibilities, on the cusp of planning future, future new concept still understanding past and present quite occupied with the here and now but willing to entertain her future with prompting*

Katie: *Katie seems to be starting to think about her future and to make connections between what she does now and the impact it may have on her future. Katie is finding some issues with articulating and is becoming muddled. Is this because she is struggling to understand what her future could/should look like? Katie seems to still be heavily reliant on the support and guidance of those she trusts. Katie seems to be riling against the caring role, doesn't want to disappoint like she has been disappointed? Katie seems to be recognising the impact that coming to care has had on her and seems open to entertain new imagined future possibilities with support from key adults (especially carers).*

Becca: *Bubbly, bright, full of life, matter–of–fact, changeable future imagination but willing to discuss and, in no hurry, confident, adventurous*

Becca: *All though some of Becca's imagined future was not fully formed there were aspects that were and which seemed to be fuelled by passion and adventure rather than necessity. Becca seems to be*

living in the here and now however she is noticing her own improvement more and seems to be open to the opportunities that may follow as she sees and notices her academic progress. Becca is making clear links between her own efforts and success and this seems self-motivating.

Tracey: *Strong, confident, analytical, reconciling, grateful, trusting, able to understand more clearly, difficult journey but emerging on the other side*

Tracey: *Tracey seems to be a young person who is on a journey which has been challenging but she is able to see a different and more positive life. Tracey has made direct reference to the impact that coming into care has been and the 'emotional' difficulty she has had to overcome. Tracey seems to have welcomed the information and 'truth' of her situation and this seems to have released her to move forward into the future, this has occurred with what she has identified as commitment – it was (carers) choice to have us – and they stuck with her. Tracey seems more aware of her own agency and need to do things differently in order to have the future she plans. Her plans are not fully formed but she still seems optimistic.*

Sam: *Alone, brave face, making it despite, disappointed, drawing a line underneath 'previous life', pride, making ago of it, independent (but will accept help if offered), self-reliant and on the fringes. Wanting to work with children e.g. foster carer 'saving self'?*

Sam: *Sam interviewed very confidently and with an 'air' of togetherness. I felt however that although he had 'by accident' stumbled on a 'love' for working with children there seemed to be an undertone of disappointment with his current situation. He seems to want (need?) a social connection with peers but he seems to be a bit loner and on the fringes of social connections. Sam seems proud of his*

accomplishments and seems to have high expectations based on his own efforts (internal locus of control).

Lydia: *Quiet, shy, compliant, young, trying to dealing her care history, changeable future, importance of caring for children, 'typical' , 'expected' the need to be good*

Lydia: *Lydia is quiet and seems shy and reserved but she is quite forthcoming and she is able to offer comprehensive (for a pre-teen) answers. Lydia's interview seems to be dominated by her wish to develop her caring skills which seems to be driven by her own experiences. Lydia's future plans are not fully formed and seem to be moving from the realm of fantasy to reality. Lydia is recognising the help and support she is getting and seems to be engaging with the efforts of her foster family.*

Jasmine: *Unsure, suspicious, weighing up, willing to please, still very much in the here and now, lack of understanding or engagement, superficial*

Jasmine: *Jasmine presented as not quite sure of the reasons for the interview and seemed to be perplexed by the attention. Jasmine did comply and did as requested but she did not provide many extended answers and took advantage of closed questions. The interview seemed more stilted and adult-led. Jasmine seemed to start off with 'stock' 'what you want to hear' type answers but later in the interview seemed to start to be more open and able to discuss future goals e.g. going to America. Jasmine did not seem to have a clear and coherent view about her future and she offered of the interviews examples of external locus of control e.g. friend - 'distract me a lot'. Jasmine was one of the younger participants and therefore her ability to gaze into the future may be less sophisticated.*

Franklyn: *Purposeful, organised, self-aware, on a journey, clear influences and role models, single-channelled? Focussed, military discourse (language) internalised and determined, commitment, ranks leadership etc' fearful, what if I don't make it?'*

Franklyn: *Franklyn seems to already be internalising the 'army' demeanour and posture, getting it together. His reflections of self seem to be cadet/army speak. Although Franklyn has some concrete and researched plans about his future career he does not seem to have put as much thought into his personal future. Franklyn seems motivated to change, he seems to recognise that he is on a journey and change is achievable. Franklyn has made a connection between his current opportunities and future plans with coming into care, making a go of it? Franklyn was the only participant that mentioned pupil premium and seemed to make a direct link between 'systemic policy' and direct impact. Franklyn seems to hold much respect and admiration for the adults around him especially those that support him at Cadets (has he responded well to the structured and character building qualities of programmes like cadets?)*

5.7 Researcher influence

IPA is a methodology which takes a constructivist stance and therefore the influence of the researcher on the researched is integral and central to the understanding of the phenomenon under scrutiny.

The researcher, in choosing IPA as the research methodology, has already declared their philosophical and ontological hand. They are conscious of the need to provide an understanding of the lens through which they have observed and analysed the phenomena, in order that the readership can too have clarity about the conclusions and assertions made.

In this study the researcher has taken a strength-based and positive psychology view of LAC/YP in an effort to challenge the deterministic

and pessimistic discourse that seems to be pervasive in relation to LAC/YP.

The philosophical backdrop of the analysis then makes the researcher sensitive to accounts which highlight personal strengths and positive hopeful declarations. The emphasis both during the interviewing of the young people and during the subsequent analysis of the transcripts may have been on helping to develop and co-construct the reality in line with the social dynamic e.g. adult – child; context school setting; expectations; researcher – participant; expert – novice, etc.

The context within which the interviews occurred, i.e. school, an adult in a ‘suit’; taken away from peers; etc. already creates an expectation that may focus the participants answers, even if the power relationship is democratized. Someone asking about future aspirations in a school may need to hear about educational attainment, jobs and careers, and at a push home and family.

The IPA researcher is to be skilled at bracketing off their prior knowledge and understanding when listening and engaging with the interviewee in order to allow accounts to flow unfettered. The transcripts of this study will show that the interviewer had to engage and prompt the adolescent participants to ensure that they commented and that their responses together would provide some cohesiveness about how they imagine their future and their current support.

6 Discussion

6.1 Introduction

This chapter aims to discuss the findings of this study in relation to the research question as proposed at the beginning of this paper. An examination of the findings in light of the theoretical underpinnings presented in the literature review chapter will be undertaken. The chapter will consider sense-making of the LAC/YP participants as they reflect on their future aspirations, with the intention of identifying the aspects of their present lives that they see as help or hindrance.

The aim of this study is to examine in detail the ideographic accounts of the participants in order to contribute to the understanding of the elements that need to be taken into consideration when designing services and interventions aimed at preventing 'poor' life trajectories and increasing access to 'successful' and socially congruent lives.

Chase et al (2006) state *'by representing young people in and leaving care solely as 'victims' of systems that fail them, we risk ignoring and undermining the role they themselves play in determining their own futures, and the resilience and resourcefulness that many possess.'* (p2). The positive and optimistic stance of this study provides opportunities for further exploration of the elements that successful and future-orientated LAC/YP possess, therefore providing clues as to the areas to be incorporated into policy and practice for those LAC/YP who may struggle to engage with their future.

6.2 Imagined Futures

The emerging themes that contribute to the 'imagined futures' super-ordinate theme, share a version of the self that projects success and accomplishment. The accounts of the LAC/YP in this study are in line with other findings (DfEE, 2000), that is, their aspirations were similar to

the aspirations of their non-looked after peers e.g. nice house, good job, a partner and a family.

The LAC/YP in this study were all able to share some semblance of their future lives providing both small glimpses to more detailed plans of their hopes, aspirations and goals. All of the young people were concerned about their academic outcomes, and even if careers where not thoroughly considered or identified the issue of ensuring academic success was uppermost and key to accessing future goals and aspirations.

The ages of the participants place them within Gottfredson's (2000) conscription and compromise stages of aspiration development. This seems to be supported in this study by the disparity observed between the LAC/YP definition and construing of their future; the younger participants making tentative links between present efforts and future success whereas the older participants were further along the path, considering colleges and making concrete plans for their future endeavours.

The LAC/YP in this study were able to share their imagined futures and to contemplate the elements within their contexts that supported or hindered them as they pursued their goals. The analysis of the interviews does not indicate that their disrupted attachments or early life experiences have impacted on their ability to think about and imagine their future. However, it is important to view the experiences and future imaginings of these young people from an ecological stance as the context (political, social, cultural, etc.) may mitigate any negative impact of their disrupted attachments e.g. high expectations and appropriate support from carers and teachers.

Becca:

L86: B – *well at home I read and Mandy [carer] has started to make us read for half-an-hour yeah and then she's going to be doing every day after school umm ten spelling list like thing so at the end of the week*

we'll be we'll like do 50 spelling things (umm)

Tracey:

L311: T – *...where I am now. I wouldn't be doing like stuff, I wouldn't have like school like this, I wouldn't...I wouldn't have GCSE's and all that stuff, I would have failed if I...if I wasn't with Tonya [carer]*

Tracey recognises that her entry into care has had a qualitative effect on her ability to access her learning and to pursue GCSE's. She is able to reflect on the differences not only of her experiences of care but also of her perceived access to different opportunities, not because she did not have these opportunities before but because she may have adjusted her aspirations window (Ray, 2003) and can now see and imagine beyond the limitations and constraints that she perceives as imposed by her life before entering care.

6.3 Current support

The main findings of this study reflect the findings of a number of studies in this area, which have looked at the key aspects of care and education which seem to make a difference for children and young people in care (Jackson and Sachdev, 2001; Driscoll, 2013)

The role of carers and the type of care provided has emerged as a significant and important element in supporting LAC/YP towards attaining their goals and future aspirations.

The young people in this study spoke of the support they received from their carers but were also able to identify some of the attributes and skills that they found reassuring, encouraging and supportive, and which helped them to think positively about their futures. It is important to recognise that all the participants were in stable, long-term placements, a factor associated with good outcomes for LAC/YP (Berridge et al, 2004).

Several of the participants judged their carers to be 'pushy' and to engage in the act of 'pushing' them to achieve. The young people

recognised this as a good and positive attribute, akin to having high expectations of the young people. This finding is consistent and in line with a number of studies (Driscoll, 2013). Alongside the high expectations some young people spoke of practical and targeted support for their educational success, e.g. providing opportunities for spelling practice; randomly calling out mathematical problems to be solved, and purchasing needed equipment and resources. The carers were described as problem-solvers, trustworthy and supportive. The carers, it could be deemed, replicate the involved parent, a determinant of career and educational aspirations development (Hill et al, 2004).

The attributes and qualities as described by the young people themselves seem to speak to the skills and effectiveness of the carers. They were applauded for their ability to be creative and innovative in their support of the young people as well as getting the job done. The carers were not on the sidelines of these young people's lives but were playing a significant and effective role. The LAC/YP noticed and appreciated when carers attend important (not always obviously so) events. For it to be mentioned by the young person may suggest that this is not an expectation, whether because of pre-care experiences and the internal working model that has developed or the self-reliance that renders the interest and care others show surprising.

Katie:

L116: K – *she convinced me to do it cos she already knew that I was a really good actor so then she said why don't you try and do the school production so then I auditioned and I got in and I told Paula and then she said that's good and then the way I found that helpful because she was really supportive and then when it was the actual live shows Paula came so then she was there for me when I was doing my production*

An aspect of the care received for three of the participants was to provide a contrasting model to their experiences with their birth family. They were able to make qualitative judgments themselves about their care. This seemed to engender feelings of gratefulness as well as helping to further their understanding of their journey into care.

Developing a sense of belonging, as well as feelings of safety and security, are some of the basic needs that should be met by care (Driscoll, 2013). When a young person enters care they can be thrown into what Driscoll (2013) terms as 'busy isolation' (p145), where they are expected to interact with many but are unable to develop close and personal relationships with any. The young people in this study have voiced their personal preference for close trustworthy relationships with active, involved and effective carers that for them support their access to positive imagined futures.

Although carers were the main and usually primary source of support as perceived by the participants many of them also spoke of the support they received and appreciated from teachers, social workers, their birth family, friends and leaders of extracurricular activities. The importance of key adults who young people feel able to trust and with whom they are able to develop positive supportive relationships was underlined by the young people themselves. When these adults were spoken of they again were active and involved, providing targets, taking time to ensure the young person understood, delighting in their progress and providing appropriate, truthful information, whether that is about their learning or care history.

A function of underlying attachment processes is to support the development of trusting relationships. For the young people in this study it seemed evident that the trusting relationships they had with their cares and other key adults supported them in the present and provided a safe base from which to explore the possibilities of their future.

Tracey:

L285: T – *....like for me to like do stuff. Now I know I can do stuff like I'm confident to do stuff because Tonya's [carer] the one who's helped me through all that so...so Tonya's [carer] made me confident to do like say stuff....*

The role of the family has been shown to play a significant part in the development of adolescents future orientations (Nurmi,1991; Crespo, et al, 2013) and the family is also implicated as key in the development of

aspirations, it should stand to reason then that a safe, secure, effective and supportive care placement may go some way to replicating the 'family' environment. One of the participants was very vocal and effusive about how her foster carers were actually now regarded as family and to be included in all aspects of future life planning highlighting the importance of the LAC/YP's mircosystem and the impact the carer and those adults that have direct interaction can have.

Tracey:
L98: T – *...they've helped me through all this so I class them as my real family as well as my own.*

Driscoll (2013) was able to ascertain from her participants the need for consistent supportive care. She was able to explore the correlation between supportive relationships and educational trajectories, and supported a call for social work to return to a relationship-based practice. The data in this study would concur with Driscoll's (2013) findings, that a trusting, supportive environment provides the young with access to social engagement vagal system which in turn allows growth and development of the higher order cognitive functions e.g. imagination, learning, time travel etc. in this type of environment a young person can feel safe to dream, fail, hope and accept help at times; concepts that may feel contrary and at odds to the drive some LAC/YP may feel to be self-reliant and self-directed.

Becca:
L30: B – err...umm..finding a job I think cos I need money to get my own place live alone be able to take care of myself...mostly getting a getting a job

6.4 Personal sense of agency

This study found consensus between the participants with regards to their sense of agency. Six of the seven participants provided accounts that reflected the sub-ordinate themes that contribute to the construction of the super-ordinate theme 'personal sense of agency'.

The sub-ordinate themes, ‘self-reflection’ and ‘active engagement’ were mirrored in all seven accounts. These accounts highlight some of the personal qualities of the participants e.g. internal locus of control, the ability to self reflect and to recognise their own self-efficacy and drive in their attainment, which can be considered important elements of aspiration development.

All seven participants reported examples of self-reliance. Self-reliance might be considered on the one hand a positive factor where it might imply self-motivation and self-determination. On the other hand it might also be seen as a barrier to accepting help (Cameron, 2007). The participants here all appeared self-reflective and gave examples of times when they recognised their need to do better or improve. They were also able to identify their own active participation in bringing about change, demonstrating internal locus of control. For example Franklyn states:

L108: F – *....and erm..yeah my grades have gone up as I’ve like concentrated more and done my homework a lot more...*

These young people also, revealed examples of self-reliance where they showed their expectation of being independent of others, living alone. Although wanting to leave home is unlikely to be different from that of non-looked after peers there is a difference if leaving home is mandated and not voluntary. One participant assumed that they would have to be living alone, suggesting that there would be no choice.

Becca:
L44: B – probably...I’ll tell you...I’d probably be looking for a place of my own moving out yeah because I’ll be too old to stay with Mandy [carer] by then...

Attachment theory suggests that access to a safe and secure base is a key tenet of good mental health that impacts throughout our lives (Schore, 2001). Being connected to others is important, as is a sense of belonging. This makes tentative relationships with carers where connectedness is not guaranteed a possible area of vulnerability for

LAC/YP, the Children and Families Act (2014), in recognition of this, has introduced *'staying put'* arrangements which allow LAC/YP to stay with their carers until the age of 21 years by mutual agreement, providing opportunities for greater stability.

All participants provided accounts of being actively involved in their future life directions. Although they welcomed the support and encouragement from those around them these young people were proactively engaged in their learning and other aspects of their life. These young people showed openness to direction and seemed able to trust the adults around them; however they also seemed willing to take responsibility for both their success and their failures.

Franklyn:
132: F – *Yeah. It's trying to be determined to what I want to do instead of like hoping for the best by not doing much and hoping for the best.*

Six of the seven participants spoke of issues which arguable illustrated some resilience, their ability to encounter barriers and disappointment but despite this were able to find ways to keep going. For example Sam speaks of *'getting back up'* after he had had 'one of those days'. The young people were cognisant of the need to pick themselves up and to try again. Resilience is also associated with good outcomes for LAC/YP (Driscoll, 2013) and therefore important for the development of aspirations.

An aspect to consider when looking at the personal resources of LAC/YP is the extent to which these attributes and qualities are inherent and subject to internal processes, as opposed to being learnt and shaped by the environment. The issue then becomes one of understanding the most appropriate way to mediate the development of an internal locus of control in order to shore up the personal agency of LAC/YP who may be lacking in this area. The start, however, would be to ensure that they have access to the elements that contribute to the development of self-determination (Deci and Ryan, 2000) i.e. autonomy

as represented by in this study by the theme on *'personal sense of agency'*, competence as represented by the '*academic achievement'* theme and relatedness as represented in this study by the '*current support'* theme.

6.5 Impact of past care

A LAC/YP may be vulnerable to the circumstances that brought them into care and therefore understanding that journey and the need to recognise the impact of their care history, is a theme which has emerged from the accounts of four of the seven participants. Although the emphasis of the interview was specifically to discuss imaginings of their futures, these four participants felt compelled to mention their past care or the effects of being in care.

The impact of care in how they were able to imagine their future lives for some of these young people seems to be the source of some anxiety. They held concerns about their ability to undertake the caring role. The pendulum swung between what seemed to be an intense need to be around children (working in a caring capacity) and developing caring skills, to not wanting children at all or at least not until they were in a position to care adequately for their children. The young people in this study seem to suggest that more exploration into how LAC/YP see themselves in a caring role whether practically or emotional is needed.

LAC/YP are vulnerable to becoming young parents (Knight, Chase and Aggleton, 2006) and this may be due to a yearning to 'have someone to love' or 'to feel loved' it may be due to a need to 'get it right'. Similarly some young people may be overly anxious about becoming parents for fear of making similar mistakes to their birth parents, resulting in their child(ren) being taken into care.

Lydia:

L75: L – *If...like if you look after people now that...that...that might give you a chance to look after your own baby instead of being it from taken away*

from you and put in for adoption. You could keep it and you could be a good parent and you could do...do like change its nappy and...

Weston's (2013) doctoral research uses IPA methodology to focus on the experiences of care leavers as they become parents. The findings exposed four super-ordinates:

1. Trying to do better
2. Fear of the past and its impact on the future
3. Parenting is hard but rewarding
4. Connecting and disconnecting: the push and pull

The current research supports some of Weston's (2013) findings, as well as those of Happer et al (2006). The motivation to be better parents, i.e. to provide a better experience for their child than they themselves had was encapsulated in the subordinate theme '*fear of repeating the cycle'* (Weston, 2013, p46). The fear of the past and the influence it can have on the future is mirrored in the current study. The participating LAC/YP were both explicitly and unconsciously exploring their future selves as parents and contemplating their abilities. Happer et al (2006) posits that the services charged with preparing LAC/YP for adult life need to help these young people acquire the skills needed in order to manage a home.

The findings of this study would suggest that the role of the adults supporting LAC/YP should not only be about raising their educational aspirations-ensuring that their care arrangements are supportive and stable- but should also provide opportunities for them to explore the significance of their past experiences hampering their future with regards to possible insecurities about the practicalities of running a home, making and maintaining positive health relationships and caring for a family.

6.6 Other themes of interest

Analysis of the interviews also revealed some themes that although they were not recurrent across 50% of participants nonetheless were assessed to warrant some further examination by this researcher.

Within the super-ordinate 'Imagined Future' in the subordinate of 'joint imagining' Becca and Tracey provided some reference to the impact of sharing their future gaols with others, Tracey with her carer and Becca with a friend:

Tracy:

L329: T – *I think about a lot lot but we've been...me and Tonya have been talking about it....*

Becca:

L46: B – *my friend wants to go with me as well (cough)(great) yeah so I'd be like trying to achieve my goals.*

This subordinate although not supported by the other participants in their interviews seems to point to an important role that supportive adults (carers, teacher, social workers, friends, etc.) may have to play in helping LAC/YP to engage in future orientated thinking and planning. Sharing dreams, gaols, aspirations with others who can help to validate the dream, offer practical advice and guidance may be reflected within the title of supportive and encouraging others.

Another area that may warrant a closer look is that of the role of the birth family in providing key messages to their children about the future. Sam was the only participant who mentioned the encouragement he received from his birth family:

Sam:

L72: Sam – ...*encouragement off family when I see them*

The role of the birth family was not mentioned by the other six participants. Berridge, Bell, Sebba and Luke (2015) found that both the LAC/YP high and low achievers overwhelmingly reported negative

experiences in relation to birth family involvement and their education. The issues seem to centre on their parents being *'unreliable or inconsistent';* the issues that may have facilitated the child's going into care. If this is the common experience, then Sam's comments may be an exception and therefore taking a close look at how positive messages from birth family about education and future can influence outcomes for LAC/YP.

Having access to a key stable adult relationship is not in itself a surprise finding. What seems to be an interesting feature is the LAC/YPs' accounts of what the key adult does that they appreciate; what makes the difference. This subordinate exposes the appreciation these young people have of the adults who do for them what is unexpected e.g. turn up at shows, help them to practice their times tables, talk to teachers about their progress, make a call or send an email to help them get onto a course: helping them with the ordinary and the everyday in an ordinary and every day way. There may be implications, then, for how carers transmit their 'care' for their LAC/YP.

6.7 Implications for EP practice

A report by Farrell, Woods, Lewis, Rooney, Squires and O'Connor, (2006) examining the role and contribution of EPsfound that increasingly EPs were making distinct contributions to the multiagency and strategic work related to LAC/YP. The role of EPs was reported to have expanded beyond the Special Educational Needs agenda, where the statutory role was regarded as a significant task, and into work with vulnerable children and young people of which LAC/YP have been identified as an 'at risk' group (Farrell et al, 2006).

In the past 20 years there has been steady advocacy for EPs to work with vulnerable populations e.g. youth offending teams, mental health, and LAC/YP (McParlin, 1996; DoH and DfEE, 2000; Dent and Cameron, 2003; Jackson and McParlin, 2006; Bradbury, 2006; Norwich, Richards and Nash, 2010). Some authors have argued that EPs are

able to offer a range of services to children, young people and their families and in particular that they are well placed to *'work with children, their parents, schools and other agencies to promote children's social, emotional and intellectual development [and] have a significant contribution to make.'* (DoH and DfEE, 2000, section 5.40 p70).

The Department of Education and Employment (2000) produced a report which examined the role of Educational Psychology Services in the UK at the time and a key finding for EP work in the future was predicted to be increased collaborative working with Social Care Services, *'Social Services see a key role for educational psychologists in working with a wider cross section of looked after children to ensure that there are closer links between a child's education and care plans*.' (DfEE, 2000, p8). The role of the EP continues to expand (National College for Teaching and Leadership and Health Education England, 2016) and EPs are increasingly working with social care colleagues in social care settings; an example of the diversification and development of EP knowledge and skills.

Dent and Cameron (2003) argue that EPs are able to draw on psychological knowledge and theories to inform their practice in a number of ways in order to facilitate positive change for vulnerable children and young people. Their paper highlights that EPs recognise the need to prioritise their work with vulnerable children; they work to ensure access to the curriculum; to ensure classrooms are supportive; to ensure they help to incorporate psychology into any support plans for children and young people as well as working strategically with schools to support systemic positive change.

There is a clear mandate for EPs to make a significant contribution to supporting and impacting on the educational, social and emotional needs of LAC/YP.

The scope of the current research was to explore and bring to the fore some of the issues and concerns that LAC/YP may have when considering their future. The findings suggest that there may be a gap in how LAC/YP are prepared and readied for their future adult lives. The emphasis of work to raise the aspirations of LAC/YP seems to favour academic success and increased access to further and higher educational institutions; however the indication from this research is that in addition to the more common themes e.g. stability, adults who care, high expectations, support to achieve, help and encouragement, etc. (Happer, McCredie and Algate, 2006) there needs to be a focus on the skills needed to provide a successful family life e.g. child care, relationships, home-making, creating permanence; areas that should feature more prominently.

Lydia:
L60: L – *Oh..er..um...I'd have...I'd...I'd..I'd be back with my parents but I'd have a different home then I could like have children*

The implications for EP practice in this area could be to provide the links between the research findings and the practice needed to support the expansion of support for LAC/YP with regards to future life preparation. The EP is in a good position to advocate for a broader focus for LAC/YP education which relates to the practicalities of adulthood especially as these areas are of concern to the LASC/YP because these are the areas which may have been implicated in the decisions that led to their current care status.

The EP profession is child-centred and has at its core advocacy where the voice of the vulnerable child is regarded paramount. As posited by Happer et al (2006) the adults around a LAC/YP can be impacted by the emotional story of the child's journey into care which in turn can limit their expectations of the child and their future prospects, this pessimistic view is a theme that is also reflected in the writings of Chase et al (2006).

The role of the EP can, then, offer an alternative view, optimistic and strength based. It is important that there is a shift in the expectations of the adults that support LAC/YP. The current study indicates that an area of concern for LAC/YP is the expectations they hold of themselves as future parents, partners, home-makers etc. and unless the ecosystem surrounding them is able to narrate an alternative future that does not reflect inevitable failure then self-fulfilling prophecies are almost inevitable. The EP has perquisite, knowledge, skills and tools that can, at the very least, offer an alternative view of the LAC/YP and at the most evoke change for the individual LAC/YP as well as at the systemic level (Dent and Cameron, 2003; Honey, Rees and Griffey, 2011; Sugden, 2013; Mainwaring, 2014).

EPs are able to engage in a range of research tasks to further test the initial findings of this study in order to better understand their significance. EPs it could be argued have the skills and theoretical knowledge needed in order to develop and design appropriate programmes and training packages to both increase the professional understanding of aspirations development for LAC/YP as well as providing some practical tools for supporting and addressing the concerns as voiced by the LAC/YP of this study.

As greater clarity comes to light about the underlying issues that impact the aspirations of LAC/YPs, EPs can be at the forefront of supporting social care colleagues, school staff and other key professionals around the LAC/YP. With this knowledgebase EPs can support the social and adaptive skills development of LAC/YPs at an earlier stage. These skills are needed in order to navigate the adult world more successfully in an effort to negate the poor experiential model that LAC/YPs may as highlight both explicitly and implicitly by this study.

6.8 Implications for future research

The current life trajectories for many looked after children continue to be unsatisfactory and many of the issues which have been highlighted over the years continue to challenge the services charged with making a difference. There is a continued need for research to better understand the complexities of the environmental and internal factors of LAC/YP and how they interplay so that effective systems can effect lasting and significant change for this diverse population.

The exploratory nature of this study provides some possible areas for further investigation. Firstly a longitudinal study to gather evidence about the viability of the LAC/YP forecasts of their future lives; to gather evidence of whether or not their future plans were realised and to identify the elements that helped or hindered their reality. Interviewing these seven young people at age 25 and comparing their reality to their predictions may be a worthwhile study in that it could help to further illuminate the underlying processes supporting aspirations development and attainment.

The current study took a positive psychological stance and looked at the aspirations for LAC/YP perceived to be doing well. Further research could look at the experiences of LAC/YP where education and/or care placements are not as stable or where the LAC/YP themselves are struggling to maintain a positive educational experiences e.g. at risk of exclusion, LAC/YP in special school for pupils with social emotional and /or mental health issues (SEMH) and LAC/YP involved in young offending. The issues may focus not only on the impact of early life experiences but also the quality of care. The researcher may want to consider whether the issues these LAC/YP experience can be attributed to similar of different themes as observed in the current study.

This study suggests that becoming looked after may impact on how a young person reflects on and imagines their own future parenting role. Research in aspirations seems to be predominately about academic and career goals. This study suggests that for LAC/YP more exploration

about their feelings and views with regards to family and future caring roles should be undertaken.

Although there is much evidence about LAC/YP's vulnerability to early parenthood there is little research which reflects their views on having a family; their hopes, dreams and anxieties. This exploratory study has identified this area as worthy of further investigation. It would be interesting to get a sense of how LAC/YP visualize their future parenthood and to get a sense of whether this is in line with their non-looked after peers.

Other areas that may provide some insight into the factors that help and/or hinder future goal setting and achievement can be the influence of the birth family, and the role that shared imagined futures have on helping LAC/YP to become more invested in their future lives not yet lived but shaped by the influences of the past and present.

6.9 Critique of IPA method

IPA methodology continues to grow in popularity within the social sciences. However some commentators have raised concerns about the quality of the IPA research and the issues that need to be considered when utilising this method (Larkin, Watts and Cliffton, 2006, Norlyk and Harder, 2010, Hefferon and Gil-Rodriguez, 2011).

A systematic peer review of 37 phenomenological studies in Nursing (Norlyk and Harder, 2010) concluded that the studies showed considerable variation with the level of detailed descriptions and analysis, inconsistencies with the clarity of the methodology and omissions. These issues made it difficult for the authors to be clear about what constitutes a phenomenological study.

Hefferon and Gil-Rodriguez (2011) argue that greater attention needs to be paid to the level of analysis that is undertaken as they propose that students do not develop their analysis to a sufficient interpretative level. Larkin et al (2006) assert that IPA is more than description of an

experience but involves not only taking 'the insider's perspective' (p103) but offering an interpretation of what it means for the participant. Larkin et al (2006) also recognises that some IPA studies can offer unsatisfactory simplistic descriptions.

Giorgi (2006) argues that researchers engaged in employing phenomenological methodology need to have a background in phenomenological philosophy, which he laments is rarely the case. He also argues that the ability to recognise and set aside ones owns biases during the analysis phase is difficult and that being able to reflect on the biases does not guarantee a bias-free approach. He advocates for there to be greater scope for both students and supervisors to better understand the theoretical underpinnings of these approaches.

A limitation of IPA studies is the expectation that it is to provide findings that can be generalised. Hefferon and Gil-Rodriguez (2011) argue that this is a positivistic view and that instead the researcher should be examining the transferability of their findings instead. Smith et al (2013) suggest that IPA studies should contribute to 'theoretical generalizability' (p4) in order to compliment theoretical knowledge and understanding accessed via professional experiences and empirical assertions.

Critiques of IPA (Norlyk and Harder, 2010; Hefferon and Gil-Rodriguez, 2011), and of other phenomenological methodologies that continue to gain traction within the research community, argue it is incumbent on all stakeholders, researchers, supervisors, reviewers and journal editors to become au fait with the methodology in order to ensure high-quality papers.

The following table presents the researcher's own reflection and evaluation of the current IPA study as compared to the factors identified by Smith et al (2013) that are features of good IPA studies.

Table 7 Evaluation of current study with IPA standards (Smith, 2011)

Factors that make a good IPA study	Self evaluation

(Smith, 2011)		
Clear focus	Papers providing detail of a particular aspect rather than a broad reconnaissance are more likely to be of high quality. This focus may be determined at the outset or emerge during analysis.	**Yes** The current paper looks at the developing aspirations in LAC/YP with the view to better understand how they experience aspiration raising efforts of those around them and to what effect.
Strong data	Most IPA is derived from interviews and this means that, for the most part, getting good data requires doing good interviewing. This is a particular skill that must not be underestimated.	**No** Although the data collected has been able to offer some good insights into the meaning-making of the LAC/YP who participated the interviews could have been better conducted. I am aware of my lack of skill and confidence in the role of an interviewer which may have placed some limitations on the quality of the interviews. The issues that are common when interviewing young people were also issues confronted in this study which may have impacted on the quantity and quality of the transcripts.
Paper should be rigorous	One should aim to give some measure of prevalence for a theme and the corpus should be well represented in the analysis. Extracts should be selected to give some indication of	**Yes** Extracts I selected were done so in order to illustrate the emerging themes. The extracts ride convergent and divergent examples in order to fully explore the variability

	convergence and divergence, representativeness and variability. This way the reader gets to see the breadth and depth of the theme.	in depth and breadth of the theme.
The analysis should be interpretative not just descriptive.	An interpretative commentary should follow each of the extracts presented. The author is thereby showing the particular ways extracts are contributing to the unfurling theme.	**Yes** I believe the analysis I offer is deep and more interpretative in nature offering insights that are underpinned by the my experiential and theoretical knowledge
The analysis should be pointing to both convergence and divergence.	Where an IPA study reports data from more than one participant, there should be a skilful demonstration of both patterns of similarity among participants as well as the uniqueness of the individual experience.	**Yes** My analysis offers examples that both support the emerging themes but also when opposing and divergent views were expressed these were highlighted offering greater variance to the analysis.
The paper needs to be carefully written.	Good qualitative work always requires good writing. The reader will feel engaged by a well-wrought, sustained narrative.	**No** The IPA paper calls proposes a different focus in its writing with greater focus and analysis occurring within the finding section of the paper. Sustaining the narrative has been challenging as the inter-related themes have proven difficult to unravel. At times I struggled to distinguish

		between writing to illuminate the idiographic details or the commonalities between the accounts.

For the purposes of the current study, IPA provided a method of research that allowed the participating LAC/YP to share their views and allowed the researcher to immerse herself in their stories, bringing her knowledge, experience and biases with her. IPA affords the researcher the opportunity to identify and make visible the meaning-making processes of the participants and allows the readers of the research to make comment about the conclusions drawn and to directly interrogate the interviews and their interpretation.

The method has enabled the researcher to identify a number of areas that seem to have some influence on the ability of the LAC/YP to engage in future oriented thinking and to highlight factors that would be appropriate for further investigation and study.

Despite the outlined limitations of IPA, the central principal of providing a lens through which a person's lived experience can be observed continues to be relevant in trying to democratize and give voice to often marginalised and powerless members of our society, e.g. LAC/YP.

6.10 Conclusion

The seven young people in this study have provided their personal accounts about their hopes and aspirations for their individual future and in doing so have highlighted the things in their life that have allowed space for them to consider their future.

The young people in this study voiced their need for supportive relationships with their carers, valuing the effectiveness and commitment shown to them. These young people seem to be providing overwhelming to have a sense of belonging and connectedness in order

to provide the scope for them to feel safe enough to contemplate and dream about their future lives; the need to feel safe in the 'here and now' in order to give them the courage to explore the possibilities of tomorrow.

These young people were self-motivated and possess personal sense of agency; they were very capable of recognising their areas in need of development and were resilient enough to keep trying. They were also trusting of the relationships with the key adults around them which again enable them to ask for and receive help and support. Understanding how these young people came to possess these personal resources and insights is an important and relevant question as it offers some focus for professional practice as key skills to be developed and nurtured both within the care and educational settings.

In some accounts the personal sense of agency seemed to centre more around self-reliance and the expectation of having to be independent and on their own and 'doing for self'. This sentiment being expressed by LAC/YP who are in well established and stable care placements and where there have been minimum disruption in both their care and educational settings, is interesting because it gives a sense that even these well connected LAC/YP are uncertain of how long the 'link' will last; the implications for those LAC/YP who are less connected both with regards to care and educational settings, becomes more obvious.

The importance of achieving 'good grades' was another message sent by the participants of this study, indicating the emphasis that they place (or have had placed on them) on educational attainment, especially as it is regarded as a gateway to positive and successful life outcomes. The educational experiences can be different for pupils who are achieving as they may be subject to enabling feedback. Western culture promotes and values people who display high levels of self-efficacy and therefore adolescents will be subject to forms of enabling and promoting strategies e.g. encouragement, progress feedback or modelling of specific strategies, behaviours, or thoughts, in order to enhance and

reinforce their self-efficacy (Bandura, 2006; Zimmerman and Cleary, 2006).

Many of the young people spoke of making improvements and still having further improvements to make (e.g. behaviour), and so these young people had not had an ‘easy’ or straightforward educational experience, alongside the significant experience of entering care. So it becomes imperative to better understand the elements at work that helped them to ‘make a change’, or at least to consider how key elements, - personal agency (autonomy), effective relational care and support (connectedness) and achievement (competency) - work together to facilitate this change.

This study has implications for policy and practice as these themes represent elements implicated as necessary for raising aspirations.

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8 Appendices

8.1 Appendix 1 – Request for Permission to conduct research with LAC/YP

The University of Nottingham
UNITED KINGDOM · CHINA · MALAYSIA
School of Psychology
The University of Nottingham
University Park
Nottingham
NG7 2RD
tel: +44 (0)115 846 7403 or (0)115 951 4344

Director of Children's Services

Dear _____,

Re: PhD research with Looked After Children and Young People (LAC/YP) in Dudley

My name is Michele Perry-Springer and I am an Educational Psychologist (EP) and a PhD student at Nottingham University. I have been working with Dudley Educational Psychology Service (DEPS) for the past 7 years with a special interest in meeting the needs of vulnerable children and young people and I currently am the link EP with Dudley LACES.

As part of my doctorial studies I am required to undertake a research project which will be the substantive element of my thesis submission.

In an effort to combine my studies with my specialist interest and work with LAC/YP I have chosen to investigate the impact of efforts to raise the aspirations of LAC/YP from their perspective. The importance of raising the aspirations of LAC/YP is highlighted in many governmental policies, and my research aims to investigate the views of LAC/YP with regards to their future goals and aspirations.

This work will be written up as a research study for the University, and may also be made available for professional publications. A summary of findings will be available to participants and key members of DMBC who wish to know about the outcome of the study.

The research will be qualitative using a methodological approach called Interpretive Phenomenological Analysis (IPA). IPA attempts to provide insight into how a person in a given context is able to make sense of their experiences of a phenomenon, in this case how LAC/YP experience the 'raising of their aspirations'.

LAC/YP will be invited to participate only after their social worker (or appropriate DMBC Representative) has given consent for the young person to be approached. The study aims to invite 8 LAC/YP (1 from each school year – 6-13) who are, by academic standards, within the average range and who do not have significant social, emotional or behavioural difficulties. To ensure the LAC/YP are within this criteria I and will work with the LACES team and Designated Teachers and Social workers to identify appropriate candidates and to ensure that the young people are well informed about the study and that they are able (with support if necessary) to participate in the study if they so choose.

Each young person will be required to be interviewed (30-60mins) at their school. The interviewer will ask questions about their experience of school life and about their goals and aspirations for their future. The interviews will be recorded and transcripts will be made in order to be analysed. Each participant will have to give their consent before they are interviewed.

This research study is subject to Ethics Committee approval and will be submitted to the Dudley Research Governance department. As a PhD student I am under the supervision of qualified academic staff in the School of Psychology at the University of Nottingham. This study will be carried out in line with the ethical guidelines of the British Psychological Society (BPS).

It is important that you know that if the young person agrees to participate:

- All data collected will be anonymised. There will be no names used, and any other identifiers will be removed.
- All data will be kept confidential and stored securely.
- Anyone taking part has the right to withdraw from the study at any time. The interviewer will check with the participant throughout the interview for consent to continue. The right to withdraw will be extended to 1 month after their interview.

- Should the young person need support (during or post interview) to address any issues triggered by discussing their future goals and aspirations professional support will be provided either by the Educational Psychology Service or by referral to the most relevant service.
- They (and you) are entitled to feedback about the findings of the study should you want it.

I have an enhanced DBS clearance and can assure you that all of the work will be carried out professionally and sensitively.

If you are not happy with anything during the research you can talk to me or to my supervisor about it. My supervisors name is Anthea Gulliford at Anthea.Gulliford@nottingham.ac.uk

If you have any further questions please feel free to contact me at the EPS offices, Mary Stevens Park, Stourbridge, on telephone number 01384 818012 or email michele.perry@dudley.gov.uk.

In order for this study to continue it needs to be sanctioned by the DMBC corporate parent and therefore a written response to this request would be helpful in ensuring that appropriate next steps are followed.

Thank you for your kind consideration.

Yours sincerely,



Michele Perry-Springer

Educational Psychologist

8.2 Appendix 2: Information and letter of consent sent to Social Workers and Carers

The University of Nottingham

UNITED KINGDOM · CHINA · MALAYSIA
School of Psychology
The University of Nottingham
University Park
Nottingham
NG7 2RD
tel: +44 (0)115 846 7403 or (0)115 951 4344

Dear {Social Worker/Carer} ,

My name is Michele Perry-Springer and I am an Educational Psychologist and a student at Nottingham University. I have been working with Dudley Educational Psychology Service (DPS) for the past 7 years with a special interest in meeting the needs of vulnerable children and young people.

The importance of raising the aspirations of looked after children and young people is highlighted in many governmental policies, and my research aims to investigate the views of Looked After young people with regards to their future goals and aspirations.

This work will be written up as a research study for the University, and may also be made available for professional publications. A summary of findings will be available to all who wish to know about the outcome of the study.

Each participant will be interviewed (30-60mins) at their school. The interviewer will ask questions about the young person's experience of school life and about their goals and aspirations for their future. The interviews will be recorded and transcripts will be made in order to be analysed. Each participant will have to give their consent before they are interviewed.

This research study will be under the supervision of qualified academic staff in the School of Psychology at the University of Nottingham. This

study will be carried out in line with the ethical guidelines of the British Psychological Society (BPS).

It is important that you know that if the young person agrees to participate:

- All data collected will be anonymised. There will be no names used, and any other identifiers will be removed.
- All data will be kept confidential and stored securely.
- Anyone taking part has the right to withdraw from the study at any time. The interviewer will check with the participant throughout the interview for consent to continue. The right to withdraw will be extended to 1 month after their interview.
- Should the young person need support (during or post interview) to address any issues triggered by discussing their future goals and aspirations professional support will be provided either by the Educational Psychology Service or by referral to the most relevant service.
- They (and you) are entitled to feedback about the findings of the study should you want it.

I have an enhanced DBS clearance and can assure you that all of the work will be carried out professionally and sensitively.

If you are not happy with anything during the research you can talk to me or to my supervisor about it. My supervisors name is Anthea Gulliford at Anthea.Gulliford@nottingham.ac.uk

If you have any further questions please feel free to contact me at any of the above details.

Thank you for your kind consideration.

Yours sincerely,



Michele Perry-Springer
Educational Psychologist

Consent Form (Social Worker)

Permission to conduct this study has been sought and granted by the Interim Director of Children's Services, [_____] and the Research Governance Service for Dudley.

As the social worker for [_____] and having read the above information would you please complete and return the consent form below.

I [_____] do/do not* give permission for [_____] to participate in the research as outlined in the information sheet.

_____ _____

Signed Date

8.3 Appendix 3 Consent letters sent to the LAC/YP

The University of Nottingham
UNITED KINGDOM • CHINA • MALAYSIA
School of Psychology
The University of Nottingham
University Park
Nottingham
NG7 2RD
tel: +44 (0)115 846 7403 or (0)115 951 4344

Dear {Participant name} ,

My name is Michele Perry-Springer and I am an Educational Psychologist and a student at Nottingham University. As part of my studies I have to do some research.

I am inviting you to take part in this research study.

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.

Research Information
I am interested how our aspirations and goals (the things we hope to happen in our future) develop, especially for children and young people who live with their foster carers.

If you agree to take part you will be invited to be interviewed by me at school. The interview will take about 45 minutes and it will be recorded.

Participation in this study is totally voluntary and you do not have to take part. You are free to withdraw at any point before or during the study. All data collected will be kept confidential and used for research purposes only.

For me to carry out this research it is important that you know that:

1. You do not have to join the study, and you can leave at any time you wish. Even up to 1 month after your interview.

2. There will be support and help for you if you should need it after the interview.
3. Your information will be anonymised (your name will be removed).
4. Your information will be kept securely.
5. The information will be used in a report for the university and may be published.
6. You have the right to ask questions about the research at any time.
7. If you are not happy with anything during the research you can talk to me or to my supervisor about it. My supervisor is Anthea Gulliford at: Anthea.Gulliford@nottingham.ac.uk

It is important for you to know that when we are discussing your future goals if you share any information about your intention to hurt yourself or someone else or if you are engaged in illegal activities I will have to tell the adults who take care of you in order to ensure you and others are safe from harm.

I have an enhanced DBS clearance (this means I am allowed to work with children and young people) and I will carry out the study professionally and sensitively to ensure that you and everyone involved has all the information you need.

If you are happy to take part could you please complete the consent form with this letter and return it to me (in the self-addressed envelope). If you agree to take part you will be given further details about date and time of your interview.

If you have any further questions please feel free to contact me, my phone number is 01384 818012.
Yours sincerely,



Michele Perry-Springer
Educational Psychologist

Expecting Looked After Children and Young People to Aspire

Investigators: (*Michele Perry-Springer and Anthea Gulliford)*

School of Psychology, University of Nottingham

The participant should complete the whole of this sheet himself/herself (please support participants as necessary). Please cross out as necessary

- Have you read and understood the information sheet YES/NO
- Have you had the opportunity to ask questions and discuss the study YES/NO
- Have all the questions been answered satisfactorily YES/NO
- Have you received enough information about the study YES/NO
- Do you understand that you are free to withdraw from the study: at any time without having to give a reason YES/NO
- Do you agree to take part in the study 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 of the Participant:_____ Date:_____

Name (in block capitals) _____

I have explained the study to the above participant and he/she has agreed to take part.

Signature of researcher _____ Date _____

8.4 Appendix 4: Demographic data collection form

☐ LAC/YP

Thank you for agreeing to be part of the study. The following information is being gathered in order to help with understanding some of the experiences of the participants. The information will be gathered anonymously, that is, no names will be used. The information you share will be confidential and will be stored securely.

Age: _____

School Year: 5 6 7 8 9 10 11

Gender: Male ☐ Female ☐

Ethnicity:

ETHNICITY DESCRIPTIONS	
White – British	
White – Irish	
White – Any Other	
Mixed – White & Black Caribbean	
Mixed – White & Black African	
Mixed – White & Asian	
Mixed – Any Other	
Asian or Asian British – Indian	
Asian or Asian British – Pakistan	
Asian or Asian British – Bangladeshi	
Any Other – Asian or Asian British	
Black or Black British – Caribbean	
Black or Black British – African	
Black or Black British – Any Other	
Chinese	
Any Other	
Preferred not to say	

Length of time in care: 3 – 6mths 7mths – 9mths 10mths –1year
1-2years 3-4years 5years+

Length of time with current carer: 3 – 6mths 7mths – 9mths
10mths – 1year 1-2years 3-4years
5years+

How many times have you moved home? : 1 2 3 4 5 6+

How many times have you moved school? : 1 2 3 4 5 6+

8.5 Appendix 5: Semi-Structured Interview Schedule

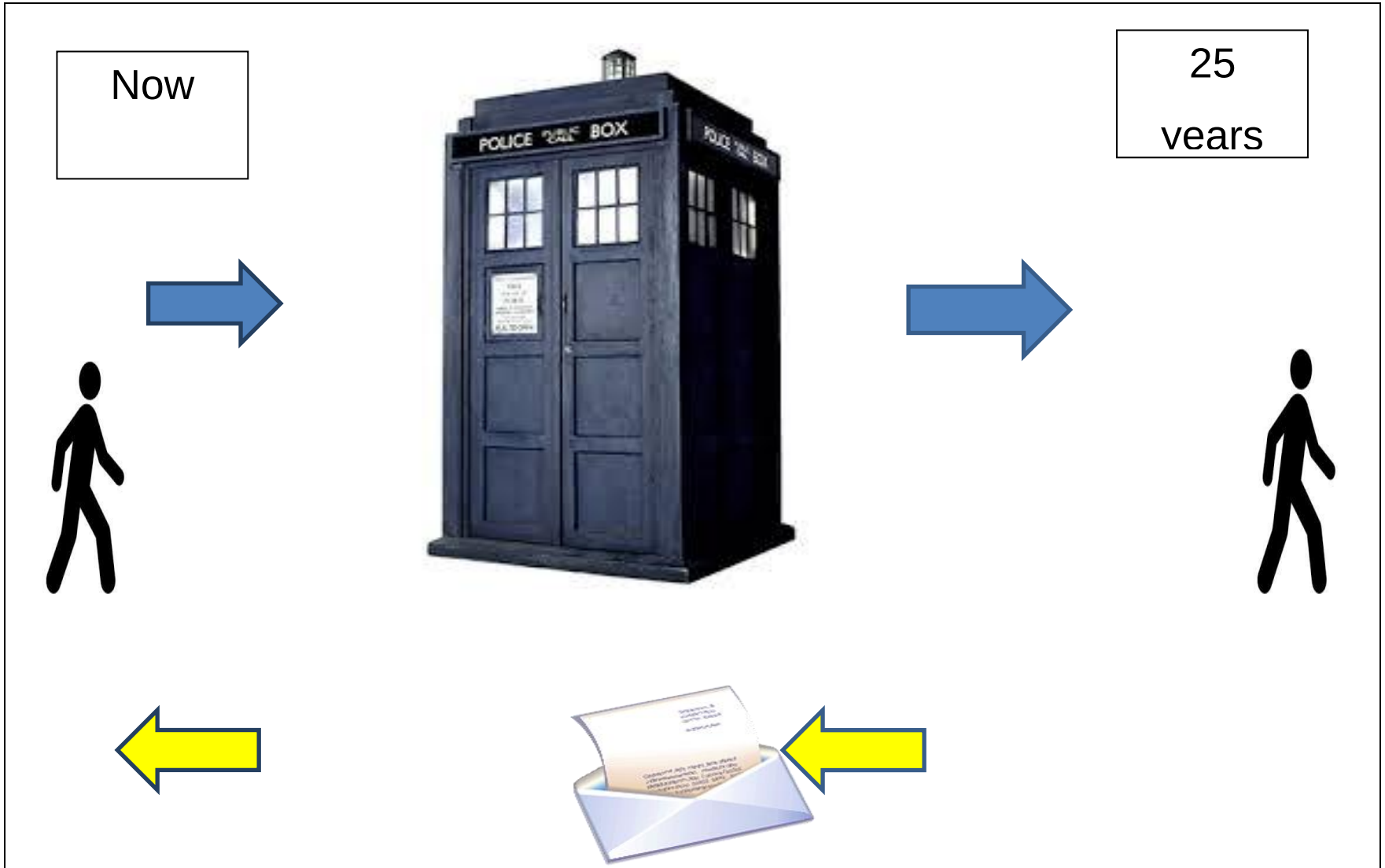
Semi Structured Interview Schedule....session date:_____ pupil initials:_____

Framework	Question	Notes
Introduction (consent letter) (Recorder)	So {NAME} Thank you for agreeing to talk with me today. Can I just check whether you are still happy to continue*? (pause for answer…if yes continue)* Please don't forget you can ask to stop the interview at any time, without needing to give me a reason.	
Icebreaker (animal pics)	If you were an animal which animal would you be and why? When you are in school..... When you are with your friends..... When you are at home..... When you are alone.....	
	Now I'm going to start some sentences and I want you to finish them... **Life at school is...** **Education is.....**	

	The most important thing about my future is..... **The most important about my life now is....** **The best thing I could do for my future is....** **The worst thing about I could do for my future is....**	
Future goals and aspirations	Do you recognise the picture of the TARDIS? Can you tell me what it does? *(if no explain*) Let's pretend that the TARDIS actual works and that I have set it to take you into the future to when you turn 25 years old. Can you tell me, write and/or draw some of the things that would be happening in your life at this time? .	
Internal	You have decided to stay at age 25 but you need	

and/or external processes	to send a message back via the TARDIS, this message will have some advice for you (and others) now ... tell me, write and/or draw what your advice to yourself might be	
Probing goals and aspirations	Tell me more about your future plans?	
Probing internal and external processes	Tell me about the things that are helping you work towards you achieving your goals ...and the things that are not helping you.	
Lived experience of reaching a future goal	Can you tell me of a time (in or out of school) when you had something you really wanted to do and you managed to do it? **If not** Can you tell me of a time (in or out of school) when you had something you really wanted to do and you **did not** manage to do it?	
Probing internal and external	What do you think might help you reach your future goals in an ideal world?	

processes	What (if anything) do you think needs to change in order for you to get the future you want?	
Debriefing	Re-cap of what happens next. Checking in – answer any questions, queries and/or concerns. Check that CYP know who to go to should they need to discuss any issues raised. Stamped Addressed postcards to allow CYP withdrawal or/request transcript for checking and deletion	
Thank you & goodbye	. Thank you {name} for taking part, you have been really helpful in sharing your views. Thank you letter and book voucher	


Now
POLICE BOX
25
years

Dear Me.....



Write a letter or draw a picture from you now to you in the future. Tell yourself about your current dreams and goals about what you hope you will be like when you get there.

8.6 Appendices 6a – 6n: Full Interview Transcriptions and IPA Extracts

1. M – So Katie thank you for agreeing to talking to me today Can I just check whether you are still happy to continue?			
2. K – yeah			
3. M – umm please don't forget you can ask to stop the interview at anytime without needing to give me a reason. Okay			
4. K – yep			
5. M – so the first thing we're going to do umm is...i'd like you to have a look at some of these animals and I'm going to ask you what may you may think is a bit of a strange question umm...but if you were an animal which animal would you be and why?			
6. K – a dog because they get lots of fuss			
7. M – (laugh) lots of fuss			
8. K – yeah and cute			
9. M – Fuss and cute... totally... okay... umm and what kind of animal would you be when you're at school what kind of animal would you say you were when at school and why?			
10. K – umm...is that a parrot (uh um) a parrot because I know I'm talkative			

11. M – (laugh) okay and when you're with your friends			

12. K – yeah...and in classes actually			
13. M – so you'd be a parrot with your friends as well			
14. K – yeah			
15. M – okay...at home what animal would you be and why?			
16. K – umm...a mouse because I'm noisy			
17. M – noisy			
18. K – yeah			
19. M – okay...and when you're alone what kind of animal would you be?			
20. K – (pause) ant because they're quiet			
21. M – cos they're quiet okay thank you for saying that. Now I'm going to start			
22. some sentences and I would like you to finish them off for me...okay... life at school is....			
23. K – good			
24. M – good			
25. K – yeah			
26. M – do you want to tell me more about that?			

27. K – umm cos..cos umm I've made more new friends and I've gone past nearly all of my targets in school and I just getting on really well with my teachers that I didn't used to before			Line 27 – Relationships – new friends (a different peer group) Meeting targets (importance of knowing what you are aiming for) Being able to repair broken relationships – energise commitment to subject as more positive teacher relationship develops
28. M – oh great so things are going positively for you and you feel that at the moment			
29. K – yep			
30. M – umm okay finishing off this sentence for me education is...			
31. K – very good			
32. M – yeah....explain that for me...			

33. K – umm...because umm they're some subjects that I really like and I've gone way past my targets and cos and some of my subjects I'm normally weak at I've gone way past those as well...so...i...i'm nearly on sevens in nearly all of the lessons now			Line 33 – Meeting and surpassing targets – feeling competent in areas where there was perceived weakness.
34. M – a-a-and is that a change to how things used to be			
35. K – yeah it's a change yeah			
36. M – wh-what's changed do you think?			
37. K – because like in computing I was a 6a now I'm like a 7c so my targets were lower and now they've gone really high cos I've been working more I've been doing revision so that I can get past my target			Line 37 – Personal internal locus of control Recognising own agency

38. M – right okay answer this...finish this sentence for me...the most important thing about my future is...			
39. K – err...(pause) I'm not sure about that one			Line 39 – difficulties imagining future?
40. M – not sure ...okay... if you think about your future wh-what kind of things come to mind what kind of things do you think about when you think about your future?			
41. K – I don't really talk about my future yet so I don't really know			Line 41 – 'no talk' about future – are they not having conversations about future goals, hope and dreams?
42. M – okay...okay that's fine...erm.. the most important thing about my life right now is..			
43. K – erm...like I've got some people that actually cares for me and not and like that doesn't tell lies and they don't stole from us			Line 43 – Importance of care and trust
44. M – okay okay and that's home and at school?			

45. K – yeah that's at home and at school yes			
46. M – okay okay ...the best thing I could do for my future is...			
47. K – isss...like going to college and get the job that I want			Line 47 – General non-specific future – generic
48. M – okay okay and what do you think you could be doing now as in when you're at school or in your life at the moment that would help you do that what kind of things would help you			
49. K – like some people said like they need to push harder so then you can past your GCSEs so that you can get into college then yeah that what they say			Line 49 – Push – effort self motivation?
50. M – okay is that what you say?			
51. K – yeah that's what I say			
52. M – that's what you say as well... okay's.. .and the worst thing I could do for my future is...			

53. K – is not getting a job cos like if you don't get the job and then don't have the money then how can you buy a house and like look after your children if you have some and buy yourself some food			Line 53 – Job as a means to meeting care tasks – children house food – meeting Maslow's basics
54. M – okay s-so getting a job is really important			
55. K – yeah			
56. M – what do you think needs to happen before you get that job what kind of thinks need to go on before you get that job			
57. K – is actually pass the courses and my college work			Line 57 – Generalised and non-specific plan
58. M – okay fabulous thank you...okay...do you recognise the picture of the tardis?			
59. K – yep			
60. M – can you tell me what it does?			
61. K – it flies into no it travels doesn't it travels all around			

62. M – yep...are you a Dr. Who fan?			

63. K – yep			
64. M – good okay so let's pretend then that the tardis actually works okay so you can get into this tardis and we're going to set it for the future that takes you to when you are 25years old okay can you tell me or write or draw some things if you prefer err...wha's happening in your life at that time			
65. K – I'll say it			
66. M – okay...25			
67. K – err umm...i'll have a house... umm...i'll be working at a primary school doing dance umm...like...yeah that's it			Line 67 - House shelter (sanctuary/safety)? Specific job and place of work and subject Yeah that's it – limited imagining?
68. M – umm would you be driving would you			
69. K – no I don't want to drive			
70. M – you don't want to drive...umm... would you have a partner would you have children by that time			

71. K – no no I'm not going to have children (laugh)			Line 71 – No children is that related to care experience? – is the laugh because of the 'difficult' feeling evoked?

72. M – okay alright and umm...you said that you'll be working at a at a primary school (yeah) okay is that where you would like to see yourself (yeah) yeah okay – alrighty then umm...you've decided to stay at age 25 but you need to send a message back via the tardis this message will have some advice for you right now today okay do you want to tell me write or draw what advice you would have for yourself			
73. K – err..			
74. M – I've got a letter here that you could write if you wanted to you could write a letter to yourself or you could just tell me what you'd like to say to yourself			
75. K – I'll actually write it			

76. M – okay...(papers shuffling)...let me put that on pause....so you're you're telling..you're writing a letter to Katie today because you're in the twenty.. you're in the future you're having a great time you're going to work as a teacher you're you're enjoying your dance you've got your new house umm what information what advice would you be telling yourself today?	Line 76 – Researcher's need to help K understand what is being asked...lots of prompting/guiding		
77. K – umm (writing) can I just say that it's kind of hard here cos like most of the children don't really listen			Line 77 – Struggling with the concept of future?

78. M – umm...it might be but may be you've got the right knack maybe you're okay may be you've got some good teachers but what kind of things do you think you need to know now and be doing now to help you get to that job and help you get to you know buying your house and things what kind of advice do you think should tell yourself?			
79. K – umm			
80. M – what could you tell yourself about how you should be at school or how you should be at home or what kind of things you should be doing to get yourself ready for your job			
81. K – get good marks and get a good education		voice seems to lack of excitement, belief, conviction	Line 81 – 'stock phrase' – saying what adult wants to hear – genuine? Focus on educational product...links between educational success and successful future

82. M – fab okay(writing) 'Dear me ...Get good marks & good education...'	Line 82 - (writing) *'Dear me ...Get good marks & good education...'*		

83. M – think about your friendships, think about what things are like at home what can you what advice can you give yourself about that if you want to be a dancer how are you going to develop yourself	Line 83 – Leading/guiding		
84. K – by practicing (laugh)			
85. M – okay good (writing)'...practising your dancing...'			
86. M – do you want to tell yourself anything about the types of friendships you should have now? That might help you			
87. K – the people that are actually gonna...like cos some of the friends like when you tell them a secret and then they like spread it cos you want some friends that actually keep secrets (okay) and is friendly and nice			Line 87 – Concerned about the quality and trust worthiness of friends – secrets (can be trusted with my information)
88. M – okay good (writing)) '...have friends that is friendly & nice & trustworthy'			Line 88 – trusting friendships

89. M – is that alright good okay then thanks for sharing that with me then Katie umm...you spoke about to be a primary school dance teacher umm and you talked about wanting to have a nice home and college...what kind of college courses are you thinking about at the moment			
90. K – look isn't there one for like dancing in college (yep) I'll go on to that course or maybe if I don't get into that one then and then like it could be like it can be a next one can't you (umm hum) but I don't know what I want to be next.		Line 90 – a question – checking – lack of details and clear route to future	
91. M – okay okay so it's really difficult sometimes to think about the future (yes) and to think about what is it that you need to do and how you need to get there what kind of things what kind of qualities do you think you need to have as a person t-to be able to get the things you want in your future			

92. K – like you need to be really good at school because they go on to your what do you call them on to your files and like don't they need to don't they go to the colleges to see how you've been doing in school so you need to be good cos if you like don't then they won't put you onto the course that you want to go on cos they know cos they know like how you were in senior school and then the probably think you won't do good at college			Line 92 – School as a gateway/gatekeeper to future
93. M – yep yep okay a-and is there anything about you you as a person, the kind of person you are umm err what kind of personality do you have to be if you think 're going to get the things in life that you want.			
94. K – umm...			
95. M – for instance are you a shy person a go getter person a...umm	Line 95 – Prompt/guiding		

96. K – I'm a talkative person like a really talkative one (laugh) and yeah.... sometimes I can get a little bit shy when I don't know the people but like if I've met them then I then I won't really get shy because I already know them			
97. M – okay a-a-and do you th...can you think of any kind of personality trait that you have anything in your personality that you think that will be helpful for you in your future?			
98. K – like when...err...don't know what I was about to say	Line 98 – Unsure about future – difficulty discussing		
99. M – umm....okay...things about you that you think will help you in your future what might help you in your future? (pause) being talkative is really good isn't it because it means that you engage			

100. K – yeah and not to be shy because if you...if somebody's talking to you and you're just stood there like I don't know what to do (umm umm) and then and then cos you need to not be shy so that you can like interact more (yeah yeah) with the people goals then?			
101. M – lovely thank you...tell me about the things that are helping you towards achieving your goals then... Katie what's helping you get to where you where you want to be for your future			
102. K – Umm (pause)			
103. M – are there people are there things are there...			
104. K – well there's obviously Sarah and Tom [foster carers] umm...there's some of the...there's the teachers specially the PE teachers cos they do dance (umm umm) and...			Line 104 – The importance of foster carers and subject specific teachers – importance of support and encouragement but also technical and practical support

105. M – wh—what is it about in...what is it about these people that you find helpful what is it that they....			
106. K – because they tell you more about the stuff than some other people because they just say err well well sometimes you do this sometimes you do that but that's sometimes you don't actually are doing it but some of the people do actually tell you what you're gonna do and how you're gonna do it			Line 106 – Specific targeted support and guidance what how when – structure?
107. M – okay okay a-a-and getting those messages about how you how you...			
108. K – yeah how you look and how you can pass the...			
109. M – right okay and you find that really helpful			
110. K – yeah			
111. M – great okay...and are there things that you find unhelpful...things that aren't helping you that people might do or say wh—what do you think is unhelpful			
112. K –umm (pause) don't know	Line 112 – Difficulties reflecting/analysing		

113. M – okay that's fine...umm... can you tell me of a time in or out of school when you've had something that you've real..really wanted to do and you've managed to do to do it there's something you really wanted to do and you managed to get there... there's a goal that you had and you reached it.			
114. K – well err there was 'FX'[a drama group for LAC YP] and being in a film and so then I actually done it cos I love acting as well so there there was this drama production I done that then I went into 'FX' so then I was confident to do acting in front of people so so I done a drama production first then I went into 'FX' then I made a film then we just made another one (fabulous fabulous)			Line 114 – The importance of extra curricula activities. Feelings of competence increased confidence. Areas of interest and high quality involvement/product – structured – high quality – clear outcomes
115. M – a-and can you can you put your finger on or can you tell me about anything umm you know what helped you go forward an-and do those productions			

116. K – well it was really Paula [carer] cos she convinced me to do it cos she already knew that I was a really good actor so then she said why don't you try and do the school production so then I auditioned and I got in and I told Paula and then she said that's good and then the way I found that helpful because she was really supportive and then when it was the actual live shows Paula came so then she was there for me when I was doing my production			Line 116 – Someone who can gently persuade, high expectation, see the dream (see what might be unseen), encouragement support – turning up....being there....showing interest....feeling genuine pride for the young person
117. M – fabulous okay so having someone who's supporting you (yeah) having someone who is there for you during times when you might be feeling ooh (yeah) that has been really helpful thanks....okay in an ideal world if things were going exactly as you wanted them to go what what would help you reach your ideal y-your ideal future? What would it be what would it look like?			
118. (pause)			
119. M – okay...do you think that anything needs to change at the moment to help you get to where you want to be...			

120. K – no not really			
121. M – you think that everything's going (yeah) really well at the moment...umm..so if we were to just go through and think about friendships ... how do friendships help you with your future?			
122. K – cos...they are really supportive and they err..and .they like help you do the stuff as well and they don't just think about themselves they they help other friends to get where they want as well (okay) and they help you with all your stuff			Line 122 – Friends – supportive, helpful, able
123. M – okay lovely, how do you... the people at home help you to get your future			

124. K – because when...cos when you do something they push you further so then they so then you can actually go onto the course and or anything and then so then you can pass your GCSEs (okay) they push you (good great) to do more (lovely lovely)			Line 124 – Carers - Encouragement, high expectations, support
125. M – and how do the people in the school help you t-t-to d-d-do			
126. K – they do the same as the same as the home as well			Line 126 – Carers - Encouragement, high expectations, support
127. M – yeah yep and what do you do for yourself and wh-what do you think that you umm contribute to you getting t-to your future			
128. K – cos when I do something I know that that's not right so I keep trying it up until I get it right (okay) so then...yeah			Line 128 – Keep going – perseverance – not giving up – Resilience?

129. M – so you keep trying (yeah I keep trying) and you don't give up then do you...fabulous thank you... okay umm (cough) just to let you know what happens next Katie thank you so much for sharing and I know some of it...it's a little difficult to think about your future and I appreciate that y-you tried really hard just now with me umm just making sure that you if you do you have any questions that you want to ask me about this (no) process or anything... okay...umm just to let you know that umm if there were anything that was raised that I thought was of concern if you were okay with it I would share I haven't heard anything today that I feel was umm particularly challenging for you but if you go away and you think and you and you have a think about it and you think ooh you know I feel a bit upset about this or concerned about what I talked about today please talk to Paula [carer] or come in and talk to Mr. Kaur (DT) umm err you know Miss Perkins (DT) about any concerns you may have and I can			
130. K – yeah			

131. M – if that would be helpful (yeah) okay...umm I'm going to send you a post card which if you have another think about it after today and you think actually I don't want to be part of this project anymore send me the postcard or the letter a-and I will take your information off but you've only got a short time to tell me that if not ...umm...only because I need to get my report done if you like okay... umm (cough) so thank you so much for taking part and sharing your views and I err hope that when I done my project and umm...you'd be interested to come and umm hear what I've found out really			
132. K – yeah			
133. M – thank you thank you			

27. K – umm cos..cos umm I've made more new friends and I've gone past nearly all of my targets in school and I just getting on really well with my teachers that I didn't used to before			Line 27 – Relationships – new friends (a different peer group) Meeting targets (importance of knowing what you are aiming for) Being able to repair broken relationships – energise commitment to subject as more positive teacher relationship develops
33. K – umm...because umm they're some subjects that I really like and I've gone way past my targets and cos and some of my subjects I'm normally weak at I've gone way past those as well...so...i...i'm nearly on sevens in nearly all of the lessons now			Line 33 – Meeting and surpassing targets – feeling competent in areas where there was perceived weakness.
37. K – because like in computing I was a 5a now I'm like a 7c so my targets were lower and now they've gone really high cos I've been working more I've been doing revision so that I can get past my target			Line 37 – Personal internal locus of control Recognising own agency
39. K – err...(pause) I'm not sure about that one			Line 39 – difficulties imagining future?

41. K – I don't really talk about my future yet so I don't really know			Line 41 – 'no talk' about future – are they not having conversations about future goals, hope and dreams?

43. K – erm...like I've got some people that actually cares for me and not and like that doesn't tell lies and they don't stole from us			Line 43 – Importance of care and trust
47. K – isss...like going to college and get the job that I want			Line 47 – General non-specific future – generic
49. K – like some people said like they need to push harder so then you can past your GCSEs so that you can get into college then yeah that what they say			Line 49 – Push – effort self motivation?
53. K – is not getting a job cos like if you don't get the job and then don't have the money then how can you buy a house and like look after your children if you have some and buy yourself some food			Line 53 – Job as a means to meeting care tasks – children house food – meeting Maslow's basics
57. K – is actually pass the courses and my college work			Line 57 – Generalised and non-specific plan
67. K – err umm...i'll have a house... umm...i'll be working at a primary school doing dance umm...like...yeah that's it			Line 67 - House shelter (sanctuary/safety)? Specific job and place of work and subject Yeah that's it – limited imagining?

71. K – no no I'm not going to have children (laugh)			Line 71 – No children is that related to care experience? – is the laugh because of the 'difficult' feeling evoked?
76. M – okay...(papers shuffling)...let me put that on pause....so you're you're telling..you're writing a letter to Katie today because you're in the twenty.. you're in the future you're having a great time you're going to work as a teacher you're you're enjoying your dance you've got your new house umm what information what advice would you be telling yourself today?	Line 76 – Researcher's need to help K understand what is being asked...lots of prompting/guiding		
77. K – umm (writing) can I just say that it's kind of hard here cos like most of the children don't really listen			Line 77 – Struggling with the concept of future?
81. K – get good marks and get a good education		voice seems to lack of excitement, belief, conviction	Line 81 – 'stock phrase' – saying what adult wants to hear – genuine? Focus on educational product...links between educational success and successful future
82. M – fab okay(writing) 'Dear me ...Get good marks & good education...'	Line 82 - (writing) *'Dear me ...Get good marks & good education...'*		

83. M – think about your friendships, think about what things are like at home what can you what advice can you give yourself about that if you want to be a dancer how are you going to develop yourself	Line 83 – Leading/guiding		
87. K – the people that are actually gonna...like cos some of the friends like when you tell them a secret and then they like spread it cos you want some friends that actually keep secrets (okay) and is friendly and nice			Line 87 – Concerned about the quality and trust worthiness of friends – secrets (can be trusted with my information)
88. M – okay good (writing)) '...have friends that is friendly & nice & trustworthy'			Line 88 – trusting friendships
90. K – look isn't there one for like dancing in college (yep) I'll go on to that course or maybe if I don't get into that one then and then like it could be like it can be a next one can't you (umm hum) but I don't know what I want to be next.		Line 90 – a question – checking – lack of details and clear route to future	

92. K – like you need to be really good at school because they go on to your what do you call them on to your files and like don't they need to don't they go to the colleges to see how you've been doing in school so you need to be good cos if you like don't then they won't put you onto the course that you want to go on cos they know cos they know like how you were in senior school and then the probably think you won't do good at college			Line 92 – School as a gateway/gatekeeper to future
95. M – for instance are you a shy person a go getter person a...umm	Line 95 – Prompt/guiding		
98. K – like when...err...don't know what I was about to say	Line 98 – Unsure about future – difficulty discussing		
104. K – well there's obviously Sarah and Tom [foster carers] umm...there's some of the...there's the teachers specially the PE teachers cos they do dance (umm umm) and...			Line 104 – The importance of foster carers and subject specific teachers – importance of support and encouragement but also technical and practical support

106. K – because they tell you more about the stuff than some other people because they just say err well well sometimes you do this sometimes you do that but that's sometimes you don't actually are doing it but some of the people do actually tell you what you're gonna do and how you're gonna do it			Line 106 – Specific targeted support and guidance what how when – structure?
112. K –umm (pause) don't know	Line 112 – Difficulties reflecting/analysing		
114. K – well err there was 'FX' [group for LAC YP] and being in a film and so then I actually done it cos I love acting as well so there there was this drama production I done that then I went into 'FX' so then I was confident to do acting in front of people so so I done a drama production first then I went into 'FX' then I made a film then we just made another one (fabulous fabulous)			Line 114 – The importance of extra curricula activities. Feelings of competence increased confidence. Areas of interest and high quality involvement/product – structured – high quality – clear outcomes

116. K – well it was really Paula [carer] cos she convinced me to do it cos she already knew that I was a really good actor so then she said why don't you try and do the school production so then I auditioned and I got in and I told Paula and then she said that's good and then the way I found that helpful because she was really supportive and then when it was the actual live shows Paula came so then she was there for me when I was doing my production			Line 116 – Someone who can gently persuade, high expectation, see the dream (see what might be unseen), encouragement support – turning up....being there....showing interest....feeling genuine pride for the young person
122. K – cos...they are really supportive and they err..and .they like help you do the stuff as well and they don't just think about themselves they they help other friends to get where they want as well (okay) and they help you with all your stuff			Line 122 – Friends – supportive, helpful, able

124. K – because when...cos when you do something they push you further so then they so then you can actually go onto the course and or anything and then so then you can pass your GCSEs (okay) they push you (good great) to do more (lovely lovely)			Line 124 – Carers - Encouragement, high expectations, support
126. K – they do the same as the same as the home as well			Line 126 – Carers - Encouragement, high expectations, support
128. K – cos when I do something I know that that's not right so I keep trying it up until I get it right (okay) so then...yeah			Line 128 – Keep going – perseverance – not giving up – Resilience?

1. M - Good afternoon Tracey and thank you so much fo...for agreeing to talk to me today. Can I just check that you are still happy to continue?			
2. T - Yeah			
3. M - Fabulous. Okay erm...please don't forget that you can ask me to stop the interview at any time without needing to give me a reason. Okay. Good. So in front of you are some pictures and I'm going to start with a fairly quirky question, I think, erm.. if you were an animal which animal would you be and why? You can choose one of these or you can...			
4. T - A dog			
5. M - ...get your own...a dog. Why would you be a dog Tracey?			

6. T - Coz I just...they're nice and they're like...they're really erm...err...they're like really erm...(pause), (whisper)...everyone loves dogs don't they?			Line 6 – …needs to be loved?

7. M - Everyone does...			
8. T - Yeah...			
9. M - ....love dogs			
10. T - ...so I would like to be a dog...			
11. M - ha ha ha			
12. T - ...yeah.			
13. M - And is there something about being a dog that....			
14. T - And plus they live longer.			
15. M - Okay, yeah			
16. T - Some dogs do anyway			
17. M - S...s…some do, I guess if they get treated properly, yeah			
18. T - Yeah			
19. M - Erm...what kind of animal would you be, and why, when you're in school?			
20. T - An elephant so I can tread on people who I don't like			Line 20 – Needing to feel powerful? – in control ?
21. M - Ha ha (cough), excuse me, okay. Erm...is that the only animal you would be?			
22. T - And one of them to eat people....			Line 22 – Hurting?...need to be rid of people?
23. M - And lions...			

24. T - ...who I don't like			Line 24 – Hurting?...need to be rid of people?
25. M - ...to...to get rid of people that you don't like...			
26. T - Yeah ha			
27. M - ...okay. Erm...and when you...you're with your friends what kind of animal would you be and why?			
28. T - (long pause)...a rabbit			
29. M - A rabbit, why...why a rabbit?			
30. T - They're...they're very erm... nice aren't they...so...			
31. M - Yeah, yeah			
32. T - ...I'm normally nice to my friends.		Line 32 - 'normally' …so not always – importance of relationships	Line 32 – Peers get bring out a different response – more positive/ important?
33. M - Okay, thank you. And when you're at home what kind of animal would you be and why?			
34. T - I talk a lot			
35. M - So a parrot ha ha...			
36. T - Yeah			

37. M - ....coz you talk a lot. Okay. And when you're alone what kind of animal would you be and why?			
38. T - Coz it's quiet			Line 38 – Contemplative time? Thinking time? Space?
39. M - What's that?			
40. T - It's a mouse			
41. M - A mouse, they're quiet			
42. T - Yeah			
43. M - Okay. Thank you. Now I'm going to start some sentences and I want you to finish them for me okay? Life at school is...			
44. T - Rubbish			Line 44 – feelings towards school
45. M - Education is....			
46. T - Okay			
47. M - The most important thing about my future is....			
48. T - (long pause)...getting a job			Line 48 – Job Vs Career – general response?
49. M - (whispers) getting a job. The most important thing about my life right now is....			

50. T - My carers and my mom			Line 50 – Focus on relationships
51. M - (whispers) your carers and mum. The best thing I could do for my future is...			
52. T - Read more because erm...coz well if I don't read that much I'd be on the like...like the lower foundation...that's... that's not where I want to be so I've gotta get my act together and start erm...reading and like do school work more.			Line 52 – Self-reflection – need to further competence at school – specific re reading
53. M - Okay. The worst thing about...the worst thing I could do for my future is....			
54. T - (pause) not revising or anything			Line 54 – Making connection between what is done now (or not) and future
55. M - Okay. Thank you. Right I'm going to show you this picture now and hope you know what it is			
56. T - Dr Who			
57. M - Dr Who. Do you know what that's called?			
58. T - Tardis			
59. M - The Tardis			
60. T - Yeah			

61. M - Do you know what it does?			
62. T - It...it like...it's like...like a machine what goes back to the future and like what goes like yeah			
63. M - It...it flies around...			
64. T - Yeah			
65. M - ...doesn't it and it goes into the future or it goes...			
66. T - Yeah			
67. M - ...back and goes different time places doesn't it. Okay, so let's pretend that the Tardis actually works			
68. T - Yeah			
69. M - erm....and that I've set it to take you into the future when you t...turn around 25. Okay, you're 25 years old. Can you tell me, or you can write it, I've got a letter here that you can write or erm...you can draw eh..what kind things would be happening in your life at that time, when you're 25, what kind of things. You've gone in the Tardis. It's taken you to 25. What's going on?			

70. T - Hopefully I will have a job	Line 70 – Hopefully? - Lack of confidence?		
71. M - Okay, do you know what kind of job?			
72. T - A beauty erm... I would like to work in a salon.	Line 72 – Specific career in mind (quite a common job for girls)		
73. M - Okay so hair and beauty			
74. T - Yeah...erm			
75. M - What else is going on? Where would you be living? What...			
76. T - Hopefully on me own			Line 76 – Expectations of independence
77. M - Okay			
78. T - Hopefully with s...like husband or boyfriend....			Line 78 – Importance of companionship- commitment?
79. M - Okay			
80. T - ...and maybe kids			Line 80 – Willing to take on the care role?
81. M - Right			
82. T - Yeah			
83. M - Okay and what kind of hobbies would you be d...have, what kind of car might you drive if you're driving?			

84. T - Erm..yeah erm...it's like, like a sports car and it's got like a...it's got that thing at the...at the top			Line 84 – Ability to dream – set goals?
85. M - A spoiler			
86. T - Yeah, one of them			
87. M - Mmm okay			
88. T - I like one of them sort of cars			
89. M - What colour?			
90. T - Blue			
91. M - Blue			
92. T - Yeah			
93. M - Well that's sorted. Okay, anything else going on in your life at that time?			
94. T - I'll have all my family around me to like help me			Line 94 – Not totally alone – anticipating support
95. M - Okay, when you say all your family, who are you talking about?			

96. T - Erm Tonya [carer] like coz, coz Tonya [carer] and my fam...like my carers, they've been part of my life for like years now so I can't shut...can't shut them out can I....	Line 96 – participant shutting carers out not the other way around!		Line 96 – Carers seen as family and later life support network – part of imagined future
97. M - No			
98. T - ...they've helped me through all this so I class them as my real family as well as my own.		helped me through 'all this' - recognition of the level of challenge it has been	Line 98 – Recognition of support provided by carer – respect, love, connection
99. M - Okay, okay so by the time you're 25 you want to see..			
100. T - Tonya [carer] again	Line 100 – the significance of the Carers – number of times mentioned during the interview		
101. M - ..Tonya [carer]...			
102. T - Yeah			
103. M - ...and your...and your birth family as well.			
104. T - Yeah			

105. M - Okay. Erm...what...an...anything else...anything else you can think of that might be happening?			
106. T - No			
107. M - So you...so your...are you working in a salon or do you own a salon? What...what do you think is happening there with the job?			
108. T - I would like to own a salon	Line 108 – A Dream?		
109. M - Right			
110. T - it'd be quite cool		Line 110 – dreaming/imagining – positive affect	
111. M - But do you think you'd...you'd get there by the age of 25 or do you think that might take a little longer? What do you....			
112. T - Maybe. I might work there...		Line 112 dreaming/imagining – positive affect	
113. M - Mmmm			

114. T - ...round that age but it might take a couple of years for me to own the job I mean like be a manager			Line 114 – Realistic planning?
115. M - Right, okay			
116. T - Yeah			
117. M - Okay, alrighty. Well you've decided to stay at 25 because you think it's really cool. So you've got your partner, you've got your children, you've got your family around you, you've got this fantastic job at the salon. Erm...you're driving a really great blue sports car, yeah. I can see you're smiling there. Erm...but you have to give yourself some advice erm...today, right now and that....you're going to put this letter or you can tell me or you can write it or you can draw it, some advice for yourself right now that you're going to send back to yourself in the Tardis. What...what kind of things would you say to yourself now today?		Line 117 – Enjoying the dream? Touching the future?	

118. T - Can be able to look after kids coz I'm just like at school aren't I so		there was almost no pause between the asking of the question and the answer given - key message?	Line 118 – Prominence – First thing to tell self is 'look after kids' – the importance of the caring role
119. M - So you've got to learn to look after kids?			Line 119 – the importance of the caring role
120. T - Yeah			
121. M - Yeah, mmm			
122. T - I've got to be able to...able to get a job...			
123. M - Okay			
124. T - ...and....			
125. M - So what would you be telling yourself now about...that will help you to get a job? What kind of things...what kind of erm..advice do you need to tell yourself?			
126. T - Erm...to concern.....like...like erm...work more			Line 126 – Connecting the tasks of now to the goals of tomorrow
127. M - Work more...			
128. T - Yeah			
129. M - ...is that school work			
130. T - Yeah			

131. M - Yeah, yeah and what would that look like? Wha...what does working more mean?			
132. T - Like erm..put...coz normally some...we have a sheet sometimes they just like put a word on. I need to put...explain it more.			Line 132 – Becoming more specific about what is needed with regards to attainment and achievement
133. M - Okay			
134. T - Yeah			
135. M - Okay. Okay erm...what do you think erm...about yourself? What...what...what kind of advice would you get...give yourself erm..in terms of how you are? Would you give yourself any advice about how you are and how you might want to be instead or anything like that?			
136. T - Well I would like a di....proper job before I have kids and stuff because you've got to have a good job to have kids coz they're expensive aren't they so you've got like...yeah coz you've got to have like a job to ...you've got to have a really good job anyway to get a house, feed kids and all that stuff so...		Line 136 – 'you've got to…' a must 'what happens if you don't? 'can't put children through what I've been through?'	Line 136 – prominence of child care - Focus on the prerequisites to having children 'doing it right'? 'getting it right?'

137. M - And...			
138. T - ...hoping to get a...a like a really good job before I do all...any of that.			
139. M - Right. And you're...you're avenue to a really good job is what...what..how are you going to get to this really good job? What do you have to do?			
140. T - Erm...I...every target like...say like step...like step at a time...try to go like...first step trying to do like...like in school more work, more...concentrate more and all that stuff and then..I keep...I keep moving on...to each step and then once I get there then...			Line 140 – Taking it one step at a time… recognising the specifics – realistic approach
141. M - Have...have you got targets for your life? Have you got things that you would...or are they targets that people have given you?			
142. T - No not really coz mm..what ..I'm trying to do, I'm trying like...when I leave school next year I'm trying to get a good grade...			Line 142 – Focus on grades achievement and attainment

143. M - Mmmm			
144. T - ...because if I get a good grade and then when I go to college then hopefully I'll be good at that and then hopefully after college I'll get a job.			Line 144 – Steps towards goals – more specific and in 'order'
145. M - Right, right and....and is there anything about your personality, Tracey, that is going...			
146. T - My attitude			Line 146 – Areas of concern – focus for change – self – reflection
147. M- ...help. What...what's…explain that to me			
148. T - Because erm...sometimes when…err well most of the time when erm...people like annoy me I give them attitude and stuff and I'll argue with people so I need to try and like stop that...			Line 148 – Self-reflection – development of social skills
149. M - Right			
150. T - ...coz they won't want me will they and my attitude problem and I start arguing with people so they probably won't want me if I'm like that so I'm only trying to improve that.			Line 150 – Making connections – now and future – transposing flexibility of mind to think and transport to the future….what is useful to take forward….what needs to be left behind?

151. M - Right, okay. And have you got help to do that or...?			
152. T - Yeah, I've got, well I've got Tonya [carer] coz Tonya's [carer] been helping me....			
153. M - Okay, okay			
154. T - ...yeah coz what I've been trying to do when I'm angry I'll go up in my room listen to loud music coz that actually helps me...just in case I say something that I regret so that's what I'm trying to do. Go to my room, listen to some music so..like...so I don't say nothing I'm going to regret so that's what I've been trying to do.			Lines 154 – Carer as a point of support – force for change. Developing strategies – explicit self-reflective and attuned
155. M - Okay and...and you find it's working for you.			
156. T - It's hard...			
157. M - It's...it's hard			
158. T - Yeah			
159. M - It is hard			Line 156 – Realistic and reflective – change is difficult – resilience?

160. T - Yeah. Do you find it hard where another person's saying stuff and then you know that you're right...and then...then you feel like down because you know that you're right and then, yeah		Line 160 – Is there some anxiety about how will this change? Do I have it in me to change? What if I can't?	
161. M - Yeah			
162. T - Yeah			
163. M - It...it is hard, it's always hard to step back from a...			
164. T - Yeah			
165. M - ...argument, especially when you feel like you're...you're argument is the right argument. But then that person might be feeling that their argument is the right...			
166. T - Yeah			
167. M - ...argument so when does it finish?			
168. T - Yeah			
169. M - Doesn't it. But it...it does take a lot of maturity....			
170. T - Yeah			

171. M - ...doesn't it to be able to step back...			
172. T - Yeah. I'm trying			Line 172 – Recognizing own efforts – personal attributes – self efficacy – self-determination
173. M - ...mmm			
174. M - Okay good, good, good. Okay so erm...some advice for yourself would be to concentrate more, work more, work on your attitude erm...coz you don't want to be...			
175. T - My behaviour as well			
176. M - And your behaviour, okay explain that one to me			
177. T - Well erm...if I didn't have a behaviour problem I wouldn't be in this school....			Line 172 – Recognizing own efforts – personal attributes – self efficacy – self-determination
178. M - Right			
179. T - ...so I need to like, because my behaviour is not...it's not really bad but it's in the middle...			
180. M - Mmmm			

181. T - ...so if someone nd...gr...says something to me I can't leave it coz it...coz it won't...it's not right though is it? People calling you all these names, you don't just sit there and say nothing, so I just say something back and yeah, I need to stop doing...I need to stop....well…walk away. So I need to try to do.			Line 181 – Recognizing own 'barriers'
182. M - Okay, okay, so you've got a plan...you've got...			
183. T - Yeah			
184. M - ...you've got. You know...			
185. T - I've been trying....			
186. M - .... what you need to be doing...			
187. T - ...to walk away but...yeah but the trouble is with me when I walk away they follow me so I don't know what to do...			
188. M - Alright, okay			
189. T - ...yeah so it's quite hard			
190. M - Okay, and who...who could you talk to about that?			

191. T - Well, I've got someone called Miss Stone...			Line 191 – Identifying help and support (teachers and Carers)
192. M - Mmmm			
193. T - ...and Mr Hartle and I've got me mum to talk to as well, Tonya [carer]			Line 193 – Identifying help and support (teachers and Carers)
194. M - Okay, so do you feel supported with that then?			
195. T - Yeah. I can like...I can trust Tonya [carer] with anything because I know that...without... Tonya [carer] wouldn't tell the world what I've done...			Line 195 – Trusting relationship with carer – the importance of confidentiality – holding on to/protecting my story
196. M - Mmm..yes			
197. T - ...so I can trust Tonya with something that I haven't told anyone else coz I know she will keep it and she will sort it out if it needs sorting.			Line 197 – Practical support not just a listening ear….effective, active, dependable.

198. M - Right good, good. Okay erm...tell me some of the things coz you... you seem to have some quite erm... focussed…goals... hairdressing...you've now got having a job, having children, all of ...all of those things. What are the things th...that have helped you kind of erm...o...or...what are the things that are helping you towards your goals? What are things are...that are keeping you focussed towards your goals?			
199. T - Tonya [carer], my mum...			Line 199 – Key relationships – Carers – thankful, grateful , affection
200. M - Okay			
201. T - ...coz if I didn't have Tonya [carer] I wouldn't be...because erm...coz there's like reasons why I'm in care and that so if I wouldn't have been living with Tonya [carer] I wouldn't be here			Line 201 – Realisation – the impact of coming into care
202. M - Okay			
203. T - Yeah. I'd be in a really bad way			
204. M – Right			

205. T - Yeah but Tonya coz...when I used to live with my mum it used to like be really bad... used to lash out and everything but I don't do that anymore coz erm...coz Tonya [carer] really has hers helped me through that			Line 205 – Has been able to witness change first hand – recognizes that change can happen even when things look dire and stuck
206. M - Okay. So...so Tonya [carer] and...and your family have been really supportive....			
207. T - Yeah			
208. M - ...of you. And..and what is it do you say that Tonya [carer] has...has helped you here...can you pin point what it is that they do that...that..			
209. T - They like erm...well if I need help they...if there's a big problem, some parents are, 'oh no it's fine, it's just erm..kids playing about'. But Tonya takes it really seriously, but when I tell her she...she sorts it out like in a day...			Line 209 – Need for reliable consistent approach – to be taken seriously and not 'fobbed off' – I matter….you care enough…commitment
210. M - Right			

			that creates independence – risk taking and because of safe secure base.

220. M- Okay			
221. T - ...like a real mom erm because...coz I've...I've known Tonya [carer] for 5 years now...			
222. M - Mmmm, mmm			
223. T - ...yeah ermm...it...it's...it was Tonya's [carer] choice to have us. Tonya could have said no but no she erm... she brought us...she brought us as her own children...			Line 223 – Being chosen = being wanted? As opposed to being given up by birth family? Parity with own children – not the outsider
224. M - Mmmm, mmm			
225. T - ...so that's why I'm thankful of her			Line 225 – gratefulness and appreciation
226. M - Oh fabulous, lovely. And erm...what...what about school? Is there anything that school's doing to help you focus on your goals or anyone else in your life?			
227. T - Yeah because erm...recently I've...I sit by my friends but the teachers I think s... you know when you...when they say, 'Oh it's best if you sit by yourself', and I'm like 'It's not, whatever'...			Line 227 – The importance and impact of friendships Teacher's Scaffolding?

228. M - Mmm			

229. T - ...but I've thought through, it is coz I've...for the past, like, couple of weeks now I've been sitting on my own and it...it is..it is much better if you.... coz when you're with a friend you tending to talk aren't you?...			Line 229 – Self-efficacy, self reflection, self determination
230. M - Mmmm			
231. T - ...when you're on your own you know what to do you just get your work done straight away don't you?			
232. M - Great			
233. T - You don't like talk you just get it done straight away			
234. M - Okay, so what do you think...so your teachers have kind of told you to sit separately....			
235. T - Yeah			
236. M - ...and at first you thought...			
237. T - No, that's rubbish...			
238. M - ....that wasn't a good...that wasn't a good idea...			

239. T - ...and then I thought about it and like...and I realise it's...it's what I need because if I want to get to get to where I want to be I've got to buck up my ideas and start working like independently			Line 239 – Trusting adults….seeing connections – unravelling personal goals from teacher goals and expectations – self-determination – independence
240. M - Great, okay. Erm...and what things do you think aren't helping you get to your goals...			
241. T - Erm			
242. M - ...what things might be stopping you from...from getting there?			
243. T - Well erm what's happening really...what's been happening it's like quite hard to like focus...focus on my work and stuff so...			
244. M - Mmm			
245. T - ....it is quite hard to, when you've got family problems and you've got school work it is quite hard coz that's all you think about is your family problems...			Line 245 – the impact of 'a chaotic' family life - Lack of 'space' to think to focus, Maslow – lack of 'safety' 'security' so unable to engage in learning cognitive activity
246. M - Mmm			

247. T - ...isn't it and it's like really hard.			
248. M - Right, okay....			
249. T - Yeah			
250. M - ....and...and are those family problems still an issue for you or...			
251. T - It's not Tonya's [carer]...			
252. M - ...are you been able to...			
253. T - ...family it's my own, yeah, yes...			
254. M - Yeah			
255. T - ...it's still going but I've been trying to erm...like hold on to it for as long as I can and...			
256. M - Mmm			
257. T - ...erm I...it hasn't like...well it's quite hard really...			
258. M - Mmmm			

259. T - ...when...when it's like...when you're in school you've got to do work ain't you but it is quite hard when you've got something else on in school and you just can't stop thinking about it. That's all you could think about, what's actually happened..			Line 259 – Maslow – hard to engage in higher order thinking skills when brain is being flooded by cortisol due to stress of 'what is happening in the family'
260. M - Mmmm, okay...			
261. T - ...so but I...I like...I'll keep it together but it is quite hard			
262. M - And I appreciate you sharing that with me....			
263. T - Yeah			
264. M - ...coz I think...coz I recognise that...like...exactly like you say to erm...be thinking about school work and also be thinking about home is....			
265. T - Yeah			

266. M - ....challenging and difficult isn't it. Okay. Erm...Can you tell me of a time in or out of school when you really wanted someth...really wanted something, you really had a goal and you...you were able to get that goal			
267. T - Well, having a phone			
268. M- Ha ha right go on then			
269. T - I've just had a phone like....I haven't had a ....this is my like my first phone			Line 269 – goals – personal motivating achievable
270. M - Right			
271. T - Yeah and I've...I wanted that and I had to like build the trust in don't I so I had to like behave and all...building the trust and stuff...			Line 271 – Recognising what personal investment was needed – the importance of trust
272. M - Right			
273. T - ....and I finally did it. Now I've got a phone			Line 273 – Clear consistent expectations and keeping of promises
274. M- And how did that make you feel?			

275. T - Really happy because I've got like...coz of my phone I know that erm...I can speak to my friends whenever I like...			Line 275 – Connecting with friends – belonging
276. M - Mmm			
277. T - ...yeah so quite happy			
278. M - Oh good, good good. And what do you think...because you...you've told me quite...some...quite some difficult stuff you know and some really challenging stuff, erm...but you...you've still focussed on achieving what you want to achieve. What is it about you, Tracey, what is it about you that enables you to do this?			
279. T - Erm...well I didn't used to be like this...			Line 279 – recognizing change recongising an alternative
280. M - Yeah			
281. T - ...I used to find it really hard...like really hard...I couldn't...			
282. M - When you say 'like this', what do you mean, what...explain to me how you are now			

283. T - Well I used to...when I didn't used to live with Tonya [carer] it used to be like be really hard...			Line 283 – personal change and the impact of environment – links and understanding of the impact of coming into care – understanding personal care history
284. M - Mmmm			
285. T - ....like for me to like do stuff. Now I know I can do stuff like I'm confident to do stuff because Tonya's [carer] the one who's helped me through all that so...so Tonya's [carer] made me confident to do like say stuff....			Lines 285 – self-efficacy confidence self-belief – confident , safe , trust, able to take risks – the importance of a caring carer.
286. M - Mmmm			
287. T - ...about what's happened in my family. I've gone...I've realised why I'm in care...but I didn.....because I didn't realise why I was in care but now I do now			Line 287 – Understanding reasons for care – clear meaningful understanding – truth and trust
288. M - Mmmm. Okay			
289. T - Yeah			
290. M - And having that understanding has made you what? What has that done having that understanding about why you are in care?			

291. T - Made me like grown up a bit because erm...coz when I first came into care I didn't know why, I didn't know what was happening...			Line 291 – The importance of needing to 'know' and being told – opportunities to accept situation – the impact of not knowing and the unsettled feelings
292. M - Mmmm			
293. T - ...and I didn't like...was like quite upset when I like...coz when you move away from you...was only like 9 when I moved away from my mom so.....			Line 293 – the impact of having to leave birth family – age and levels of understanding
294. M - Mmmm			
295. T - ....it was quite hard for me to do that and I've realised that. I...I know now why I moved. So I actually know why and everything now so....			Line 295 – the importance of knowing and understanding – allowing the opportunity to move forward and to move on.
296. M - Okay so...so getting that understanding...			
297. T - Yeah. It took me.... it took me a while to realise. Coz thing is I don't know my dad so...			Line 297 – Support needed to get through the loss and grief of coming into care
298. M - Mmmm			
299. T - ...it was quite hard for me to like un...like to realise that I hadn't got a dad to understand that I haven't but...			

300. M - Mmmm			
301. T - ...so, yeah.....			
302. M - Okay			
303. T - ...I'm past that now. I've got dad now...			
304. M - Really			
305. T - ...so I'm fine. That's all I need is Paul [carer]	Line 303 – Importance of foster dad?		
306. M - Good, lovely. And...and all of that has helped you to focus...			
307. T - Yeah			
308. M - ...on your...			
309. T - If I didn't have Tonya [carer] I wouldn't be here...			
310. M - Okay			
311. T - ...where I am now. I wouldn't be doing like stuff, I wouldn't have like school like this, I wouldn't...I wouldn't have GCSE's and all that stuff, I would have failed if I...if I wasn't with Tonya [carer]			Line 311 – Direct connections from care to achievements

312. M - Okay, thank you. Erm...so you...you've spoken a lot about your carers, is there any other person or professionals or any...any other kind of people that you think have been really helpful in getting you...			
313. T - My social worker...			Line 313 – the importance of the Social Worker
314. M - Right okay			
315. T - ...and the Governors because erm...they've actually, whatever's happened...trouble is with my family it's like...not Tonya's [carer] family...it's just a big lie, a lie after lie after lie...			
316. M - Mmmm			
317. T - ...so I've...I...I've been wanting to know the details so I've been asking so the Governors have been involved and all them people...			
318. M- Mmmm			
319. T - ...my social worker's actually told me what's actually happened...			Line 319 – Social worker as the Information gate keeper – sharing and helping with understanding.
320. M - Mmmm			

321. T - ...but if I didn't have a social worker everything would be a big lie wouldn't it, a big fat lie so...			Line 321 – importance of knowledge and access to the truth
322. M - Mmmm			
323. T - ...now I know the truth, well some of it, so I'm quite happy I've got my social worker.			Line 323 – Knowing the truth - understanding
324. M - Good, good. Okay erm...is there anything at the moment that you think might be...that's missing that might help you reach your goals. Is there anything that you think, 'Ah, I wish that could happen and that will help me to get where I want to be more'.			
325. T - (pause)...erm...			
326. M - It's okay if you haven't			
327. T - Okay			
328. M - Okay. And, I mean is your future something that you think about a lot, a little bit, not really...			
329. T - I think about a lot lot but we've been...me and Tonya have been talking about it....			Line 329 – Opportunities to discuss the future – to think with someone who is interested and who can share their dreams and aspirations

330. M - Mmmm			
331. T - ...about if...I've come so far now Tonya [carer] said if I go back where I was and it's gonna just, you know, go back to the start and I don't want that to happen.			Line 331 – Forward looking – motivation to keep going
332. M - Right. So...and how did that make you feel when you...when she...			
333. T - It made me feel happy because erm...coz I did want to go back...			Line 333 – secure loving care and possible positive future can help prevent return to 'chaotic' family - The pull to return (stats about returning to birth family quite high)
334. M - Mmmm			
335. T - ..... but now Tonya's [carer] actually talked to me and like, so…I know now that I don't want to go back to how I was before so...yeah.			
336. M - And if you could sum your future up in...in a few words what...what would you...,what would you say about your future?			

337. T - ...(pause) probably going to be quite nice really....			Line 337 – Ability to see a positive and bright future ahead – room to dream
338. M - Mmmm			
339. T - ...because... coz I'll probably erm...I'll understand things better won't I, so I won't go back to how I was...			Line 339 – Understanding my situation is key – informed and alternative
340. M - Okay			
341. T - ....which I will never do that coz...because looking back what I've done it is quite shocking...I...it is really bad so I'm happy that I'm here.			
342. M - Okay. Erm...I'll just erm..share with you what we're going to...what's going to happen now. Erm...so first of all thank you so much for sharing and... and thank you so much for, you know talking about your future...			
343. T - Yeah			
344. M - ...with me. Erm...just so that you're clear about what happens next. If you go away from this...er			
345. T - Yeah			

346. M - ...from this interview and you think, 'Oh, I feel a little bit unsettled about what I was talking about. If you can find er... Mr Simmons....			
347. T - Hartle			
348. M - ... Hartle erm...and talk to him about it...			
349. T - Yeah			
350. M - ...and anything, I can come back in and chat with you, erm...and that would be fine. Erm...I'm going to give you a little bit of time, maybe about a week or so to think about whether you want to continue...want...whether you want this interview to be part of the project that I'm doing. If you don't you can...I'm going to write you and you can send me back a letter and say 'please take my...			
351. T - I'll be fine..you can, be fine...			
352. M - ...interview off			
353. T - ...yeah			
354. M - ...ah...thank you, thank you. Erm...but I just want you to have a little time, just in case...			
355. T - Yeah			

356. M - ...okay ha ha. Anyway really, really thank you, er Tracey for sharing and being so open about erm...your future and your past and...and what it means to you, I really appreciate it...			
357. T - Yeah			
358. M - ...thank you.			
359. T - Thank you.			
356. M - ...okay ha ha. Anyway really, really thank you, er Tracey for sharing and being so open about erm...your future and your past and...and what it means to you, I really appreciate it...			
357. T - Yeah			
358. M - ...thank you.			
359. T - Thank you.			

6. T - Coz I just...they're nice and they're like...they're really erm...err...they're like really erm...(pause), (whisper)...everyone loves dogs don't they?		struggling to find the reason- experiencing difficult emotion? - Use of a question	Line 6 – …needs to be loved? Would I have been 'rejected/loved' if I was a dog (everyone loves dogs don't they?)
20. T - An elephant so I can tread on people who I don't like			Line 20 – Needing to feel powerful? – in control ?
22. T - And one of them to eat people....			Line 22 – Hurting?...need to be rid of people?
24. T - ...who I don't like			Line 24 – Hurting?...need to be rid of people?
32. T - ...I'm normally nice to my friends.		Line 32 - 'normally' …so not always – importance of relationships can be challenging at times?	Line 32 – Peers get bring out a different response – more positive/ important?
38. T - Coz it's quiet			Line 38 – Contemplative time? Thinking time? Space?
44. T - Rubbish			Line 44 – feelings towards school
48. T - (long pause)...getting a job		long pause - contemplating not an immediate concern?	Line 48 – Job Vs Career – general response?
50. T - My carers and my mom		is the order -carers then mum - significant use of 'my' possessive	Line 50 – Focus on relationships

52. T - Read more because erm...coz well if I don't read that much I'd be on the like...like the lower foundation...that's... that's not where I want to be so I've gotta get my act together and start erm...reading and like do school work more.			Line 52 – Self-reflection – need to further competence at school – specific re reading
54. T - (pause) not revising or anything			Line 54 – Making connection between what is done now (or not) and future
70. T - Hopefully I will have a job			Line 70 – Hopefully? - Lack of confidence?
72. T - A beauty erm... I would like to work in a salon.	Line 72 – Specific career in mind (quite a common job for girls)		
76. T - Hopefully on me own			Line 76 – Expectations of independence
78. T - Hopefully with s...like husband or boyfriend....			Line 78 – Importance of companionship- commitment?
80. T - ...and maybe kids		maybe....not certain	Line 80 – Willing to take on the care role?
84. T - Erm..yeah erm...it's like, like a sports car and it's got like a...it's got that thing at the...at the top			Line 84 – Ability to dream – set goals?
94. T - I'll have all my family around me to like help me		My family - carers considered within the mircosystem	Line 94 – Not totally alone – anticipating support

96. T - Erm Tonya [carer] like coz, coz Tonya [carer] and my fam...like my carers, they've been part of my life for like years now so I can't shut...can't shut them out can I....	Line 96 – participant shutting carers out not the other way around	significant	Line 96 – Carers seen as family and later life support network – part of imagined future
98. T - ...they've helped me through all this so I class them as my real family as well as my own.		helped me through 'all this' - recognition of the level of challenge it has been	Line 98 – Recognition of support provided by carer – respect, love, connection
100. T - Tonya [carer] again	Line 100 – the significance of the Carers – number of times mentioned during the interview		
110. T - it'd be quite cool		Line 110 – dreaming/imagining – positive affect	
112. T - Maybe. I might work there...		Line 112 – dreaming/imagining – positive affect	
114. T - ...round that age but it might take a couple of years for me to own the job I mean like be a manager			Line 114 – Realistic planning?

117. M - Okay, alrighty. Well you've decided to stay at 25 because you think it's really cool. So you've got your partner, you've got your children, you've got your family around you, you've got this fantastic job at the salon. Erm...you're driving a really great blue sports car, yeah. I can see you're smiling there. Erm...but you have to give yourself some advice erm...today, right now and that....you're going to put this letter or you can tell me or you can write it or you can draw it, some advice for yourself right now that you're going to send back to yourself in the Tardis. What...what kind of things would you say to yourself now today?		Line 117 – Enjoying the dream? Touching the future?	
118. T - Can be able to look after kids coz I'm just like at school aren't I so		there was almost no pause between the asking of the question and the answer given - key message?	Line 118 – Prominence – First thing to tell self is 'look after kidz' – the importance of the caring role
119. M - So you've got to learn to look after kids?			Line 119 – the importance of the caring role

126. T - Erm...to concern.....like...like erm...work more			Line 126 – Connecting the tasks of now to the goals of tomorrow
132. T - Like erm..put...coz normally some...we have a sheet sometimes they just like put a word on. I need to put...explain it more.			Line 132 – Becoming more specific about what is needed with regards to attainment and achievement
136. T - Well I would like a di....proper job before I have kids and stuff because you've got to have a good job to have kids coz they're expensive aren't they so you've got like...yeah coz you've got to have like a job to ...you've got to have a really good job anyway to get a house, feed kids and all that stuff so...		Line 136 – 'you've got to…' a must 'what happens if you don't? 'can't put children through what I've been through?'	Line 136 – prominence of child care - Focus on the prerequisites to having children 'doing it right'? 'getting it right?'
140. T - Erm...I...every target like...say like step...like step at a time...try to go like...first step trying to do like...like in school more work, more...concentrate more and all that stuff and then..I keep...I keep moving on...to each step and then once I get there then...			Line 140 – Taking it one step at a time… recognising the specifics – realistic approach

142. T - No not really coz mm..what ..I'm trying to do, I'm trying like...when I leave school next year I'm trying to get a good grade...			Line 142 – Focus on grades achievement and attainment
144. T - ...because if I get a good grade and then when I go to college then hopefully I'll be good at that and then hopefully after college I'll get a job.			Line 144 – Steps towards goals – more specific and in 'order'
146. T - My attitude		a common observation form others? Quick response an embedded view	Line 146 – Areas of concern – focus for change – self –reflection
148. T - Because erm...sometimes when…err well most of the time when erm...people like annoy me I give them attitude and stuff and I'll argue with people so I need to try and like stop that...			Line 148 – Self-reflection – development of social skills
150. T - ...coz they won't want me will they and my attitude problem and I start arguing with people so they probably won't want me if I'm like that so I'm only trying to improve that.			Line 150 – Making connections – now and future – transposing flexibility of mind to think and transport to the future….what is useful to take forward….what needs to be left behind?

154. T - ...yeah coz what I've been trying to do when I'm angry I'll go up in my room listen to loud music coz that actually helps me...just in case I say something that I regret so that's what I'm trying to do. Go to my room, listen to some music so..like...so I don't say nothing I'm going to regret so that's what I've been trying to do.			Lines 154 – Carer as a point of support – force for change. Developing strategies – explicit self-reflective and attuned
159. M - It is hard			Line 156 – Realistic and reflective – change is difficult – resilience?
160. T - Yeah. Do you find it hard where another person's saying stuff and then you know that you're right...and then...then you feel like down because you know that you're right and then, yeah		Line 160 – Is there some anxiety about how will this change? Do I have it in me to change? What if I can't?	
172. T - Yeah. I'm trying			Line 172 – Recognizing own efforts – personal attributes – self efficacy – self-determination
177. T - Well erm...if I didn't have a behaviour problem I wouldn't be in this school....			Line 172 – Recognizing own efforts – personal attributes – self efficacy – self-determination

181. T - ...so if someone nd...gr...says something to me I can't leave it coz it...coz it won't...it's not right though is it? People calling you all these names, you don't just sit there and say nothing, so I just say something back and yeah, I need to stop doing...I need to stop....well…walk away. So I need to try to do.			Line 181 – Recognizing own 'barriers'
191. T - Well, I've got someone called Miss Stone...			Line 191 – Identifying help and support (teachers and Carers)
193. T - ...and Mr Hartle and I've got me mum to talk to as well, Tonya [carer]			Line 193 – Identifying help and support (teachers and Carers)
195. T - Yeah. I can like...I can trust Tonya [carer] with anything because I know that...without... Tonya [carer] wouldn't tell the world what I've done...			Line 195 – Trusting relationship with carer – the importance of confidentiality – holding on to/protecting my story
197. T - ...so I can trust Tonya with something that I haven't told anyone else coz I know she will keep it and she will sort it out if it needs sorting.			Line 197 – Practical support not just a listening ear….effective, active, dependable.

199. T - Tonya [carer], my mum...			Line 199 – Key relationships – Carers – thankful, grateful , affection

201. T - ...coz if I didn't have Tonya [carer] I wouldn't be...because erm...coz there's like reasons why I'm in care and that so if I wouldn't have been living with Tonya [carer] I wouldn't be here			Line 201 – Realisation – the impact of coming into care
205. T - Yeah but Tonya coz...when I used to live with my mum it used to like be really bad... used to lash out and everything but I don't do that anymore coz erm...coz Tonya [carer] really has hers helped me through that			Line 205 – Has been able to witness change first hand – recognizes that change can happen even when things look dire and stuck
209. T - They like erm...well if I need help they...if there's a big problem, some parents are, 'oh no it's fine, it's just erm..kids playing about'. But Tonya takes it really seriously, but when I tell her she...she sorts it out like in a day...			Line 209 – Need for reliable consistent approach – to be taken seriously and not 'fobbed off' – I matter….you care enough…commitment

	211. T - ...so, if I was with my mum that wouldn't have happened, that would have carried on for months and months so I'm actually quite happy I'm with Tonya [carer] coz...			Line 211 - Ineffective – unresponsive to me and my needs – the impact – being able to process past and understand

213. T - ...like erm...coz it gets done quicker and I know that...I know whatever I tell Tonya [carer] I'm s...I know that it's safe with her because...coz she'll actually like sort it out and like get to it...			Line 213 – Need for reliable consistent approach – to be taken seriously and not 'fobbed off' – I matter….you care enough…commitment
219. T - I look at Tonya [carer] as my real mom...			Line 219 – high levels of attachment – trust – dependence that creates independence – risk taking and because of safe secure base.
223. T - ...yeah ermm...it...it's...it was Tonya's [carer] choice to have us. Tonya could have said no but no she erm... she brought us...she brought us as her own children...			Line 223 – Being chosen = being wanted? As opposed to being given up by birth family? Parity with own children – not the outsider
225. T - ...so that's why I'm thankful of her			Line 225 – gratefulness and appreciation
227. T - Yeah because erm...recently I've...I sit by my friends but the teachers I think s... you know when you...when they say, 'Oh it's best if you sit by yourself', and I'm like 'It's not, whatever'...			Line 227 – The importance and impact of friendships Teacher's Scaffolding?

229. T - ...but I've thought through, it is coz I've...for the past, like, couple of weeks now I've been sitting on my own and it...it is..it is much better if you.... coz when you're with a friend you tending to talk aren't you?...			Line 229 – Self-efficacy, self reflection, self determination
239. T - ...and then I thought about it and like...and I realise it's...it's what I need because if I want to get to get to where I want to be I've got to buck up my ideas and start working like independently			Line 239 – Trusting adults….seeing connections – unraveling personal goals from teacher goals and expectations – self-determination – independence
245. T - ....it is quite hard to, when you've got family problems and you've got school work it is quite hard coz that's all you think about is your family problems...			Line 245 – the impact of 'a chaotic' family life - Lack of 'space' to think to focus, Maslow – lack of 'safety' 'security' so unable to engage in learning cognitive activity

259. T - ...when...when it's like...when you're in school you've got to do work ain't you but it is quite hard when you've got something else on in school and you just can't stop thinking about it. That's all you could think about, what's actually happened..			Line 259 – Maslow – hard to engage in higher order thinking skills when brain is being flooded by cortisol due to stress of 'what is happening in the family'

269. T - I've just had a phone like....I haven't had a ....this is my like my first phone			Line 269 – goals – personal motivating achievable
271. T - Yeah and I've...I wanted that and I had to like build the trust in don't I so I had to like behave and all...building the trust and stuff...			Line 271 – Recognising what personal investment was needed – the importance of trust
273. T - ....and I finally did it. Now I've got a phone			Line 273 – Clear consistent expectations and keeping of promises
275. T - Really happy because I've got like...coz of my phone I know that erm...I can speak to my friends whenever I like...			Line 275 – Connecting with friends – belonging
279. T - Erm...well I didn't used to be like this...			Line 279 – recognizing change recognising an alternative
283. T - Well I used to...when I didn't used to live with Tonya [carer] it used to be like be really hard...			Line 283 – personal change and the impact of environment – links and understanding of the impact of coming into care – understanding personal care history

285. T - ....like for me to like do stuff. Now I know I can do stuff like I'm confident to do stuff because Tonya's [carer] the one who's helped me through all that so...so Tonya's [carer] made me confident to do like say stuff....			Lines 285 – self-efficacy confidence self-belief – confident , safe , trust, able to take risks – the importance of a caring carer.
287. T - ...about what's happened in my family. I've gone...I've realised why I'm in care...but I didn.....because I didn't realise why I was in care but now I do now			Line 287 – Understanding reasons for care – clear meaningful understanding – truth and trust
291. T - Made me like grown up a bit because erm...coz when I first came into care I didn't know why, I didn't know what was happening...			Line 291 – The importance of needing to 'know' and being told – opportunities to accept situation – the impact of not knowing and the unsettled feelings
293. T - ...and I didn't like...was like quite upset when I like...coz when you move away from you...was only like 9 when I moved away from my mom so.....			Line 293 – the impact of having to leave birth family – age and levels of understanding

295. T - ....it was quite hard for me to do that and I've realised that. I...I know now why I moved. So I actually know why and everything now so....			Line 295 – the importance of knowing and understanding – allowing the opportunity to move forward and to move on.
297. T - Yeah. It took me.... it took me a while to realise. Coz thing is I don't know my dad so...			Line 297 – Support needed to get through the loss and grief of coming into care
305. T - ...so I'm fine. That's all I need is Paul [carer]	Line 303 – Importance of foster dad?		
311. T - ...where I am now. I wouldn't be doing like stuff, I wouldn't have like school like this, I wouldn't...I wouldn't have GCSE's and all that stuff, I would have failed if I...if I wasn't with Tonya [carer]			Line 311 – Direct connections from care to achievements
313. T - My social worker...			Line 313 – the importance of the Social Worker
319. T - ...my social worker's actually told me what's actually happened...			Line 319 – Social worker as the Information gate keeper – sharing and helping with understanding.
321. T - ...but if I didn't have a social worker everything would be a big lie wouldn't it, a big fat lie so...			Line 321 – importance of knowledge and access to the truth

323. T - ...now I know the truth, well some of it, so I'm quite happy I've got my social worker.			Line 323 – Knowing the truth - understanding
329. T - I think about a lot lot but we've been...me and Tonya have been talking about it....			Line 329 – Opportunities to discuss the future – to think with someone who is interested and who can share their dreams and aspirations
331. T - ...about if...I've come so far now Tonya [carer] said if I go back where I was and it's gonna just, you know, go back to the start and I don't want that to happen.			Line 331 – Forward looking – motivation to keep going
333. T - It made me feel happy because erm...coz I did want to go back...			Line 333 – secure loving care and possible positive future can help prevent return to 'chaotic' family - The pull to return (stats about returning to birth family quite high)
337. T - ...(pause) probably going to be quite nice really....			Line 337 – Ability to see a positive and bright future ahead – room to dream
339. T - ...because... coz I'll probably erm...I'll understand things better won't I, so I won't go back to how I was...			Line 339 – Understanding my situation is key – informed and alternative

1. M – So Becca thank you for agreeing to talk with me today can I just check whether or not you're happy to continue			
2. B –yeah			
3. M – umm please don't forget you can ask to stop the interview at anytime without needing to give me a reason. Okay			
4. B –yep			
5. M – right so a bit of a bizarre question may be but if you were an animal which animal would you be and why?			
6. B –I would be a lion			
7. M – a lion why a lion?			
8. B –because it's big , it's a predator and that means it's...no other animals can actually like k-kill it or eat it (yes) so and like it's in charge			Line 8 – Need to feel/be powerful?

9. M – fabulous okay umm what animal would you be wh-if-when you're in school what animal would you choose when you're in school what animal would you be?			
10. B – I would be a cat			
11. M – okay why a cat?			
12. B –because some...well because it's adorable and cute and people don't mind cats			Line 12 – Need to be liked?
13. M – Okay ...and that's the kind of animal you'd be in school in school) okay. When you're with your friends what kind of animal would you be and why?			
14. B –I'd be a mouse because it's innocent, friendly and cute			
15. M – lovely ...and when you're at home what kind of animal would you be and why?			
16. B –uh umm I would be (pause) er...I don't know...			

17. M – umm at home			

18. B –at home I would be a turtle because I'm real slow (laugh) and everything			
19. M – and when you're alone what kind of animal would you be and why/			
20. B –I would be a spider because spiders most of the time are always alone are they so like and ...it's small, cute...I think spiders are cute			Line 20 – Wanting to be Isolated? Alone?
21. M – oh right okay (laugh)			
22. B –I used to play with them all the time			
23. M – ahh right okay...thank you Becca. Now I'm going to start some sentences and I want you to finish them for me if you wouldn't mind okay? Life at school is...			

24. B –Okay...sometimes it can be fun when we do activities we go on trips and sometimes in lessons we can listen to music as well. Umm that bit I enjoy. And I have my favourite lesson which is Art (umm) I love that too.			Line 24 – Focus on the positives Favourite lesson – self efficacy – doing well?
25. M – Okay Education is?...			
26. B –good cos I'm learning I'm like umm a(im)pproving...like..I'm just like umm yep			Line 26 – Being party to the academic journey – seeing the improvement – self-affirming – motivating – confidence with competence.
27. M – you're improving			
28. B –yeah I'm improving l-like last year I was like really low above my things my age levels (uh um) now I'm just like meeting them and going over them			Line 28 – Knowledge of targets –seeing the improvement – boosts confidence/motivation?
29. M – fabulous so y-your developing (yeah) and achieving fantastic...the most important thing about my future is			

30. B –err...umm..finding a job I think cos I need money to get my own place live alone be able to take care of myself...mostly getting a getting a job			Line 30 – Job vs career – job means to an end i.e. getting money
31. M – the most important thing about my life now is			
32. B –umm...huh..err...i don't know		Line 32 – Difficulty evaluating?	
33. M – not sure			
34. B –not sure on that one			
35. M – okay... the best thing I could do for my future is ...			
36. B –err...get more education and try to improve more on my studies and everything to get better grades when I go to college and I'm looking to go to university as well		Line 36 – Focused on studies (expected response in a school setting? Expected answer when asked by an adult in a school setting?	
37. M – okay fantastic...okay thank you...the worst thing about...th-thing I could do for my future is?...			

38. B –err...rely on other people to do everything for me cos it's like that wouldn't be good			Line 38 – need for independence – self-reliant – self -determined
39. M – okay right ...thank you...thanks for that okay...ill just move those out the way...do you know what this is?			
40. B –yeah the Tardis from Dr Who			
41. M – Tardis from Dr Who...do you know what it does?			
42. B –it's a time machine it goes through time (okay) it goes in the past or even the future			

43. M – lovely thank you...okay so let's pretend that the Tardis actually works and that I've set it to take you into the future to when you turn 25 years old can you tell me or you can write or draw some of the things that would be happening in your life at this time what would you prefer tell me or draw?			

44. B –probably...I'll tell you...I'd probably be looking for a place of my own moving out yeah because I'll be too old to stay with Mandy [carer] by then... be looking for a job and then hopefully have enough saved up money to go to Japan i still want to go		Line 44 – expecting to become independent – 'not allowed to stay put?' – the decision of others – not over staying welcome?	Line 44 – ability to entertain a 'dream' – outside the ordinary – achievable, needing to be active in reaching it
45. M – great lovely			
46. B –my friend wants to go with me as well(cough)(great) yeah so I'd be like trying to achieve my goals			Line 46 – The importance of friendships - Discussing dream – shared ambition. Recognising that ambitions and goals can be shared and pondered on.
47. M – okay okay S-so tell me a little bit more about Japan...w-whats in Japan?			
48. B –I like Japan...well...I just love the like people there I love like the cities and Tokyos and anime manga (yeah okay) that's all from Japan so I just want to go see and hopefully I would like to meet someone who wrote a manga book			Line 48 – opportunities to develop interests – active pursuit -Linked to passion and interest – motivated by interest

49. M – right okay and is that something you have an interest in doing then?			
50. B –yeah yeah			
51. M – wh-what kind of j-jo-you spoke about looking for a job looking for somewhere to live w-what kind of job would you be doing do you think or looking to do			
52. B –err I don't really know because first I wanted to be an Art teacher then an undertaker don't ask what that was about (laughter) and umm now I want to be a psychiatrist (right so things) but psychologist is hard very hard to get (right) so I have to study a lot			Line 52 – Space to explore options weight things up be broad and expansive in thinking – not boxed in not confined – research and exploration
53. M – okay okay so at the moment y-your goals are changing a little are they			
54. B –yeah you know they always do (laughter) I think		Line 54 – Life not always predictable?	

55. M – but you feel very much you spoke about needing to study a lot and go to college and go to university but you think whatever it is that you are going to do...			
56. B –I'm not sure yet			
57. M – ...as a job you think it's going to take you to college (yeah) and university as well			
58. B –yeah			
59. M – okay fabulous...okay you've decided to stay at age 25 but you need to send a message back via the Tardis this message will have some advice for you and others may be umm for you now (yeah) as you are now Becca err so what advice would you be telling yourself now to help you with your future goals			

60. B –umm study and study and study a lot umm make lots of friends umm have a have like be more confident in yourself and cos I'm always like not really I don't really like doing stuff in front of people or anything (okay)....I guess you call that shy (laugh) sometimes umm save up more money to go to Japan and look for jobs...y-yeah			Line 60 – the importance of becoming competent –value in education – key to future? Being connected – the importance of friendship
61. M – s-so you've got quite a list of things that you'd like to tell yourself what to do (yeah) when you say study study study umm			
62. B –do lots of studying...I need it			Line 62 – The importance of self-reflective – evaluating needs – internal locus of control
63. M – Okay is there anything you can think of that would help you to do that? What kind of things would help you to d-do more studying?			

64. B –I don't know I could just like get revision books myself or I could get extra tuition in school like I have extra English a-after school on Monday's and on Thursday's I have extra ICT period (right) 7 so..			Line 64 – the importance of practical/technical support – access to resources
65. M – and how do you find that then			
66. B –it's helpful			
67. M – it's helpful			
68. B –yeah it's helping a lot and I'm improving even my English teacher said so			Line 68 – the importance of positive feedback – self-affirming – positive feedback loop (figure?) -
69. M – great great lovely thank you umm so you in terms of your future definitely Japan in the future you spoke a little bit about wanting a house and going to move out...			
70. B –yeah just like a flat just like a small thing (okay) cos I don't think I'll be staying that long there			

71. M – Okay okay and what about in terms of partners and children and other things that are happening...			
72. B –oh no (no?) no no no no no I'm not having a partner or anything (right okay so) I don't intend on hav- doing that		complete rejection of this idea not to be contemplated	Line 72 – Embarrassing? Not an issue to be considering at this time.
73. M – okay alright that's fine umm...			
74. B –well first I would like to take care of myself get a job get good like good grades in my university and everything then I might start thinking about getting a partner or something (right) but first I wanna finish everything I plan on doing		from complete rejection to qualification and prerequisites - keep that option a possibility - moving from immature to more mature understanding of partnership and family life	Line 74 – Putting self-first – taking care of self – assumption that partner and children can put back own plans
75. M – alright...so you're quite focussed then on achieving your goals (yeah) for yourself and..			
76. B –and move on to			

77. M – partners and children and ...(yeah) and that type of thing which is quite sensible way sometimes isn't it...good...okay tell me about the things that are helping you to work towards achieving your goals w-what is helping you to get there?			
78. B –I don't really know cos umm I'm not actually working on my goals at the moment (okay) I haven't even started so I don't know			Line 78 – Unaware of work towards goals. Goals not explicit – not reflected in what is already happening – an aside – not integrated – important to make connections?
79. M – b-but in terms of... you said that your grades are improving so (yeah so) you are kind of working on them aren't you in some ways			
80. B –well yeah like in English that's one of the most important ones cos English maths and other subject like that is umm top two I think to get you into ...i don't know			Line 80 – Trying to understand the school criteria/view of 'success and achievement' – the school agenda

81. M – they are very important aren't they you maths and English			
82. B –yeah and I'm improving on them so that's good			
83. M – great great ... and when you say you're improving on them is that because of the teaching is that because of something in you because of what Mandy [carer] tell you? W-what why...			
84. B –I've been concentrating more in classes I've been taking notes and for Eng-I have extra English after Monday's (umm umm) as I told you and in maths I just try to do things by myself (okay okay) but if I do need help I do ask			Line 84 – Self reflective – identifying personal attributes/strategies. Self reliance – but can ask for help effective in environment keen to prove to self
85. M – okay and having w-what kind of teachers what kind of umm environment at home helps you t-to develop yourself			

86. B –well at home I read and Mandy [carer] has started to make us read for half-an-hour yeah and then she's going to be doing every day after school umm ten spelling list like thing so at the end of the week we'll be we'll like do 50 spelling things (umm)			Line 86 – the importance of focused/specific explicit help – high expectations with support
87. M – a-and you find that helpful? (yeah...it's good) you find that's good (yeah) that's good ...okay...and in terms of what your teachers are doing w-what do you think has been helping you there?			
88. B –they've been just like trying to push us and telling us...like giving us homework and telling us to revise for things like tests and assessments			Line 88 – Pushing = 'encouraging'? –practical help and support – homework – high expectations
89. M – a-and how do you think you're friends play a part in in you know helping you achieve your goals or do they play a part?			

90. B –no not really...well they just like...I don't know we just never really talk about that though			Line 90 – Are friends involved with goal setting and planning?
91. M – okay okay,,,that's fine...err...can you think of anything that's not helping anything that is you find umm kind of holds you back from you know achieving and umm going towards your goals?			
92. B –well err sometimes I just think I won't be able to do it that's the only problem			
93. M – so there's something about what YOU think about yourself and your abilities is it (yes yes) that holds you back a bit okay alright...umm can you tell me of a time in or out of school when you had something that you really wanted to do and you were able to do it you managed to do it?			Line 92 – the role of doubt – developing reality/risk adverse voice? – the importance of having an encouraging voice – need for the belief of others
94. B –umm... not really			

95. M – think o-of a goal that you had maybe that you were able to get there able to achieve it...can you think of anything like that?			
96. B –noo err not really ...i don't know...cos...oh yeah this art thing that I wanted to go and we had to say our awards thing like it helps you to improve on your art skills and stuff yeah and then I got a space (okay)to like get in that so	Line 96 – recognising positive successful examples of goal achievement		
97. M – so h-how did that happen then in terms of...			
98. B –well Mandy kept on asking and like emailing the people that brought my thing and she even asked my art teacher to to see if she could find anything so they have			Line 98 – Carer going the extra mile, involved, chasing, seeing the potential even when young person might be blind to it. Advocating at school (powerful?

99. M – okay so so having your your... umm...having having Mandy kind of really (yeah) be in your corner h-h-w-w-was b-being helpful for you (yeah) in achieving things Great...okay umm...what do you think might help you reach goals in a ideal world? What do you think will help you get to where you need to be? If everything was on your side what what do you think would be helpful?			
100. B –ahh...I think like everything (uh huh) everything that's helping me at the moment			Line 100 – Recognising the help and support
101. M – umm okay...which is what? What would you say that was?			
102. B –school...Mandy [carer] cos Mandy [carer] like tries to educate us and that's home (okay) yeah like mostly school and...			

103. M – a-and what do you it is about yourself that you think helps you to get towards your goals as well? What do think helps you or stops you from doing that? Wh-what is it about your personality...			
104. B –(pause)...umm so what would like....i don't know			
105. M – is there anything about you that you think helps you to get to your goals anything that you do?			
106. Well I do try harder in lessons now before like don't really bother and didn't care but like now I'm starting to care and be bothered			Line 106 – greater awareness of own educational journey – recognise changes – greater locus of control – efforts linked to attitude and motivation
107. M – okay			
108. B –I've been like trying to push myself and do more work			Line 108 – Recognising the self-motivation (trying – is it successful?)
109. okay okay...and you're seeing the benefits of that how do you feel about yourself when you see that...when you've tried			

110. B –I feel good about myself...yeah (yeah) I feel good like I've done a good job (huh)			Line 110 – Positive views of self-competency self-efficacy – feelings of effectiveness – higher levels of self-esteem
111. M – Oh great fabulous fabulous well done. Okay do you think there's anything that needs to change in order for you to get the future you want is there anything that you think needs to be a bit different now so that you can get the future you want?			
112. B –No...not really			
113. M – you think everything's going in the right direction			
114. B –y-yeah			

115. M – Fabulous–Okay just going to err (cough) wrap up now umm just let you know what happens next just in cas...firstly do you have any questions or anything...any concerns (no) that have been raised...okay if you do go away from here and you think Becca and you think to yourself actually I didn't quite like that or I feel a little upset about talking about my future please talk to someone in school then I can come back and have another chat with you too if you think that would be helpful (umm...pause) I err any issues i-if you go back home and you think actually I don't want my information that I spoke about I don't want Michele to use that (umm) please just let me know and I'll take it ...			
116. B –oh it's fine			

117. M – thank you you're being very generous...but you might you know you might go back and think I oh I don't want her to do that...umm wh-what will happen is when I'm f-when I'm finish my reports and everything I'll do a nice little summary and you can have a look at it and see what your answers has helped me t-to think about. Okay and so for the moment I just want to say thank you for taking part you've been really helpful and thank you for sharing your views your ideas and y-your future life with me I really appreciate that okay			
118. B –Okay thank you			
119. M – Thank you			

8. B –because it's big , it's a predator and that means it's...no other animals can actually like k-kill it or eat it (yes) so and like it's in charge			Line 8 – Need to feel/be powerful?
12. B –because some...well because it's adorable and cute and people don't mind cats			Line 12 – Need to be liked?
20. B –I would be a spider because spiders most of the time are always alone are they so like and ...it's small, cute...I think spiders are cute			Line 20 – Wanting to be Isolated? Alone?
24. B –Okay...sometimes it can be fun when we do activities we go on trips and sometimes in lessons we can listen to music as well. Umm that bit I enjoy. And I have my favourite lesson which is Art (umm) I love that too.			Line 24 – Focus on the positives Favourite lesson – self efficacy – doing well?

26. B –good cos I'm learning I'm like umm a(im)pproving...like..I'm just like umm yep			Line 26 – Being party to the academic journey – seeing the improvement – self-affirming – motivating – confidence with competence.
28. B –yeah I'm improving l-like last year I was like really low above my things my age levels (uh um) now I'm just like meeting them and going over them			Line 28 – Knowledge of targets –seeing the improvement – boosts confidence/motivation?
30. B –err...umm..finding a job I think cos I need money to get my own place live alone be able to take care of myself...mostly getting a getting a job			Line 30 – Job vs career – job means to an end i.e. getting money
32. B –umm...huh..err...i don't know		Line 32 – Difficulty evaluating?	

44. B –probably...I'll tell you...I'd probably be looking for a place of my own moving out yeah because I'll be too old to stay with Mandy [carer] by then... be looking for a job and then hopefully have enough saved up money to go to Japan i still want to go		Line 44 – expecting to become independent – 'not allowed to stay put?' – the decision of others – not over staying welcome?	Line 44 – ability to entertain a 'dream' – outside the ordinary – achievable, needing to be active in reaching it
46. B –my friend wants to go with me as well(cough)(great) yeah so I'd be like trying to achieve my goals			Line 46 – The importance of friendships -Discussing dream – shared ambition. Recognising that ambitions and goals can be shared and pondered on.
48. B –I like Japan...well...I just love the like people there I love like the cities and Tokyos and anime manga (yeah okay) that's all from Japan so I just want to go see and hopefully I would like to meet someone who wrote a manga book			Line 48 – opportunities to develop interests – active pursuit -Linked to passion and interest – motivated by interest

52. B –err I don't really know because first I wanted to be an Art teacher then an undertaker don't ask what that was about (laughter) and umm now I want to be a psychiatrist (right so things) but psychologist is hard very hard to get (right) so I have to study a lot			Line 52 – Space to explore options weight things up be broad and expansive in thinking – not boxed in not confined – research and exploration
54. B –yeah you know they always do (laughter) I think		Line 54 – Life not always predictable?	
60. B –umm study and study and study a lot umm make lots of friends umm have a have like be more confident in yourself and cos I'm always like not really I don't really like doing stuff in front of people or anything (okay)....I guess you call that shy (laugh) sometimes umm save up more money to go to Japan and look for jobs...y-yeah			Line 60 – the importance of becoming competent –value in education – key to future? Being connected – the importance of friendship

62. B –do lots of studying...I need it			Line 62 – The importance of self-reflective – evaluating needs – internal locus of control
64. B –I don't know I could just like get revision books myself or I could get extra tuition in school like I have extra English a-after school on Monday's and on Thursday's I have extra ICT period (right) 7 so..			Line 64 – the importance of practical/technical support – access to resources
68. B –yeah it's helping a lot and I'm improving even my English teacher said so			Line 68 – the importance of positive feedback – self-affirming – positive feedback loop (figure?) -
72. B –oh no (no?) no no no no I'm not having a partner or anything (right okay so) I don't intend on hav-doing that		complete rejection of this idea not to be contemplated	Line 72 – Embarrassing? Not an issue to be considering at this time.

74. B –well first I would like to take care of myself get a job get good like good grades in my university and everything then I might start thinking about getting a partner or something (right) but first I wanna finish everything I plan on doing		from complete rejection to qualification and prerequisites - keep that option a possibility - moving from immature to more mature understanding of partnership and family life	Line 74 – Putting self-first – taking care of self – assumption that partner and children can put back own plans
78. B –I don't really know cos umm I'm not actually working on my goals at the moment (okay) I haven't even started so I don't know			Line 78 – Unaware of work towards goals. Goals not explicit – not reflected in what is already happening – an aside – not integrated – important to make connections?
80. B –well yeah like in English that's one of the most important ones cos English maths and other subject like that is umm top two I think to get you into ...i don't know			Line 80 – Trying to understand the school criteria/view of 'success and achievement' – the school agenda

84. B –I've been concentrating more in classes I've been taking notes and for Eng-I have extra English after Monday's (umm umm) as I told you and in maths I just try to do things by myself (okay okay) but if I do need help I do ask			Line 84 – Self reflective – identifying personal attributes/strategies. Self reliance – but can ask for help effective in environment keen to prove to self
86. B –well at home I read and Mandy [carer] has started to make us read for half-an-hour yeah and then she's going to be doing every day after school umm ten spelling list like thing so at the end of the week we'll be we'll like do 50 spelling things (umm)			Line 86 – the importance of focused/specific explicit help – high expectations with support
88. B –they've been just like trying to push us and telling us...like giving us homework and telling us to revise for things like tests and assessments			Line 88 – Pushing = 'encouraging'? – practical help and support – homework – high expectations

90. B –no not really...well they just like...I don't know we just never really talk about that though			Line 90 – Are friends involved with goal setting and planning?
93. M – so there's something about what YOU think about yourself and your abilities is it (yes yes) that holds you back a bit okay alright...umm can you tell me of a time in or out of school when you had something that you really wanted to do and you were able to do it you managed to do it?			Line 92 – the role of doubt – developing reality/risk adverse voice? – the importance of having an encouraging voice – need for the belief of others
96. B –noo err not really ...i don't know...cos...oh yeah this art thing that I wanted to go and we had to say our awards thing like it helps you to improve on your art skills and stuff yeah and then I got a space (okay)to like get in that so	Line 96 – recognising positive successful examples of goal achievement		

98. B –well Mandy kept on asking and like emailing the people that brought my thing and she even asked my art teacher to to see if she could find anything so they have			Line 98 – Carer going the extra mile, involved, chasing, seeing the potential even when young person might be blind to it. Advocating at school (powerful?
100. B –ahh...I think like everything (uh huh) everything that's helping me at the moment			Line 100 – Recognising the help and support
106. Well I do try harder in lessons now before like don't really bother and didn't care but like now I'm starting to care and be bothered			Line 106 – greater awareness of own educational journey – recognise changes – greater locus of control – efforts linked to attitude and motivation
108. B –I've been like trying to push myself and do more work			Line 108 – Recognising the self-motivation (trying – is it successful?)
110. B –I feel good about myself...yeah (yeah) I feel good like I've done a good job (huh)			Line 110 – Positive views of self-competency self-efficacy – feelings of effectiveness – higher levels of self-esteem

1. M – Right good morning Sam and thank you for agreeing to talking to me today I really appreciate that. Can I just check whether you are still happy to continue?			
2. S – yep			
3. M – um..please don't forget you can ask to stop the interview at anytime without having to give me a reason okay?			
4. S – yep			
5. M – Right so the first thing I'm going to do is just find out a little bit about you..umm..I've got some pictures of some animals in front of you...so ...a.. um... bizarre question maybe but if you were an animal what kind of animal would you be?			
6. S – definitely not a spider because I'm terrified of those so ah (hahha) umm I don't know ah I think I might be a leopard because I mean like big cats and little cats (yeah) so and I always have for some reason.			
7. M – is there anything about a leopard that you think is like you or not like you what do you think?			

8. S – not really (???) I mean I guess their smartish...not saying bigheaded that I am smart but I do have good grades if you know what mean...uhhmm		Line 8 – pride? Recognising own accomplishments	Line 8 – Is there something 'wrong' about being 'smart' or at least saying that you are smart?
9. M – um well okay there's something about them being smart and if you where an animal because we can be different types of animals I'm assuming when you're in different places what kind of animal would you be when you're at school?			
10. S – Umm...uhh			
11. M – you could have another animal in mind you don't have to have any on the ones that are on the table you can choose another one			
12. S – (pause) I'll say probably a dog because they listen			
13. M – okay gr...great... and when your with your friends what kind of animal would you say you were?			
14. S – trying to think of a silly animal...umm... probably a dog running after it's own tail again			
15. M – okay...and when you're at home what would you be?			

16. S – umm probably a rabbit because I keep to myself at home			Line 16 – Needing space? 'boxing off'? 'feelings of isolation'? Self reliance? keeping to myself because I want to or because I have to?
17. M – okay ...and when you're alone?			
18. S – uhh...umm (heehee) I don't know...umm... probably a bunny again because I like keep to myself			Line 18 – Need to repeat – 'keep to myself' self reliance?
19. M – okay...well thank you...thanks f-for sharing (muffle)			
20. M – Okay well now I'm going to start with some sentences and I'd really like you to finish them for me...life at school is...			
21. S – Okay			
22. M – Just okay?			
23. S – it's okay I mean I don't get bullied that much no more (umm) umm I did when I came out but that's obvious and the teaches have been alright here to help me with that.			Line 23 –Although in the past is bullying 'resolved'– expectation/resigned to bullying? teachers helped – impact of initial experience – school is 'okay'
24. M – well okay lovely...education is...			

25. S – umm Great..they help me with my lessons and if there's something I don't understand they're happy to talk to me about it			Line 25 – Help with lessons – Specific support when needed?
26. M – okay...umm the most important thing about my future is...			
27. S – (deep inhale of breath) probably getting a job I like and starting a family I think		Line 27 – Deep breath - Need for some thinking time? Job Vs Career? Raising a family high priority?	
28. M – Right okay..the most important.... thing about my life now is...			
29. S – Getting a good education and good grades			Line 29 – importance of good grades academic achievement
30. M – The best thing I could do for my future is...			
31. S – umm study and revise to make sure I get the grades to get the job I want			Line 31 - 'job' construct – work related – means to an end – not career minded Difference between 'job' and career'?
32. M – the worst thing I could do for my future is...			

33. S – sitting around playing on consoles and do nothing			Line 33 – recognising own agency; internal locus of control

34. M – Okay thank you I appreciate that...okay.. .umm...do you recognise this picture? (papers shuffling)			
35. S – the Tardis from Dr Who			
36. M – the Tardis from Dr who...ahh great I'm glad I didn't have to explain it to you (laughter)			
37. M – so let's pretend that the Tardis actually works (haha) and I've set it to take you into the future to when you turn 25 years old (uh huh) can you tell me or write or draw some of the things that...would be happening in your life at that time...what kind of things would be happening in your life at that time?			
38. S – Umm..I'll probably have the job I want as a umm nursery nurse or childminder I don't know.. uhh..i'll probably have my own flat as well I think I don't know (uh huh) and hopefully a umm uhh what's her name...another half			Line 38 – child rearing – issues of care?
39. M – uh...another half ..okay yeah yeah...so you'll have a partner			
40. S – that's the word was looking for (laughter) ...umm...			

41. M – uhh wh--h-h-how do you think you'd be feeling within yourself at this time? At 25?			
42. S – happy if all of that did happen			Line 42 – Hopeful – aims to be happy
43. M – okay ...and umm what...you say nursery nurse			
44. S – yeah looking after children in the nursery or babysitting or being a foster carer in general	Line 44 – child focussed careers		
45. M – so right okay...that's something that you're that you're aspiring to that's something that you're looking forward to doing um when you leave school...okay umm...what else might be happening? Well you've got a job you've got a flat wh...where do you think your flat might be			
46. S – umm...somewhere in W.....or D..... I think (okay okay) umm and what else uhh...			
47. M – ...a-a-and with your partner?...long term			
48. S – hopefully long term (*laugh*)			
49. M – Okay um what about social life?			

50. S – Hopefully I'll have a better social life than now cos I don't really go out the house			Line 50 – Disconnected? Needing a sense of belonging –community?
51. M – Okay okay so you'd have a you'd have a more interesting social life			
52. S – Hopefully yeah			
53. M – yep yep what kind of things would you like to be able to be doing?			
54. S – umm go out and hang around with friends probably meeting people...start talking			Line 54 – Importance of social like and friendships
55. M – any hobbies? Anything..			
56. S – umm I'd probably get back into photography again because um when I was with mum and when I went on holiday with my errr Nan and granddad they always let me take photos and I became a budding photographer			Line 56 – Reconnecting in the future – disconnected now. Past impacting on the future - lost
57. M – alright okay			
58. S – and I got took away from my mum cos umm she wasn't able to look after us and now I can't really chase up that dream because there's nothing really to take photographs of where I live			Line 58 – Lost opportunities – defence mechanism? Disentangling?

59. M – okay okay and and ...is it something that they have tried to do I mean...			
60. S – Social workers have tried to like find areas where I could go out and take photos and try to encourage me to go around and look where I can take photographs			Line 60 – Not entertained….protected part of earlier life – painful associations?
61. M – Okay okay but i-i-it's not something that you want to do at the moment... it's something that you may pick up later? Oh okay thanks for sharing that. Okay umm you've decided that you're going to stay at age 25 because it's just so cool (hee hee) umm but you need to send a message back via the Tardis and this message is going to be some advice for you now umm...wh...you can tell me you can write it or you can draw it if you want to but what would you be telling yourself what advice would you be giving yourself now?			
62. S – revise more and be yourself, anyone who doesn't like you or doesn't accept you can go away			Line 62 – Importance of self-confidence and self-assured self-acceptance

63. M – okay fabulous okay anything else? Anything else about...			

64. S – umm try and get out and socialise more for there's people to talk to outside (mumbling)			Line 64 – Socialising, connecting, 'lo
65. M – umm and anything to avoid? Anything not to do?			
66. S – don't take drugs don't smoke..I mean have the occasional drink because everyone does that but drugs and smoking are just out of the question			Line 66 – Morals and clear principles?
67. M – umm...hav...do you think about your future very often or not a lot?			
68. S – well sometimes yeah I mean I did originally think I wanted to be doing something with ICT and photography and that hobby died down because of me going into foster care and then I lost interest in pursuing ICT as a career and I so di..I..err..went to a nursery for my work experience and I feel in love with child care			Line 68 – The lack of motivation 'died down' 'lost interest' – 'shattered dreams' ' motivation pre-post becoming looked after 'intensity of feeling' 'commitment'
69. M – right okay okay			
70. S – umm so I've been thinking about it that thinking looking forward to being in college to be able to do the job I want			Line 70 – Positive views about future endeavours – a sense of 'excitement' and 'anticipation'

71. M – okay fabulous...umm... what do you think has helped you towards achieving your goals? Wh... wh...what's been going on th...that's been ab-ab-able to help you focus towards your goals?			
72. S – umm encouragement I mean friends and family have encouraged me to go for whatever job I want yeah they even said like child care doesn't earn you that much money why would you want to do it and I was like because want to but I have been getting quite a lot of encouragement off family when I see them and dad and S----...umm...			Line 72 – Encouragement – peers, family. Research in order to make an informed choice
73. M – Wh...when you say family are you talking bir...birth family...or..?			
74. S – birth family as in from contact and stuff and then my step-mum and dad who I'm living with currently...umm...			Line 74 – Encouragement from birth family
75. M – right okay okay			
76. S – umm...told to revise more to make sure I do get the grades I want err..and... umm... the teachers have always praise me for good work to make sure I keep on doing it			Line 76 – Encouragement from teachers Developing self-efficacy

77. M – okay...so th...that encouragement from your family umm (teachers) teachers and your peers...wh ...what kinds of things are your friends saying to you?			
78. S – ur...like if that's the job you want to do that's the job you want to do then go ahead and do it makes you happy and you're in grasps of getting your all your grades umm...teachers encourage me to get into lessons to make questions more and to write more detail (right) and they also give umm... constructive feedback is that the right word? (yep yep) yeah? (yep) to make sure I know what I'm doing and how to improve so that also helps.			Line 78 – encouragement from friends and family. Specific, structured help and guidance – constructive explicit solution-focussed
79. M – okay so knowing what you need to do to be able to move forward is a great help to you (yeah) helps with your understanding of things. Okay and ur... ur...things don't help? What things do you think may have...umm			

80. S – nagging...(nagging okay) what I mean is my dad's constantly nagging at me to revise now I will revise but I won't revise cept that I'm just bored because nothing will be taken in if I'm bored (right okay okay)...umm...cos if you're reading something and you're bored and you're thinking about something else you're not taking it in (sure sure) and he's constantly nagging at me revising and that's slowly putting me off revising which I'm trying to get back into...umm...trying to think what else...err.. (pause)			Line 80 – Need for trust 'I am an expert on me' How 'nagging' perceived – teenager identity development – need for autonomy
81. M – is there anything that's has happened in school that you think actually that that's turning me off studying and learning in school...is there anything that's...			
82. S – err...not really no...don't think so			
83. M – okay...can you tell me of a time in or out of school when you've had something you've really wanted to do and you've been able you've been able to do manage to do it or get it			
84. S – I'm trying to remember now...err...			

85. M – you...really wanted...			
86. S – can't think so I can't remember if I have my memory's not the best (laugh) umm...			Line 86 – difficulty recognising own achievements
87. M – You have quite a lot of 100% on your err...(pointing to badges C's on blazer)	Line 87 – Prompting		
88. S – yeah, I've only had one day off since joining this school and that's because I was really ill so..			Line 88 – need to have opportunities to feel proud and accomplished.
89. M – right okay so h-h-how have you maintained that?...getting here everyday and...and...			
90. S – j-just looking forward to hanging around with friends and trying to earn the grades and learn stuff to make me have the job I want (oh okay) yeah it is hard to get up in the morning but that's just me being plain lazy (laugh) umm...but I do try to make sure I get here everyday to hang around with friends to get the job want			Line 90 – The importance of peer relationships. Importance of self as a learner – self-efficacy. Making clear links between current work and future goal achievement
91. M – s-so you're quite a motivated person			

92. S – well err when I want to be yeah there are times when I don't want to have anything to do with the world but I think everyone has those days		Line 92 Trying to normalise feelings and behaviours	Line 92 – Isolation – need to be alone – oscillating between friendships (social) and isolation
93. M – okay ..okay...but even though you have those days you're still			
94. S – get back up			Line 94 – evidence of resilience?
95. M – get back up...what do you think that is...wh-what do you think's happening there?			
96. S – umm...(pause)... I really don't know...umm...like I said it's a job I want to do and err...I really don't want to be a hassle either on my family more than I am (laugh).		Line 96 – Is the laughter a mask? Is this a painful thought?	Line 96 - 'making it on my own' isolation self reliance not being a being a bother – sensitive to subliminal messages? 'was I given up because I was a bother?
97. M – okay...okay... so tell me a bit more about that...wh...wh..what are you saying when you don't want to be a hassle?			

98. S – umm... sometimes I feel like all I do is cause hassle and err...what's the word?...umm...mayhem in the household sometimes errm...and me just sitting back saying forget the world I'm done isn't going to help anyone (okay okay) including myself so...			Line 96 - 'making it on my own' isolation self reliance not being a being a bother – sensitive to subliminal messages? 'was I given up because I was a bother? Conscious decision to respond differently

99. M – sure so having something to look forward to and t-t-to work towards			
100. S – that the aim yeah...I find myself if I don't have an aim I often go into that state like why should I even bot...bother		Line 100 – emotional response – (stutter and half laugh)	Line 100 – The importance of having an aim/goal/dream – protection from the here and now
101. M – okay okay a..a..and ..you.. i..s..is..it all you...that... that...g..g..gets yourself over that or do u get help from others?		Line 101 – Is interviewer affected by revelation? Is this a cry for help – a point to raise with school?	
102. S - Friends friends mostly help me saying oh it's alright you'll be fine or something like that (umm) and most of the time it is me because I stay up in my room and don't socialize (laugh) so...			Line 102 – The importance of peers – supportive peers
103. M - Okay okay...so you've got a very good overview of yourself and what motivates you and kind of how you manage in the world umm...are there any skills or anything else that you think you would like to have to be able to move forward?			

104. S – umm...luckily, team speaking or something like that or being able to speak in front of a crowd (right right) because stepping on a stage in front of a crowd I really really don't like it (laugh)			Line 104 – developing greater levels of confidence – over coming fears – resilience – risk-taking
105. M – okay, so something about confidence ... is that what I'm hearing? Just being a bit more confident			
106. S – yeah			
107. M – right yeah okay and have you spoken to anyone about that? And how you maybe could get that...			
108. S – no			
109. M – no okay do you do anything like drama or anything...			
110. S – no (laugh)			
111. M – no I didn't think...I said it and I thought no he's going to tell me no..okay...s-s-so..i-i-is..so I know this is part of my research but would you want me to share this with anyone?			
112. S – well that's up to you			

113. M – yeah?...well..no it’s up to you (mumble)			

114. M – I think sometimes if if you know if the interviews brings up something that sounds like it could be helpful (yeah) then I would like to be able to share it if that's okay with you			
115. S – yeah that's fine yeah			
116. M – okay			
117. S – thank you			
118. M – umm (pause) let's see...we've talked about things that a-a-about your future goals and and in an ideal world if everything was great you were as confident as you could be and life was as peach as pi..what do you think we could do you know...school...home...social worker however to help you reach those goals? What else could we be doing?			

119. S – umm (pause) I really don't know because umm...yeah social worker encourages me to get err..if I do want something to ask for it...I mean I go to a youth club which helps me socialise with people and erm... team speaking and (mumble) stuff like that erm...and team games (yep)umm...and not much really because they try to help in every way possible			Line 119 – Encouragement social worker The importance of extra curricula activities
120. M – alright...so you feel at the moment that you are getting a really good...good support from home...from social workers ...from school...from from friends and from peers (yeah) what about your experience...you said you went on work experience (work experience in a nursery) what was that like?			

121. S – umm I signed up for it because I totally forgot to sign up for anything else funny enough erm...and Lucy was like that's one's close enough I think I might like to work with children and I went on...I went there ...umm...and err...they made me look after the children to play with them and to also clean up after them to make sure I knew what it was going to be like when I was working at a nursery and I fell in love it	Line 121 – enjoying child care tasks – positive experience		Line 121 – the importance of child care

122. M – okay s-s-so almost without you errm...choosing it it chose you (yeah) that's what it sounds like doesn't it...yeah....yes...fabulous... Okay...what if anything need to change in order for you to get the future you want is there anything else....is there anything inside or outside of you what do you think might need to change?			
123. S – err...to revise more I guess...I don't know			Line 123 – recognise and identify specific tasks to improve – internal locus of control
124. M – yeah yeah..and what about you personally?...is there anything about you that you think might get in the way of you getting where you want to be?			
125. S – erm...(pause) I don't know...I class myself as being quite shy I mean that could do something but...when I came to the interview to get to 'Bridge' college they said they like the way I came across so I think in moments like that the confidence does come forward and try to help me if you get what I mean			Line 125 – Difficulty identifying personal qualities that contribute to. Confidence boosting comments

126. M – yeah yeah okay and how..wh..what was going for that interview what was that like?			
127. S – nerve racking (yeah yeah) my hands were sweating and everything I was like what if I say something out of line what if they don't want me and I nearly forgot to show them all my references and stuff like that so it's a good job I remembered otherwise I don't think I would have got the jo....err...job...huh...place			
128. M – placement... a...a..and do you think your....the way you felt about the interview or the way you know the way things went for you errm like most people or not like most people? How...what do you...			

129. S – I...I...I... would like to think so cos I mean I think everyone gets nervous in an interview erm...especially a placement or job interview... erm...err...she did encourage me...umm...the person who was asking the questions on if there was anything I would like to raise up and consequently asked if there were any questions so I would answer them and that eventually brought me to remember that I had my references to then show them and get me a placement			
130. M – had you...in preparation for your interview did school do anything to help you get ready for that interview or...?			

131. S – ermm...i know they did help me with work experience they said like umm...gave me booklets on what to do and stuff like that and there is something called UCAS (yes yes) which helped me apply for it and then in citizenship lessons and PE lessons where I would be able to go off to the library go onto one the computers and log on to UCAS to apply for the job and even though it made it a lot easier I find that it was pointless because the colleges and stuff it was the first year UCAS had been used and they didn't really know about it (oh alright okay), so I found that a bit useless afterwards			
132. M – umm as you go through life there are more things that you may find useless along the way but lets not talk about that now (laugh) erm..w--wwhat about something like errmm...a mock interview d-d-d you th—think that would have helped you just to -g-g-g-get			

133. S – probably yeah cos I would know what would be happening and what questions to ask me to like me to know what's going to happen it would boost my confidence and hopefully my nerves and stuff			

134. M – yeah so just g-g-getting a sense of what might be coming down the road a-a-and it's not an unfamiliar (yeah) environment. Okay so let's just umm...that's really the end of the interview a-and the questions part. Just to let you know what will happen next. I will be doing a number of these interviews, hopefully, I was kinder to you. I will then... I will send you...if you would like to have a brief summary of the research finding I would be more than happy to send it to you, I will send it to you anyway, what I will also do is send you in the next couple of weeks a little postcard or little letter that you can send back if you want to withdraw you've got up to a month to umm... to say please don't use my recording just in case you go away from it and think you know what I don't want to be part of it you've still got up to a month to withdraw. Umm if you...if there's anything that's been raised...i-i-it might sound a little bit strange but talking about our futures S-S-can bring up lots of things about not only our past, how we are feeling now umm and whether we are going to get to that future or not so if you feel the need to talk to anyone umm...Mrs S_____ is more than happy to take any questions that you may have (yeah) do..you know Mrs S_____ do you?			
135. S – yes she sits in the office by reception I think			

136. M – yeah okay...i'm also umm available through her if you need to talk or discuss anything that has come up through this interview and your social worker who I would have contacted is also aware of my coming to talk to you and if they need to help you or talk to you then...you've got some places to go (yeah) if you need to...i-i-if you say to yourself I don't feel very settled about what I talked about and I need to talk about it a bit more okay.(yeah) and if you don't mind if Mrs Patton is available just give her a little bit of feedback about some of the things you brought up if that's okay...it's just around feeling confident just to see if there is anything they can do to help boost your confidence as you start to go tho...it'd GCSE time soon (yeah) isn't it so (laugh) did I say the dreaded G word? (laugh) so I just want to make sure that I don't leave you too wobbly or or that you're feeling supported if that's okay. So anyway Sam thank you so much for taking part and agreeing and I really do appreciate you sharing your views it's been really helpful and I'll be in touch soon okay.			
137. S – thank you			
138. M – thank you			

8. S – not really (???) I mean I guess their smartish...not saying bigheaded that I am smart but I do have good grades if you know what mean...uhhmm		Line 8 – pride? Recognising own accomplishments	Line 8 – Is there something 'wrong' about being 'smart' or at least saying that you are smart?
16. S – umm probably a rabbit because I keep to myself at home			Line 16 – Needing space? 'boxing off'? 'feelings of isolation'? Self reliance? keeping to myself because I want to or because I have to?
18. S – uhh...umm (heehee) I don't know...umm... probably a bunny again because I like keep to myself			Line 18 – Need to repeat – 'keep to myself' self reliance?
23. S – it's okay I mean I don't get bullied that much no more (umm) umm I did when I came out but that's obvious and the teaches have been alright here to help me with that.			Line 23 –Although in the past is bullying 'resolved'– expectation/resigned to bullying? teachers helped – impact of initial experience – school is 'okay'
25. S – umm Great..they help me with my lessons and if there's something I don't understand they're happy to talk to me about it			Line 25 – Help with lessons – Specific support when needed?

27. S – (deep inhale of breath) probably getting a job I like and starting a family I think		Line 27 – Deep breath - Need for some thinking time? Job Vs Career? Raising a family high priority?	

29. S – Getting a good education and good grades			Line 29 – importance of good grades academic achievement
31. S – umm study and revise to make sure I get the grades to get the job I want			Line 31 - 'job' construct – work related – means to an end – not career minded Difference between 'job' and career'?
33. S – sitting around playing on consoles and do nothing			Line 33 – recognising own agency; internal locus of control
38. S – Umm..I'll probably have the job I want as a umm nursery nurse or childminder I don't know.. uhh..i'll probably have my own flat as well I think I don't know (uh huh) and hopefully a umm uhh what's her name...another half			Line 38 – child rearing – issues of care?
42. S – happy if all of that did happen			Line 42 – Hopeful – aims to be happy
44. S – yeah looking after children in the nursery or babysitting or being a foster carer in general	Line 44 – child focussed careers		
50. S – Hopefully I'll have a better social life than now cos I don't really go out the house			Line 50 – Disconnected? Needing a sense of belonging –community?
54. S – umm go out and hang around with friends probably meeting people...start talking			Line 54 – Importance of social like and friendships

56. S – umm I'd probably get back into photography again because um when I was with mum and when I went on holiday with my errr Nan and granddad they always let me take photos and I became a budding photographer			Line 56 – Reconnecting in the future – disconnected now. Past impacting on the future - lost
58. S – and I got took away from my mum cos umm she wasn't able to look after us and now I can't really chase up that dream because there's nothing really to take photographs of where I live			Line 58 – Lost opportunities – defence mechanism? Disentangling?
60. S – Social workers have tried to like find areas where I could go out and take photos and try to encourage me to go around and look where I can take photographs			Line 60 – Not entertained….protected part of earlier life – painful associations?
62. S – revise more and be yourself, anyone who doesn't like you or doesn't accept you can go away			Line 62 – Importance of self-confidence and self-assured self-acceptance
64. S – umm try and get out and socialise more for there's people to talk to outside (mumbling)			Line 64 – Socialising, connecting, 'lonely?

66. S – don't take drugs don't smoke..I mean have the occasional drink because everyone does that but drugs and smoking are just out of the question			Line 66 – Morals and clear principles?
68. S – well sometimes yeah I mean I did originally think I wanted to be doing something with ICT and photography and that hobby died down because of me going into foster care and then I lost interest in pursuing ICT as a career and I so di..I..err..went to a nursery for my work experience and I feel in love with child care			Line 68 – The lack of motivation 'died down' 'lost interest' – 'shattered dreams' ' motivation pre-post becoming looked after 'intensity of feeling' 'commitment'
70. S – umm so I've been thinking about it that thinking looking forward to being in college to be able to do the job I want			Line 70 – Positive views about future endeavours – a sense of 'excitement' and 'anticipation'
74. S – birth family as in from contact and stuff and then my step-mum and dad who I'm living with currently...umm...			Line 74 – Encouragement from birth family

96. S – umm...(pause)... I really don't know...umm...like I said it's a job I want to do and err...I really don't want to be a hassle either on my family more than I am (laugh).		Line 96 – Is the laughter a mask? Is this a painful thought?	Line 96 - 'making it on my own' isolation self reliance not being a being a bother – sensitive to subliminal messages? 'was I given up because I was a bother?
		Line 100 – emotional response – (stutter and half laugh)	
121. S – umm I signed up for it because I totally forgot to sign up for anything else funny enough erm...and Lucy was like that's one's close enough I think I might like to work with children and I went on...I went there ...umm...and err...they made me look after the children to play with them and to also clean up after them to make sure I knew what it was going to be like when I was working at a nursery and I fell in love it	Line 121 – enjoying child care tasks – positive experience		Line 121 – the importance of child care
123. S – err...to revise more I guess...I don't know			Line 123 – recognise and identify specific tasks to improve – internal locus of control

125. S – erm...(pause) I don't know...I class myself as being quite shy I mean that could do something but...when I came to the interview to get to 'Bridge' college they said they like the way I came across so I think in moments like that the confidence does come forward and try to help me if you get what I mean			Line 125 – Difficulty identifying personal qualities that contribute to. Confidence boosting comments

1. M - So Jasmine thank you for agreeing to talk to me today. Can I just check whether you're still happy for us to continue?			
2. J - Yea			
3. M - Um..please don't forget you can ask to stop the interview at any time, um.. and you don't need to give me a reason if you want to s....if you want to go. Alright?			
4. J - Uhuh			
5. M - So the first thing I am going to do and I'm going to ask you and it might be a bit of a bizarre question but have a look at these animals or you can think of others if...if you want. Erm..but if you were an animal which animal would you be and why?			
6. J - I dunno...erm not sure. I'm not...dunno.		Line 6 – (tone) unsure about who I am and what this is about – working out how to answer maybe	
7. M - Would er...lion, rabbit, you could choose to be an animal.			
8. J - I would be a...erm (pause) a dog.			

9. M - You'd be a dog. Why do you think you'd be a dog?			
10. J - I dunno, coz everyone just loves dogs.			
11. M - Everyone loves the dog, I think you are absolutely right. Erm when you are in school what kind of animal would you be and why?			
12. J - A dog.			
13. M - Okay and when you're with your friends what kind of animal would you be and why?			
14. J - Still a dog			
15. M - Still a dog.....okay and at home what kind of animal would you be and why?			
16. J - Still a dog, I want to be a dog all the time.			
17. M - You just want to be a dog. And when you are alone what kind of animal would you be and why?			
18. J - A turtle			
19. M - A turtle. Why?			
20. J - Coz you can just like go in its shell			Line 20 Escape/ isolation? Alone?

21. M - Right. Okay. Thank you for sharing. Okay now I'm just going to start by as...ask...er starting some sentences and I want you to finish them for me okay? Life at school is....			
22. J - ....good			
23. M - Okay. Anything else? Why? Why.....why is life at school good?			
24. J - Because I like school.			Line 24 - Good because 'I Like' – simplistic – passive response
25. M - Okay. Right. Ed..(cough).. education is....			
26. J - ....alright.			Lines 26 - Alright cos 'alright' at some things – competency – still working out who she is talking to and how much to share
27. M - Uhum. Tell me why it's like alright			
28. J - Coz I'm bad at Maths but I'm like alright at English			Line 28 – simplistic and rudimentary explanation – trying to manage her sharing?
29. M - Okay, so and are there any other subjects that you enjoy or....			
30. J - I like Computing			
31. M - Okay, okay. The most important thing about my future is.....			

32. J - What does that mean?			Line 32 - Living in here and now – no/little thinking about future
33. M - Your future. Do you know what future means?			
34. J - Yeah, erm			Line 34 - No/little goal orientated speak
35. M - What do you think is the most important thing about when you think about your future?			
36. J - About getting a job			Line 36 – Recognising inadequate response? 'beefing' up answer?
37. M - Okay			
38. J - A good job			Line 36 – Recognising inadequate response? 'beefing' up answer?
39. M - Getting a good job. Right. The most important thing about my life right now is..... What do you think is really important for you now?			
40. J - School...education			Line 40 - Working out expectations and expected answers
41. M - Okay. Lovely. The best thing I could do for my future is..... What's the best thing you can do now for your future to make sure you get the future that you want?			
42. J - Erm, like try my best at school.			Line 42 - usual passive response?

43. M - Okay, so...so school is really important for you....			
44. J - Yeah			
45. M - ....and..and doing well in school. Okay. The worst thing I could do for my future is...			
46. J - Um...drop out of school.		Line 46– 'umm' Is this what you need to hear? – answering in accordance with what they feel the interview is about – talking with 'professionals'	
47. M - Okay			
48. J - Get kicked out and stuff.		Line 46– 'umm' Is this what you need to hear? – answering in accordance with what they feel the interview is about – talking with 'professionals'	
49. M - Get kicked out, drop out and...and just not be engaged with...with...with school and education. Okay. Thank you for sharing that with me. Okay. Now I'm going to hope that you know what this is.			
50. J - The Dr Who Tardis			

51. M - It is the Tardis. I'm...I'm waiting for the young person who doesn't know what this is and they have...they haven't turned up yet so thank you for knowing what...do you know what the Tardis does?			
52. J - S'like Time travel ???			
53. M - Yeah, yeah lovely. So erm I want you to pretend that the Tardis is real and it actually works, okay and what I've done is I've set it to take you into the future to the day that you turn 25. Really old isn't it, yeah. I remember when I was 25 hehe. Can you tell me, or you can write about it or draw something if you prefer, what would be happening in your life at that time?			
54. J - When I'm 25?			
55. M - Hmmm. What kind of things might be happening?			
56. J - Er..like..I'll have like a good job....			Line 56 - Typical non-controversial answers – passive?
57. M- Okay			
58. J - ..... and a nice house			Line 56 - Typical non-controversial answers – passive?

59. M - Lovely yeah. What...what..can you elaborate on the job? What kind of job do you think you might be doing?			
60. J - Erm...I want to look after monkeys... like work at Monkey World.			Line 60 - Very specific
61. M - Right, fabulous. Is there a Monkey World near here then?			
62. J - I'm not sure. I think it's like 2 hours away or something.			
63. M - Right. Have you been around monkeys before?			
64. J - Er not really but I...I always like...it's like a programme called Monkey World on TV...			Line 64 - Not linked to skills or experience but superficial – (development of aspirations from fantasy to reality)
65. M - Yeah, yeah....			
66. J - ....which I like			
67. M - and...and you've...you've enjoyed what that looks like, okay. And you've said a nice house, what...what's...what do you think that will be like?			
68. J - I...I don't want like a horrible house, like I don't wanna live, I don't wanna live like on myself either			Line 68 – starting to imagine/think about future

69. M - Right okay.			
70. J - Coz I don't like being on myself			Line 70 – isolation Vs independence
71. M - Okay, well do you think you will have a family by then....			Line 71 – Leading prompting questions/comments – trying to 'make up' for young person's concise answers
72. J - Yeah			
73. M - ...or do you think, you think you would, think you'll have children...			
74. J - Probably		Line 74 – what concept of being '25' – probably some quite grown up decisions e.g. children family husband etc but in a quite here and now sense 'don't want to be alone'	

75. M - ..... and a husband, yeah, that type of stuff. Okay lovely. Erm, you've decided that you're going to stay at 25 coz it's great. You're working at Monkey World, you've got this lovely house and this lovely husband and a lovely child and everything is going really well but you realise that you've got to give yourself some advice now, today and that's going to help you get...get the things that you want in...for your future. What would you be....so you're going to send this message back via the Tardis. What would you be telling yourself now, what kind of things would you tell yourself now.			
76. J - Like stop talking in lessons.			Line 76 – 'self evaluation' or donated by teachers etc?'
77. M - Right, okay			
78. J - And like get on with your work			Line 78 – 'self evaluation' or donated by teachers etc?'
79. M - Okay			
80. J - Try harder			Line 76 – 'self evaluation' or donated by teachers etc?'
81. M - Try harder, get on with your work, knuckle down			
82. J - Yeah			

83. M - Yeah, that type of stuff, okay. Erm tell me a bit more about your future plans, is there anything else that you'd like to... travelling...			Line 83 – prompting – why? Difficult to engage this YP to discuss their future
84. J - I want to go to America			Line 84 – unsophisticated goal – rudimentary driven by likes/dislikes – moving from fantasy to reality.
85. M - Okay. Have you got friends or family in America?			
86. J - No but I've just always wanted to go.			Line 86 – unsophisticated goal – rudimentary driven by likes/dislikes – moving from fantasy to reality.
87. M- Right okay, so you can...you could do that when you're 25 and making your own money can't you			
88. J - Yep			
89. M - Yeah. Okay. Erm tell me about the things that are helping you towards achieving your goals and that future that you've got for yourself. What...what is it that's happening now that's helping you do you think?			
90. T- I dunno, erm what does that mean?			Line 90 – difficulty reflecting –meta analysis

91. M - So...so think about erm school, think about people around you, think about friends, is there anything that you think is helping you, erm I mean one of the messages you said is to ....is to knuckle down and...and...and to concentrate at...at...in class. What is helping you to do that? What do you think is helping you to do that?			
92. J - Um...I don't			
93. M - Is it things that people say to you.....		Line 93 - Leading....prompting	
94. J - Yeah			
95. M - ...that people....			
96. J - Like yeah, people like not giving up on me like.....			Line 96 – encouragement from key adults e.g. carer
97. M - Okay			
98. J - .....like keep on telling me just...			Line 98 – encouragement from key adults e.g. carer
99. M - What kind of people? Who do you think about in particular?			
100. J - Like Helen			Line 100 – encouragement from key adults e.g. carer
101. M - Helen Is that...is that who you live with?			
102. J - Yeah			

103. M - Yeah, okay. Anyone...anyone else? Anyone in school maybe?	Line 103 - Prompting...		
104. J - there might be.....like Miss Lowe			Line 104 –encouragement from school staff
105. M - Right okay, okay. So getting some really positive messages, that...			
106. J - Yeah			
107. M - ... that's helping you. What do you think, erm, what do you think the things that aren't helping you so much, wha...what do you think might be stopping you from going towards your goals, what might be..			
108. J - Probably my friends coz they keep talking to me in lesson....			Line 108 – importance/influence of peers and friendship groups
109. M - Right			
110. J - ...and distract me a lot			Line 110 – importance/influence of peers and friendship groups
111. M - Right, okay. So...so friends that aren't maybe as focussed and...and might be interfering with...with your learning maybe?			
112. J - Yeah			

113. M - Okay. Erm, can you tell me about (Jasmine yawns) anything within yourself, anything about you or your personality that's helping you or not helping you. What...what do you think? Is there anything in you that...that's helping?		Line 113 – Yawn – outside interest? – need to be a self-motivated activity/conversation?	
114. J - Well that's not helping me is coz I like, I wan...I really like...I love to talk a lot...			Lines 114 – making connections between current 'behaviours' and future impact
115. M - Okay			
116. J - Talking's not helping me.			Lines 116 – making connections between current 'behaviours' and future impact
117. M - Okay, so you get distracted and you...and you go off on other things.			
118. J - Yes			
119. M - Okay. Erm ..What about how you feel about yourself and how you feel about your abilities to do things that...do you think that helps or...or stops you?			
120. J - I dunno			Line 120 – finding it difficult to identify own attributes

121. M - Do... do you tell your thin...do you tell yourself things like, 'Oh you can do it', or do you tell yourself things like, 'Oh you can't do it', what...where do you...where do you...		Line 121 - Prompting	
122. J - Well I tell myself I can't do it in Maths			
123. M - Mmmm			
124. J - Coz I can't do it, it's hard			
125. M - Okay, okay and do you think that...that stops you a little bit, does it?			
126. J - Yeah, probably			
127. M - Okay. Erm (clears throat) can you think of a time, or tell me about a time, in or out of school, when you had something you really wanted to do and you were able to do it and you managed t...to do it even though it might have been a bit hard			
128. J - (pause) Erm			
129. M - Think of something that you've really wanted or really wanted t...to do a...and they...you've been able to do it. Can you think of anything like that?			
130. J - No			

131. M - Okay. (pause) So can you tell me...do you think you can think of a time when you really wanted to do something or really wanted to achieve something but you weren't able to...to get it done or you weren't able to achieve it.			
132. J - (pause) Like in Maths I wanted to get like a 5 or something and I got a 4.			Line 132 – making connections between personal drive/goal and 'failure'
133. M - Right, okay, and how did that make you feel? How did that...			
134. J - Annoyed			Line 134 – the importance of naming and understanding the emotional aspects of 'failure'
135. M - Okay. And...and why do you think you didn't get the 5 that you wanted?			
136. J - Coz I was probably telling myself I couldn't do it and I didn't...don't think I tried			Line 136 – making links between actions and outcomes
137. M - Right okay, okay. Do you think you've learnt from that? Do you think, you know, next time it'd be different or do you think it might be the same?			
138. J - Probably be different coz I probably like try harder.			Line 138 – movement towards an internal locus of control

139. M - Okay, okay thank you. In an ideal world, Jasmine, what do you think would help you reach the goals that you want to reach in...in...in your future? Wh...what do you think erm can help you get there?			
140. J - What does that mean?			
141. M - How...wha...what kind of things will help you to..to get to, you know, be...work at Monkey World, what kind of things...			Line 141 – need to frame question in a concrete and connected to imagined future
142. J - If we get like good grades and like got good GCSE's and stuff.			Line 142 – importance of 'good' grades and GCSEs
143. M - Okay, okay lovely. Do you think there is anything that needs to change right now, erm that will help you to get your future that you want? Do you think there's anything that you can do differently or that people around you can do differently to help you get your...the future you want?			
144. J - No			
145. M - You think everything's okay and everything's going in the right direction?			

146. J - Yeah if I just like stop talking			Line 146 – simplistic view of how to get to the future
147. M - So sto...so, I...I...I've heard quite a lot, Jasmine, that you're very talkative, ha ha, and...and talk... what..what do you think that's about then? What do you think is...is..erm, why do you think you talk...you talk as much as you do?			
148. J - I dunno, I just like talking. I don't like not, I don't like sitting down being quiet coz it's just boring			
149. M - Right, okay, so it's something about not...trying not to be too bored and...and are you talking about the work? I suspect you're not. Are you talking about other things....			
150. J - Like other things			
151. M - Yeah, yeah so you're a bit distracted. But you...you know...I think it's really helpful, isn't it that you've got an idea about where you want to go to in your future and you've got an idea then of...of what's stopping you or might stop you from getting there. So that means you can do something about it can't you? So...			
152. J - Yeah			

153. M - ...that's...that's really positive. Really, really positive. Okay, well we're going to stop there coz I think erm you've answered all the questions I had. Are there any questions that you'd like to ask about what this is about or...?			
154. J - Yeah, what is it about?			
155. M - Right. Okay so I'm at the moment erm..at university. I work but I'm also at university and I'm doing a research project erm...and what my research project is about is, what do young people think about their future. I think you will have got that from lots of the questions I was asking. So really just trying to understand what erm...what young people...are they thinking about things in their future and are they making connections between what they do now and how they...how they reach their goals. So what kind of things are helpful and what things aren't very helpful and erm... I'm asking a...quite a few young people to...to help me to understand what they think is helpful.			
156. J - Oh, yeah			

157. M - Does that sound okay? It's...it's very interesting coz I get to talk to young people like you...yourself and even though erm...you know, I don't even think when I was i...in...your age I thought about my future very much but it...it's...it helps, I think, to raise some awareness, actually you can start to think about your future and start to think about what you'd like to do as a job, where you'd like to live, what kind of life you'd like to be having and that...and that could be really positive coz it might erm...it might energise you and it might make you feel, 'ah I need to, I do really need to stop talking coz I really do want this future coz it's really going to be great if I...if I get there'. So, okay? Erm if you...if you leave here and you have a think about it and you go home and you think, 'you know what, I don't want my interview to be used erm..again', just let me know and I will...I'll take it out. You've only got about a month to let me know because other than that I			
158. J - Alright			
159. M - Thank you			

6. J - I dunno...erm not sure. I'm not...dunno.		Line 6 – (tone) unsure about who I am and what this is about – working out how to answer maybe	
20. J - Coz you can just like go in its shell			Line 20 Escape/ isolation? Alone?
24. J - Because I like school.			Line 24 - Good because 'I Like' – simplistic – passive response
26. J - ....alright.			Lines 26 - Alright cos 'alright' at some things – competency – still working out who she is talking to and how much to share
28. J - Coz I'm bad at Maths but I'm like alright at English			Line 28 – simplistic and rudimentary explanation – trying to manage her sharing?
32. J - What does that mean?			Line 32 - Living in here and now – no/little thinking about future
34. J - Yeah, erm			Line 34 - No/little goal orientated speak
36. J - About getting a job			Line 36 – Recognising inadequate response? 'beefing' up answer?
38. J - A good job			Line 36 – Recognising inadequate response? 'beefing' up answer?

40. J - School...education			Line 40 - Working out expectations and expected answers
42. J - Erm, like try my best at school.			Line 42 - usual passive response?
46. J - Um...drop out of school.		Line 46– 'umm' Is this what you need to hear? – answering in accordance with what they feel the interview is about – talking with 'professionals'	
48. J - Get kicked out and stuff.		Line 46– 'umm' Is this what you need to hear? – answering in accordance with what they feel the interview is about – talking with 'professionals'	
56. J - Er..like..I'll have like a good job....			Line 56 - Typical non-controversial answers – passive?
58. J - ..... and a nice house			Line 56 - Typical non-controversial answers – passive?

60. J - Erm...I want to look after monkeys... like work at Monkey World.			Line 60 - Very specific

64. J - Er not really but I...I always like...it's like a programme called Monkey World on TV...			Line 64 - Not linked to skills or experience but superficial – (development of aspirations from fantasy to reality)
68. J - I...I don't want like a horrible house, like I don't wanna live, I don't wanna live like on myself either			Line 68 – starting to imagine/think about future
70. J - Coz I don't like being on myself			Line 70 – isolation Vs independence
71. M - Okay, well do you think you will have a family by then....			Line 71 – Leading prompting questions/comments – trying to 'make up' for young person's concise answers
74. J - Probably		Line 74 – what concept of being '25' – probably some quite grown up decisions e.g. children family husband etc but in a quite	
76. J - Like stop talking in lessons.		here and now sense 'don't	Line 76 – 'self evaluation' or donated by teachers etc?'
78. J - And like get on with your work			Line 78 – 'self evaluation' or donated by teachers etc?'
80. J - Try harder			Line 76 – 'self evaluation' or donated by teachers etc?'

83. M - Yeah, that type of stuff, okay. Erm tell me a bit more about your future plans, is there anything else that you'd like to... travelling...			Line 83 – prompting – why? Difficult to engage this YP to discuss their future
84. J - I want to go to America			Line 84 – unsophisticated goal – rudimentary driven by likes/dislikes – moving from fantasy to reality.
86. J - No but I've just always wanted to go.			Line 86 – unsophisticated goal – rudimentary driven by likes/dislikes – moving from fantasy to reality.
90. T- I dunno, erm what does that mean?			Line 90 – difficulty reflecting –meta analysis
93. M - Is it things that people say to you.....		Line 93 - Leading....prompting	
96. J - Like yeah, people like not giving up on me like.....			Line 96 – encouragement from key adults e.g. carer
98. J - .....like keep on telling me just...			Line 98 – encouragement from key adults e.g. carer
100. J - Like Helen			Line 100 – encouragement from key adults e.g. carer
103. M - Yeah, okay. Anyone...anyone else? Anyone in school maybe?	Line 103 - Prompting...		

104. J - there might be.....like Miss Lowe			Line 104 –encouragement from school staff
108. J - Probably my friends coz they keep talking to me in lesson....			Line 108 – importance/influence of peers and friendship groups
110. J - ...and distract me a lot			Line 110 – importance/influence of peers and friendship groups
113. M - Okay. Erm, can you tell me about (Jasmine yawns) anything within yourself, anything about you or your personality that's helping you or not helping you. What...what do you think? Is there anything in you that...that's helping?		Line 113 – Yawn – outside interest? – need to be a self-motivated activity/conversation?	
114. J - Well that's not helping me is coz I like, I wan...I really like...I love to talk a lot...			Lines 114 – making connections between current 'behaviours' and future impact
117. M - Okay, so you get distracted and you...and you go off on other things.			Lines 116 – making connections between current 'behaviours' and future impact
122. J - Well I tell myself I can't do it in Maths		Line 121 - Prompting	
133. M - Right, okay, and how did that make you feel? How did that...			Line 132 – making connections between personal drive/goal and 'failure'
135. M - Okay. And...and why do you think you didn't get the 5 that you wanted?			Line 134 – the importance of naming and understanding the emotional aspects of 'failure'

137. M - Right okay, okay. Do you think you've learnt from that? Do you think, you know, next time it'd be different or do you think it might be the same?			Line 136 – making links between actions and outcomes
139. M - Okay, okay thank you. In an ideal world, Jasmine, what do you think would help you reach the goals that you want to reach in...in...in your future? Wh...what do you think erm can help you get there?			Line 138 – movement towards an internal locus of control
142. J - If we get like good grades and like got good GCSE's and stuff.			Line 141 – need to frame question in a concrete and connected to imagined future
143. M - Okay, okay lovely. Do you think there is anything that needs to change right now, erm that will help you to get your future that you want? Do you think there's anything that you can do differently or that people around you can do differently to help you get your...the future you want?			Line 142 – importance of 'good' grades and GCSEs
147. M - So sto...so, I...I...I've heard quite a lot, Jasmine, that you're very talkative, ha ha, and...and talk... what..what do you think that's about then? What do you think is...is..erm, why do you think you talk...you talk as much as you do?			Line 146 – simplistic view of how to get to the future

1. M - Okay, so Franklyn____, thank you er.. first of all for agreeing to er..talk to me today. Can I just check whether you're still happy to continue?			
2. F - Yeah			
3. M - Yeah, lovely. Please don't forget you can ask you stop the interview at any time without the need to give me a reason. Okay? So thank you. Right so the first thing I'm going to do, I'm going to show you some pictures here...erm of animals. I'm going to ask you what might seem a bit of a bizarre em..question but go with it, okay? Erm...if you were err..an animal which animal would you be and why?			
4. F - (pause) Umm...			
5. M - If there's one that you prefer that's not here you can say that. You don't have to say what's on the table.			
6. F - (long pause) So I could...a bird so I can fly.			
7. M - a bird so you can fly. Right. Do you like flying? Have you flown in an aeroplane?			
8. F - Yeah			
9. M - Yeah, good, so you'd like to be a bird. Okay er.. when you're in school what kind of animal would you be and why?			
10. F - (pause) a dog, probably. A dog.			

11. M - A dog. Why...why would you be a dog?			
12. F - I dunno, just like....can be a bit hyper...			
13. M - Alright, okay			
14. F - ...and like...can be loud as well			
15. M - Okay, okay and...and does that reflect how you are in school, and does it...?			
16. F - Yeah			
17. M - Okay. Erm...when you're with your friends what kind of animal would you be and why?			
18. F - (long pause) I'd say same probably.			
19. M - Probably a dog as well....			
20. F - A dog as well, yeah			
21. M - Yeah. When you're at home what kind of animal would you be and why?			
22. F - Erm... uh...			
23. M - ha ha			
24. F - ...like (pause) I'd be the same, I'd say			
25. M - Yes, a dog? Okay			
26. F - Yep			
27. M - Fnd when you're alone what kind of animal would you be and why?			
28. F - (long pause) A cat....			

29. M - Okay..			
30. F - ....coz they sleep a lot			
31. M - Coz they sleep, ha ha. Well. Okay, now I'm going to start some sentences, Franklyn, and I just want you to finish them for me, okay?			
32. F - Okay			
33. M - Life at school is...?			
34. F - Alright, erm...enjoyable			Line 34– positive attitudes towards school
35. M - Great, lovely, thank you. Education is...?			
36. F - Helpful			
37. M - Okay. The most important thing about my future is...?			
38. F - Erm...commitment or discipline probably			Line 38 – personal attributes and internal locus of control 'commitment'
39. M - Say that again for me			
40. F - Commitment or discipline			Line 40 – personal attributes and internal locus of control 'commitment'
41. M - Okay. The best thing I can do for my future is...?			
42. F - Commit to what I am doing			Line 42 – internal locus of control
43. M - Okay. The worst thing I could do for my future is...?			

44. F - Erm...misbehave and don't pay attention			Line 44 – personal accountability, personal accountability
45. M - Okay, and is...and is that in school you're talking about			
46. F - That's ev...			
47. M - Ev...everywhere. Okay. Thank you. Right, okay let me just move these out the way for a sec. I'm hoping that you recognise this. Do you know what it is?			
48. F - Yeah er.. Tardis			
49. M - Okay. Can you tell me what it does?			
50. F - Travels in space and time			
51. M - Right, lovely. Okay. So the Tardis erm...let's just pretend for a moment that it actually does work, okay, and it's not just a BBC prop. Erm...I'm going to set it to take you into the future to when you are 25 years old. Can you tell me... you can write or you can draw if you prefer to do that...erm..what is happening in your life at that...at this time, when you're 25 years old? What's going on?			
52. F - Err...I wanna be in the army	Line 52 – definite future plan		Line 52 – definite future plan
53. M - Okay			
54. F - So, yeah			

55. M - You'll have been in the army for a while. What do you think might be happening in 25 years? Not 25 years from now but when you're 25.			
56. F - Erm...			
57. M - What part of the army do you think you might be...			
58. F - Erm...the Grenadier Guards, which is the um...the army that's guarding the palace and they also do front lining, as well.			Line 58 – shown evidence of research and has gathered pertinent and important information – towards informed choice
59. M - Right, okay okay			
60. F - Infantry			
61. M - Great, okay. So you've got that as a...as a plan for yourself, have you?			
62. F - Yeah			
63. M - Fabulous. Anything else going on? Would you be in a relationship, children? What kind of car would you be driving? What else might be happening?			
64. F - Yeah...as...um..(long pause)..just....not sure			Line 64 – personal goals not as developed as career plan
65. M - Yeah, yeah. Is...is your future something that you think about a lot, or not very much? What....what would you say			

66. F - Erm...yeah a little bit			

67. M - Okay, okay. And do you...when you think about your future do you have positive thoughts about it....			
68. F - Yeah			
69. M - ....or negative thoughts, You have positive			
70. F - Positive, yeah			Line 70 – positive thoughts about future in line with having a plan?
71. M - Right, okay, and do you see yourself erm..earning a good living or do you think you're struggling, what, what...			
72. F - No...a good living			
73. M - A good living, do you...do people in the army, in the...in the erm... area you're talking about, do they make quite a good...a good living?			
74. F - Yeah.			
75. M - Yeah, okay. Okay you've decided to stay at age 25 because you're guarding the palace and having a grand, grand time at 25. Erm...so..but you...you decide that you want to send a message back to yourself now, today erm..with some advice for yourself. What kind of things would you be telling yourself now? What would....			

76. F - stay good...and strive to do the best			Line 76 – clear link to develop personal qualities and attributes

77. M - Right, okay. Anything else that you would tell yourself that you might want to make sure...so that you make sure that you get the goals that you want			
78. F - (pause) Erm...(pause)			
79. M - Do you have any other advice about friendships, any advice about school, any advice about home or things you do for fun, any advice about any of those type of things?			
80. F - Not sure...no			
81. M - Okay. Can you tell me anything else about your future plans, anything else that...that kind of comes to mind when you think about your future?			
82. F - (pause) well erm... the main one's the army but I also like wanna be driving as well. I just want to get my driver's licence as soon as I can.			Line 82 – single-channeled? Not able to think about other aspects of his future?
83. M - Okay, have you got a particular car that you would like to be driving?			
84. F - Well...			
85. M - Go on say it			
86. F - ...there's one that I like but wouldn't be able to....			
87. M- Oh you never know			

88. F - .....save my money until I’m 90. The Audi R8, hee hee			

89. M - You never know, you never know, why not? What colour?			
90. F - Erm...red			
91. M - Oh, got to be red, of course. You never know, you know it...it...I think...I think the erm...thing about being, you know, 14 is that you actually can have whatever it is you want to have in your life. You know...you've got... you've got that... you've got all that time now to...to pursue it so that's fantastic isn't it really. Okay, tell me about the things, Franklyn, you think are helping you to get you focused on...on the goals that you want for your future. What's helping you get there do you think?			
92. F - Well cadets			Line 92 – focused purposeful extracurricular activities
93. M - Okay			
94. F - That's got a good chance and I'm doing D of E.....			
95. M - Right			
96. F - .....my Duke of Edinburgh so...yeah...and			
97. M - Yeah so there's extra things, not just the education, but the extra things as well			
98. F - Yeah and the grades I'm getting should be good			Line 98 – importance of good grades

99. M - Right, okay...			
100. F - Should be			
101. M - ...okay. So how...how are you able to be getting the good grades, have you always been a...a good student or has something happened to kind of...I see you smiling there so....ha ha go on be honest			
102. F - Well I've improved a lot like recently, behaviour wise.... and erm			Line 102 – internal locus of control – taking responsibility and ownership of improvements
103. M - Right			
104. F - .....attendance has been good			Line 104 – internal locus of control – taking responsibility and ownership of improvements
105. M - Right			
106. F - that's pretty much since I've been in care so...			Line 106 – making links between coming into care
107. M - Okay, okay			
108. F - ....and erm..yeah my grades have gone up as I've like concentrated more and done my homework a lot more...			Line 108 – making links between coming into care and improvements in attendance, concentration, completion of homework and grades
109. M - Fabulous...			

110. F - ...so			
111. M - ...fabulous. What...what would you...what would you say was what turned that around for you, Franklyn, what...what would you put that down to?			
112. F - (pause) I dunno like ???? trying to do well so I can definitely get in ??? so I had a good chance of getting in and there was no problems..with it.			Line 112 – finding it difficult to recognise the motivations – if not sure about what own attributes are how can they 'call'/rely on them again
113. M - Right, right. And in terms of your wanting to get into the army has that come from...have you...has that always been the case or has something happened?			
114. F - Yeah and umm...yeah mainly, it's...mostly army and as soon as I joined cadets. It was like it really pushed me a lot			Line 114 – being pushed – helping to expose personal qualities?
115. M - Right okay, right okay, and you joined cadets since coming to this school, or were you doing it before?			
116. F - No..no..umm...the only time I...I'm only allowed to join when I'm in like 12 and I was in Year 8 and I've been in it ever since.			

117. M - Okay, okay, fabulous. So I'm...I'm going to suggest to you that there may be some people around you who have said things and done things that have...that have made you kind of focus on...on your future a little bit. Tell me about those people. What is...what is it that they have been saying and...and why have you been listening to them?			
118. F - Well, why I've listened to them is because, obviously a lot of them are older and know what they're on about because they've gone through it...			Line 118 – key adults – knowledgeable, authentic – experiences to share
119. M - Mmmm			
120. F - ....first hand. They've experienced it themselves and umm... also because what they are saying is like they're showing... they're telling me how it's like it's going to be like...			Line 120 – key adults – knowledgeable, authentic – experiences to share
121. M - Mmm,mmm. Okay			
122. F - They're explaining to me the benefits and the problems caused by what I want to do,so...			Line 122 – key adults – knowledgeable, authentic – experiences to share

123. M - Okay, okay and having that information has...has really been helpful for you in...in deciding how you're going to be now. Erm and in terms of that little change around in terms of your behaviour and...and erm y...your attendance and also your grades and things wh...what do you think people around you have done to...to kind of contribute to that?			
124. F - Erm			
125. M - Has it just been the good messages you've had or has anything else...			
126. F - Yeah, I know like if I do something right I will get praise, obviously.....			Line 126 – importance of feedback
127. M - Right, okay			
128. F - ...and just stuff like that, yeah			
129. M - Okay, and...and what is it that's...that you've kind of brought to the table, Franklyn, what is it about yourself that you think has helped you to get a bit more focused on your education and your future. What is it about who you are, your personality that's helped?			
130. F - Erm...yeah obviously like...erm...dunno			
131. M - Not sure? Is it your determination? Is it your...	Line 131 – Prompting		

132. F - Yeah. It's trying to be determined to what I want to do instead of like hoping for the best by not doing much and hoping for the best.			Line 132 – active player in achieving goals and future

133. M - Mmmm but now that you...you...			
134. F - Determination....			Line 134 – need to be 'pushed'
135. M - Determination?			encouraged
136. F - ...yeah...it's pushed me on more...yeah			Line 136 – need to be 'pushed' encouraged
137. M - Yeah. Fabulous. Okay, erm...can you tell me about anything that might not be helping you, what...what might be pulling you back or might be stopping you from achieving your goals, for you to think about			
138. F - Seeing other people drop out...			Line 138 – the impact of others – if they can't how can I?
139. M - Right, okay			
140. F - ...other people not doing it coz it gets too hard for them....			Line 140 – the impact of others – if they can't how can I?
141. M - Yeah, yeah			
142. F - ...it kinda puts me off because what if that happens to me, I've like spent the last couple of years just trying to do one thing and then...to join one thing and then people I really thought could do it couldn't do it			
143. M - Right, okay, okay so that...that can raise a little bit of anxiety....			
144. F - Yeah			
145. M - .....what...have I got what it takes t...to continue..			

146. F - Yeah, well I guess that does strive... that makes me strive to do better			
147. M - Right, fantastic, fantastic. Coz I guess you could go either way couldn't you. You could either decide, 'Oh I'm gonna give up because what's the point', or....			
148. F - I'm going to try harder			
149. M - ...or you can try harder and you've chosen to try harder.			
150. F - Yeah			
151. M - Fantastic. And in terms of erm...the support that you get from home how do...how do you think that's contributed?			
152. F - Yeah that's helped a lot I think			
153. M - Yeah, what...what is it about...what's gone on at home that's helped?			
154. F - Erm...well...they like obviously...(pause)...they like helped to.... like they buy stuff so I can like...they pay for my Cadets buy stuff so I can do something I wouldn't be able to otherwise.....			
155. M - Sure			
156. F - ...they push.. they like...they push me to do what I want to do instead of like.... me back...			

157. M - Yeah, yeah			

158. F - ...and yeah like they tell me erm... how I can improve or what...and what I've done good...			
159. M - Fabulous			
160. F - ...so..			
161. M - Fnd that's...and that's working well isn't it? Great. Okay do you think you could tell me of the time in or out of school when you had something that you really wanted to do and you were able to do it and you..and you were able to...to achieve it.			
162. F - (pause) Erm...			
163. M - Could be something that you wanted and...and you were able to get it. How...how did you achieve that goal? (pause) Or can you tell me of a time when you had something erm..that you really wanted and you weren't able to....to achieve it. What do you think stopped you from getting it?			
164. F - Oh, I know one that I'm trying to achieve and I probably will get it...			
165. M - Okay			
166. F - ...with erm.. with cadets as well. I've been trying to get promotion so I can ...so I have a rank...			
167. M - Mmm			

168. F - ...and I've been like, as soon as I went on to going to the next high level I've been able to get that so I've been....I've been working hard, I've been training better. I've been like sharing leadership and commitments and put my name down for everything I can...			
169. M - Right			
170. F - sort of thing and like with athletics and I went on a band camp which only like 2 people from around the area went on...			
171. M - Fabulous			
172. F - ...so me and somebody else so			
173. M - Yeah			
174. F - ...stuff like that			
175. M - Great, and...and in terms of erm...because I guess at some point you were...you were erm... faced with the opportunity to do this...but what...I'm...I'm just trying to get...trying to understand what was is that said to you inside your head or whatever that said, 'this is something I can do and I can go for it'. What....what...what do you think happened there?			
176. F - I saw other people getting it that I know and it like, obviously getting promotion you get like...you get more leadership...			
177. M - Mmmm			

178. F - ...and that and I dunno it's just something that I've always like wanted...			
179. M - Okay			
180. F - ....but never thought I could get until recently...			
181. M - Okay			
182. F - .....which hoping to get really soon			
183. M - Fnd...and...and that...that thought of being in a leadership role is something that you...that you relish, it's something that you...that you like is it?			
184. F - Yeah, I mean I'm really ??? that in my erm...role where I go cadets ???. We erm...and like because ???? they call them the seniors...			
185. M - Mmmm			
186. F - ...and it's obviously the people with a rank, which is just....like and when you go on camps and everything it's all about the rank...			
187. M - Yes, yeah, yeah			
188. F - ...that's the leadership.			
189. M - Well done, well done. That's really positive. Erm ...what do you think might help you reach your future goals in an ideal world erm...Franklyn, what do you think is...is going to be the main things that kind of help you get where you want to be?			
190. F - Yeah, the same as I said earlier about the commitment and discipline, really.			

191. M - Commitment, discipline. That's your commitment, your discipline...			
192. F - Yeah erm...			
193. M - ...what about the things around you?			
194. F - Erm...what do you mean?			
195. M - People, access to resources, wha...what do you think would be helpful for you?			
196. F - Well, I mean the pupil premium.....			
197. M - Mmmm			
198. F - ...at school, they cover a lot of like...some things that are related like if....wh..w....what I like really well ???? and I get a reward if I do really well...			
199. M - Okay			
200. F - ...which...which but it's basically...it's not like a report, it's a target card...			
201. M - Right			
202. F - ...and all..all I need to do is keep getting my targets and then I'll get a reward			
203. M - Fabulous, and..and that's motivating for you?			
204. F - Yeah			

205. M - Yeah. Lovely. Do you think that there's anything that needs to change in your life, anything that needs to change at school, friends, home...it...because it might stop you from getting your future, do you think that there's anything that needs changing at the moment?			
206. F - I think maybe my behaviour a little bit needs improving			
207. M - Okay, okay. So you...you've identified what might be.....			
208. F - Coz it's already stopped me...erm coz I've had just a couple of behaviour points...it's stopped me getting one of my options that I picked which is a college course...			
209. M - Right mmm			
210. F - ...which is what I really wanted to do...			
211. M - Sure, sure			
212. F - ...motor vehicles, but			
213. M - Okay, so and...and again you've taken a really positive view on this, isn't it because you could have said, 'Oh I haven't got my college course, I'm not going to behave well at all' but you've decided and you've chosen, 'I didn't get that and I don't like that feeling so I know I need to kind of do something about it', which is really positive and...and really grown up, I think, erm..attitude to have, so well done you for doing that. Okay.			

214. F - Cheers			
215. M - Alright. Erm...that's the end of the interview part, erm...just to let you know what happens next. I take these er.. interviews and I type them up and I look through and I do what...what we call is analysis, I try to g... get to understand what are the things that are helping young people with their future and what are the things that they say aren't helping, erm...and see if there's anything that we can do more of, so we want to do more things that help. Erm...if you leave this interview, Franklyn and you think, 'ah, you know what I've...I don't want my interview to be part of the research any more', you've got a little bit of a time...little bit of time, maybe about a month to let me know that you don't want it in there anymore and I will...I will get rid of your interview. Erm..when I've done my research and I've done my...which will take a little bit of time, but once I've done it erm...I will be giving you a little summary of...of my findings so that you can see what it is that I've been doing and...and the kind of things I...I've come up with, erm...are there any questions, anything that you'd like me to explain a bit more or any concerns that you might have?			
216. F - No			

217. M - No, okay, thank you. Well just...for me then to say thank you, Franklyn, for taking part, you've been really helpful, really open about sharing your views and I really appreciate that and I really do wish you the best for your future, it sounds amazing.			
218. F - Thank you			
219. M - Okay, bye bye.			

34. F - Alright, erm...enjoyable			Line 34– positive attitudes towards school
38. F - Erm...commitment or discipline probably			Line 38 – personal attributes and internal locus of control 'commitment'
40. F - Commitment or discipline			Line 40 – personal attributes and internal locus of control 'commitment'
42. F - Commit to what I am doing			Line 42 – internal locus of control
44. F - Erm...misbehave and don't pay attention			Line 44 – personal accountability, personal accountability
52. F - Err...I wanna be in the army	Line 52 – definite future plan		Line 52 – definite future plan
58. F - Erm...the Grenadier Guards, which is the um...the army that's guarding the palace and they also do front lining, as well.			Line 58 – shown evidence of research and has gathered pertinent and important information – towards informed choice
64. F - Yeah...as...um..(long pause)..just....not sure			Line 64 – personal goals not as developed as career plan
70. F - Positive, yeah			Line 70 – positive thoughts about future in line with having a plan?
76. F - stay good...and strive to do the best			Line 76 – clear link to develop personal qualities and attributes

82. F - (pause) well erm... the main one's the army but I also like wanna be driving as well. I just want to get my driver's licence as soon as I can.			Line 82 – single-channeled? Not able to think about other aspects of his future?
92. F - Well cadets			Line 92 – focused purposeful extracurricular activities
98. F - Yeah and the grades I'm getting should be good			Line 98 – importance of good grades
102. F - Well I've improved a lot like recently, behaviour wise.... and erm			Line 102 – internal locus of control – taking responsibility and ownership of improvements
104. F - .....attendance has been good			Line 104 – internal locus of control – taking responsibility and ownership of improvements
106. F - that's pretty much since I've been in care so...			Line 106 – making links between coming into care
108. F - ....and erm..yeah my grades have gone up as I've like concentrated more and done my homework a lot more...			Line 108 – making links between coming into care and improvements in attendance, concentration, completion of homework and grades

	112. F - (pause) I dunno like ???? trying to do well so I can definitely get in ??? so I had a good chance of getting in and there was no problems..with it.			Line 112 – finding it difficult to recognise the motivations – if not sure about what own attributes are how can they 'call'/rely on them again

	114. F - Yeah and umm...yeah mainly, it's...mostly army and as soon as I joined cadets. It was like it really pushed me a lot			Line 114 – being pushed – helping to expose personal qualities?
	118. F - Well, why I've listened to them is because, obviously a lot of them are older and know what they're on about because they've gone through it...			Line 118 – key adults – knowledgeable, authentic – experiences to share
	120. F - ....first hand. They've experienced it themselves and umm... also because what they are saying is like they're showing... they're telling me how it's like it's going to be like...			Line 120 – key adults – knowledgeable, authentic – experiences to share
	122. F - They're explaining to me the benefits and the problems caused by what I want to do,so...			Line 122 – key adults – knowledgeable, authentic – experiences to share
	126. F - Yeah, I know like if I do something right I will get praise, obviously.....			Line 126 – importance of feedback
	131. M - Not sure? Is it your determination? Is it your...	Line 131 – Prompting		

132. F - Yeah. It's trying to be determined to what I want to do instead of like hoping for the best by not doing much and hoping for the best.			Line 132 – active player in achieving goals and future
134. F - Determination....			Line 134 – need to be 'pushed' encouraged
136. F - ...yeah...it's pushed me on more...yeah			Line 136 – need to be 'pushed' encouraged
138. F - Seeing other people drop out...			Line 138 – the impact of others – if they can't how can I?
140. F - ...other people not doing it coz it gets too hard for them....			Line 140 – the impact of others – if they can't how can I?
142. F - ...it kinda puts me off because what if that happens to me, I've like spent the last couple of years just trying to do one thing and then...to join one thing and then people I really thought could do it couldn't do it			Role models - negative impact?
146. F - Yeah, well I guess that does strive... that makes me strive to do better			
148. F - I'm going to try harder			personal effort

	152. F - Yeah that's helped a lot I think			recognition of support
	154. F - Erm...well...they like obviously...(pause)...they like helped to.... like they buy stuff so I can like...they pay for my Cadets buy stuff so I can do something I wouldn't be able to otherwise.....			
	156. F - ...they push.. they like...they push me to do what I want to do instead of like.... me back...			high expectations
	158. F - ...and yeah like they tell me erm... how I can improve or what...and what I've done good...			Practical and moral support - technical support
	166. F - ...with erm.. with cadets as well. I've been trying to get promotion so I can ...so I have a rank...			personal goals

	168. F - ...and I've been like, as soon as I went on to going to the next high level I've been able to get that so I've been....I've been working hard, I've been training better. I've been like sharing leadership and commitments and put my name down for everything I can...			self-reflection and evaluations, change in behaviour self-motivation
	170. F - sort of thing and like with athletics and I went on a band camp which only like 2 people from around the area went on...			
	176. F - I saw other people getting it that I know and it like, obviously getting promotion you get like...you get more leadership...			social learning theory - modelling
	178. F - ...and that and I dunno it's just something that I've always like wanted...			
	180. F - ....but never thought I could get until recently.....			Goal attainment - chnage in perceptions of self - is recently since coming into care - access to new different dreams?
	188. F - ...that's the leadership.			articulated aspiration?

196. F - Well, I mean the pupil premium.....			resources support

	206. F - I think maybe my behaviour a little bit needs improving			
	208. F - Coz it's already stopped me...erm coz I've had just a couple of behaviour points...it's stopped me getting one of my options that I picked which is a college course...			past consequences behaviour modification?
	210. F - ...which is what I really wanted to do...			

1. M - So Lydia thank you so much for agreeing to talk to me today. Can I just check whether you're still happy to continue.			
2. L- Yeah			
3. M - Thank you. Please don't forget that you can ask to stop the interview at any time erm...without needing to give me a reason, okay?			
4. L- Okay			
5. M - Lovely. So this might sound like a bit of a funny question to ask but if you were an animal which animal would you be and why?			
6. L- (pause) like a parrot or like a bird			
7. M - A...a...a parrot or a bird...			
8. L- Yeah			
9. M - ....why...why would you be a parrot or a bird?			
10. L- Because you can fly everywhere and you could be up in the sky and spread your wings			Line 10 – freedom – space?

11. M - Oh fabulous. And if you... and...and..erm...when you’re in a...in school what kind of animal would you be and why?			

12. L- Erm...like a mouse			
13. M - A mouse, why a mouse?			
14. L- Because I'm really like really shy and wouldn't want to speak and...			Line 14 – lacking confidence?
15. M - Okay, okay. And when you're with your friends			
16. L- Erm..I'm an elephant			
17. M - Why...why are you an elephant?			
18. L- Because I...I feel like I'm more immature than with friends than I am with anybody else.			
19. M - Okay. And when you're at home.			
20. L- Erm..a cat			
21. M - Why a cat?			
22. L- Because, like cats just don't do anything...			
23. M - Ha ha			
24. L- ...so, they don't do anything.			
25. M - And when you're alone			
26. L- Erm...erm...erm a...a dog			
27. M - Why a dog?			

28. L- Because they erm..they like mess the house up if you're in by yourself			
29. M - Okay, thank you. Now I'm going to start some sentences and I just want you to finish them for me, okay? Life at school is....			
30. L- i...fun			
31. M - Fun, okay. Education is...			
32. L- its...it's alright		Line 32 – unsure about this some hesitation – is this what this adult wants to hear?	
33. M - It's alright, okay. The most important thing about my future is...			
34. L- Erm...getting good GCSE's			Line 34 – exam specific – general 'stock' response
35. M - Anything else?			
36. L- And to get erm..a good job.			Line 36 – Job Vs Career – non-specific – adult rhetoric?
37. M - Okay. The most important thing about my life right now is...			
38. L- Erm...(long pause)...eh understanding why I'm in care and understanding different things.		Line 38 – pause difficult /emotional response – do I share?	Line 38 – importance of knowledge and understanding about care status
39. M - Okay, thank you. The best thing I could do for my future is...			

40. L- Um..er..like revise a lot for my GCSE's so I could get a good job and all my tests I could revise on.			Line 40 – internal locus of control – recognising own agency
41. M - Okay. The worst thing I could do for....the worst thing i could do for my future is...			
42. L- Is not bothering to do anything			Line 42 – passive Vs. Active engagement in future life goals
43. M - Okay, thank you. Thanks. Let me just get rid of these. Okay (shuffling noises). I'm looking for the papers and they're..they're right here (clears throat), (pause) Okay, I'm good now. Erm...do you recognise the picture of the Tardis?			
44. L- Yep.			
45. M - Can you tell me what it does?			
46. L- It sends you into the future or in the past.			
47. M - Fabulous. Well done. Okay. Let's pretend that the Tardis actually works and that I've set it to take you into the future, okay. So when...so that...into the future to when you turn 25.			

48. L- Okay			

49. M - Okay that's quite a few years off... away for you isn't it. Can you tell me, or you can write or you can draw something, what would be happening in your life at that time do you think?			
50. L- Erm...well...I'd like...I'd have my own house and I'd be...and I'd be erm...and I'd be a good person and have my...a job and a good job.		Line 50 – personal qualities – why good person? – being the opposite of her experience?	Line 50 – general achievements quite – stereotypical
51. M - Do you know what, have you got any ideas what you might be doing?			
52. L- Erm...a vet or...or a err...the...the person that like...where you can speak a different language and you can like a tourist thing person thing tour, like where you tell people....			Line 52 – exploration and non-committal – fantasy - reality
53. M - A...a..t...like a tour guide...			
54. L- Yeah			
55. M - ....a tour guide but...and....but speaking different languages and stuff...			
56. L- Yeah			

57. M - ....so okay. Erm...and what,,,what ...a...so you...you'll have a good house, good job erm...a job that's either being a tour guide or...or vet. Erm...what else might be happening for you when you're 25?			
58. L- Erm...erm		Line 58 – difficult to respond – outside of 'stock' responses – narrow discussions about future? – small repertoire re future	
59. M - What...what if I said family, what would be going on there?			
60. L- Oh..er..um...I'd have...I'd...I'd..I'd be back with my parents but I'd have a different home then I could like have children			Line 60 – 'different home' – fixing what is not quite right – the 'getting things right' for the children – the care role
61. M - Mmm...m...m. Okay but would you have a partner by then?			
62. S - Yep.			
63. M - Yeah. Okay. How do you think you would be feeling in yourself? Wh..what kind of feelings would you have.....			
64. S - Be feeling very happy about yourself?			

65. S - ...coz I'd have all that and...			
66. M - Mmm...m			
67. S - ...sometimes I'd.... yeah I'd just feel happy.			Line 67 – positive feelings about imagined future
68. M - Okay. So you've decided that you're feeling really happy, you've got this lovely house, this lovely family, this great job...			
69. L- Yeah			
70. M - ...erm and you've decided that you're going to stay at 25. You're not coming back in the Tardis, you're going to stay there. But you want to send a message back to yourself now, today. What message would you send yourself? What advice would you give yourself?			
71. L- Erm..get a good job em...loo...look after like, yeah look after people now...if...coz...if you could rely on that, if you could keep your child and...			Line 71 – the importance of 'keeping your child' - motivated by own care experience?
72. M - Mmmm			
73. L- ...if you'd had good GCSE's and you could rely on that to get a good job as well.			Line 73 – the importance of attainment and achievement

74. M - Tell me more about whe...when you said erm...look after people now so that you can...you can keep your child what...what...what were you saying, wha...explain that a bit more for me.			
75. L- If...like if you look after people now that...that...that might give you a chance to look after your own baby instead of being it from taken away from you and put in for adoption. You could keep it and you could be a good parent and you could do...do like change its nappy and...			Line 75 – the importance of being a good parent – due to own care experiences?
76. M - Mmm.m.m			
77. L- ...give it a bath and everything.			
78. M - Okay, okay so developing your skills about how to look after...			
79. L- Yeah			
80. M - ...h...how to look after people is really important for you. Ok...anything else? You...you talked about you GCSE's...			
81. L- Yeah			
82. M - ...getting GCSE's			

83. L- Yeah that...that...coz if you get good GCSE's that could go on like a record and then there could...when...once you go and apply for a job they could... they could look at you record and say..er...she's got good GCSE's so they might give you that job.			Line 83 – making connections between attainment and later life opportunities – school gateway to 'good job'
84. M - Alright okay and in terms of the kind of jobs you want where do you see after school, what...what kind of...			
85. L- Erm..			
86. M - ...w...what happens next for you?			
87. L- After school you go to college and then after college you go to university and then after university apply for a job.			Line 87 – general plan and framework for future
88. M - Okay and do you see th...those as..as goals for you?			
89. L- Yeah			

90. M - Yeah, they're...they're the things that you want...want to do. Okay, erm..tell me a little bit about the things that are helping you work to achieve these goals that you've got in mind. Wha...what's helping you at the moment?			

91. L- Erm...erm...the people around me are helping me like my teachers and my foster family coz they're...they're like um...they're helping me revise...			Line 91 – key adults (teachers carers) – specific tasks
92. M - Mmmm			
93. L- ...and stuff so			
94. M - Okay and ...and...what kind...what kind of things do they say? How do...how...wha...what kind of messages are they giving you a...and what are they saying to you that you think might be helping you?			
95. L- The...they...they do times tables with me and sometimes when we were not doing anything then she...they just shout a random times table and it really helps me.			Line 95 – importance of practical specific academic help and support – the academic abilities of carers?
96. M - Okay, okay. And...and in terms of...coz you spoke before about erm..sometimes feeling like a mouse at school...			
97. L- Yes			

98. M - ...coz you can be quite quiet and shy. What is it about yourself, wha..wha..what is it do you think that you have in yourself that is helping you to focus on your goals and...and, you know, your future?			
99. L- Erm...I think it's that..erm.. sometimes do good in..in other tests by myself and no one's helped me revise anything. It's like the other day in French I got a 6A and no one helped me. So I'm not quite sure about that one.			Line 99 – recognising own agency and achievements – level of independence – effectiveness – internal locus of control
100. M - So...so how does that make you feel then when...when you achieve something when...when you haven't had any help?			
101. L- It makes me feel quite happy and good about myself.			Line 101 – positive self-regard – competence and effectiveness
102. M - Right, okay and do you think that's something that you've got to hold onto...			
103. L- Yeah			
104. M - ...for your future? Why...why would you think that?			

105. L- Because erm...I've been told that I'm a great person, that I should still be a great person and then, I'm just nice to be around with people.			Line 105 – positive self-regard – positive messages and supportive comments – the importance of being a 'good person'
106. M - Oh lovely. Wh...who told you that?			
107. L- Erm...my friends do, some teachers do and my foster family do.			
108. M - Okay, okay. Is...is there anyone else that you think you'd like to hear from that could maybe help you get towards your goals. Wh...who...who else do you think could be helpful in helping you get...			
109. L- Erm...(pause) like people who have got achieved what, they're goal that they wanted to do...			Line 109 – the importance of role models? Examples of 'success' and achievement – other LAC/YP?
110. M - Right, okay			
111. L- ...so that would be quite helpful.			
112. M - Have...can you think of anyone like that, that might...			
113. L- Mm..no..			
114. M - So if...if you were to talk to Monique or if you were to talk to erm... (clears throat) someone who's a tour guide...			

115. L- Mmmm			
116. M - ...and hear their stories, do you think that would be...			
117. L- Yeah			
118. M - ...interesting to you, would it?			
119. S - Yeah			
120. M - Yeah, yeah, motivating for you. Okay. I know you...y...you spoke about when you got the 6A in...wh...in Fre..French...			
121. S - French			
122. M - In French, yeah. Erm...and that was a goal that...that you h..had or maybe you didn't have, maybe it was a surprise for you, but ho...can you think of a goal, something that you wanted to...to achieve and you were able to do it, can you think of some...u...and h...how you were able to do that?			
123. L- Erm...(pause) erm...er...changing like a b...like a baby and bathing a baby...			Line 123 – developing caring skills – preparing for parenthood – doing it right – anxious about getting it wrong? – needing opportunities to practice
124. M - Mmmm			

125. L- ...erm. I did quite well on that because like I've been imitating Lisa and...			
126. M - Mmmm			
127. L- ...and she said...I asked her if I could try ba...ba...bathing him and she said yeah and I asked her to see if I could change the nappy and she said yeah...			
128. M - Mmmm			
129. L- ...and I did quite good at that as well			
130. M - Okay and...and is...is it something...coz...I think what I'm trying to get at is what...what was inside of you...wha...what was it that was saying to you that that was something that you wanted to...to have a go at do you think?			
131. S - Because erm... it's like practicing for in the future.			
132. M - Right, okay. So you...you find it important to practice...start practicing now...			
133. S - Yeah			

134. M - ...for what the kind of person that you want to be in...in your future?			

135. S - Yeah			
136. M - Right, okay. Erm...what do you think might help you reach your future goals in an ideal world? What are the things that are going to be really important for you to get where you want to be?			
137. L- Practicing and trying really hard to do it			Line 137 – self-reliance – internal locus of control
138. M - Okay and what about the people a...and the things around you, wha...what do you think will be helpful for you there?			
139. L- Erm...like talk to people more and talk more ??? about the actual thing...			Line 139 – opportunities to talk and discuss future?
140. M - Mmm...mm			
141. L- ...that would be quite helpful			
142. M - Okay. Do you think that there's anything that you would want to do differently..erm...about your own personality, the way you are in the world, is there anything you'd like to develop for yourself?			
143. L- Erm...no.			

144. M - No. At the moment you...you’re just happy to...			

145. L- Yeah			
146. M - ...to be who you are.			
147. L- Yeah			
148. M - And why not. That's fantastic. Okay. Do you think there's anything that needs changing erm... in order for you to get the future that you want...			
149. L- No			
150. M - ...in school or at home or anything like that.			
151. L- No			
152. M - No. Everything's working the way it...it should be working for you?			
153. L- Yeah			

154. M - Okay. Alright erm...(clears throat). That's the err...end of the interview but I just wanted to just let you know that erm...just to kind of recap on what...on what happens next, so really thank you for...for doing this. I know it's not easy to talk to a stranger sometimes about things that can be quite erm...personal, okay...erm...If when you leave here, Sian, and y...and you think, 'you know what, I...I don't want my interview to used any more', or 'I didn't like it', or 'I'm starting to worry about my future' or anything like that, please talk to erm...someone at school. Who...who would you talk to at school?			
155. L- Erm...I'd talk to people in study centre and pastoral			

156. M - Right so Mrs Wakefield knows me really well so you can talk to Mrs Wakefield erm...and I can come back and have a chat with you, but...or..if you decide, 'I don't...I don't want my...my interview to be used you can just let Mrs Wakefield know and I will take it out. You've only got a short time to...to let me know that though because I...this is part of my homework, I need to get it done so...so you've got maybe about two weeks and then you can let...so within that two weeks if you think, 'you know what, I was talking to Michele and I really don't want her to use that interview', you can let Mrs Wakefield know and I will take it out and that's absolutely fine. Erm...I will err...I mean, hopefully when...when I've...when I've finished doing my research you...you'll get a just a little bit of a report, hopefully nothing too erm.. hard for you to read and you can have a look at what I've found out about interviewing some great young people like yourself.			
157. L- Okay			
158. M - Okay. Well thank you so much again and have a fantastic day.			
L- Thank you			

10. L- Because you can fly everywhere and you could be up in the sky and spread your wings			Line 10 – freedom – space?
14. L- Because I'm really like really shy and wouldn't want to speak and...			Line 14 – lacking confidence?
32. L- its...it's alright		Line 32 – unsure about this some hesitation – is this what this adult wants to hear?	
34. L- Erm...getting good GCSE's			Line 34 – exam specific – general 'stock' response
36. L- And to get erm..a good job.			Line 36 – Job Vs Career – non-specific – adult rhetoric?
38. L- Erm...(long pause)...eh understanding why I'm in care and understanding different things.		Line 38 – pause difficult /emotional response – do I share?	Line 38 – importance of knowledge and understanding about care status

40. L- Um..er..like revise a lot for my GCSE's so I could get a good job and all my tests I could revise on.			Line 40 – internal locus of control – recognising own agency
42. L- Is not bothering to do anything			Line 42 – passive Vs. Active engagement in future life goals
50. L- Erm...well...I'd like...I'd have my own house and I'd be...and I'd be erm...and I'd be a good person and have my...a job and a good job.		Line 50 – personal qualities – why good person? – being the opposite of her experience?	Line 50 – general achievements quite – stereotypical
52. S- Erm...a vet or...or a err...the...the person that like...where you can speak a different language and you can like a tourist thing person thing tour, like where you tell people....			Line 52 – exploration and non-committal – fantasy - reality
58. L- Erm...erm		Line 58 – difficult to respond – outside of 'stock' responses – narrow discussions about future? – small repertoire re future	

60. L- Oh..er..um...I'd have...I'd...I'd..I'd be back with my parents but I'd have a different home then I could like have children			Line 60 – 'different home' – fixing what is not quite right – the 'getting things right' for the children – the care role
67. S - ...sometimes I'd.... yeah I'd just feel happy.			Line 67 – positive feelings about imagined future
71. L- Erm..get a good job em...loo...look after like, yeah look after people now...if...coz...if you could rely on that, if you could keep your child and...			Line 71 – the importance of 'keeping your child' - motivated by own care experience?
73. L- ...if you'd had good GCSE's and you could rely on that to get a good job as well.			Line 73 – the importance of attainment and achievement

75. L- If...like if you look after people now that...that...that might give you a chance to look after your own baby instead of being it from taken away from you and put in for adoption. You could keep it and you could be a good parent and you could do...do like change its nappy and...			Line 75 – the importance of being a good parent – due to own care experiences?
83. L- Yeah that...that...coz if you get good GCSE's that could go on like a record and then there could...when...once you go and apply for a job they could... they could look at you record and say..er...she's got good GCSE's so they might give you that job.			Line 83 – making connections between attainment and later life opportunities – school gateway to 'good job'
87. L- After school you go to college and then after college you go to university and then after university apply for a job.			Line 87 – general plan and framework for future

95. L- The...they...they do times tables with me and sometimes when we were not doing anything then she...they just shout a random times table and it really helps me.			Line 95 – importance of practical specific academic help and support – the academic abilities of carers?
99. L- Erm...I think it's that..erm.. sometimes do good in..in other tests by myself and no one's helped me revise anything. It's like the other day in French I got a 6A and no one helped me. So I'm not quite sure about that one.			Line 99 – recognising own agency and achievements – level of independence – effectiveness – internal locus of control
101. L- It makes me feel quite happy and good about myself.			Line 101 – positive self-regard – competence and effectiveness
105. L- Because erm...I've been told that I'm a great person, that I should still be a great person and then, I'm just nice to be around with people.			Line 105 – positive self-regard – positive messages and supportive comments – the importance of being a 'good person'

Appendix 6n Lydia IPA Extracts

109. L- Erm...(pause) like people who have got achieved what, they're goal that they wanted to do...			Line 109 – the importance of role models? Examples of 'success' and achievement – other LAC/YP?
123. L- Erm...(pause) erm...er...changing like a b...like a baby and bathing a baby...			Line 123 – developing caring skills – preparing for parenthood – doing it right – anxious about getting it wrong? – needing opportunities to practice
139. L- Erm...like talk to people more and talk more ??? about the actual thing...			Line 139 – opportunities to talk and discuss future?

8.7 Appendix 7: IPA Emerging Themes

Super - ordinate themes	**Imagined Futures (general –specific)**	**Current Support**	**Personal Assets**	**Impact of past Care**
Sub-ordinate themes	Academic achievement	Key adult relationships (Carers, teachers, social workers, others)	Internal locus of control	Understanding journey into care
	Job Vs Career	Influential peers	Self-reflection – meta-analytical skills	Acceptance / recognition of impact of being in care
	Family	Resources and opportunities	Resilience	Quality of care experienced
	Adventure	Targeted feedback and specific support	Active engagement & risk-taking	Importance of own future caring role
	Material things (house car etc)	Joint imagining about future	Previous goal attainment (change)	Self- sufficiency/independence

Table of emerging from one participant - **Sam**		
Themes	Line	Key words/phrase
Academic Achievement - good grades Further education	8 29 31 70 90	I do have good grades Getting a good education and good grades make sure I get the grades being in college earn the grades
Self-reliant (present and future) Resilience	16 18 38 62 94	I keep to myself I like keep to myself my own flat be yourself get back up

	96	I really don't want to be a hassle
Bullying	23	I don't get bullied that much no more
Encouragement from 'key' people	119	they try to help in every way possible
Teacher support	23	teachers have been alright here to help me
	25	they help me with my lessons
	25	they're [teachers] happy to talk to me
Friends	76	teachers have always praise me
	72	friends and family have encouraged me
	78	go ahead and do it
Birth family	102	friends mostly help
	72	encouragement off family when I see them
Social Worker	119	social worker encourages me
Job/Career (general/specific)	27	probably getting a job I like
	31	to get the job I want
	38	I'll probably have the job I want as a
	70	do the job I want
	90	have the job I want
Family and child care	27	starting a family
	44	yeah looking after children
	68	I feel in love with child care
	121	look after the children
Internal Locus of control	31	study and revise
Personal responsibility	33	and do nothing
	62	revise more
	78	in grasps of getting
	80	I will revise (against nagging)
Self reflection	104	don't like it
Relationships (personal and social) – sense of belonging	38	another half
	44	I'll have a better social life
	50	hang around with friends

	50 64 90	meeting people...start talking try and get out and socialise looking forward to hanging around with friends
Hopeful/positive (thoughts and feelings)	42 70 78 100	happy if all of that did happen looking forward makes you happy have an aim
Lost future – nostalgia	56 68 68	I'd probably get back into that hobby died down I lost interest
Understanding Care Status Coming to terms Impact of becoming looked after	58 68	I got took away from my mum cos umm she wasn't able to look after us because of me going into foster care
Principles and morals	66	don't take drugs don't smoke
Specific/targeted support	76 78 78	revise more constructive feedback how to improve
Being a bother	96 98	don't want to be a hassle all I do is cause hassle

Researcher Reflexive? Comments	
Initial thoughts and feeling about the interview and the young person's sense-making	*About the participant:* Alone, brave face, making it despite, disappointed, drawing a line underneath 'previous life', pride, making ago of it, independent (but will accept help if offered), self-reliant and the fringes. Wanting to work with children e.g. foster carer 'saving self'? *About the researcher:* As the interviewer, I was very aware of my efforts to ensure Sam was relaxed and that he felt able to engage with the interview. I was aware of the tension and heighten levels of anxiety that this caused (first interview) which is evident by the stuttering and over use of 'okay' 'fabulous' (am I trying to reassure interviewee or move interview along?).

IPA View of the interview	Sam interviewed very confidently and with an 'air' of togetherness. I felt however that although he had 'by accident' stumbled on a 'love' for working with children there seemed to be an undertone of disappointment with his current situation. He seems to want (need?) a social connection with peers but he seems to be a bit loner and on the fringes of social connections. Sam seems proud of his accomplishments and seems to have high expectations based on his own efforts (internal locus of control).

Table emerging themes from one participant – **Katie**		
Themes	Line	Key words/phrase
Academic Achievement - good grades Further education	27 33 57 81	gone past nearly all of my targets I've gone way past my targets pass the courses get good marks
Self-reliant (present and future) Risk-taking	116	well it was really Paula
Encouragement from 'key' people – high expectations Carers Teacher support Friends	104 116 116 116 122 49 104 122 122	there's obviously Paula and Tom [foster carers] cos she convinced me to do it she already knew why don't you try they push you further need to push harder specially the PE teachers they are really supportive (friends) they help you with all your stuff
Job/Career (general/specific) In order to access the basics of life	47 53 67	get the job that I want don't get the job working at a primary school
Family and child care	53 71	look after your children no I'm not going to have children
Internal Locus of control	37	I've been working more

Personal responsibility	37 128	doing revision I keep trying
Relationships (personal and social) – sense of belonging	27 87	I've made more new friends you want some friends that actually keep secrets
Understanding Care Status	43	people that actually cares for me
Specific/targeted support	106	actually tell you what you're gonna do and how you're gonna do it
Recognise change	27 33 37	getting on really well with my teachers that I didn't used to before I'm normally weak at I've gone way past my targets were lower and now they've gone really high
Difficulties imagining future Lack of conversations about future	41 90 98 112	don't really talk about my future yet I don't know what I want to be err...don't know (pause) don't know
Structured purposeful extracurricular activities	114	so then I was confident to do acting

Researcher Reflexive comments	
Initial thoughts and feeling about the interview	*About the participant*: Enthusiastic, open to possibilities, on the cusp of planning future, future new concept still understanding past and present quite occupied with the here and now but willing to entertain her future with prompting *About the researcher*: As the researcher I am surprised at how the interview process continues to feel stilted and at times 'staged' it is distracting and a circular process (the more I worry the more I worry about worrying!!). Katie the concepts (or presentation of the concepts) at times seem beyond Katie's understanding and my efforts to help her understand seem to have lead to greater prompting and probing evident by increasing interviewer talk.
IPA View of the interview	Katie seems to be starting to think about her future and to make connections between what she does now and the impact it may have on her future. Katie is finding some issues with articulating and is becoming muddled is this because she is struggling to understand what her future could/should look

	like? Katie seems to still be heavily reliant on the support and guidance of those she trusts. Katie seems to be riling against the caring role, doesn't want to disappoint like she has been disappointed? Katie seems to be recognising the impact that coming to care has had on her and seems open to entertain new imagined future possibilities with support from key adults (especially carers)

Table of super-ordinate themes and sub-themes from one participant – **Franklyn**		
Themes	Line	Key words/phrase
Academic Achievement - good grades Further education	98	grades I'm getting should be good
Encouragement from 'key' people (experienced, skilful, knowledgeable, access to resources) Teacher support Friends Birth family Social Worker Others (e.g. extra curricula activities)	114 118 120 122 126 152 154 156 196	it really pushed me a lot I've listened to them They've experienced it They're explaining to me I will get praise that's helped a lot they like helped to.... like they buy stuff so I can like...they pay for my Cadets buy stuff so I can do something I wouldn't be able to otherwise.... they push me to do I mean the pupil premium
Job/Career (general/specific)	52	I wanna be in the army
Internal Locus of control Self reflection Personal responsibility Self-motivation	38 42 44 76 108 132 134 &136	commitment or discipline Commit to what I am doing misbehave and don't pay attention strive to do the best I've like concentrated more determined to what I want Determination - it's pushed me on more

	146 148 158 168 206	makes me strive to do better I'm going to try harder I've done good... I've been working hard, I've been training better my behaviour a little bit needs improving
Hopeful/positive future (thoughts and feelings)	70	Positive, yeah
Understanding Care Status Coming to terms Impact of becoming looked after	106	since I've been in care
Specific/targeted support	158 200 202	... how I can improve or what it's a target card keep getting my targets
Recognise change and consequences	102 104 108 208	improved a lot like recently, behaviour wise attendance has been good my grades have gone up... it's stopped me getting
Difficulties imagining future Lack of conversations about future 'fuzzy' plans (career and/or personal	64	...just....not sure
Structured purposeful extracurricular activities	92	Well cadets
Attitude towards school	34	Enjoyable
Specific researched future plan	58 112 166	that's guarding the palace and they also do front lining I can definitely get in trying to get promotion so I can ...so I have a rank...
Role models (positive and negative)	138 140 142	Seeing other people drop out it gets too hard for them what if that happens to me

	176 186	I saw other people getting it obviously the people with a rank

Researcher Reflexive comments	
Initial thoughts and feeling about the interview	*About the participant:* Purposeful, organised, self-aware, on a journey, clear influences and role models, single-channelled? Focussed, military discourse (language) internalised @determined, commitment, ranks leadership etc' fearful, what if I don't make it?' About the researcher: trying to connect Franklyn seems to prefer a 'business-like' approach, maybe not sure who I am and what I am about. There did not seem to be much humour between us. Franklyn seems to have compartmentalised approach to his future where most work has been done in the career box.
IPA View of the interview	Franklyn seems to already be internalising the 'army' demeanour and posture, getting it together. His reflections of self seem to be cadet/army speak. Although Franklyn has some concrete and researched plans about his future career he does not seem to have put as much thought into his personal future. Franklyn seems motivated to change, he seems to recognise that he is on a journey and change is achievable. Franklyn has made a connection between his current opportunities and future plans with coming into care, making a go of it? Franklyn was the only participant that mentioned pupil premium and seemed to make a direct link between 'systemic policy' and direct impact. Franklyn seems to hold much respect and admiration for the adults around him especially those that support him at Cadets (has he responded well to the structured and character building qualities of programmes like cadets?)

Table of super-ordinate themes and sub-themes from one participant – **Becca**		
Themes	Line	Key words/phrase
Achievement/success - good grades	36 60	everything to get better grades study and study and study

awards Further education	74 80 96	good grades in my university important ones cos English maths then I got a space
Self-reliant (present and future) Resilience	30 38 74	get my own place live alone be able to take care of myself rely on other people to do everything for me cos it's like that wouldn't be good first I would like to take care of myself
Encouragement from 'key' people (experienced, skilful, knowledgeable, access to resources) Teacher support Friends Birth family Social Worker Others (e.g. extra curricula activities)	46 68 88 98 98	my friend wants to go with me teacher said so they've been just like trying to push us and telling us Mandy kept on asking and like emailing the people she even asked
Job/Career (general/specific)	30	mostly getting a getting a job
Family and child care	72 74	oh no (no?) no no no no no first I would like to take care of myself
Internal Locus of control Self reflection Personal responsibility Self-motivation	60 62 74 84 84 84 110	be more confident in yourself do lots of studying...I need it I wanna finish everything I plan on doing I just try to do things by myself I've been concentrating more if I do need help I do ask I feel good like I've done a good job
Relationships (personal and social) – sense of belonging	60 108 72	make lots of friends trying to push myself and do more work no no I'm not having a partner
Specific/targeted support	64 64 86	get revision books get extra tuition every day after school umm ten spelling list

Recognise change and consequences of (or not) (improvements)	26 28 68 106	I'm learning I'm like umm a(im)pproving.. I was like really low I'm improving now I'm starting to care and be bothered
Difficulties imagining future Lack of conversations about future 'fuzzy' plans (career and/or personal) Plans changeable	52 78 90	err I don't really know I'm not actually working on my goals at the moment never really talk about that though (friends)
Attitude towards school	24	Okay...sometimes it can be fun
Specific researched future plan	36 44	I'm looking to go to university go to Japan I still want to go
Exciting – adventurous	48	so I just want to go see

Researcher Reflexive comments	
Initial thoughts and feeling about the interview	*About the participant*: Bubbly, bright, full of life, matter–of –fact, changeable future imagination but willing to discuss and, in no hurry, confident, adventurous About the researcher: quite relaxed and found interview positive and some balanced turn-taking. Becca presented relaxed and at ease which seemed to transfer to the researcher.
IPA View of the interview	All though some of Becca's imagined future was not fully formed there were aspects that were and which seemed to be fuelled by passion and adventure rather than necessity. Becca seems to be living in the here and now however she is noticing her own improvement more and seems to be open to the opportunities that may follow as she sees and notices her academic progress. Becca is making clear links between her own efforts and success and this seems self-motivating.

Table of super-ordinate themes and sub-themes from one participant – **Lydia**		
Themes	Line	Key words/phrase
Achievement/success - good grades awards	34 73 83	getting good GCSE's had good GCSE's get good GCSE's

Further education	87	After school you go to college and then after college you go to university
Self-reliant (present and future) Resilience Independence Positive self-regard	50 101 105 137	I'd have my own house me feel quite happy and good about myself I'm just nice to be around with people Practicing and trying really hard to do it
Encouragement from 'key' people (experienced, skilful, knowledgeable, access to resources) Teacher support Friends Birth family Social Worker Others (e.g. extra curricula activities)	91	the people around me are helping me
Job/Career (general/specific)	36 73	And to get erm..a good job you could rely on that to get a good job
Family and child care	60 75	a different home then I could like have children You could keep it and you could be a good parent changing like a b...like a baby and bathing a baby...
Internal Locus of control Self reflection Personal responsibility Self-motivation	40 42 99	like revise a lot not bothering by myself and no one's helped
Hopeful/positive future (thoughts and feelings)	67	yeah I'd just feel happy
Understanding Care Status Coming to terms Impact of becoming looked after	38 71	eh understanding why I'm in care if you could keep your child
Principles and morals	50	I'd be a good person
Specific/targeted support	91 95	they're helping me revise they do times tables with me

Difficulties imagining future Lack of conversations about future 'fuzzy' plans (career and/or personal) Plans changeable	52 139	...a vet or...or a err ...like talk to people more
Attitude towards school	32	its...it's alright
Role models (positive and negative)	109	people who have got achieved what, they're goal

Researcher Reflexive comments	
Initial thoughts and feeling about the interview	*About the participant:* Quiet, shy, compliant, young, trying to dealing her care history, changeable future, importance of caring for children, 'typical' , 'expected' the need to be good *About the researcher*: more confident and although still quite adult-led was able to engage in more equal turn-taking. Intrigued by the indication that Lydia's own care abilities are prominent and important for her future – is this a reflection of her own disappointment in the care she has received from her birth family, is she pre-occupied with ensuring she doesn't do the same, does this come an emotional
IPA View of the interview	Lydia is quiet and seems shy and reserved but she is quite forthcoming and she is able to offer comprehensive (for a pre-teen) answers. Lydia's interview seems to be dominated by her wish to develop her caring skills which seems to be driven by her own experiences. Lydia's future plans are not fully formed and seem to be moving from the realm of fantasy to reality. Lydia is recognising the help and support she is getting and seems to be engaging with the efforts of her foster family.

Table of super-ordinate themes and sub-themes from one participant – **Jasmine**		
Themes	Line	Key words/phrase
Achievement/success - good grades awards Further education	58 132 142	nice house Like in Maths I wanted to get like a 5 or something and I got a 4 good GCSE's and stuff

Material/things		
Self-reliant (present and future) Resilience Independence Positive self-regard	70	I don't like being on myself
Encouragement from 'key' people (experienced, skilful, knowledgeable, access to resources) Teacher support Friends (influence) Birth family Social Worker Others (e.g. extra curricula activities)	96 98 100 104 108	people like not giving up on me keep on telling me Like Helen like Miss Lowe Probably my friends coz they keep talking to me in lesson....
Job/Career (general/specific)	36 38 56 60	getting a job A good job I'll have like a good job like work at Monkey World
Internal Locus of control Self reflection Personal responsibility Self-motivation	28 42 76 78 80 114 136 138	I'm bad at Maths but I'm like alright at English like try my best at school stop talking in lessons get on with your work Try harder Well that's not helping me don't think I tried Probably be different coz I probably like try harder
Difficulties imagining/understanding future Lack of conversations about future 'fuzzy' plans (career and/or personal) Plans changeable	6 32 64 74 90 146	I dunno...erm not sure. I'm not...dunno What does that mean like work at Monkey World Probably I dunno, erm what does that mean Yeah if I just like stop talking
External locus of control	24	I like school.

Exciting – adventurous	84 86	I want to go to America I've just always wanted to go
External locus of control	46 48 108 110	drop out of school Get kicked out my friends coz they keep talking distract me a lot

Researcher Reflexive comments	
Initial thoughts and feeling about the interview	*About the participant*: Unsure, suspicious, weighing up, willing to please, still very much in the here and now, lack of understanding or engagement, superficial About the researcher: struggling, too much prompting/leading/talking/ closed questions/ trying to help participant feel comfortable in order to explore future and reflect on present, failing, unsatisfied.
IPA View of the interview	Jasmine presented as not quite sure of the reasons for the interview and seemed to be perplexed by the attention. Jasmine did comply and did as requested but she did not provide many extended answers and took advantage of closed questions. The interview seemed more stilted and adult-led. Jasmine seemed to start off with 'stock' 'what you want to hear' type answers but later in the interview seemed to start to be more open and able to discuss future goals e.g. going to America. Jasmine did not seem to have a clear and coherent view about her future and she offered of the interviews examples of external locus of control e.g. friend - 'distract me a lot'. Jasmine was one of the younger participants and therefore her ability to gaze into the future may be less sophisticated.

Table of super-ordinate themes and sub-themes from one participant – **Tracey**		
Themes	Line	Key words/phrase
Achievement/success - good grades awards Further education	85 142 144	a sports car I'm trying to get a good grade because if I get a good grade and then when I go to college and I finally did it. Now I've got a phone

Material/things	273	
Self-reliant (present and future) Resilience Independence Positive self-regard	76	on me own
Encouragement from 'key' people (experienced, skilful, knowledgeable, access to resources) Teacher support Friends Birth family Social Worker Others (e.g. extra curricula activities)	94 191 193 195 197 209 311 323	I'll have all my family around me to like help me Well, I've got someone called Miss Stone Mr Hartle and I've got me mum to talk to as well, Tonya [carer] I can trust Tonya [carer] with anything she will sort it out if it needs sorting Tonya takes it really seriously where I am now. I wouldn't be doing like stuff, I wouldn't have like school like this, I wouldn't...I wouldn't have GCSE's and all that stuff, I would have failed if I...if I wasn't with Tonya [carer] I'm quite happy I've got my social worker
Job/Career (general/specific)	48 70 72 108	getting a job Hopefully I will have a job A beauty erm... I would like to work in a salon I would like to own a salon
Family and child care	78 80 118 136	Hopefully with s...like husband or boyfriend and maybe kids be able to look after kids proper job before I have kids and stuff because you've got to have a good job to have kids coz they're expensive
Internal Locus of control Self reflection Personal responsibility Self-motivation	52 52 54 126	Read more gotta get my act together not revising or anything work more

Self –improvement	146 148 172 177 229 239 331	My attitude I give them attitude and stuff and I'll argue with people so I need to try and like stop that... Yeah. I'm trying if I didn't have a behaviour problem I wouldn't be in this school but I've thought through about it and like...and I realise it's...it's what I need because if I want to get to get to where I want to be I've got to buck up my ideas and start working like independently I've come so far
Relationships (personal and social) – sense of belonging	275	.I can speak to my friends whenever I like
Hopeful/positive future (thoughts and feelings)	110 337	it'd be quite cool probably going to be quite nice really
Understanding Care Status Coming to terms Impact of becoming looked after Gratefulness Challenges of birth family	95 95 98 201 205 211 219 223 225 245	my carers, they've been part of my life can't shut them out they've helped me through all this so I class them as my real family there's like reasons why I'm in care and that so if I wouldn't have been living with Tonya [carer] I wouldn't be here I don't do that anymore coz erm...coz Tonya [carer] really has hers helped me through that if I was with my mum that wouldn't have happened I look at Tonya [carer] as my real mom... it was Tonya's [carer] choice to have us so that's why I'm thankful of her it is quite hard to, when you've got family problems and you've got school work it is quite hard coz that's all you think about is your family problems when you're in school you've got to do work ain't you but it is

	259 287 291 293	quite hard when you've got something else on in school and you just can't stop thinking about it. I didn't realise why I was in care but now I do now when I first came into care I didn't know why, I didn't know what was happening ...and I didn't like...was like quite upset when I like...coz when you move away from you...was only like 9 when I moved away from my mom so.....
Specific/targeted support	132	I need to put...explain it more
Recognise change and consequences of (or not) (improvements)	283 285	well I didn't used to be like this like for me to like do stuff. Now I know I can do stuff like I'm confident to do stuff
Specific researched future plan	114 140	it might take a couple of years for me to own the job I mean like be a manager ...every target like...say like step
Attitude towards school	44	Rubbish
Joint discussions about future	329	I think about a lot lot but we've been...me and Tonya have been talking about it....

Researcher Reflexive comments	
Initial thoughts and feeling about the interview	*About the participant:* Strong, confident, analytical, reconciling, grateful, trusting, able to understand more clearly, difficult journey but emerging on the other side *About the researcher:* the interview seems to flow better maybe because of the development and experience gained. It was easy to be moved by Tracey's account and much of it resonated with the researchers own premises and working hypotheses – good care makes a difference, provides the space for children and young people to dream about their future while reconciling and understanding their past

	– good care = sticking by/with the young person; positive outlooks; high expectations; effective (gets things done); supportive - did this resonation make the research listen to the account differently?
IPA View of the interview	Tracey seems to be a young person who is on a journey which has been challenging but she is able to see a different and more positive life. Tracey has made direct reference to the impact that coming into care has been and the 'emotional' difficulty she has had to overcome. Tracey seems to have welcomed the information and 'truth' of her situation and this seems to have released her to move forward into the future, this has occurred with what she has identified as commitment – it was (carers) choice to have us – and they stuck with her. Tracey seems more aware of her own agency and need to do things differently in order to have the future she plans. Her plans are not fully formed but she still seems optimistic.

8.8 Appendix 8: Thank you letter to participants

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Dear _____,

I am writing to say a big thank you for participating in my research project. I have really appreciated you help and support.

I am currently writing my thesis (40,000 word essay!!) and I hope to have completed it by the end of the summer (please wish me luck!).

As a token of my appreciation please find enclosed a WH Smith gift card (and the receipt just in case it doesn't work).

Just a reminder: if you would like me to withdraw your interview from the study you can either phone the office on [redacted] or you can return the slip at the bottom of this letter to [redacted], don't forget you don't have to give any reason.

When I have completed my study I will make sure that you are sent a short summary of it so that you can see what conclusions I was able to draw from your interview.

In the meantime I wish you the very best for the summer and for your future.

Thanks again,

Michele Perry-Springer
Educational Psychologist
(PhD. Student)

Dear Michele,

I, _____(name) would like to withdraw from the study.