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Bridging understandings of behaviour and emotional needs: An exploration of educator attitudes and the affordances of a Human Givens approach

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Disclaimer: This work is my own work and has not been previously submitted or been assessed for any other qualification.

Acknowledgments

Overarching Abstract

Learners who present with challenging behaviours are often conceptualised as a unique inclusion challenge as behaviourist strategies of segregation, punishment and exclusion are deeply embedded within school systems. For vulnerable learners and those who have encountered adversity, such strategies often confound rather than mediate challenging behaviours. Ultimately, this may lead to a range of negative outcomes for all involved. Educational Psychologists (EPs) have a significant role in supporting both learners and educators in managing the challenges the classroom environment presents to them.

Central to policy in the UK are two principles that articulate educator responsibility to 'control' problem behaviour for the purposes of performativity, but also aim to encourage educators to 'understand' behaviour as a potential reflection of social, emotional and mental health (SEMH) need. Whilst this may be viewed as a professional paradox, the current focus upon SEMH in schools provides leverage for EPs to embed a more responsive pedagogy for educators experiencing challenging behaviour.

Set against this context, this thesis seeks initially to understand educators' constructions of challenging behaviour. As educators' perspectives are central to this research, Chapter 1 takes a meta-ethnographic approach in exploring eight qualitative papers on educator attitudes towards challenging behaviour. An interpretation of key themes is presented as a conceptual framework. Concepts of personal-professional reasoning, relationality, school ethos and narratives are presented as interdependent, serving to either support or restrict the inclusion of children with challenging behaviours. It is concluded that EPs should seek to recognise the significance of such factors in supporting educators to reframe problem behaviour and facilitate inclusive practice.

Based upon the findings of the meta-ethnography, Chapter 3 then explores the efficacy of a Human Givens approach in supporting educators currently experiencing challenging behaviour. It is suggested that this approach offers educators a conceptual framework through which to interpret behaviour from an emotional needs perspective.

In this piece of qualitative research, educators from one primary school took part in a collaborative Human Givens meeting to plan support for a Looked-After Child at risk of exclusion. Semi-structured interviews, analysed using Interpretative Phenomenological Analysis, explored the ways in which this approach helped co-construct new understandings of behaviour and support needs.

Chapter 3 is prepared so that it could be submitted to SEBDA for publication within the Journal of Emotional & Behavioural Difficulties.

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Abstract

The inclusion of learners with behaviours felt to be challenging can present educators with a complex professional dilemma within a culture of performativity. Nevertheless, inclusion is often regarded as a prerequisite of social justice and a protective factor for the most vulnerable in our schools. Learners who display challenging behaviours experience high rates of exclusion and many go on to encounter a range of negative and pervasive life outcomes. For educators, challenging behaviour has been associated with negative impacts for personal well-being with implications for schools in terms of retention and recruitment.

Educator attitudes towards challenging behaviour can vary considerably, serving to facilitate inclusion or justify exclusionary practices. Consequently, this work places a distinct value on the individual construction of meaning in order to bridge psychological and educational perspectives on challenging behaviour.

A meta-ethnographic approach was applied to 8 qualitative studies to explore educator attitudes from documented accounts of a range of educators including Teachers, Teaching Assistants, Special Educational Needs Co-ordinators (SENCos) and Senior Leadership Staff. A systematic approach of analysis was applied to the findings of the studies selected. Key concepts emerging from the papers are synthesised and interpreted in order to form a new model of teacher attitudes towards challenging behaviour..

The synthesis sets out to acknowledge the significance of what educators think and feel (personal-professional reasoning), how educators act (relational behaviours), how they are influenced by the context in which they work (school ethos) along with the social construction of discourse (narratives) about children, families and other educators. It is concluded that EPs should seek to recognise the significance of such factors in utilising frameworks to reframe problem behaviour and facilitate inclusion.

Introduction

Understanding challenging behaviour. Why is this important?

Behaviour represents one of the 'dominant discourses of schooling' (Ball, Maguire, & Braun, 2012) . Behaviours felt to be challenging may take different forms within a classroom but for the purposes of this paper, I refer to behaviours which are externalised. Externalised behaviours often involve**:** rule breaking, behaviours perceived to be potentially aggressive and those which cause disruption of teaching and learning (Savina, Moskovtseva, Naumenko, & Zilberberg, 2014). Behavioural difficulties represent a unique problem for educators who may experience a range of emotions such as frustration, fear, anger, guilt and blame (Cooper & Jacobs, 2011). Challenging behaviour represents a significant stressor for educators (Kokkinos, 2007; Wilson, 2002) associated with the 'burnout cascade' (P. A. Jennings & M. T. Greenberg, 2009) and early exit from the profession (McKinney, Campbell-Whately, & Kea, 2005). Difficulties in behaviour management may lead to reactive classroom environments, damaging to both teacher and pupil well-being (Jennings, Frank, Snowberg, Coccia, & Greenberg, 2013).

In the face of a growing teacher retention and recruitment challenge for government (House of Commons, 2017), along with increasing responsibilities to meet social, emotional and mental health needs (NHS England, 2015) the significance of understanding challenging behaviours from the position of the educator seems timely. Despite the challenges, criticisms are often directed at educators for the excessive use of exclusionary practices and failure to understand and respond to the needs of children who display behavioural difficulties (Centre for Social Justice, 2011; McGregor, Mills, & Thomson, 2011). Similarly, there are criticisms of educational psychology in the production and proliferation of 'disorder and normality' (Rose & Abi-Rached, 2013). Schools often seek approaches or techniques to eliminate problem behaviour, putting Educational Psychologists' at risk of complicity in supporting attitudes which pathologise challenging behaviour (Slee, 2015).

Whose behaviours are challenging?

The characteristics of learners typically demonstrating challenging behaviour include those with Special Educational Needs (SEN), those joining the school at times other than the usual admission points, pupils being looked-after by a Local Authority (LAC) and pupils with poor language and social skills (Department for Education, 2015a; Social Exclusion Unit, 2003; Speake, 2015; TACT, 2011). Other groups with higher levels of self-reported misbehaviour and poorer social-behavioural outcomes include boys, those from disadvantaged families or those exposed to risk factors such as neglect, alcohol or substance misuse and domestic violence (Day, Sammons, Hopkins, Leithwood, & Kington, 2008; Sabates & Dex, 2012). Cooper and Jacobs (2011) highlight the significance of adverse social circumstances and overlap with mental health difficulties which create barriers to engagement with the school experience. Children who present with challenging behaviour in school may bring with them experiences and emotions that impact on their readiness for learning (Bombér & Hughes, 2013).

Challenging behaviour and Special Educational Needs

The Special Educational Needs and Disability Act (2001) outlined the need for schools to make reasonable adjustments and provide extra support for children who could be classified as having a specific special educational need of Behaviour, Emotional or Social Difficulty (BESD). Further guidance in the form of the Special Educational Needs Code of Practice (DfES 2001) focused upon the early identification of, and graduated response to this particular category of SEN - now superseded the Special Educational Needs and Disability Code of Practice [CoP] (2015b). This code articulated a need for more therapeutic approaches, flexible teaching arrangements and the provision of a safe and supportive environment. Following the introduction of the Special Educational Needs and Disability reforms in September 2014, the type of need 'BESD' was removed. Within the new CoP (2015b) a new code of 'Social, Emotional and Mental Health' (SEMH) was introduced, removing 'behaviour' as a category of SEN. Nevertheless, it is acknowledged within the CoP (DfE 2015b) that this particular form of SEN may manifest as 'challenging, disruptive or disturbing behaviour' (DfE 2015b Section 6.32).

Challenging behaviour and responsibility for classroom management

There also exists within government policy additional rhetoric about how to respond to challenging behaviour. Historically, educator responses to behaviour have been based on normative assumptions of children's development in reference to cognitive and behavioural growth (Fleer & Hedegaard, 2010; Slee, 2015). Consequently, the management of behaviour has largely been based on behaviourist or cognitive-behavioural frameworks. These are viewed as being deeply entrenched in societal discourses regarding appropriate discipline and punishment for rule-breaking behaviours (Foucault, 1991), aiming to maximise performativity within the classroom (Ball, 2003). The language of more recent policy on managing challenging behaviour may be seen as a continuation of such discourses. For example, in the Department for Education's (DfE 2016) guidance on 'Behaviour and Discipline in Schools', poor disruptive behaviour requires 'punishment' and 'sanctions' with a responsibility on educators to utilise their 'powers of discipline' to 'regulate the conduct of pupils' (p. 4).

A unique inclusion challenge

Persistent disruptive behaviour is cited as the most common reason for permanent exclusion (DfE 2015a). Support for learners demonstrating challenging behaviours therefore creates a barrier to inclusion (Harris, Vincent, Thomson, & Toalster, 2006) and overarching social justice agenda (Macleod, 2006). In researching teachers' attitudes, the most negative attitudes held related to the inclusion of children with learning and behavioural difficulties (De Boer, Pijl, & Minnaert, 2011). These attitudes and related practices were also found to be highly resistant to change (OFSTED, 1993), often creating long-standing narratives about learners which directly affected their sense of self (Bagley & Hallam, 2016; Macleod, 2006). It is also suggested that punitive approaches to challenging or disruptive behaviour are intensifying challenging behaviour in the most vulnerable (Geddes, 2006).

Evidence suggest that short-term respite from the classroom too often becomes permanent for those displaying challenging behaviour (Children's Commissioner, 2013; Parsons, 2009). This is despite evidence that a significant proportion of

learners within Pupil Referral Units (PRUs) had statements of special educational needs in relation to emotional or behaviour difficulties (OFSTED, 1999). Unlike other forms of SEN which typically engage a pedagogical response (Jull, 2008), behavioural difficulties are an educational problem which legitimately allows schools to apply 'legally sanctioned punishment and exclusionary practices which form part of a confection of disadvantage' (Cooper & Jacobs, 2011, p. 38). In relation to longer term social inclusion, these children become adults more likely to experience poor social adjustment to adult life, higher rates of unemployment, substance abuse, mental ill-health and criminal justice system involvement (Cooper, 2011; Daniels et al., 2003; Quinn & Poirier, 2004; Zigmond, 2006).

Educator attitudes as a protective factor

Impact of teacher attitudes to inclusion and subsequent development has been recognised for a number years (Blecker & Boakes, 2010; Brahm Norwich, 1994).This is particularly relevant to learners presenting with challenging behaviours (Avramidis & Norwich, 2002). Learners whose relationships with teachers are characterised by low levels of conflict and dependence, high levels of collaboration, interaction, closeness and warmth have more positive social and academic outcomes (Hamre & Pianta, 2001; Rudasill & Rimm-Kaufman, 2009; Spilt, Hughes, Wu, & Kwok, 2012). Teacher attitudes can also have a significant impact on peer attitudes, further affecting social inclusion (De Boer, Pijl, Post, & Minnaert, 2012). The importance of the teacher-pupil relationship has been highlighted in research accessing the voice of young people considered as having emotional and behavioural challenges (Cefai & Cooper, 2010; Sellman, 2009). Educators are frequently cited as a key enabler or 'significant other' in interventions to support those presenting with behavioural difficulties (P. Jennings & M. Greenberg, 2009).

The Current Review

It is important to explore how I analyse and respond to disruption, difference and disparity in my work with educators (Corcoran & Slee, 2015). To do this, it is helpful to gain a better understanding of teacher attitudes towards challenging behaviour and bridge the gap between educational and psychological perspectives. By investigating the factors influencing attitudes, I may be better placed to challenge or support constructions of challenging behaviour. It is therefore appropriate, given my interest in educators' perspectives, that I apply a method based on the interpretive paradigm. Consequently, I have utilised a meta-ethnographical approach, devised by Noblit and Hare (1988), to synthesise qualitative studies of educator attitudes.

Method: Meta-ethnography

The research question posed is: *What have educators told researchers about their attitudes towards challenging behaviour*?

As educators' own constructions of their lived experiences is significant, the review focuses upon qualitative research, concerned with how people see and understand their social worlds (Green & Thorogood, 2013). Although quantitative methods and randomised controlled trials (RCTs) were once recognised as the 'gold standard' in research (Robson & McCartan, 2016), approaches which aim to synthesis qualitative studies are becoming more popular, possibly because they offers a more relevant paradigm. Unlike traditional aggregative methods, such approaches encompass processes of induction and interpretation, similar to the qualitative methods of the studies synthesised (Britten et al., 2002). Some authors suggest that the strength of this approach relates to the attempt to preserve the interpretive properties of primary data (Dixon-Woods, Agarwal, Young, Jones, & Sutton, 2004).

Meta-ethnography is a type of qualitative meta-synthesis (Thorne, Jensen, Kearney, Noblit, & Sandelowski, 2004), to compare and synthesise published findings of qualitative research into a 'holistic interpretation' (Noblit & Hare, 1988, p. 10). Reviewers can consider how ideas, meanings and social phenomena relate and interact. Meta-ethnography may therefore lead to insights or interpretations that were not apparent within individual studies. This is because the product of a meta-

ethnographic synthesis is the translation of studies into one another, which allows for a deeper understanding and transfer of 'ideas, concepts and metaphors across studies' (Britten et al., 2002, p. 210). This process of translation which results in conceptual innovation differentiates meta-ethnography from more traditional methods of literature review (Strike & Posner, 1983).

Although there are other forms of qualitative meta-synthesis, this particular methodology was chosen as it has the potential to provide a higher level of analysis, generate new research questions and reduce duplication of research (Atkins et al., 2008). Meta-ethnography acknowledges my perspective as partial and positional within the production of the findings (Atkins et al., 2008). Noblit and Hare (1988) propose a seven stage process for synthesising qualitative research (See Figure 1). This review will follow this process as a way of generating interpretive explanations. It is based on systematic comparison and synthesis of 8 qualitative studies in the area of educator attitudes about challenging behaviour. However, meta-ethnographic approaches outlined by other researchers were also used to guide this process (Atkins et al., 2008; Britten et al., 2002).

Figure 1: Noblit & Hare's (1988) 7 Stage Process

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

Stages 1 & 2: Getting Started & Deciding what is relevant to the Initial Interest

I decided that an in-depth qualitative synthesis of papers which explored teacher attitudes towards challenging behaviour offered some criticality to both facilitators and barriers to inclusion. Unlike Noblit & Hare's (1988) procedure, and following Atkins et al. (2008), I initially undertook a more traditional comprehensive approach to the search. Electronic database searches (Scopus, PsychInfo, ERIC) were undertaken between November 2016 and February 2017 using a combination of key search terms (listed in Table 1). Each generic search term was explored in the database thesaurus facility to extract potential synonyms. The asterisk operator within the database was also utilised to ensure variations of spelling were accounted for.

35 papers were found through the databases. Additional hand searches located 21 potentially relevant papers from: Emotional and Behavioural Difficulties; Educational Psychology in Practice, Educational & Child Psychology; International Journal of Inclusive Education; Psychology in the Schools; British Journal of Special Education; Support for Learning; European Journal of Special Educational Needs; British Educational Research Journal; Pastoral Care in Education. Of the 56 papers found in total, 9 were found to be duplicates.

Table 1: Key Search Terms

What can we discover about educator attitudes towards challenging behaviours?	
Attitude	Attitude Approach View Perception Predisposition Belief
Educator	Educator Teacher Teaching Assistant SENCo Head Teacher Principal
Challenging behaviour	Challenging behaviour SEMH SEBD BESD Externalising behaviour Acting out Disruptive behaviour Disturbing behaviour

Note: The Boolean OR was used across search terms sets.

Inclusion Decisions

Abstracts for the remaining 47 papers were reviewed with 19 initially shortlisted for relevance to the research question. As the abstracts for these papers did not provide sufficient information to support a decision on inclusion, additional scrutiny of the papers took place (Atkins et al., 2008). The process allowed for the creation of a collection of inclusion criteria, such that a set of 'judgment calls' was made (Light, 1980). Table 2 provides a summary of the final criteria set, along with the rationale for inclusion.

I excluded papers which discussed challenging behaviours in relation to specific diagnosed conditions including ADHD as this broadened the analysis too far. I also excluded papers which focused purely upon strategies for challenging behaviours which did not implicitly make a link to educator attitudes. Ultimately, 8 papers were selected for the purposes of the meta-ethnography: (Armstrong & Hallett, 2012;

Broomhead, 2013a, 2013b; Burton & Goodman, 2011; Goodman & Burton, 2010; Grieve, 2009; Mc Keon, 2016; Orsati & Causton-Theoharis, 2013).

Table 2: Inclusion Criteria

Inclusion Criteria	Rationale
Related to educator attitudes	Relevance to research question
Written in English	Accessibility
Relate to challenging behaviours which are externalised within the classroom	Provides a distinction to other forms of SEMH difficulties.
Published 2001 or later	Relevant to Western policy directives on challenging behaviour
Qualitative methodology	Relevant to meta-ethnography
Published and peer reviewed	Quality control
Research conducted in Western countries	Similarity of education culture and socio-economic contexts

Quality of the Studies Reviewed

Guidance on assessing the quality and rigour of qualitative research has been overshadowed by what Pawson (2001) refers to as a 'disciplinary tribalism' whereby its trustworthiness is often compared to quantitative research. There is also some difficulty in devising a set of quality criteria relevant to an extensive range of qualitative epistemological and methodological approaches (Howe & Eisenhart, 1990). Having fixed universal procedures and standards for assessing qualitative research may suggest an incompatible objective (Yardley, 2000). Nevertheless, I felt it important to utilise a set of guiding principles within the selection process.

A set of criteria devised by Meyrick (2006) offered a pragmatic approach which allowed for consideration of each paper's rigour. These criteria draw attention to: epistemological stance and theoretical stance; methods and research aims;

sampling procedures; data collection rigour; presentation of results and conclusions. It is acknowledged that prior experiences of qualitative research will influence my value judgements against these criteria and a degree of subjectivity is therefore inevitable. Furthermore, the pragmatics of this approach do not aim to identify 'a gold standard', though judgements are made as to whether the studies are 'good enough' (Meyrick, 2006, p. 806). Through this process, one paper was of concern and removed from the final set (McCready & Soloway, 2010).

Stage 3 & 4: Reading the Studies and Determining how the Studies are Related

In order to be fully conversant with the content of each paper, the next part of the meta-ethnography involved reading and re-reading the articles. This allowed for an initial set of concepts to be identified. Whilst reading the papers, demographic and contextual information was also summarised. This summary encapsulated the six factors as indicated in Table 3. This includes information on participants, educational context and country, purpose, study/data collection method and theoretical framework. Frameworks underpinning research warrant attention as they are reflective of the theories and experiences the researcher is utilising when conceptualising research (Huberman & Miles, 2002) and provide a context for the interpretations and explanations of each study (Britten et al., 2002)

At this stage, attention was also paid to any interpretative metaphors present in the papers (Noblit & Hare, 1988). Interpretations by the authors were treated as data for the purpose of synthesis (Noblit & Hare, 1988). Recurring concepts arising across the papers were identified (see Table 4). These concepts were: othering, teacher behaviour; teacher-child engagement; psychological impact on educators; school capacity and capability; power and control; developing knowledge of children and families; impact of parents; behaviour as a reflection of need; systems and policy drivers; perceptions of preferential treatment; children constructed as problems.

Taking into account differences in empirical focus across the papers, only those concepts which appeared in at least 3 papers were included. This meant that to an extent, some participant attitudes were lost in concept identification. However, by

using this criterion the concepts derived are more representative across the studies. By the end of this stage of the synthesis, some initial assumptions regarding the relationships between the studies began to emerge (Noblit & Hare, 1988).

Stage 5 & 6: Translating the Studies into One Another and Synthesising the Translation

The process of translation involved the comparison of themes across the 8 papers, with an attempt to identify a construct which encapsulated similar over-arching themes within the studies (Munro et al., 2007). As I compared the studies, the initial broad grouping of the 12 concepts was gradually defined through a process of merging and collapsing the concepts (Atkins et al., 2008). Although differences existed between papers (see empty cells of Table 3), this did not invalidate the emerging constructs. There appeared to be a level of reciprocity between the papers to add weight to the developing lines of argument (Britten et al., 2002). From this basis, the structure of the synthesis in the form of second order constructs was then created.

From this, I was able to translate the second order constructs into a smaller number of third-order constructs (see Table 5). The intent of these third order constructs was to develop what Major and Savin-Baden (2011) refer to as a 'conceptual translation, a reinterpretation of data or development of a new theory' (p. 653). By assuming this interpretative position, the process utilised was both iterative and reflexive in nature (Major & Savin-Baden, 2011). What is presented in Table 5 is the combination of the original eight studies into a new model. Narratives to explain the second and third order constructs are provided along with quotations from the original papers to exemplify the line of argument. As Noblit and Hare (1988) assert, any adequate translation should maintain the central metaphors and concepts from the original accounts. There is an acknowledgement that the line of argument could have been constructed differently by someone else but it nevertheless provides one framework with which to interpret the information and potentially generate new understandings.

Stage 7: Expressing the synthesis

To support the effective communication of the synthesis, the line of argument is presented in visual form. It is hoped that a symbolic representation will facilitate the accessibility of the synthesis to a range of readers (Noblit & Hare, 1988) - see Figure 2. The synthesis sets out to acknowledge the significance of what educators think and feel (personal-professional reasoning), how they act (relational behaviours), how they are influenced by the context in which they work (school ethos) and the social construction of stories (narratives) about children, families and other educators. The next section will expand upon these constructions which are central to my line of argument.

Figure 2: Line of argument expressed visually

The interconnectivity of each of the constructs is hereby represented as concentric circles with gaps to represent the flow of influence between them. As each construct within the line of argument may serve to either support or restrict the inclusion of children with challenging behaviours, 'inclusion' and 'exclusion' are represented on both sides of the model.
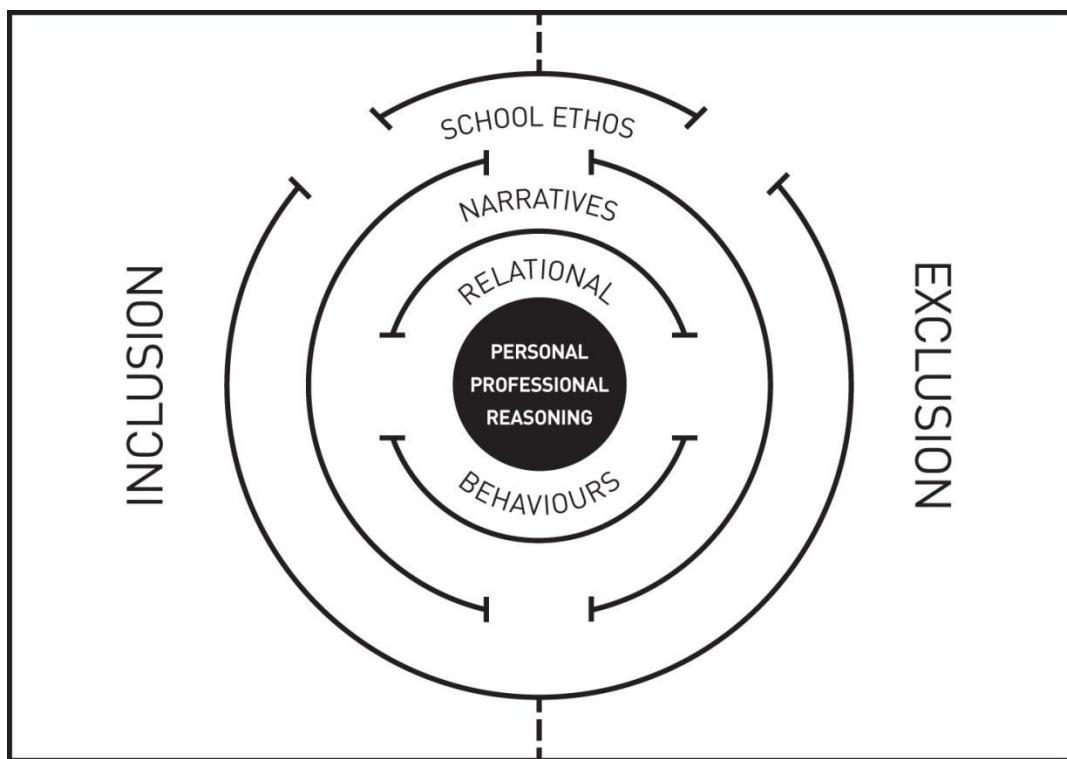
Table 3: Contextual Information

Study	Participants	Context	Country	Purpose	Data Collection	Theoretical Framework
Grieve (2009)	201 primary school teachers from 36 schools 21 support teachers and classroom teachers voluntarily attending a post-graduate course on supporting learners with challenging behaviour.	Mainstream primary in 1 Local Authority. Mainstream primary, secondary and pre-five sector.	Scotland	Two fold investigation into: teachers' attitudes to the realities of including young people with challenging behaviours in mainstream classes; perspectives of characteristics of teachers seen as effective in supporting students with challenging behaviour.	Survey with responses grouped into 'meaning units'. Nominal group technique.	Cognitive dissonance and dissonance-led change.
Goodman & Burton (2010)	8 classroom teachers with diverse teaching backgrounds and length of service. 7 Female, 1 Male	Mainstream secondary from across 4 UK regions.	UK	To invest the perceptions, experiences and approaches in including learners with BESD in mainstream. How these perceptions translate into inclusive practice is also reviewed.	Semi-structured interviews	Promotes importance of home-school relations, school community and teacher (educator)-pupil relationships (TPR).
Burton & Goodman (2011)	4 SENCos and 8 support staff.	Mainstream secondary from Merseyside and West Midlands areas with some level of social deprivation and intake of SEN learners	UK	Examine the perceptions of roles, their relationships with students and parents and ability to facilitate	Semi-structured interviews.	Links to concepts of inclusion, integration and exclusion. Frequent referral to

		higher than the national average.		inclusive practice for learners with behaviour, emotional or social difficulties.		concepts of equality and social justice.
Study	**Participants**	**Context**	**Country**	**Purpose**	**Data Collection**	**Theoretical Framework**
Armstrong & Hallet (2012)	150 teachers studying for a post-graduate module (Supporting SEBD: SEBD and inclusive practice). 85% female	Mainstream (72%), special schools (28%) including 10% PRU from geographically scattered locations. Primary/secondary tbc	UK	Exploration of teachers' professional experiences and perceptions of young people presenting with SEBD.	Exploratory analysis of 150 written accounts of teachers about their recent professional experiences of a child with SEBD and inclusion.	Links attitudes to personal and cultural factors, informal categorisation with inclusion practices and conceptions of personal-professional self
Broomhead (2013a)	15 educational practitioners with 5+ years' experience including headteachers, teachers, TAs, and SENCos.	Mainstream and BESD special schools, primary and secondary from one locality.	UK	Exploration into the perceived causes of BESD.	Semi-structured interviews	Links to socio-emotional well-being and needs of vulnerable learners.
Broomhead (2013b)	15 educational practitioners with 5+ years' experience including headteachers, teachers, TAs, SENCos.	Mainstream and BESD special schools, primary and secondary from one locality.	UK	Exploration of the extent to which stigmatising attitudes are held by educational practitioners towards pupils with SEN and challenging behaviour.	Semi-structured interviews	Socio-emotional perceptions of stigma and social desirability bias.
Orsati & Causton-Theoharis (2013)	11 educators including general education teachers, special education teachers and teaching assistants from across	Public elementary schools in both rural and urban areas.	USA	Reveals the discourse utilised by educators in order to understand their beliefs and practices surrounding young students	Semi-structured interviews	Disabilities studies framework.

				considered to present challenging behaviour.		
	different areas of north-eastern USA. Experienced ranged from 5-20 years.					
Study	**Participants**	**Context**	**Country**	**Purpose**	**Data Collection**	**Theoretical Framework**
Mc Keon (2015)	36 educators including principals, special education teachers and guidance counsellors	Mainstream primary and post-primary schools across urban and rural areas.	Ireland	Explores how practitioners views and understandings of the concept of EBD and what influences this understanding and provision in schools	Scoping questionnaire and semi-structured interviews.	Social constructivist framework.

Table 4: Reoccurring Themes

Concept	Grieve, A (2009)	Armstrong & Hallet (2012)	Orsati & Causton-Theoharis (2013)	Broomhead (2013b)	Burton & Goodman (2011)	Broomhead (2013a)	Goodman & Burton (2010)	McKeon (2016)
Othering	Teachers used the term '*normal children*' when discussing inclusion, implying that those with social, emotional and behavioural difficulties were in some way 'abnormal'. The rights of children with SEBD difficulties are different to the rights of the '*normal children'* SEBD children's rights are about inclusion, 'normal		Students with disabilities, especially with unwanted behaviours in the classroom are routinely clustered in groups. Membership and permanence in the classroom dependent on ability to control behaviours or energy. Comparative discourse with well-behaved students. *'They scream', 'they run', 'you need to chase them', these kids.'*	BESD children are a stigmatised group 'unwanted' in mainstream.	'them and us' attitude between support staff and teachers in dealing with challenging behaviours.	Social class an important dynamic between parents and practitioners. There is a clear 'us and them' divide between middle class educators and working class problem families in relation the norms and expectations of appropriate parenting. Middle-class values and practices of parenting are equated to good parenting strategies.	'*Them'* and '*us'* seen to be reinforced by the way the [BESD] children are treated preferentially.	Tendency to consider students with SEN as a homogeneous group. *'our special education kids'* Normative perceptions of age and stage impact on how teachers think about behavioural issues and whether a different response is needed. *'Yeah, I'd say that once we get into senior cycle there is a different expectation'.*

	children's rights are about education.

'Some children will never fit in not matter what we do.'

'We shouldn't compromise the education of the majority to accommodate the minority.' | | Language marks students as 'less than' other students and the teachers themselves.

Students are not measured by the same standards as the 'well-behaved' students. | | | | *'You know it's a totally different family set up.'* | |
| **Concept** | **Grieve, A (2009)** | **Armstrong & Hallet (2012)** | **Orsati & Causton-Theoharis (2013)** | **Broomhead (2013b)** | **Burton & Goodman (2011)** | **Broomhead (2013a)** | **Goodman & Burton (2010)** | **McKeon (2016)** |
| **Reflection on practice** | Adapting or changing methods of teaching or delivery of the curriculum to accommodate the needs of children with behavioural difficulties.

'reflecting on our | Teachers railed against certain teaching practices that prevented SEBD children from demonstrating acceptable behaviour.

'If all adults involved in Student O's | Teacher behaviour in regards to labelling can act as a barrier or catalyst for change.

Teachers seeing behaviour from the 'defiant student' respond to the | Opposing views between school types as to how BESD learners are treated in mainstream

'there are colleagues within the mainstream who just | When the learning environment is compromised, educators in mainstream perceived to be focused upon the behaviour itself rather than causes of such behaviour. | Educators compensate for perceived parental failings in both mainstream and specialist settings in order to secure readiness for learning. | Recognition that teacher responses can add to problem behaviour with some approaches serving to disrupt further (e.g., shouting).

Energy is spent on trying | Teachers need to be flexible and responsive to the mood of the class.

Failure to perceive a connection between the school situation or the teaching style and behaviour. |

	interactions with pupils and moving away from a child deficit model	*wellbeing and learning connected with him in a productive manner then ADHD is no more a disability than being blind in the dark or being dyslexic on the soccer [field].*	discourse of what being a defiant kid means, rather than understanding the behaviour.. *'I think some people, some teachers and some teaching assistants just kinda they get frustrated with the behaviours, they don't really see that maybe they are causing some of it, and they don't get time to get to know the children.'*	*cannot in any way shape or form bring themselves to accommodate the needs of pupils with BESD.'* Exclusion seen to be preferential to addressing the needs of these pupils as it is 'easier' for mainstream practitioners. *'they are the kids that they cannot manage, so it's easier to put them outside the gates.'*	This creates further obstacles to meeting targets. *'it's about going the extra mile.'*		to minimise disruption for the sake of the whole class. *'I would just try and not disrupt the entire lesson so anything that can be dealt with at the end of the lesson, anything you can dismiss for the sake of the rest of the class.'* Teachers spoke of the importance of providing positive feedback and multiple opportunities for achievement rather than a singular outcome.	Teaching disable behaviours isn't necessarily seen as a teachers responsibility but something which should have been secured elsewhere. Male teachers were felt to be less likely to reflect on the behaviour or discuss further. Some schools' attempting to develop an approach which isn't just focused discipline but also on encouraging positive behaviours.

Concept	Grieve, A (2009)	Armstrong & Hallet (2012)	Orsati & Causton-Theoharis (2013)	Broomhead (2013b)	Burton & Goodman (2011)	Broomhead (2013a)	Goodman & Burton (2010)	McKeon (2016)
Educator-child engagement	Effectiveness in the eyes of teachers relates to relationships in action and personal qualities reflecting the esteem in which all pupils are held. Affective qualities are significant in interactions with youngers who display conduct considered to be inappropriate in the classroom. Teachers interpersonal skills are central to creating and maintaining a		Existing social processes overcome labelling such as developing teacher-pupil relationships. Developing relationships are points of entrance on teachers' discourse that can challenge practices. It allows teachers to see students as individuals. Developing a relationship with the student makes the student feel comfortable with them and then it is possible to deal with behaviour		Recognition that children need to be educated in an environment with caring adults, not just '*crowd controllers*'. '*I think it's paramount to build up the relationship with the child and build the relationship at the same time with the parent.*' Spending time with pupils on a one to one basis helped staff to be aware of subtle changes in mood or behaviour that they could then raise in is	Staff in BESD schools referred to themselves and their colleagues as adopting the role of surrogate parents to ensure the socio-emotional needs of their pupils were addressed. '*adopting that really chuffed Mum role*' Strategies that were effective for one member of staff with one student would not necessarily be effective for another member of staff with a different student and a different relationship.	Humour serves as an invaluable tool for managing behaviour in the classroom and defusing contentious situations without disruption. '*I think all the pupils that I've worked with ever realise that whilst there is humour there, everything is grand and everybody is behaving as they should do.*' Recognition of the valuable impact of establishing a respectful relationship involving	Importance of engaging with students on an individual basis, with tailored engagement is idealised although a more generic approach is more common. '*I think unfortunately a lot of people want strict guidelines as in, if a child does this, this is what will happen.*' '*It's how a teacher responds and reacts. I mean if you were doing it rigidly then they'd be out of the school long ago*'.

positive working climate.		issues and clarify needs. *'Most of the time I'm able to bring him down cause I've built a relationship with him . . .I think the key thing with these kids is building a relationship with them.* *'Having trust', 'building community.'*		discussion with them. *They will come to us because they feel that they can talk to us and it's quite a safe haven for the pupils to come into and they know that they are going to be given a fair chance before they explode.'*	*'I mean if I, for example, told you how to get round this kid it wouldn't necessarily appeal. It depends on, you know, his relationship with you. Unless it's a similar relationship that I have with him then the tricks probably won't work'.*	collaborative working and negotiation.	
Concept	**Grieve, A (2009)**	**Armstrong & Hallet (2012)**	**Orsati & Causton-Theoharis (2013)**	**Broomhead (2013b)**	**Burton & Goodman (2011)**	**Broomhead (2013a)**	**Goodman & Burton (2010)**	**McKeon (2016)**
Psychological impact on educators	Inclusion caused staff additional stress. '*Teachers are feeling like failures*'; '*I am a 33-yearold teacher who is trying*	Educators displaying a degree of fear and uncertainty. Frustration at a lack of engagement with children from their colleagues.	Educators experience apprehension in being with students' unpredictable behaviour. Feelings of apprehension become attached to an	Differential treatment is used as a conflict avoidance strategy, focusing on the short-term resolution of problems.	There are serious consequences of the emotional and behavioural difficulties that support staff deal with from working with children on an	Educators feel a compulsion or perceive a moral obligation to support the socio-emotional needs of their pupils, frequently providing with shoes and clothing, as well	Worries about passing on the stress of problem children to colleagues. *'we could deal with something internally within the department but*	

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	desperately to hold on to any enthusiasm left for the job . . . this is making a hard job impossible.' Some teachers responded in terms of their own feelings of inadequacy when faced with the support of children whose behaviour was inappropriate. *'It is just assumed that you will be able to handle badly behaved pupils even though no training is provided'.* *It is extremely difficult to deliver curriculum effectively in a class which is*	Some educators demonstrated empathy for the learners. *'Cyril came to Britain as a refugee in 2007 having fled from a war zone…The PRU (Pupil Referral Unit) highlighted that Cyril does not like loud noises, which can lead to violent irrational behaviour.'* Personal-professional anxiety around performance indicators on the child presenting with SEBD.	individual student. Educators experience fear and although staff don't not want to, the first way to '*support'* is to '*get physical'*. Teachers draw from the discourse on how to respond to students' behaviour based on these apprehensions. *'I think the toughest thing is not knowing what to expect from day to day. I think that's the hardest thing. You get up in the morning and you just say how's today gonna be like. Some days will go nice and smooth and*	Feelings of professional dilemmas in explaining to class peers why a pupil gets differential (preferential) treatment) without undermining a pupil or highlighting their SEN. *'…it's that balancing act really of having that pupil in your class but not making them stand out as being different, so that is difficult.'*	intense, one-to-one basis. *'There are times when I go home that I just want half an hour peace because it has been a very stressful day and there are days when I leave here in tears.'* Support staff felt they are seen as low status, operational with specific skills going unrecognised by teachers. *'It's not seen as valuable. That's it. You don't feel valued.'*	as accompany them to GP, dental and hospital appointments. Other educators talked about having to support needs (*'we've got to'*) as opposed to choosing to support these needs and this is additional pressure.	*that is putting strain on someone else….I could sit them at the back of another person's classroom but then something would happen there.'* Keeping children out of mainstream classrooms is seen to be necessary to avoid passing on stress to colleagues. Behaviour not understood by staff and pupils as an SEN so teacher responses generates feelings of unfairness between pupils.	

Concept	Grieve, A (2009)	Armstrong & Hallet (2012)	Orsati & Causton-Theoharis (2013)	Broomhead (2013b)	Burton & Goodman (2011)	Broomhead (2013a)	Goodman & Burton (2010)	McKeon (2016)
	disrupted regularly.'		*then other days, like yesterday not so smooth, you know.'*					
Power and control	Control of behaviour dependent on what's considered inappropriate. *'high tariff' 'at the edge'* versus *'failing to follow instruction '*	Concerns shared about losing control of the class. Accounts focused on strategies to reduce 'unacceptable behaviour'. *'a powder keg just waiting to erupt'* *'constantly finding new ways to challenge the system'* Pupils expected to conform to the behavioural norms of the	Students challenge power relations with teachers. Students that do not comply with the rules challenge the basic premise in school: teacher–student hierarchy. Discourse of control and power are prevalent when teachers describe the students' challenging behaviours and their responses to it. The need for control is the premise	Mainstream schools do not want to accommodate BESD pupils because they challenge the systems. *'these kids are stigmatised because they threaten systems within the school.'*	Power dynamics are reduced between support staff and parents. Parents do not feel as intimidated by support staff in the same way they may do with teachers and more comfortable discussing about their child's needs and progress. *'so the parent feels able to communicate and tell you if there has been any problems,*	By assuming the parental role, schools potentially decrease parental responsibility which may disempower them further. '*it perpetuates the problem, and it takes away a level of responsibility that the parents out to be taking.'*	Positive impact of assigning responsibility to students for behaviour, which reduced unwanted behaviours and produced desirable behaviours. *'Automatically he's got some responsibility. People are going to listen to him so he can shout all he wants like he normally does anyway but that's it he's got his team together, organised*	Compliance with behaviour policies is a yardstick for success.

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| | | educational environment.

Teachers who questioned policy and practice were also those who were more inclined to reflect upon the perspectives of EP.

'The educational psychologist has encouraged all staff members to reflect upon the school culture.' | that regulates the strategies employed.

'The behaviours that are huge problems are his refusal to work, and the minute you ask him to work, it becomes a power struggle'

So I just took him outside in the hallway sat him on the carpet and held him until he stopped…..'.

'It's his goal to be opposition.' | | *they don't feel intimidated.'* | | *them and we played against them.'*

Encouraging students to manage their own challenging behaviour. | |
|---|---|---|---|---|---|---|---|

Concept	Grieve, A (2009)	Armstrong & Hallet (2012)	Orsati & Causton-Theoharis (2013)	Broomhead (2013b)	Burton & Goodman (2011)	Broomhead (2013a)	Goodman & Burton (2010)	McKeon (2016)
Developing knowledge of children and families	Assumptions that wider parental community lack awareness of impact of their child's behaviour.	Educators gave puzzled descriptions of learners. Educators 'hazard a guess' at the genesis of troubling behaviour. *'Phillip's consumption of alcohol and experimentation with recreational drugs may be interpreted as symptoms of conduct disorder.* Educators attributing behaviour to clinically significant mental health problems. A wide range of associated	Predominant discourses about children and families act as a barriers to understanding children and families. These discourses can be created and strengthened between staff and act as a barrier to engaging and knowing the child's reality.	Existing knowledge of families typically relates to judgements on poor parenting skills.	Recognising the importance of understanding what was happening in the child's home environment to respond appropriately to the issues the child presented in the school environment. Possessing a knowledge of how the community works the issues that these children face, which allowed them to communicate with children and parents in a way that engaged them and addressed	Difficult situations can be avoided if they had been able to access certain information about individual students. Ability to identify that pupils were frequently exposed to abuse, neglect and/or domestic violence, which were perceived to perpetuate their difficulties.' *'when you dig into the background and the alcohol and the drug abuse in the family, with mothers often on their own*	Confrontations between staff and pupils can be avoided through access to certain information about individual students. Channels of communication for receiving information could be better organised and often encountered by chance. The importance of finding out about students' backgrounds, making sure they were aware of any issues students were	A lack of knowledge in their understanding of children with SEN. *'These students can be rewarded for just being kind to another student and obviously students with special educational needs are nearly by nature, very kind.'*

| | | conditions, syndromes and health issues. | | | what matters to them rather than what matters to the school.

'I live in this area so I know what impacts on the community here….I think we need to understand the community before we make decisions.'

Experience in a social care backgrounds which influenced views of children. | *and mental health issues, you're not going to be playing by the rulebook.'* | dealing with and knowing their interests.

It's like 'Ah yes, this is the situation with X. Do you think you need to know that?' and it's like yes, I do need to know these things because I feel I do so I don't have an awkward situation arise that may be upsetting for her [the student]. | |

Concept	Grieve, A (2009)	Armstrong & Hallet (2012)	Orsati & Causton-Theoharis (2013)	Broomhead (2013b)	Burton & Goodman (2011)	Broomhead (2013a)	Goodman & Burton (2010)	McKeon (2016)
School capacity and capability	Perceived '*lack of time*' for teachers to deal with issues of conduct. Teachers willing to espouse the idea of inclusion, but only where there was adequate additional support available. '*This can only be implemented if there is **full time** support for every pupil who requires it*' *(respondent's emphasis).* *Support given to teachers should be*	Underlying needs of children were not being met in the school. Staff reflected on whether they have the right skills. '*I had also asked the question of whether I could make any difference to the learner's situation? This is an issue which questions my teaching approaches to date and ability to develop them further and to truly support an individual.*' More regular support was needed from EPs for them	Children become problems that present unwanted realities in the classroom. '*They weren't willing to deal with them so they just stuck them in there*'. '*There was a self-contained classroom that was most made up of kids that people didn't know what to do with*' '*they [teachers] just don't know how to manage them*'.	Specialist staff perceive mainstream staff as finding children with BESD difficult to manage. Specialist educators felt that learning needs of had not been adequately addressed in previous mainstream schools.	With few or no teaching duties, a more flexible timetable and a very favourable student-to-staff ratio, non-teaching staff were able to establish an 'open door policy' for students who needed additional support. '*I always think we are in a lucky position because we don't have twenty odd other students to deal with and keep on track and everything and so when students come to us we are*	Educators faced with a blurring of roles. Beyond the role of educator, they adopt the roles of social worker, counsellor, child protection officer, parent and also friend. .	Perception that the multiplicity of the SENCo role compromised both the space and ability to help teachers. Teachers viewed classroom support from teaching assistants (TAs) as insufficient, with a low ratio of TAs to SEN students. Observations of their colleagues help teachers to include students with BESD. '*Who is a good person for me to observe for this?*'	Teachers previous work experiences create a frame of reference which have a positive or negative influence on responses to students. '*If you've come from a particular type of school or your own experience of other schools or whatever it might be. You bring all of that to bear into the frame*'

	*sufficient for them to carry out their **normal** daily teaching*' Children with SEBD difficulties deserve a higher quality of support than mainstream schools can offer. Special schools and units have appropriately qualified staff to better able to cater for needs.	and their colleagues and the child. EP role is mainly for assessment. Educators felt they need further, more regular, involvement by the EP.			*able to just sit down and talk to them.'* Support or supervision of staff was helpful in dealing with 'severe' cases. Qualifications and accreditation in the area of working with students with BESD seen as a means of boosting support staff credibility.		Responsibility for problems solving and emotional support lies outside the classroom, e.g. with SENCo's, specialists, EP's and social workers. Shortage of access to external professionals a key obstacle to inclusion. Special training is a necessity.	

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Concept	Grieve, A (2009)	Armstrong &Hallet (2012)	Orsati & Causton-Theoharis (2013)	Broomhead (2013b)	Burton & Goodman (2011)	Broomhead (2013a)	Goodman & Burton (2010)	McKeon (2016)
Impact of parents	Teachers recognised that there were factors external to the school that affected the way pupils behaved in class, but saw these as validation of exclusion from mainstream. Blame placed squarely with parents and home circumstances. *'A lot of the problems are due to home background where we have very little influence.'*	Conditions within the family mitigates against their educational success. *'After two terms at our school, his concentration, his lack of work, his impulsive and inappropriate comments are leading to removal from activities such as choir practice and gaining the reputation of [him] being lazy and annoying amongst the staff. The Head of Year recently recommended: 'to sit on him at every opportunity. According to his*	The discourse that certain students have deficit backgrounds, and that influences student behaviour in school is pervasive. *'I know that this student comes with a lot baggage, a lot of issues at home, and depends, sometimes who is in the picture at home.'* *'we actually got a boy who I think is kind of a bully . . . he's used to bullying because of the family that he's grown up in.*	Notions of parent deficit and neglect are dominant in explaining causes of BESD. Parents do not take responsibility for their children's needs which impacts on their readiness to learn.	Support staff often spoke of networks formed between themselves and parents where the two parties would collaborate with the united goal of creating the best outcome for the child and greater consistency in understanding the child's needs. *'I have a home–school diary with one of the children that I work with, with his mother, so every day she writes in it if there have been any*	Parenting of pupils with BESD was inadequate and chaotic, with parents supposedly not enforcing any boundaries for their children. Parents seen to lack responsibility for their children's development, learning and well-being which causes difficulties. Discourse of family breakdown. *'A significant element is parenting and the lack of boundaries at home, there's a lack of*	Usefulness of parental communication is parent dependant. Views held that some parents don't value their child's academic achievement due to their own experiences. *'I hate to keep going back to the top set boy I've mentioned a few times but his parents absolutely hated their time in school and so they were very much positive about him hating his time in school.'*	Perceived impact of the quality of parenting on behaviour. The causal factors of EBD emanate from phenomena that are located outside the school situation, with many referring to the home background or socio-economic factors: Emotional characteristics displayed by students being dependent on the emotional support and stability provided by the family and the home environment

		tutor, his mother is extremely critical of him and his parents are divorced.' *'much of his life has been surrounded by negative family, domestic and educational experiences'*	*So that's why he pinches and pushes and, and caused disruption on the rug this morning.'* *'A lot of children come here with dysfunctional family lives, and they depend on other students, their teachers to encourage them and give them maybe some things that are lacking in their home life.'*		*issues at home because obviously those issues are going to impact on the child when they come into school … if there has been any issues at school I tell mum because again, he'll take those issues home.'*	*nurturing within the home environment.'* *'Many of our pupils with BESD don't have the right support at home, they've got such chaotic home lives and there are no set guidelines at home to give them any support or guidance'.*		*'I know that the parenting at home is hit and miss at best.'*
Concept	**Grieve, A (2009)**	**Armstrong & Hallet (2012)**	**Orsati & Causton-Theoharis (2013)**	**Broomhead (2013b)**	**Burton & Goodman (2011)**	**Broomhead (2013a)**	**Goodman & Burton (2010)**	**McKeon (2016)**
Behaviour as a reflection of need	Teachers saw their role as s a multi-faceted one, concerned far	Few teachers sought to understand causes of	Some educators draw upon a disability studies	Differentiation enabled mainstream staff to use the best strategy	Importance of creating a caring nurturing environment in	Socio-emotional issues having to be addressed	Opportunities for positive outcomes also decreases the chance of low	A need to tailor the support for each student to meet her/his

	more with a holistic or all-encompassing approach to behaviour management in order to support pupils whose behaviour was considered inappropriate. *'I believe it is a positive step forward for these children and their families. It raises awareness and positive challenges that need informed approaches, team effort and professional support.'*	challenging behaviour. Some educators provided portraits of children and young people with likely mental health needs.	perspective in the classroom which helps deconstruct negative labels. Teachers draw upon humanistic practices in the classroom, responding to the behaviours in context and with the child responded to as an individual.	for the most children; in other words, assessment of pupils with challenging behaviour potentially ensured that support was put in place for them quickly, and therefore addressed their short-term needs while also reducing disruption for other pupils.	the school where children feel safe and secure. A perceived wider set of responsibilities for children which are far broader than facilitating their access to the curriculum. Difficulties presented by students with BESD in the classroom setting were seen to be caused by events or situations that occur outside of the classroom. *'I think people need to have a greater understanding that when a child is standing in front of you screaming, that that's not*	before they could adopt their main role as educator. Significance of developing the social skills of pupils with BESD to help them in the future. *'It's so sad because so many of our children are vulnerable.'* Connections made between home lives and readiness to learn and ability to achieve. *'we've got some students here who are certainly capable of achieving academically…. they want to learn but they've got too much else to worry about … you're not*	student self-worth, which is likely to emerge from failing to complete a task. *'I try to set short achievable tasks so there are opportunities for success throughout the lesson rather than just one outcome so if the child hasn't managed to achieve that outcome that compounds a sense of failure or a sense of lack of worth on the part of the child.'* Primary school strategies (such as those which develop a theory of mind) are seen to be helpful in developing	individual circumstances. *'In a general way there is a very pastoral approach to the discipline here in the school so there is differentiation.'* The idea of social and emotional learning appears to be, at best, an addendum to the curriculum or, at worst, assumed to be of lesser importance. Some practitioners recognise the broader spectrum of characteristics encompassing social, emotional and behavioural aspects which are interrelated.

					the reason. There actually, by them standing there screaming, there may actually be other issues going on.'	*going to be able to teach them Maths or whatever if they've got other things on their mind.'*	social, emotional aspects of learning.	
Concept	**Grieve, A (2009)**	**Armstrong & Hallet (2012)**	**Orsati & Causton-Theoharis (2013)**	**Broomhead (2013b)**	**Burton & Goodman (2011)**	**Broomhead (2013a)**	**Goodman & Burton (2010)**	**McKeon (2016)**
Systems and policy drivers	The need to build and sustain positive learning communities does not fit well with a culture of attainment and measurable results. 'I constantly hear the twin mantras — inclusion and raising attainment. In my experience it is impossible to achieve both effectively . . .	Educators critique the impact of national policies and, in particular, the impact of the quasi-market model within education which contributes to the development of challenging behaviours. 'policy and practice might serve to 'disable' individuals presenting SEBD.'	Labelling students as a problem justifies the social practice of exclusion. It is more acceptable to exclude problems from the classroom, not students with behaviour problems. Perceptions of 'necessary exclusion' routinely present among teachers' strategies when managing the	Pupils perceived to be unwanted in mainstream because of academic focus. 'head teachers are judged on their attainment or have been, and so they've been excluded.'	Hierarchy between teaching staff and support staff exists which causes a barrier to creating a shared understanding of students' challenges.	Schools are heavily influenced by a culture of over-compensating. 'there's a bigger picture here really, there's a culture of over-compensating, as a society particularly in Britain there's a culture of over-compensating for people who can't manage their lives, 'they can't manage their lives so let's do	School's behaviour policy is unnecessarily negative, with a greater focus on penalty than reward. Intervention starts with a warning and ends with the removal of the student, to be educated separately. 'There was very little focus on positive affirmation and making them, well praising,	Policy considered as something which should be applied equally to all students regardless of presenting characteristics, i.e. a formulaic response. Differences in opinion among interviewees surfaced in relation to whether or not the behaviour policy was consistent with the SEN policy. 'It's a 'one size fits all' [policy],it's

	it is usually the attainment levels which fall.' SEBD children have to fit the current system rather than the system changing to include a diverse range of pupils.	*'Perhaps the school is too quick to issue temporary exclusion, possibly due to the pressures of the current inspection of schools regime and accountability of schools which simply prevent them from being able to follow policies and practices of inclusion.'* Predominant focus on pre-determined ways of understanding learners with the 'SEBD label.'	occurrence of unwanted behaviour in the classroom. Getting 'physical' is also routinely used in these classroom and teachers have a rationale for this when a student presents unwanted behaviours in the classroom. *'He needed to be removed.'*			*everything for them.'*	*very little focus on praise to make them feel good to make them actually do good'.* Teachers believe responses to learners with challenging behaviours are inconsistent and system-driven.	*a homogenous group. I would say that people writing the policy tend to write it from that perspective and without people like ourselves, who are chipping in from time to time and making amendments to it, it would get lost'.*
Concept	**Grieve, A (2009)**	**Armstrong & Hallet (2012)**	**Orsati & Causton-Theoharis (2013)**	**Broomhead (2013b)**	**Burton & Goodman (2011)**	**Broomhead (2013a)**	**Goodman & Burton (2010)**	**McKeon (2016)**
Perceptions of preferential treatment	The inclusion of pupils with SEBD was			Responses to challenging behaviour			Preferential treatment and interventions	Allowances are being made for pupils with

	detrimental to the education of others in all circumstances. *'Often the impact on normal children is underplayed. They can be frightened and stressed by the problem pupils'.* *'Many parents of ordinary children get annoyed that these problem pupils are getting a better deal'. '* Strong views expressed on appropriate forms of in-class support for SEBD pupils. *'..should not be given interesting tasks and outings as this seems very*			framed as 'preferential' treatment in mainstream. Educators are concerned about perceptions of peers and parents who are dissatisfied with the preferential treatment of some pupils, seen to have better access to assessment and support and don't receive appropriate punishments. Peers misunderstand why pupils with challenging behaviour have extra interventions, e.g. reward charts which they are unable to be involved with.			felt to positively reinforce challenging behaviour through extra attention and activities. *'…they'd be taken all over the place and that of course was a treat but for the rest of the school it's positive reinforcement of bad behaviour and what I could never get my head round was if you know that's not the way you need to, you know, turn it round the other way. Let's give the others some treats so they can aspire.'* Respite from the PRU makes it even	behavioural issues. Boys will be boys attitude which means situations are considered differently. *'tend to accept something more from a lad than they would a girl'.*

Concept	Grieve, A (2009)	Armstrong & Hallet (2012)	Orsati & Causton-Theoharis (2013)	Broomhead (2013b)	Burton & Goodman (2011)	Broomhead (2013a)	Goodman & Burton (2010)	McKeon (2016)
	unfair to those who conform to the rules'.			Preferential treatment leads to some students seen as 'different' by peers.			harder to reengage learners in mainstream. *'..they know that if they misbehave they get to go back [to the PRU] and have some fun'*.	
Children constructed as problems	Act of labelling constructs problems as abnormalities of the child denying complexity of their circumstances.	Conditions within the child seen to mitigate against educational success. Predetermined ways of understanding learners. *'his impulsive and inappropriate comments are leading to removal from activities…and gaining the*	Students with SEN are conceptualised as a behaviour problem not a student that has a behaviour problem. When behaviours are located within the individual by educators teachers exclude the problems from the classroom.	Stigmatisation and exclusion perceived as inter-related so instead of responding to need, learners are excluded because of their presenting SEN. *'pupils with BESD are the unclean, and they are perceived to be unclean by most high*	Teaching staff were perceived by support staff as being more focused on the behavioural manifestations of BESD rather than on the condition itself. *'I think that because I'm not a teacher I have a different perspective on it so I don't*			Presumptions and misunderstanding of the nature of EBD. Some teachers perceive the behaviour as problematic, but others perceive students (not the behaviours) as problems in the classroom. When teachers see a behaviour from the 'defiant student' they will

		reputation of [him] being lazy and annoying amongst staff'. Children are categorised as unknown, unpredictable entities.	Inherent intentionality is also applied even in kindergarten). *'He's so defiant. You know, and when he sees that somebody is doing something wrong he wants to mimic that, he wants to copy it and, and, and, take it to the next degree of wrongness.'* Students that do not follow the expectations can become 'the problem' and their bodies are marked as problems.	*schools, because these are the kids they can't manage'.*	*immediately look at 'oh their behaviour is really bad and therefore they're doing it wilfully'.*			respond to the discourse of what being a defiant kid means not to the actual behaviour occurring in the classroom

Table 5: Synthesis including concepts, second order and third order constructs

This table includes exemplar quotes from the original sources.

CONCEPTS	SECOND ORDER CONSTRUCTS		THIRD ORDER CONSTRUCTS
Educator-child engagement	A.	Educator-child relationships and educator skills in building these relationships serve to facilitate a more positive climate.	C. **Relational behaviours** The quality and nature of interactions between educators-children and educators-parents privileges mutual understanding, trust and respect. Opportunities to create to build non-judgemental, attuned relationships have benefits for educators and learners.. Where control and
Developing knowledge of children and families	B.	Authentic engagement provides understandings but engagement itself is stifled by exiting discourses.	judgment become the central objective of educators' actions, relationships cannot act as a protective factor. *'It's how a teacher responds and reacts. I mean if you were doing it rigidly then they'd be out of the school long ago.'*
Reflection on practice	D.	Educator responses can add or reduce presentation of problem behaviour.	H. **Personal-professional reasoning** Levels of stress and perceived judgements of others may impact on how likely a child's behaviour
Psychological impact on educators	E.	A range of negative feelings can be experienced which impacts on self-efficacy and security in relationships.	is understood and responded to. Developing alternative and shared understandings of behaviour within the school community may help de-personalise and re-frame children's behaviour and improve educators' sense of competence.
Behaviour as a reflection of need	F.	Significant differences in whether educators construct the behaviour as a reflection of emotional need.	*'I think people need to have a greater understanding that when a child is standing in front of you screaming, that's not the reason….there may actually be other things going on.'*
Perceptions of preferential treatment	G.	Behaviour may not be recognised as a SEN, leading to perceptions of preferential treatment by pupils, parents and teachers.	*'…reflecting on our interactions with pupils'*

CONCEPTS		SECOND ORDER CONSTRUCTS	THIRD ORDER CONSTRUCTS
Power and control	I.	Significance of power and control influences engagement and strategies.	L. **School Ethos** Power dynamics between the child-educator, educator-parent and between different types of educator impact on the compatibility of inclusion and attainment agendas. School ethos can foster punitive responses and segregation or facilitate joint problem-solving for inclusion. Where the school ethos acknowledges the potential of learners, parents and educators to bring about positive change, collaboration is privileged. *'Compliance with behaviour policies is a yardstick for success.'*
School capacity and capability	J.	Collective efficacy relates to perceptions of internal knowledge, skills and resources.	
Systems and policy drivers	K.	Different priorities exist for staff with inclusion of challenging learners seen as incompatible with attainment pressures	
Impact of parents	M.	Parents are described as partners or protagonists in causing or resolving problem behaviour which negates the realities of family lives.	P. **Narratives** Narratives are co-constructed in school, providing a common language and classification of the child with challenging behaviour and their family. Different narratives (empowering or disempowering) may be privileged by different types of educator, dependent upon school ethos and the cohesion of inclusion and attainment agendas in both policy and practice. *'He's so defiant. You know, and when he sees that somebody is doing something wrong he wants to mimic that, he wants to copy it and, and, and, take it to the next degree of wrongness.'*
Children constructed as problems	N.	Differences in whether educators describe the child or behaviour as the problem with dialogues of inherent intentionality common.	
Othering	O.	Classifying narratives create divisions between leaners, between parents/schools and between support staff/teaching staff.	

Discussion

My line of argument from the synthesis of qualitative research on teacher attitudes towards challenging behaviour has created a model with 4 inter-related constructs. This section will consider how educators think and feel about challenging behaviour, how they act towards learners displaying challenging behaviours, how they construct learners through language and how they are influenced by school ethos. To add warrant to these findings, relevant theory and research will be presented.

Personal-Professional Reasoning

Educators articulated that reflection on practice was a pre-requisite for inclusion. Some practices were seen to prevent learners from demonstrating positive behaviours by focusing upon control (Armstrong & Hallett, 2012; Broomhead, 2013a, 2013b; Grieve, 2009; Mc Keon, 2016; Orsati & Causton-Theoharis, 2013). As one educator describes, "Some teachers and some teaching assistants…get frustrated with the behaviours, they don't really see that maybe they are causing some of it" (Orsati & Causton-Theoharis, 2013, p. 521). Behaviours such as shouting were recognised as adding to the problem (Goodman & Burton, 2010). As highlighted by Geddes (2003) and Bombèr (2007) such reactions can exasperate problem behaviours in vulnerable learners. Taking a meta-perspective on their own behaviours helped them consider what might support a challenging child more effectively (Broomhead, 2013a; Grieve, 2009). The importance of a meta-perspective on one's own behaviour in relation to a child's actions is supported by Chachamu (2012).

Educators experienced a range of negative feelings which represent a professional 'risk'. This included a sense of inadequacy, fear and uncertainty, anxiety, apprehension, stress, pressure to support children and pressure not to pass on the problem to colleagues (Armstrong & Hallett, 2012; Burton & Goodman, 2011; Grieve, 2009; Orsati & Causton-Theoharis, 2013). Strong feelings attached themselves to learners rather than to the situation (Orsati & Causton-Theoharis, 2013). These findings fit with other research highlighting the psychological impact of challenging behaviours upon educators (Butler & Green, 2007; Klassen, 2010; Leadbetter & Leadbetter, 1993). Despite perceptions about complex behaviours, support staff had

responsibility but rarely felt recognition, e.g. "It's not seen as valuable. That's it. You don't feel valued" (Burton & Goodman, 2011, p. 138). An added frustration experienced is the assumption that educators have training to manage challenging behaviours (Grieve, 2009). This fits with the findings of The Carter Review (2015) regarding difficulties trainee teachers experience in managing behaviours. Impact on self-efficacy was also prevalent, "Teachers are feeling like failures" (Grieve, 2009, p. 175).

Some educators attributed challenging behaviours to unmet SEMH needs. Consequently, individualised holistic approaches were espoused as necessary (Burton & Goodman, 2011; Grieve, 2009; Mc Keon, 2016; Orsati & Causton-Theoharis, 2013). Recognition of unmet needs redefined their roles (Armstrong & Hallett, 2012; Grieve, 2009; Orsati & Causton-Theoharis, 2013) although some fellow educators did not accept this responsibility (Armstrong & Hallett, 2012; Broomhead, 2013a; Burton & Goodman, 2011; Mc Keon, 2016). Challenging behaviour was related to the social contexts of learners' lives, impacting on readiness to learn (see impact of parents below). Such attributions about behaviour are the inferences individuals make about causes of behaviours (Weiner, 1995, 1996). Poulou and Norwich (2002) suggest that 'an individual's decision to help a person in need is determined by his/her perceptions of the cause of the need' (p. 113).

Whilst some educators conceptualise challenging behaviour in relation to SEMH, they also acknowledge concern about negative perceptions of colleagues about support. This related to perceived judgements by work colleagues, parents and other learners. Inclusion of learners was framed as 'preferential' treatment, rather than differentiation for learners with a special educational need (Broomhead, 2013b; Goodman & Burton, 2010; Grieve, 2009). One educator comments that "Many parents of ordinary children get annoyed that these problem pupils are getting a better deal" (Grieve, 2009, p. 175). Research has highlighted the differences in educators' conceptualisation of 'special educational needs' and how these needs should be responded to (Avramidis & Norwich, 2002; Scruggs & Mastropieri, 1996). According to the theory of reasoned action (TRA), an individual's intentions to perform a given action are jointly influenced not only by positive or negative

judgments of performing an action (subjective norms) but also by their perceptions of what others may expect of them in a particular situation (Fishbein, 1979).

Relational Behaviours

Affective qualities and interpersonal skills (including the use of humour) drawn upon within educator-child engagement are recognised as having an impact on outcomes for challenging learners (Burton & Goodman, 2011; Grieve, 2009; Mc Keon, 2016; Orsati & Causton-Theoharis, 2013). Authentic educator-child engagement provides an opportunity to see learners as individuals rather than labels or deficits (Grieve, 2009; Mc Keon, 2016; Orsati & Causton-Theoharis, 2013) and attune to subtleties in mood and behaviour (Burton & Goodman, 2011). As one educator comments, "It's how a teacher responds and reacts. I mean if you were doing it rigidly then they'd be out of the school long ago" (Mc Keon, 2016). Tailored interactions enabled educators to build trust and engage in dialogue to clarify and support social-emotional needs of learners (Broomhead, 2013a; Burton & Goodman, 2011; Goodman & Burton, 2010; Orsati & Causton-Theoharis, 2013).

Central to the quality of relationality was the extent to which knowledge of children and families could be built. When this was constrained, educators would 'hazard a guess' (Armstrong & Hallett, 2012, p. 83) to explain challenging behaviour drawing upon limited indirect knowledge of families and/or SEN (Armstrong & Hallett, 2012; Grieve, 2009; Mc Keon, 2016). A lack of information could potentially compound confrontations in the classroom (Goodman & Burton, 2010) or lead to conclusions about clinically significant mental health issues (Armstrong & Hallett, 2012). Conversely, where educators made efforts to actively engage with families and wider community, they had knowledge to inform their responses (Broomhead, 2013a; Burton & Goodman, 2011). As one educator explains, "I think we need to understand the community before we make decisions" (Burton & Goodman, 2011, p. 140). Such findings fit with the position of Sayer, Beaven, Stringer, and Hermena (2013) who suggests that a sense of community fostered by schools can reduce delinquency.

Narratives

School discourses frequently placed the aetiology of problem behaviour outside the school gates (and therefore beyond their influence) and firmly within dysfunctional backgrounds. As one educator explains, "A lot of the problems are due to home background where we have very little influence" (Grieve, 2009, p. 175). Narratives of disengaged parents, negative parental influences, family breakdown, neglect and a lack of boundaries/support feature heavily within the accounts (Armstrong & Hallett, 2012; Broomhead, 2013a, 2013b; Goodman & Burton, 2010; Grieve, 2009; Mc Keon, 2016; Orsati & Causton-Theoharis, 2013). Whilst some educators viewed parents as the source of challenging behaviour, other educators (typically support staff) articulated the potential for parents to have a positive impact on their children's behaviour through home-school via collaboration (Burton & Goodman, 2011). It is argued that dominant narratives which pathologise families (particularly low income families) constrict reflection upon changes that need to be made within the system (Todd, 2007).

Many accounts describe the inherent intentionality of children which firmly places deviant traits within child (Burton & Goodman, 2011; Grieve, 2009; Mc Keon, 2016; Orsati & Causton-Theoharis, 2013). For example, "He's so defiant…he wants to copy it and…take it to the next degree of wrongness" (Orsati & Causton-Theoharis, 2013, p. 516). When problems are located within children, opportunities for educational success are limited as the very nature of the SEN becomes a justification for exclusion (Armstrong & Hallett, 2012; Broomhead, 2013b). Watson (2005) discusses the societal proliferation (often through the media) which theorises problem behaviour as being 'pupil initiated and voluntary' (p. 59). Watson suggests that such shared views create a 'stark reality' in which those children who will not (or 'wills not to') change then the only solution to the problem is exclusion (p. 59). Todd (2007) and Danforth (2007) argue that deficit language reduces opportunities to identify children's strengths in interventions to support them.

Classifying narratives create divisions between learners, between parents/schools and between support staff and teaching staff. This is described as a process of 'othering' whereby differentiating discourses lead to moral judgments of 'superiority and inferiority between in-groups and out-groups' (Dervin, 2016, p. 46). Comparative

discourse groups children into 'normal' learners and 'abnormal' learners (Broomhead, 2013b; Goodman & Burton, 2010; Grieve, 2009; Orsati & Causton-Theoharis, 2013). Terms such as 'them' or 'they' [the challenging learners] and 'them' and 'us', add to this differentiation. Division also exists between adults, either between support staff and teachers or between educators and parents (Burton & Goodman, 2011; Goodman & Burton, 2010). Youdell (1996) explored labelling in schools and found that discourses of good and bad learners become meaningful through 'multiple discourses' (p. 94) which she suggests categorises some as impossible learners.

School Ethos

An integral aspect of school ethos is the collective views about school capacity and capability to manage challenging behaviour. Inclusion is viewed as dependent upon availability of additional resources (knowledge, time or professional skills such as EP involvement or qualifications), rather than the utilisation of existing skills (Armstrong & Hallett, 2012; Grieve, 2009; Orsati & Causton-Theoharis, 2013). For example, one educator commented that "this can only be implemented if there is full-time support for every pupil who requires it" (Grieve, 2009, p. 175). Processes which exclude learners from the classroom and/or initiate specialist placement could therefore be justified on this basis of this lack of capacity and capability (Grieve, 2009; Orsati & Causton-Theoharis, 2013). Conversely, other educators recognised capacity to deal with challenging behaviour by reflecting upon their own approaches and experiences, through observation of colleagues and through supervision (Broomhead, 2013a; Goodman & Burton, 2010; Mc Keon, 2016).

Brophy and Rohrkemper (1981) found that teachers' confidence in bringing about positive change for learners with emotional and behavioural difficulties was dependent upon accessibility of help from other adults and support services. The need for technical assistance was also reported as a requirement by teachers in Lloyd, Kauffman, Landrum and Roe's (1991) study of their handling of difficult social behaviour. Gibbs and Powell (2012) suggest that a critical psychosocial source for individual teacher efficacy beliefs resides within school ethos. Shared beliefs in the collective efficacy of school staff in managing challenging behaviour can arise from

dialogue and discourse between educators (Goddard & Goddard, 2001; Tschannen-Moran & Barr, 2004).

Priority is often given to a systems-driven commitment to attainment, arising from the assessment of schools and those in positions of leadership (Armstrong & Hallett, 2012; Broomhead, 2013b; Goodman & Burton, 2010). Whilst behaviour policies espouse formulaic responses to a homogenous group of learners, SEN policy requires educators to make amendments to practice (Mc Keon, 2016). Educators in Orsati and Causton-Theoharis's (2013) study suggest that formulaic practices focus predominantly on penalty (typically exclusion). However, other educators recognised the importance of reward (praise) enabling learners to "feel good to make them actually do good" (Goodman & Burton, 2010, p. 228). Common practices restricted such approaches where children should fit the system (Grieve, 2009). If behaviours could not be controlled, outcomes for learners were defined by senior staff through processes which excluded those who know children best (support staff) (Burton & Goodman, 2011).

The need for power and control is seen as the privilege of educators with learners conceptualised as intentionally trying to damage accepted power dynamics by being oppositional (Armstrong & Hallett, 2012; Broomhead, 2013b; Grieve, 2009; Orsati & Causton-Theoharis, 2013). Learners displaying challenging behaviour are therefore threatening systems of control by "constantly finding new ways to challenge the system" (Armstrong & Hallett, 2012, p. 83). An act of challenging behaviour is therefore far more than a misdemeanour but a direct challenge to the 'teacher-student hierarchy' (Orsati & Causton-Theoharis, 2013, p. 520). However, some educators' accounts suggest a school ethos which actively encouraged the reduction in power dynamics between educators, parents and learners (Burton & Goodman, 2011) along with strategies to help learners experience control so that "automatically, he's got some responsibility" (Goodman & Burton, 2010, p. 231).

To position these findings within the psychological literature, Human Givens psychology (Griffin & Tyrrell, 2003) suggests that the need for autonomy and control is an emotional need that should be met in order to secure emotional well-being. This intrinsic need for autonomy is also articulated within Self-Determination Theory

(SDT Ryan & Deci, 2000) in relation to human motivation, along with the need to experience competence and relatedness. According to SDT, where these needs are unsupported within a social context, the impact on well-being is likely to be detrimental. This might suggest that educators' propensity to reduce any sense of control through exclusion from the classroom is likely to increase the likelihood of more challenging behaviours.

Conclusion

This paper explored qualitative accounts of teacher attitudes towards challenging behaviour. Value is placed on individual construction of meaning. Whilst acknowledging that the process of meta-ethnography involves a degree of subjectivity I have attempted to demonstrate how the line of argument developed. Warrant for this has been provided by drawing upon research and theory. The synthesis has acknowledged the significance of what educators think and feel, how educators act, how they influence and are influenced by discourse about children, families and other educators, and the context in which they work. I suggest these factors are inter-related, with a dual role in supporting or restricting the inclusion of children with challenging behaviours.

In the context of increasing exclusion rates for vulnerable learners along with unprecedented rates of teacher attrition, the findings offer a number of implications for Educational Psychologists (EPs). Fundamentally, EPs should seek to unpick the attributions educators are making about challenging behaviour and identify opportunities to help reframe children's behaviour. Drawing upon relevant psychology may reduce the personalisation of challenging behaviour, encourage more relational behaviours and counteract negative narratives. Systemic work with groups of educators may also remove individual responsibility to manage 'challenging behaviour' and create a team around a child. This may also help create dialogic space to co-construct new understandings of challenging behaviour and reflect upon practice (see Figure 2).

The subjectivity of this synthesis could be seen as a potential limitation. It is acknowledged that I am intimately involved in the synthesis and that results and

judgements and biases may therefore be inherent in the emergent line of argument (Noblit & Hare, 1988). Others may therefore explore the same area but derive a different line of argument. I take a similar stance to other researchers in that I have not attempted to propose a particular 'truth' as this is not the purpose of meta-ethnography (Britten et al., 2002; Noblit & Hare, 1988).

The new CoP (DfE 2015b) links challenging behaviours and potential SEMH needs. However, the majority of papers selected for this synthesis were written prior to the new CoP. Future research could explore educator efficacy (both individual and collective) in responding to behaviour as a SEMH need. Such views were perhaps too early to capture at time of writing. Nevertheless, this paper has demonstrated that understanding teacher attitudes is a first step in developing our practice to support both educators and learners with the challenges that face them.

Chapter 2: Bridging document. The Journey from the Meta-Ethnography to Empirical Research

Introduction

This chapter attempts to provide a first person account of the journey taken from the meta-ethnography findings to the design and delivery of my empirical research. Acknowledging my role in the research process, attention is paid to personal experiences and values, alongside my ontological and epistemological stance. By making my stance clear, I aim to provide a more critical reflection of my role as a researcher.

Moving forward from the Meta-ethnography findings

Findings from the meta-ethnography highlight a number of factors which serve to facilitate or inhibit inclusion of learners who present with challenging behaviour. The synthesis acknowledges the significance of Personal-Professional Reasoning, Relational Behaviours, Narratives about children, families and other educators and School Ethos. Whilst acknowledging a degree of inter-dependence between these factors, it was important to create a specific research focus which builds upon and adds value to my findings and current literature. As described in Chapter 1, challenging behaviour may have negative and pervasive outcomes for both learners and educators alike so further exploration of how educational psychology might mitigate against these outcomes is warranted.

Reflecting upon the attitudes of educators within the meta-ethnography, what particularly resonated with me was the degree of variation in how challenging behaviours were understood and the extent to which educators felt able to respond to its presentation within the classroom. It was also interesting to note the variation not just between schools but within them (specifically between role types). An interest in co-constructing new understandings of challenging behaviour with educators was established. Notably, it was difficult to gain any sense of a theoretical or conceptual framework underpinning educators' understanding of challenging behaviours (despite the fact that some of them did make a connection to emotional needs). Without this, the risk of personalising behaviours and attributing behaviours

to child and family deficits appeared to be more likely. Further consideration of approaches to reframe such behaviour therefore seems a valid research journey.

Linking findings to personal experiences

I have been both an educator responsible for the management of challenging behaviour within a BESD unit and a Trainee Educational Psychologist (EP) helping to support children who display such behaviour. As a Trainee EP I have experienced challenges in balancing the complex and sometimes conflicting needs of educators and learners (Roffey, 2016). Such complexity often appears rooted in the difficulties educators experience in conceptualising behaviour as a potential Social, Emotional and Mental Health (SEMH) need. Rather than criticise educators for this, I feel that we require some reflexivity in how we support educators to make this link. Within my own service, the Human Givens (HG) emotional needs approach (Griffin & Tyrrell, 2003) has been well received within a Pupil Referral Unit (PRU) to help educators understand behaviour as a potential reflection of unmet emotional needs. Nevertheless, I view the lack of early intervention with learners at risk of exclusion as a missed opportunity. Within my own Local Authority (LA), learners entering the PRU rarely made a successful transition back to mainstream.

It is acknowledged that there is a number of needs-based theories which may be drawn upon within EP practice (see below, for example page 50). However, the HG emotional needs approach has personal and professional resonance because of its accessibility as a psychological model for schools. Despite a limited evidence base for the Human Givens emotional needs approach, it is congruent with my view that challenging behaviour has meaning and is often a form of communication (Chachamu, 2012). As such, I feel it offers an alternative to more behaviourist approaches drawn upon by my fellow educators to control problem behaviour (Slee, 2015). Classroom consequence boards, fixed-term exclusion, managed moves and permanent exclusions are often the default strategies utilised within my LA to manage challenging behaviour. As my own experience suggests (along with the research highlighted in Chapter 1), such approaches can be detrimental to both teacher and learner well-being. In my opinion, this is a direct consequence of restricting relationality in the classroom and constriction of dialogic space (Wegerif, 2008) through which challenging behaviour can be understood.

Slee (2015) highlights a common assumption that compliant behaviour is the ultimate pre-requisite for learning. I suggest that for vulnerable learners, supporting SEMH through emotionally responsive interactions is an equally important pre-requisite for learning (Bombér & Hughes, 2013). As frequently articulated, Educational Psychologists have a unique opportunity to move forward in their use of analytical tools and theories when applying psychology to education (Booth & Coulby, 1987; Galloway & Goodwin, 1987; Slee, 2015). This research aimed to harness this opportunity by drawing upon the HG emotional needs approach to help educators reframe their constructions of challenging behaviour and embed some reflexivity in how they support learners and each other.

Research for Change

Undoubtedly I have been motivated to carry out this research having worked alongside so many vulnerable young people for whom exclusion represents another significant rejection. Similarly, I understand the frustration educators feel in finding themselves at a professional intersection of inclusion, behaviour management policies and the drive for increasing academic standards (Ball, 2003; Evans, Harden, & Thomas, 2004; Mortimore, 2013). Such conflicting priorities perhaps give one explanation of why short-term segregation from the classroom often becomes permanent for those learners deemed challenging (Parsons, 2009). It is therefore important that my research opportunity seeks to bring about positive change for both learners and educators.

As Robson (2002) suggests, problem solving via research may range from the purely theoretical to the practical. By exploring potential affordances of the HG approach emotional needs approach in co-constructing new understandings of challenging behaviour, I hope to 'use this understanding to suggest ways in which desirable change might take place and perhaps to monitor the effectiveness of these attempts' (Robson, 2002, p. 7). I believe the HG approach provides an organising psychological framework to help educators understand and reflect (together) upon the emotional needs of learners, and the extent to which they are supporting these needs. This may bring about more inclusive relational responses to behaviour and provide evidence for the utility of earlier intervention for at risk learners.

Underpinning Psychology

HG is a psychological theory which takes a holistic approach to human functioning and well-being (Griffin & Tyrrell, 2003). Physical needs that are fundamental to survival (food, shelter, warmth and sleep) are seen to be intricately bound with a range of pre-programmed emotional needs which have evolved over time (See Box 1). To have our emotional and physical needs met, nature is seen to have gifted us with an internal guidance programme. It is this programme of innate resources (See Box 2), together with our needs which combines to make up the Human Givens (Griffin & Tyrrell, 2003). Emotional needs are seen to create distinctive psycho-biological states which drive behaviour. According to the authors, when our emotional needs are not met, we experience some form of distress or mental health issue (such as anxiety, anger or depression). This expression of distress, in whatever form it takes, can significantly affect those around us. In children, such distress can often be articulated through challenging behaviour (Chachamu, 2012).

The HG approach aligns with a number of other needs-based theories which reside in the humanistic school of thought (Glasser, 1999; Maslow, 1943; Rogers, 1951; Ryan & Deci, 2000). Humanistic psychology places a central emphasis on personal growth and the authentic self. It contrasts to other forms of psychology such as psychoanalysis and behaviourism which are seen to orientate towards pathology (Boniwell, 2008). Humanistic psychologists could be seen as philosophic proponents of Eudaimonia by emphasising the significance of achieving the best conditions for human well-being (Boniwell, 2008). In this sense, the Humanistic school of thought promotes beliefs about what it means to be human by focusing upon individual needs, potential for change and progression toward self-actualisation (Peterson, 2006).

Maslow's Hierarchy of Needs Theory (1943) is a description of the needs that motivate human behaviour. Maslow's theory essentially describes the needs that all humans have and presents these as a hierarchy through which these needs are organised. He proposed five interdependent levels of human needs (motivators) that must be satisfied in a strict sequence starting with the lowest level of physiological needs. Maslow introduced the idea that until basic needs are met, individuals can't

engage with meaning and spirituality (self-actualisation). Carl Rogers (1951) agreed with Maslow's main assumptions in relation to self-actualisation though he extended his theory to suggest that the development of an individual's self-concept and growth toward self-actualisation is connected to the need for positive regard from others and the need for positive self-regard (or self-worth). Both factors were viewed tenets of psychological health. Rogers also suggested that environments and relationships which provide genuineness, acceptance and empathy can support these needs.

Glasser (1999) made a similar contribution, suggesting through his Choice Theory that we are innately driven to satisfy five basic needs: survival, love and belonging, power, freedom and fun. Glasser's idea that the only person whose behaviour we can control is our own resonates with me and underpins my focus upon educators, rather than the child, within the empirical research. Similarities also exist between HG and Self-Determination Theory (SDT) (Deci & Ryan, 2002). This proposes three innate psychological needs: competence, autonomy and relatedness. Whilst there is some congruence between the needs suggested in the HG and SDT theory (such as automomy), I believe that the HG emotional needs approach offers a more accessible theory with which to understand emotional needs and a learner's communicating behaviour. One of my core values as a developing EP is that psychology should be made accessible to those we work with (Burden, 1996; Miller, 1969).

Box 1: Griffin & Tyrrell's (2003) 9 Innate Emotional Needs

Security: A sense of being in safe territory without experiencing excessive fear or threats.

Autonomy and control: Having volition to make responsible choices about our lives.

Status: Being accepted and valued in the various social groups we belong to.

Privacy: Time and space enough to reflect on and consolidate our lived experiences.

Attention: Receiving attention from others, but also giving it; a form of essential nutrition that fuels our development.

Connection to the wider community: Interaction with a larger group of people and a sense of being part of the group.

Intimacy or emotional connection: Friendship, love, intimacy, fun with others.

Competence and achievement: Feeling that we are developing skills to meet life's demands.

Meaning and purpose: Stretching oneself in what we do and think in order to achieve meaningful goals.

Box 2: Griffin & Tyrrell's (2003) 6 Innate Resources

A complex long term memory: Enabling us to add to our innate knowledge and learn.

Imagination: enables us to focus our attention away from our emotions and problem solve more creatively and objectively.

A conscious, rational mind: This can check out emotions, question, analyses and that can plan.

Ability to 'know': Understanding the world unconsciously through metaphorical pattern matching.

An observing self: that part of us which can step back, be more objective and recognise itself as a unique centre of awareness apart from intellect, emotion and conditioning.

A dreaming brain: preserving the integrity of our genetic inheritance every night by metaphorically defusing emotionally arousing expectations not acted out the previous day.

Ontology and Epistemology

As Willig (2013) suggests, all research questions are underpinned by a set of ontological and epistemological assumptions through which the research methodology will ultimately be orientated. According to Grix (2002), understanding the ontological and epistemological positions of a researcher allows the reader to make an informed assessment of any presented methodology and research findings. A researcher's ontological position is their answer to the question 'what is out there to know about' (Grix, 2002, p. 175) in reference to the nature of social and cultural reality. This research takes a realist ontological position to knowledge generation

which makes the assumption that 'there are processes of a social and/or psychological nature which exist and which can be identified.' (Willig, 2013, p. 15). Epistemology reflects a researcher's stance on 'what and how can we know about it' (Grix, 2002, p. 175) and is therefore concerned with the knowledge gathering process. This research takes a relational epistemological stance.

The wording of my research question suggests the existence of an identifiable phenomenon of learner behaviour that exists independently to educators' perceptions or knowledge of it. It also assumes the existence of HG theory as a psychological approach. For these reasons, the research question can be described as having realist assumptions, underpinned by an expectation that behaviour and HG will be experienced differently by the participants of the research. This view is reflective of a critical realist stance, (rather than naïve realism) in that it does not claim to be a direct reflection of the real world. Rather it suggests the necessity of data interpretation to further understanding. Critical realism fits can allow an interpretivist methodology because it acknowledges that there may be multiple subjective views of objective reality (Larkin, Watts, & Clifton, 2006).

Methodology

Methodology should be informed by a researcher's ontological and epistemological stance (Willig, 2013). As a range of educator perspectives was of central interest to the potential affordances of a HG emotional needs approach, an idiographic qualitative approach was taken utilising Interpretive Phenomenological Analysis (IPA Smith, Flowers, & Larkin, 2009). IPA has been selected as an approach for several reasons. IPA is concerned with understanding personal lived experiences and enables an exploration of a participant's 'relatedness to, or involvement in, a particular event or process' (Larkin et al., 2006, p. 117). Willig (2013) goes further to suggest that the objective of IPA is to provide an insight into participants' thoughts and beliefs. IPA affords the opportunity to approach the data generated in a more speculative way by thinking about 'what it means for the participants to have made these claims, and to have expressed these feelings and concerns in this particular situation (Larkin et al., 2006, p. 104).

IPA attempts to produce information about what and how participants think about the phenomena under investigation. It recognises that understanding requires interpretation from the researcher on the sense making of others. It therefore involves a double hermeneutic because the researcher is trying to make sense of what the participant is making sense of (Smith et al., 2009). The research exercise in IPA is a dynamic process. Whilst there is an effort to get close to the participants social world, it is not possible to do this directly or entirely. This is because access to this world is dependent upon and influenced by the researchers' own conceptions. It is this acknowledgement of the role of the researcher and the influence that this has on findings which I feel offers a more critically reflexive position (see below) compared to other phenomenological methods such as Grounded Theory, Discourse Analysis and Narrative Psychology.

Reflexivity and Ethicality

When engaging in empirical research, it is important to consider its ethical implications within the research, particularly when research involves potentially vulnerable groups (Robson, 2002). It is also important to consider all aspects of the research from the participants' standpoint and others who may be affected by the research. These considerations have been central to the development of this empirical research. I have worked pro-actively to ensure that the potential benefits of this research outweigh any risks in line with the advice given by the British Psychological Society's Code of Human Research (British Pychological Society, 2014). Further details of ethical considerations in relation to the participants are given in Chapter 3.

Whilst this research was focused upon educators, the HG emotional needs process was centred round 'Toby' - a Looked-After Child (LAC) at risk of exclusion. Whilst it is recognised that Toby did not play an active role, effort was made to ensure his involvement was explained to him and he was given the opportunity to opt out of the process. In accordance with the British Psychological Society's Guide on Human Ethics, Toby was given 'ample opportunity to understand the nature, purpose and anticipated outcomes of any research participation, so that they may give consent to

the extent that their capabilities allow'(British Pychological Society, 2014, p. 31). The readability of the information given to Toby was checked and he was given the opportunity to ask any questions he had about the research. Additional consent was obtained from Toby's Carers'. It is acknowledged that Toby's indirect involvement in this research may have lessened child voice more than I would have liked.

More generally, I have attempted to embed reflexivity throughout the research journey and have been guided by the advice of Robson (2002) in identifying areas of potential research bias. As a researcher in practice, I acknowledge that my own practice preferences (e.g. utilising graphics), values, background and socio-economic status may have influenced the design of this study. As this empirical research is based on a current piece of educational psychology casework, I am also mindful of potential role conflicts, i.e. Researcher versus Educational Psychologist.

Summary

This Bridging Document has provided an opportunity to link the findings of the meta-ethnography to the empirical research detailed in Chapter 3. These include the specific influences upon the development of the research focus – personal experiences and values, ontology and epistemology and psychological theory. I have also noted some issues of reflexivity and ethicality in relation to the child at the centre of this research. These issues are further explored within my empirical research, presented in Chapter 3. Ultimately, this research aims to provide a deeper level of insight into the experiences of educators' trialling the HG approach. It is hoped that as an Educational Psychologist, this may enable me to apply psychology within schools which has efficacy for both educators and learners, whose needs often appear to be in conflict.

Chapter 3: In what ways can the Human Givens approach support educators in co-constructing new understandings of challenging behaviour?

Abstract

School exclusions of vulnerable learners, including Looked-After Children, represent a significant challenge to social justice. Excluded learners may go on to experience pervasive negative outcomes including poor mental health. Paradoxically, the new Special Educational Needs and Disabilities Code of Practice (2015) suggested a possible link between challenging behaviour and social, emotional and mental health (SEMH). However, the articulation of this link in school practice is varied which has implications for Educational Psychologists in supporting inclusion.

It was suggested that a Human Givens approach offers an opportunity to support educators in co-constructing new understandings of challenging behaviour. Human Givens offers a conceptual framework with which to interpret behaviour from a SEMH needs perspective.

Within this piece of qualitative research a Head Teacher, School SENCo, Class Teacher and Teaching Assistant from one North-East primary school took part in a collaborative Human Givens meeting to plan support for a Looked-After Child at risk of exclusion.

All professionals involved participated in semi-structured interviews to explore the efficacy of this approach. Interpretative Phenomenological Analysis was used, resulting in 4 master group themes relating to overarching concepts of Andragogy, Reflection, Connection and Informed Action. These findings are discussed in relation to other psychological research. Implications for applied Educational Psychologists (EPs) are also presented.

The findings suggest that with ongoing support, the Human Givens emotional needs framework has potential to foster inclusive practices by helping educators to explicitly link psychology to school pedagogy. It is concluded that with support from EPs the Human Givens approach offered educators a transformative organising framework with which to understand behaviour and their relationship to it, differently.

Introduction

Moving forward from the findings of the Meta-ethnography

Interest in the current empirical study arose partly from the findings of the meta-ethnography (Chapter 1). My own professional journey as an educator and Trainee EP also influenced the design of this study (Chapter 2). By synthesising qualitative research on teacher attitudes the significance of personal-professional reasoning; relational behaviours; narratives and school ethos was highlighted. Such factors may serve to either support or restrict inclusionary practices and have thereby influenced the design of this intervention-based study. Whilst acknowledging a degree of inter-dependence between these constructs, it is important to create a specific research focus which builds upon and adds value to the findings of the meta-ethnography.

Constructions of challenging behaviour

Chapter 1 highlighted a broad range of attitudes towards challenging behaviour and perceptions of aetiology. For some, notions of learner-deficit and inherent intentionality are significant, whereas others attribute behaviour to unmet needs, both emotional and social. As Macleod (2010) suggests, disruptive or challenging behaviour is 'a social event that will have meaning(s) for the individual and be made sense of by those around him or her in different ways' (p. 95). As exclusions in the UK continue to rise (DfE 2017), particularly within primary education and vulnerable groups such as Looked-After Children (LAC), EPs arguably have a critical role in helping educators understand and support learners displaying challenging behaviour. As already detailed, those who go on to be excluded often face a pervasive range of disadvantage, directly challenging a social justice agenda (Macleod, 2006).

Slee (2015) calls for critical scrutiny in the underpinning psychological approaches we draw upon. It is argued that too frequently, these approaches emerge from behaviourist or cognitive-behavioural frameworks which focus attention on changing the child rather than adult responses (Fleer & Hedegaard, 2010; Slee, 2015). Without reflexivity in frameworks we draw upon to support schools EPs could be

complicit in promoting approaches which exacerbate problem behaviour in the most vulnerable (Geddes, 2006; Roffey, 2013). As Sugai and Horner (2006) suggest, learners with the most severe problem behaviours are least responsive to behavioural approaches with consequent decline in behaviour rather than improvement. Gable, Hester, Rock, and Hughes (2009) argue such approaches undermine the integrity of learner-educator relationships.

Moving 'challenges' forward using the Human Givens emotional needs framework

Whilst Government articulates the need for early intervention for those displaying challenging behaviour, no clear guidance about this aim is offered (Cole, Daniels, & Visser, 2003). Furthermore, whilst educators are now encouraged to understand behaviour as a potential reflection of SEMH (DfE 2015b) policy continues encouraging educators to respond to challenging behaviour through punishment, sanctions and regulation (DfE 2016). Furthermore, educators articulate that there are gaps in their understanding and confidence in dealing with SEMH, influencing the support they feel they can provide (Danby & Hamilton, 2016; Graham, Phelps, Maddison, & Fitzgerald, 2011). The crucial role of staff development to help educators respond to the complexity of challenging behaviours has been highlighted within the new CoP (DfE 2015b). Like Yates and Atkinson (2011), I suggest that Griffin & Tyrrell's Human Givens (HG) approach (2003) provides educators with an accessible model with which to understand emotional needs, enabling them to plan appropriate pedagogical support.

HG is a psychological theory which takes an holistic approach to human functioning and well-being (Griffin & Tyrrell, 2003). The HG approach proposes a practical organising framework to support understanding of what individuals, families and societies require to be mentally healthy (Yates & Atkinson, 2011). This organising framework was developed in response to the extensive range of techniques and insights available within counselling and psychotherapy, by focusing upon the fundamental principles of what it means to be human. HG theory suggests that all individuals have a specific set of innate emotional needs and resources (see Chapter 2). When these needs are not sufficiently met the outcomes are emotional distress

and mental health difficulties (Griffin & Tyrrell, 2003). As such, challenging behaviour could be seen as a communication of unmet emotional needs (Chachamu, 2012). Accordingly, the role for educators is to ensure the school environment and learner-educators relationships actualise the meeting of any unmet needs. This approach therefore offers a bridge between educational and psychological perspectives on the relationship between SEMH and challenging behaviour. Ultimately this may help to counteract negative narratives of deviance and disorder and empower staff within a shared dialogic framework of SEMH needs.

HG offers one particular model of emotional needs and therefore provides a subjective judgement about the significance of particular aspects of our emotional lives. The 9 areas of need proposed by Griffin and Tyrrell (2003) vary from other needs-based models of emotional well-being (Glasser, 1999; Maslow, 1943; Rogers, 1951; Ryan & Deci, 2000). As a relatively new theory, the empirical evidence base for HG is limited in terms of peer reviewed literature and clinical studies. As the HG approach has mainly been applied within the field of psychotherapy, current evidence on effectiveness is typically derived from this field. Such research has indicated promise as a therapeutic approach ((Andrews, Wislocki, Short, Chow, & Minami, 2013). Research specifically exploring the validity and reliability of the HG emotional needs framework (as a specific feature of the HG theory) is also limited although some exploratory research does suggest that quality of life and mental ill-health is related to how well the 9 areas of emotional needs proposed by Griffin and Tyrrell (2003) are met (Tsaroucha, Kingston, Corp, Stewart, & Walton, 2012). The effectiveness of the HG emotional needs approach as a means of supporting challenging behaviour in schools is yet to be researched.

However, a lack of evidence-based practice should not detract us from establishing useable practice-based evidence (Fox, 2011). Whilst the HG approach has a smaller evidence base than other interventions, we should not become overly focused upon 'what has been shown to work' (B Norwich & Eaton, 2015, p. 127). However, some limited research utilising the HG approach in school has shown some promise. Yates and Atkinson (2011) used the HG approach as a therapeutic intervention in school with three young people with SEMH needs. The authors concluded that HG has potential utility at a systemic school level. Atkinson and Hales (2009) reported that

the emotional needs framework offered by Griffin and Tyrrell (2003) allowed useful consultations with school staff about how support could be facilitated to meet the needs of vulnerable young people.

Study Aims

The present study aims to build upon the work of Yates & Atkinson's (2011), Atkinson & Hales' (2009) and other authors' work in utilising a HG emotional needs approach within a school context. This will hopefully illuminate this approach's affordances in supporting a young learner at risk of exclusion as a consequence of challenging behaviour. In doing so, this research ultimately aims to bring about systemic change in the way schools understand and respond to children displaying challenging behaviour – opening up the possibility for exclusionary practices to be circumvented. The following study aims to build upon the findings of the meta-ethnography and my own epistemological stance as a researcher by attempting to answer the following question:

- **In what ways can the Human Givens approach support educators in co-constructing new understandings of challenging behaviour?**

Method

Through this empirical research I aim to illuminate different perspectives within this intervention-based study. Any claims may therefore be bounded by the group studied. Some extension of claims may be considered through 'theoretical generalizability, where the reader of the report is able to access the evidence in relation to their existing professional and experiential knowledge' (Smith et al., 2009, p. 4). Furthermore single subject designs such as this can provide insights into both the mechanisms of a particular intervention and that intervention's effects (Gulliford, 2015).

Context

The research took place within a primary school in a coastal area in North East England. This area is economically challenged and geographically isolated within the UK and North East. The school is itself situated in a relatively more affluent area in comparison to other schools in the area. Levels of special educational needs are comparatively low, particularly regarding children with social, emotional and mental health difficulties (SEMH). Educational Psychologist (EP) involvement was instigated by the LA's Looked-After Children (LAC) Manager.

Participants

As detailed in Chapter 2, this study utilises Interpretative Phenomenological Analysis (IPA) as proposed by Smith et al. (2009). An idiographic approach, IPA is concerned with understanding specific phenomenon in specific contexts. Consequently, IPA research often involves small participant numbers offering detailed accounts of individual experiences (Smith et al., 2009). IPA recommends that participants are recruited on the basis that they can provide 'a particular perspective on the phenomenon under study' (Smith et al., 2009, p. 49). Sampling was purposive – all participants are involved in direct support work in school. Four educators from the school (Head Teacher, Class Teacher, Teaching Assistant, SENCo) agreed to take part in a collaborative problem solving session (utilising a HG emotional needs

framework) and subsequent interviews, together with a Senior Educational Psychologist (EP). This purposeful selection helped to ensure that any co-constructed understandings were generated from educators with different roles and power/influence within the school. Participants were one male and four females with a broad range of teaching experience. In addition to the EP, only one participant had experience of complex challenging behaviour risking exclusion.

Collaboration within a Research Process

Given the emotive nature of managing challenging behaviour in this school and pressure currently facing all participants, I decided that a collaborative research in the form of Participatory Action Research (PAR) would place too much pressure on those involved. PAR involves participants as co-researchers and co-decision makers in various aspects of the research process (Baum, MacDougall, & Smith, 2006). Participants were consequently asked to collaborate within a research project using the HG approach collectively, rather than collaborate on the research per se. The collaborative intervention drawn upon has similarities to the Farouk (2004) process of consultation whereby a collaborative working group is established around the child, with the aim of facilitating change.

Some adaptions were made to Farouk's model in that the group was facilitated by a Senior EP and Trainee EP (me). Collaborative problem solving of this nature provides an opportunity for participants to enrich their understanding through reflection upon their own and others' experiences (Savery & Duffy, 1995). To facilitate the process, a HG graphic of emotional needs was used (see Appendix 1). To help educators connect these needs to practice, four additional areas were incorporated into the graphic. These were 'what's working well?', 'areas for development', 'ways forward' and 'next steps'. Taylor-Brown's (2012) research (unpublished) highlighted that visual representations within meetings may help reduce power imbalances, encourage participation across different groups and improve accessibility.

Interview Procedure

In terms of devising a data generation method, IPA is suited to a procedure which can 'offer a rich, detailed, first-person account' (Smith et al., 2009, p. 56). Following the HG meeting, interviews were carried out individually and privately in a quiet space within school to enhance opportunities for participants to talk openly. A semi-structured interview procedure was created, designed to build upon and reflect the findings of the Meta-ethnography alongside current policy and research. Question formulations were open rather than closed and additional prompts were used to extend and deepen the discussion (Tables 6 & 7). Interviews lasting 40 - 55 minutes were recorded using a Dictaphone and transcribed verbatim. To preserve participant anonymity of all involved, all names used here are pseudonyms and any information that may identify individuals or organisations has been removed.

Table 6: Educator semi-structured interview

Question Type	Semi-Structured Interview Questions	Rationale
Descriptive	Can you tell me about your experiences of dealing with Toby's behaviour prior to the Human Givens session?	To explore changes in thinking from before HG to now.
Narrative	Prior to our session, what influenced your responses to Toby's behaviour? *Follow up: What/Who/How?*	To unpick what impacts on their responses.
Contrast	Prior to our session, how would you describe Toby to your colleagues? *Follow up: What about now?*	Identify changes in narratives or generalisations.
Comparative	What else has changed for you since exploring Human Givens thinking? *Follow up: Could you give me examples of what might be different in terms of your thinking, feelings and your actions?*	Identify application of learning and resonance of the HG approach.
Evaluative	How did it feel using the Human Givens approach to understand Toby's behaviour? *Follow up: Can you tell me a bit more about that? What else could help?*	Explore any ethical considerations of using HG in terms of emotional impact.
Evaluative	Sometimes what we learn in one place has an impact on another. Did you notice something like that? *Follow up: If you want to, can you tell me about this?*	Potential for generalizability and impact on practice.
Comparative	What opportunities do you feel the session on Human Givens offered? *Follow up: What positive effects might these have?*	Explores opportunities in relation to the school context.
Evaluative	What challenges do you anticipate in using this approach? *Follow up: How could these challenges be addressed?*	Explores restrictions within the school context.
Prompt	Is there something else you would like to tell me/talk about?	Opportunity for share any other perspectives on their experience of HG.

Table 7: Educational Psychologist Interview

Question Type	Semi-Structured Interview Questions	Rationale
Descriptive	Can you tell me about your experiences of supporting schools with challenging behaviour prior to your training in Human Givens psychology?	To explore changes in thinking from before HG to now.
Narrative	Prior to this training, what influenced your responses to schools dealing with challenging behaviour? *Follow up: What/Who/How?*	To unpick what influences psychological approaches draw upon.
Contrast	After training, what changed in how you describe and support challenging behaviour? *Follow up: What about before?*	Identify changes in narratives or generalisations.
Comparative	What else has changed for you since exploring Human Givens thinking? *Follow up: Could you give me examples of what might be different in terms of your thinking, feelings and your actions?*	Identify application of learning and resonance of the HG approach.
Evaluative	How did it feel using the Human Givens approach to help school staff understand Toby's behaviour? *Follow up: Can you tell me a bit more about that? What else could help?*	Explore any ethical considerations of using HG in terms of emotional impact.
Evaluative	Sometimes what we learn in one place has an impact on another. Did you notice something like that? *Follow up: If you want to, can you tell me about this?*	Potential for generalizability and impact on practice.
Comparative	What opportunities do you feel the session on Human Givens offered? *Follow up: What positive effects might these have?*	Explores opportunities in relation to the school context
Evaluative	What challenges do you anticipate in using this approach? *Follow up: How could these challenges be addressed?*	Explores restrictions within the school context.
Prompt	Is there something else you would like to tell me/talk about?	Opportunity for share any other perspectives on their experience of HG.

Ethical Considerations

Full ethical approval was obtained from Newcastle University, prior to the commencement of this empirical research. Continuous reflection on ethical implications was an integral part of the research process with guidance provided from research supervision and the British Psychological Society's Code of Human Research Ethics (BPS 2010).

Study Information and Consent

Study details were presented verbally and as an information sheet, which included a consent form. Consent was obtained from the young person's carers' (Appendix 2). The young person's consent was also obtained and regarded as paramount to the process (Appendix 3). Consent was obtained from the Head of Children's Services, given that the child central to the Human Givens session was Looked-After (Appendix 4). Consent was obtained from the 4 educators who completed semi-structured interviews (Appendix 5) and Educational Psychologist (Appendix 6).

Confidentiality

The young person, carers' and all research participants were informed prior to data generation that personal information would remain confidential and that they would not be identifiable within the research report. The interview recordings were stored in a secure place and password protected. These were destroyed after the deadline given to participants had passed.

Risk and Right to Withdraw

Any potential emotional and psychological impact of this process on the participants was addressed within the briefing and consent information. Given the young person's previous life experiences and potential for personal reflection it was important to acknowledge a potential emotional risk of participation. I watched for any verbal or non-verbal expressions of discomfort and 'checked in' to ensure everyone was comfortable to continue with the HG session and interviews. Educators were reminded of their right to withdraw prior to the interview and up to one month following the interview date. They were informed that there was no

obligation for them to take part or answer the questions asked. Participants were provided with a debrief sheet (Appendix 6) and given the opportunity to ask any questions or request further support at the end of the interviews.

Follow up

At the interview's end, participants were asked if they would like a courtesy follow up email after two months to enable them to provide feedback on the opportunities and challenges of embedding the HG approach. Whilst these responses are not included in the analysis, an example is provided in Appendices 7 & 8. A summary of the stages of the empirical research process is provided in the following flowchart.

Figure 3: Empirical Research Process Flowchart

Child at risk of exclusion referred to Educational Psychology Service by Looked-After Children's (LAC) Manager.

Educational Psychologist (EP) responsible for LAC offers child's school and Local Authority opportunity to participate in collaborative problem-solving session drawing upon the Human Givens approach.

Request made by the EP to evaluate session as an empirical research project.

Additional information about the Human Givens emotional needs approach (HG) and research project provided.

Approval and consent obtained.

HG session delivered and led by EP responsible for LAC with supplementary graphic populated by a Trainee EP/Researcher (me).

Individual interviews delivered by the Researcher within one week of the HG session. Debrief sheet provided at the end of interview.

Recorded interviews transcribed.

Transcriptions analysed.

Follow-up courtesy email after 2 months of interview date.

Analysis

Any IPA analysis truth claims are inherently subjective and tentative in nature, but such subjectivity should also be 'dialogical, systemic and rigorous in its application' (Smith et al., 2009, p. 80). The process of analysis followed recommended guidelines by these authors and initially involved reading and re-reading of transcripts. The second analysis stage was exploratory - examining the semantic content of the transcripts and initial noting of comments. Such comments have different foci - descriptive, linguistic or conceptual. The third analysis stage focused upon development of concise emergent themes from the initial notations from stage two. These themes reflect the participant's utterances and thoughts and also my interpretation of these (see Table 8 for transcription extract). Themes are expressed as phrases which attend to the 'psychological essence of the piece and contain enough particularity to be grounded and enough abstraction to be conceptual' (Smith et al., 2009, p. 92).

The next stage involved a process of mapping by linking the emergent themes together and identifying superordinate themes for each transcription. These superordinate themes represent a higher level of abstraction from the participant's accounts of their lived experiences. These superordinate themes were checked against the five original transcripts to enhance the rigour and trustworthiness (see example extracts within Tables 10, 11, 12, 13, 14). The fifth analysis stage involved identification of patterns across the transcripts. By looking across themes and transcripts, I was able to identify patterns across the superordinate themes by reconfiguring and re-labelling themes into master grouped themes (see Table 8). These master grouped themes are now presented with participant quotes used for illustrative purposes.

Findings

Four master group themes with associated superordinate themes emerged from the analysis (as presented in Table 14). The findings indicate that a HG approach has several affordances in relation to co-constructing new understandings on challenging behaviour and responses to it. These include 'Reflection', 'Making Connections' and 'Informed Actions'. Analysis also demonstrated the importance of how participants

learnt about HG emotional needs. As such, the final master theme is entitled 'Andragogy'. The relationship between findings is represented visually in Figure 4..

Table 8: Master Group Theme and Associated Superordinate Themes

Master Group Themes	Associated Superordinate Themes	Example Quotes
ANDRAGOGY	Dialogic Space	"[I've] thought of a lot of the ideas….just through discussion." **(Class Teacher)**
	Participation	"It helped me to focus, a small group, just the way we were sat in a round." **(Head Teacher)**
	Organising Framework	"Once I was introduced to human givens, I thought that's what's missing. That's what- what will make the difference…being able to understand the complexities of where this behaviour is coming from." **(EP)** "I can just get on with it. I can see light at the end of the tunnel." **(Teaching Assistant)**
	Role of the EP	"You… kept things rolling along." **(Class Teacher)**
REFLECTION	Reflecting on Self	"I'm not as frustrated." (Class Teacher) "The way I was feeling and the way I was thinking is different today to what it was yesterday." **(SENCo)**
	Reflecting on Previous Strategy	"We didn't really have that much information to go on, so it was just knowledge of what I know…as a parent really." **(Teaching Assistant)**'
	Reflecting on Capability	"I feel like **we** can… I'm more able to manage it now than I was before." **(Class Teacher)**
MAKING CONNECTIONS	Attuning to the Child	"He needs that understanding and he needs to know that people care about him. That they love him, that they want him here. That's what changed for me yesterday." **(SENCo)**
	Team Around the Child	'" think the fact that they're going to know about it, and what happened in the session can only be a positive as well, because then hopefully everybody who's

Master Group Themes	Associated Superordinate Themes	Example Quotes
		involved with Toby is all working towards the same goal." **(Head Teacher)**
INFORMED ACTION	Personal Responses	"I'm trying to tune into him and pick little things out." **(Teaching Assistant)** "Trying to get him to know his emotions like… he doesn't know the difference between, I don't know, feeling worried and feeling and anxious. So I've been trying to you know pick up on it a little bit." **(Teaching Assistant).**
	Systemic Responses	"The language **we** use around him, we're very careful with at the minute, er, bearing in mind the status [need]." (Class Teacher) "We only have at the minute one Toby in our school, but who knows next year, the year after, we might have ten Toby's. I think we need to be prepared, and we need to be able to meet the needs of all of these children." **(Head Teacher).**
	Broader Applications	"We are looking at hopefully being able to deliver this model for Looked-After Children." **(EP)**
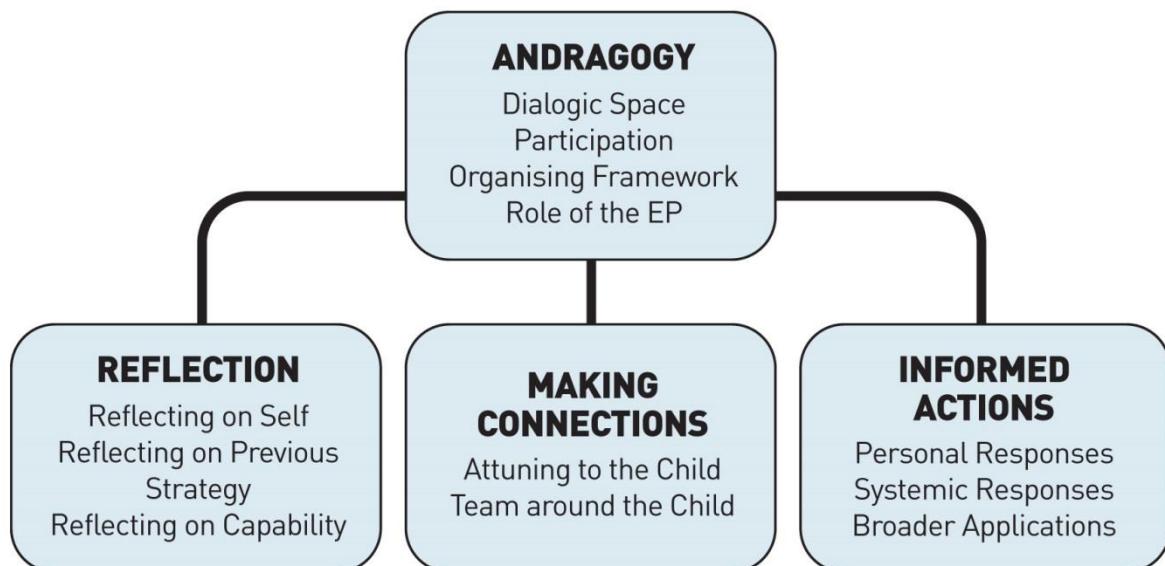
Master Group Theme 1: Andragogy

The method and practice of adult learning utilised within the HG session helped support new understandings of challenging behaviour. Educators commented upon dialogic space, participation, use of an organising framework and EP role.

Superordinate Theme 1: Dialogic Space

Educators described the affordances of dialogic space, helping them to step back, learn from each other and listen to unfamiliar voices. Dialogic space provided an opportunity to re-frame and re-construct their understanding of behaviour and their responses.

"*I can't connect that to that…until somebody prompted.. it was like oh yeah.*" (Teaching Assistant)

> *"The SENCo deals with certain things, somebody else deals with other things. But to have that session and just to sit and think about that and nothing else…that's really helped"* (Head Teacher)

> *"A very good reflection tool...for ways to move forward…to think about what you've already done…a lot of people are quick to think…"that didn't work, move on"…But they don't actually go back and unpick it as to why it didn't work."* (SENCo)

> *'"t was really important having Lucy there…she's the one who's getting bit, her hair pulled out, and dealing with him all the time…her opinion's more valid than anyone else's."* (Class Teacher)

Superordinate Theme 2: Participation

The second aspect of andragogy within accounts was participation. This related to group composition and a shared commitment to the process. Both were seen to be pre-requisites of a successful learning experience. Attendance of a cross-section of school staff was seen to add value.

> *"…a little bit hard, but I'm glad we did it."* (Teaching Assistant)

> *"How everyone's sat is probably quite important."* (Class Teacher)

> *"It was nice having people at different levels of management or status"* (Class Teacher)

> *"We do all want the best for him, which is why I think we all freely gave the time."* (SENCo)

> *"The teacher was…curious the whole way through…willing to take on anything that came out of the meeting."* (EP)

Superordinate Theme 3: Organising Conceptual Framework

Participants discussed developing knowledge of a new theoretical framework. This illuminated their thinking by providing a conceptual bridge between pedagogy and SEMH needs. This conceptualisation of SEMH needs facilitated a shared plan for

moving forward and a framework for reviewing impact. Participants shifted from discussion of individual problem solving to collaborative problem solving, demonstrated through the use of the words 'us' and 'we'.

> *"You get a picture that's slightly out of focus? And then all of a sudden everything that you've got in front of you actually comes all as one big piece, like a jigsaw puzzle put together." (SENCo)*
>
> *"I didn't have a problem understanding it." (Head Teacher)*
>
> *"We didn't know nothing about his emotions and the way he's acting…that's all we wanted help with." (Teaching Assistant)*
>
> *"It's made us more aware…what the long term project it is." (Class Teacher)*
>
> *"It's really useful for us to see what the outcome of that is, and the impact it has." (Head Teacher)*

Superordinate Theme 4: EP Role

Educators and the Lead EP recognised the importance of the EP role in containing strong emotions and managing group dynamics. The provision of a graphic by the EP also helped embed learning, capture existing good practice and centre the child within a collaborative problem solving process. It was suggested that the EP could help prepare schools for using HG by providing information before meeting. For several educators, the HG session represented the beginning of partnership to provide ongoing guidance in using the HG framework rather than a one-off training experience.

> *"Containment was key with this situation…emotions had been really heightened." (EP)*
>
> *"It's boosted their morale…We're doing a lot more than we thought"' (Head Teacher)*
>
> *"...mindful to the participants and picking up on lots of different cues." (EP)*
>
> *"With that graphic on the wall because it really made you think about him…I think that was really useful cos it kept you focused on what you were doing and why." (SENCo)*

> *"That has really helped [the graphic]…knowing what the nine areas are, and what they mean…that control, that safety, emotional connection, all that what you were describing last week…kind of really helped me to kind of see the bigger picture with what it is and what it entails." (Head Teacher)*

> *"In a couple of month time see if I'm doing it right…have a bit of a feedback.'
> (Teaching Assistant)*

Master Group Theme 2: Reflection

The HG approach brought about critical reflection upon self, previous strategy and capability to meet emotional needs in the future.

Superordinate Theme 1: Reflecting on Self

Educators reflected that the narratives previously drawn upon to describe Toby were generally negative in nature. This had shifted since the HG session. Educators also reflected upon a change in their feelings about Toby and new attributions for his behaviour.

> *"I would have said he's naughty, that he's very emotional...That he'll do anything to get your attention." (SENCo)*
>
> *"I think now if I was describing him…I would say he's very tactile and he needs that. He needs you to be near him." (SENCo)*
>
> *"I've got more tolerance with him." (Teaching Assistant)*
>
> *"Towards the end of the session, we did have feedback from some staff about it. It did make them think about their own emotional needs, and about the little boy's needs in more depth." (EP)*
>
> *"Sometimes I used to see it as him, he's not getting his own way, so he's having a little bit of a kick off…Now I don't think of him as spoilt. I just think of what he's been through, I can understand the way he is now." (Teaching Assistant)*
>
> *"It's not looking at a child and thinking you're just a naughty child…it's seeing that there's cause and effect for it." (Head Teacher)*

Superordinate Theme 2: Reflecting on previous strategy

A trial and error approach had previously been utilised with educators often second guessing how to support Toby or drawing upon past experiences. Participants reflected that reactive responses (such as using restraint) often worsened behaviour. As a school with little experience of challenging behaviour, some participants reflected that colleagues did not regard it as their role to provide strategies of support for Toby.

> *"Before we were just plucking ideas out of everywhere thinking right…we tried that it didn't work…next." (SENCo)*
>
> *"…holding him…just escalated it even more." (Head Teacher)*
>
> *"Their [staff] mind-set was…we don't do this at Elms School..this isn't who we are." (Head Teacher)*

Superordinate Theme 3: Reflecting on capability

Participants reflected on previous uncertainty about SEMH and lack of self-efficacy in managing challenging behaviour prior to the HG session. However, they also described a significant shift in both self-efficacy and collective efficacy following on from the HG session. Spending time exploring Toby's emotional needs and discussing "What is working well?" in relation to these, challenged the assumption that they couldn't meet his needs within their setting.

> *"It's the unknown." (SENCo)*
>
> *"I didn't really understand him." (Teaching Assistant)*
>
> *"I'd double check myself, thinking am I doing the right thing. And like, maybe like the class teacher let him step in. But now I've got a bit more understanding I'd be a bit more confident on like taking him on myself." (Teaching Assistant)*
>
> *"I think we're more equipped to deal with Toby's needs than we were before the meeting." (Head Teacher)*

Master Group Theme 3: Making Connections

Making connections to the child and each other is another master group theme emerging from the findings. Awareness of HG emotional needs (the child's, their own and colleagues') appeared to increase their propensity to attune more effectively to the child and build a mutually supportive team around him.

Superordinate Theme 1: Attuning to the child

Participants discussed a greater sense of attunement to Toby in relation to having more empathy toward him and wanting to be more responsive to his emotional needs. This sense of greater connection appeared to change the perceived dynamic of the child-educator relationship.

"Straightaway after the meeting though I said I can feel my mum side coming out….That need to protect him." (SENCo)

"I think we're getting a bigger bond between us." (Teaching Assistant)

"It's about thinking that actually his needs are just the same as mine." (EP)

Superordinate Theme 2: Team around the child

Participants recognised the importance of extending the team of support around Toby. Notions of collaboration in making connections between behaviour and SEMH are central. Growing awareness of HG emotional needs was seen to create a shared SEMH vocabulary between participants with which to understand Toby and his peers.

"If everybody's singing from the same hymn sheet, you know if we're doing this in school…and then you would like to think that outside of school, you know carers are doing the same thing because it needs consistency of approach doesn't it?" (Head Teacher)

"I feel like if you handed me that circle, someone described a child to me, that I could have a conversation with them about these areas and go right, which one of these is applicable…which one of these do they need, or which one of these are they seeking?" (Class Teacher)

Master Group Theme 4: Informed Actions

Informed Actions is the final master group theme discovered. Participants were also drawing upon the HG emotional needs framework to plan future actions, both personal and systemic. Broader applications for the HG approach were suggested in relation to a holistic SEMH strategy.

Superordinate Theme 1: Personal responses

Responses indicated that participants had drawn upon new psychological understandings of challenging behaviour and used this to inform their current actions in the classroom. Often this meant prioritising SEMH needs over learning needs and reflecting on their own practice in meeting these needs.

"Unless we address Toby's emotional needs…then we can't move forward from an academic point of view. The most important thing is for Toby to feel safe, and to…for us to help him with emotions." (Head Teacher).

"A lot more on positive attention…he's got his safe space now." (SENCo).

"That's the first time…I'd let it slip…At least I know it was avoidable and I know why…how it was avoidable." (Class Teacher).

Superordinate Theme 2: Systemic responses

Participants felt new understandings of challenging behaviour needed to extend beyond the HG session. Raising staff awareness of HG was seen as building capacity to meet SEMH needs. Participants recognised that systemic responses to Toby's emotional needs are not a quick fix but require long-term commitment.

> *"If they have a bit of more understanding about it we can…help each other… they can help with the children in their classes." (Class Teacher)*
>
> *"We need to be prepared…to be able to meet the needs of all…children…if this is one way of doing it, then I think great." (Head Teacher).*
>
> *"It's not gonna be after a lesson, or after a week, it's gonna be…long haul." (SENCo)*

Superordinate Theme 3: Broader applications

Within this master theme are participant's notions about the broader applications of the HG emotional needs framework, within and beyond school. Whilst in this instance, the approach had been used to support a child at risk of exclusion participants could recognise preventative benefits in embedding a theory based SEMH approach for vulnerable learners. They also discussed applications in terms of supporting their own emotional needs and sharing the approach with learners to raise their own awareness of SEMH.

> *"It could apply to any child." (Class Teacher)*
>
> *"'We were just thinking of like other kids…I think if we used this, they could start using it before anybody else, you know, like before outside help comes in." (Teaching Assistant).*
>
> *"Having that level of understanding might help them [staff] as well." (EP)*
>
> *"It would really help everybody." (SENCo)*
>
> *"A good little topic to go and do in a PSHE lesson…get them to write down how those [needs] apply to their life." (Class Teacher).*

Discussion

Learners who demonstrate challenging behaviours are poorly understood and school responses are often 'completely at odds with what is known about how they came to be challenging.' (Greene, 2009, p. xi). This calls for a new psychological lens through which to help schools understand behaviour. Within this HG research new co-constructed understandings of challenging behaviour were created, allowing educators to view the child, his behaviour and their responses differently. Shared understandings helped facilitate critical reflection, encouraged connection to the child/each other and informed their future actions. Participants reflected upon how working as a group created a shared sense of responsibility and confidence in affecting change for the child. In this sense, the HG approach may have enabled a sense of relational agency by making sense of the behaviour together, recognising their resources and joint responsibilities to create change (Edwards, 2005).

Participants identified a previous lack of knowledge about the relationship between SEMH needs and behaviour. This is despite a range of Government initiatives promoting SEMH awareness (Department for Education and Skills, 2005; Department of Health, 2014, 2015) and guidance encouraging schools to explore behaviour as a potential SEMH SEN (DfE 2015b). My study's findings suggest that educators valued additional support to help them bridge psychological and educational understandings of behaviour. The HG approach provided an accessible framework, described by one participant as a 'common sense' approach (SENCo). As Morris (2008) indicated, frameworks can bring both rigour and coherence to the application of psychology by sharing, negotiating and clarifying the meaning of psychology in context.

The HG approach created new understandings of challenging behaviour through what could be described as a process of 'reframing' (Molnar & Lindquist, 2009). Reframing involves constructing a new version of the problem which simultaneously shifts focus from the individual child to 'people and circumstances outside of the individual and the related patterns of interpersonal and social interaction' (Cooper & Jacobs, 2011, p. 52). As new attributions emerged, so too did ideas about ways to meet SEMH needs. Attribution Theory (Weiner, 1972) is concerned with the interpretation individuals make about the behaviours of others. Feelings, beliefs, and

intentions are attributed to others in relation to the presenting behaviour. Causal attributions for challenging behaviour have been shown to evoke more sympathetic responses when the behaviour is attributed to causes outside of child's control (Reyna & Weiner, 2001). Findings suggest a potential shift in the causal attributions of challenging behaviour by the participants, e.g. *"He needs that. He needs you to be near him."* (SENCo).

Within Chapter 1, the process of 'othering' was described in relation differentiating discourses (Dervin, 2016). Goffman (1963) suggests that discrediting stigmatising labels (i.e. that of being challenging) may restrict beliefs in the potential for change. For Foucault (1972) such discourses provide a set of meanings, images or stories forming a particular version of events. Through the creation of a shared vocabulary and conceptual framework to interpret behaviour, new narratives and discourses between participants began to emerge. In this sense, a different version of events and a different interpretation of the child were created, which was far more hopeful in nature. As the Teaching Assistant commented – *"I can see light at the end of the tunnel."*

The resonance of the HG approach appeared to create a shift from 'othering' to an acceptance of the 'otherness' of the child, as empathic connections were enhanced. Inter-subjectivity - a process of facilitating communication and social understanding (Cortina & Liotti, 2010) between children and adults - appears to have strengthened. It was reported that attunement to the child's emotional needs evolved during and after the HG session, with examples given of both verbal and non-verbal strategies. Attunement has often been cited as a strategy to develop the relationship between adults and children both at home and within the classroom (Bombér & Hughes, 2013; Geddes, 2003; Kennedy, Landor, & Todd, 2010), helping children's emotional regulation (Bombèr, 2007). Roffey (2013) argues that EPs should seek to draw upon strategies that foster connectedness as a means of developing bonding social capital.

The HG approach appeared to provide a catalyst for critical reflection. Schön (1983) advocates the use of critical reflection to help bridge theory and practice (both in and on practice). Findings suggest that participants not only reflected on previous strategies in relation to how they supported or restricted SEMH needs, but continued

to reflect in practice following the interviews. In this sense, a degree of double-loop learning (Argyris, 2002) was starting to emerge as participants connected the 'what' question - (what works) to the 'why' question (why is this important) (Argyris & Schon, 1974). Several writers suggest that a commitment to such critical reflection in schools is a prerequisite for social justice (Freire, 1970; Prilleltensky & Nelson, 2002; Vera & Speight, 2003).

Findings suggested that the HG approach led to an increase in self-efficacy. For instance, the Teaching Assistant commented, "*I'm more able to manage it now than I was before" (Teaching Assistant)*. Bandura (1986) describes self-efficacy as the belief an individual holds about their ability to accomplish a task or succeed in a particular situation, seen to play a determining role in responses to, and perseverance with, challenges. Gibbs and Powell (2012) advocate for strategies to develop teachers' beliefs in their ability to manage children's behaviour effectively. Low levels of self-efficacy also correlate with lower levels of tolerance and higher levels of classroom exclusions (Jordan & Stanovich, 2003). Findings suggest that the HG approach increased tolerance of the child's behaviour whilst simultaneously supporting confidence and morale.

Collective efficacy, described as the shared beliefs of school staff (Tschannen-Moran & Barr, 2004), also appears to have strengthened. Collective efficacy beliefs have been shown to be predicative of individual teacher efficacy beliefs (Goddard & Goddard, 2001), highlighting the importance of drawing upon strategies which build collective efficacy. Research also suggests that low collective efficacy about challenging behaviours correlates with teacher stress (Klassen, 2010). To actively reduce segregation and exclusion it is argued we need to recognise the 'qualities, commitment and energies of the professionals working with [learners]' (Cole, 2009, p. 84). The responses of educators suggest that the HG approach used in this research recognised successes in meeting SEMH needs, e.g. *"There is a lot that is working well for him" (Teaching Assistant).*

Participants discussed the application of their new knowledge to SEMH pedagogy, both immediate and planned. For instance, utilising held in mind strategies (to support his sense of emotional connection) and reducing direct criticism (to improve his sense of status). Participants described previously drawing upon a trial and error

approach, often second guessing what might help. As described in Chapter 1, the Theory of Reasoned Action (TRA Fishbein, 1979) predicts that behavioural intent is influenced by attitudes and subjective norms. TRA asserts that a person's decision to engage in a particular behaviour is based on the outcomes the individual expects will come as a result of performing the behaviour. Given the collaboration approach taken here, coupled with increased levels of efficacy, it is possible that participants felt that they would have both support from others and the capability to make a difference.

Participants valued collaboration and the sense of connection across different levels of the school. MacFarlane and Woolfson (2013) suggest that an important predictor of attitude is views held by more senior figures. Participants continued to work collaboratively, drawing upon the HG emotional needs vocabulary after the session. However, they felt that knowledge of the approach needed broadening across school so that all members of the school community were *"singing from the same hymn sheet" (Head Teacher).* A collegial approach has long been recognised as having the best outcomes in terms of children who present with challenging behaviour (Upton, Cooper, & Smith, 2002). A systemic approach may also help circumvent narratives of preferential treatment (see Chapter 1).

Findings extend beyond the value of the HG approach, acknowledging the method of adult learning (Andragogy). McGrath (2009) suggests that andragogy is predicated on the notion that the facilitator does not possess all the knowledge and as such, participants should be engaged within a collaborative learning process. This was recognised and participants reported making connections to their practice and learning from each other. The EP role was seen as central in creating a safe dialogic space (Wegerif & Mercer, 1997). Use of a graphic appeared to facilitate understanding by making the psychology visually accessible, supporting similar findings by Taylor-Brown (2012 unpublished). Leadbetter (2010) argues that the distinctiveness of the EP role 'lies in the systematic application of psychological theory, research and skills'(p. 276). These findings suggest that the application of psychology should be enacted with educators as opposed to being applied to educators.

Limitations and Implications

It is acknowledged that due to the size and scope of this particular qualitative study, the findings may be limited in terms of their generalizability. Applying this approach within a secondary context may well have different pragmatic challenges for EPs to overcome. Regardless of context, EPs using this approach should consider specific challenges in facilitating commitment and providing containment both during and after the HG session. Another possible limitation is that this study involves the use of memory work in asking participants to recall previous experiences and thinking. As Willig (2001) writes, one of the challenges of memory work is clarifying the relationship between the 'subjectively significant event that gave rise to the memory' and the memory as accessed (p134).

Given the difficulties trainee teachers often experience in managing behaviour (Carter, 2015), HG emotional needs training could prove beneficial. Beyond support for challenging learners, extending the HG approach through additional CPD may help create a systemic and preventative SEMH strategy. Participants also acknowledged potentially preventative SEMH benefits for all members of the school community. As one participant acknowledges, the HG framework could provide an emotional vocabulary for children to learn about their own needs and that of others. Given the high rates of children and young people awaiting therapeutic support (Rait, Monsen, & Squires, 2010) and demands on Child and Adolescent Mental Health Services (CAMHS) EPs potentially have leverage to embed this approach. As acknowledged by the participating EP, there is no quick fix in helping educators deal with the complexity of children's emotional needs and therefore the use of the HG approach may require ongoing support.

By creating a dialogic space within which to reframe challenging behaviour utilising the HG emotional needs approach, EPs have an opportunity to harness new understandings of children who may otherwise stress, frustrate and confuse. EPs often encourage schools to respond to challenging behaviour pedagogically, as they should any other form of SEN. The HG approach may offer a framework with which to plan pedagogical SEMH support for those at risk of segregation and exclusion. As one educator within this study suggested, this framework can be used not only to

plan effective support for children with SEMH needs but also provide evidence of a graduated response for Individual Pupil Support Funding and Statutory Assessment for Education, Health and Care Plans. The HG emotional needs approach therefore has potential to be embedded in schools as a strategy for inclusion and means of reducing exclusion rates for vulnerable learners.

Given its limited evidence base, some EPs may be wary of using this approach within their own practice. They may therefore wish to draw upon other psychological theories or models which help educators make a conceptual link between behaviour, SEMH and emotional needs. What is clear from the accounts of participants is that within our own practice, creating dialogic space between us and our colleagues in schools has great potential to embed psychology in hearts, minds and future actions. The findings of this study suggest that my psychological input is potentially most efficacious when it is presented, co-constructed and applied in situ with educators, as opposed to being offered as psychological recommendations.

Conclusion

This research explored the question: *In what ways can the Human Givens approach support educators in co-constructing new understandings of challenging behaviour?* This qualitative research has directly explored the experiences of educators following their involvement in a collaborative HG working group. Findings suggest that the HG approach enabled participants to view the child, his behaviour and their responses to it, differently. The approach facilitated a deeper level of reflection (on self, strategy and capabilities), enhanced connections (to the child and to colleagues), and enabled them to draw upon HG psychology to inform future actions (both individual and systemic). A fourth theme of andragogy acknowledges the method utilised within a collaborative learning process. This reminds EPs that it is not just the psychology drawn upon that matters. How this psychology is applied within the school context is also significant.

This research ultimately suggests that utilisation of an HG emotional needs approach within a collaborative problem solving process was able to bring about systemic change in the way a school understood and responded to a child at risk of exclusion.

At the time of writing Toby had remained within the school, with a reported reduction in segregation from the classroom. Much of the current corpus of research regarding the efficacy of the HG approach is derived from more clinical and psychotherapeutic contexts. Findings here provide evidence for the resonance and accessibility of an emotional needs approach within the school context. Although this research focuses primarily on one aspect of HG theory, it nevertheless expands upon a currently limited evidence base for utility of the HG emotional needs approach in schools.

Evidence continues to suggest that identification and support for SEMH needs in learners displaying challenging behaviour continues to be problematic. Coupled with increasing rates of exclusion, social justice continues to be impeded. In this context, EPs have a unique opportunity to draw upon psychology which helps schools better understand a potential relationship between SEMH and behaviour. This may deter schools from defaulting to strategies which often intensify behaviours of vulnerable learners, with negative outcomes for all involved. Participants of this small-scale research valued the accessibility of the HG emotional needs approach in helping bridge knowledge of SEMH to relational pedagogy, centring child needs in future support:

"It's about him" (SENCo).

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Appendices

Appendix 1: Human Givens Emotional Needs Graphic
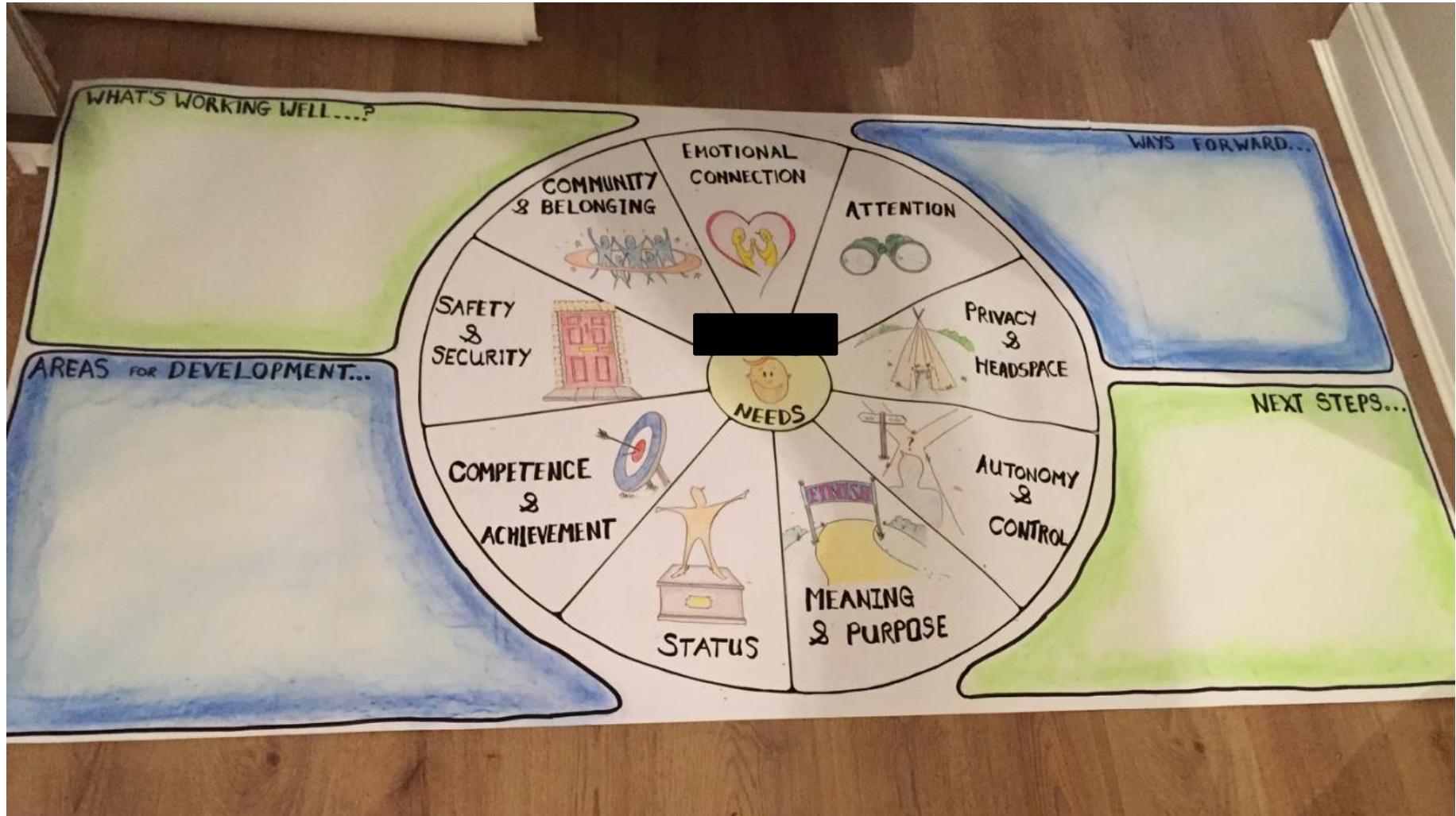
Appendix 2: Study Information and Consent Form for Carers

Dear Carer,

Toby's school is currently helping me with a piece of important research for Newcastle University.

Research Background

This research aims to explore a psychological approach called Human Givens. The Human Givens approach is a model of well-being (Griffin & Tyrrell, 2003). We all know that food, shelter, warmth and sleep are important to how we cope and ultimately, survival. However, these physical needs are intimately bound up with our emotional needs. These emotional needs are the main focus of Human Givens psychology. Helping school staff to understand the needs of their learners will hopefully bring about more tailored support. I would like to invite you and your child to take part in this research by allowing us to use this approach with him.

Does my child have to take part?

It is up to your child and you whether they take part in this research, but we would be grateful if they did.

What will happen if my child takes part?

You and your child will meet with me to share information on your experiences and views on current challenges. After this, I will meet separately with school staff. Together, we will use a Human Givens approach to think about how best to understand and support your child. Your child will select who they would like to learn about Human Givens. Staff will be interviewed individually to talk about the strengths and weaknesses of this approach and whether this has changed their views and practice.

All of the information collected during the interviews with school staff will be kept safe. Only the researcher will have access to what they have said. Your child will not be identifiable in any way within the research. Their name will be changed for anonymity purposes. Should you and your child decide not to be the subject of this case study, then you have the right to withdraw. Your child will still receive support from Educational Psychology.

What next?

If you would like your child to take part in our research, please complete the consent form.

Yours sincerely,

Karen Thomas

Trainee Educational Psychologist, Newcastle University

Parent and Carer Consent Form

Title of study: In what ways can the Human Givens approach support educators in co-constructing new understandings of challenging behaviour?

Researcher contact details: Karen Thomas

Email: k.thomas4@newcastle.ac.uk

☐   I confirm that I have read and understand the information sheet for this study.

☐   I have been given an explanation of the research and what's involved.

☐   I have had the opportunity to ask questions and been given satisfactory responses.

☐   I understand that my child's participation is this case study voluntary and that he/she is free to withdraw at any time, up until the formal report is completed.

☐   I am happy for school staff to use a Human Givens Approach to help my child and for them to be interviewed as part of this study.

☐   I am aware that all data collected from staff interviews will be keep confidential and then destroyed once analysis is complete.

☐   I am happy for my child to take part in this research and give my informed

      consent.

My child's name: _____

Print your name: _____

Your signature: _____

Date: _____

Appendix 3: Study Information and Consent Form for the Young Person

Hi Toby

I'm a student at Newcastle University and I'm writing to you to invite you to have a think about taking part in my research project. Before you decide, it's important that you read my letter and talk to your carers about it.

Research is a special type of investigation that students at University carry out. It helps them learn more about something. I am doing this project because I want to find out how teachers can help understand children better when they get into trouble at school. Sometimes it is hard for teachers to know why children behave in certain ways.

If you want to take part, you don't have to do anything. I will carry out some special training with your teachers and then we'll come up with some ideas about what your needs are and how we can help you. After this, I will ask your teachers questions to find out if what I have taught them helps them to understand you better in school.

Nobody who reads my research project will be able to tell who you are. Nor will they be able to tell who your teachers are or anyone else we talk about. I will give everyone fake names. I will keep all the information about you safely locked away. If you decide to take part in my project, you can change your mind and pull out any time before it's finished. Just ask your carers or teachers to email me to let me know.

If you want to, you can choose which teachers you would like to take part in this project. If for any reason, they are unable to take part you can choose someone else. Thank you for reading my letter.

Karen Thomas

Pupil Consent Form

Title of study: In what ways can the Human Givens approach
support educators in co-constructing new
understandings of challenging behaviour?

Researcher contact details: Karen Thomas

Email: k.thomas4@newcastle.ac.uk

☐ I confirm that I have read and understand the information sheet for this
study.

☐ I have been given an explanation of the research and what's involved.

☐ I have had the opportunity to ask questions and been given satisfactory responses.

☐ I understand that I don't have to take part and that I am free to withdraw at any time,
up until the formal report is completed.

☐ I am happy for school staff to use a Human Givens Approach as part of my
involvement with Educational Psychology and for them to be interviewed as part of
this study.

☐ I am aware that all data collected from staff interviews will be keep confidential and
then destroyed once analysis is complete.

☐ I am happy to take part in this research and give my informed consent.

Print your name: _____

Your signature: _____

Date: _____

Appendix 4: Study Information and Consent Form for the Head of Children's Services

Dear

Toby Smith's school is currently helping me with a piece of important research for Newcastle University.

Research Background

This research aims to explore a psychological approach called Human Givens in supporting a child who is felt to be 'challenging'. The Human Givens approach is a model of well-being (Griffin & Tyrrell, 2003). We all know that food, shelter, warmth and sleep are important to how we cope and ultimately, survival. However, these physical needs are intimately bound up with our emotional needs. These emotional needs are the main focus of Human Givens psychology.

Helping school staff to understand the emotional needs of their learners may bring about more tailored support in the classroom. I would therefore like to invite teaching and support staff from Toby's school to take part in a Human Givens session to explore his emotional needs and strategies in relation to this.

Does Toby have to be the subject of this research?

Prior to the Human Givens session, I will meet with Toby, his Carers and school staff to explain the research to them and gain their consent. However, there is no obligation for Toby to be the subject of the Human Givens session.

What will happen if Toby takes part?

After meeting Toby and his Carers, the research will primarily focus upon school staff. They will take part in a Human Givens session lasting approximately 1 – 1.5 hours. After this, they will be interviewed individually to talk about the strengths and weaknesses of this approach and whether this has changed their views and practice.

All of the information collected during the interviews will be kept safe and secure. Only I will have access to what they have said. Toby will not be identifiable in any way within the research. His name will be changed for anonymity purposes. Should you, Toby and his Carers decide not to be the subject of this research, then you have the right to withdraw. Toby will still receive support from Educational Psychology.

What next?

If you approve of Toby participation in this research, please complete the consent form.

Yours sincerely,

Karen Thomas

Trainee Educational Psychologist
Newcastle University

Consent Form

Title of study: In what ways can the Human Givens approach support educators in co-constructing new understandings of challenging behaviour?

Researcher contact details: Karen Thomas

Email: k.thomas4@newcastle.ac.uk

☐   I confirm that I have read and understand the information sheet for this study.

☐   I have been given an explanation of the research and what's involved.

☐   I have had the opportunity to ask questions and been given satisfactory responses.

☐   I understand that Toby's participation in this research is voluntary and that he is free to withdraw at any time, up until the formal report is completed.

☐   I am happy for school staff to use a Human Givens Approach to help Toby and for them to be interviewed as part of this study.

☐   I am aware that all data collected from staff interviews will be kept confidential and then destroyed once analysis is complete.

☐   I give approval for Toby to take part in this research.

Child's name: _____

Print your name: _____

Position: _____

Signature: _____

Date: _____

RESEARCH PROJECT

Applying the Human Givens Approach to create shared understandings of young people displaying challenging behaviours.

Participant Information Sheet

Introduction

I am Karen Thomas, a Trainee Educational Psychologist from Newcastle University. I am currently working on placement in Hartlepool. As part of my doctoral research I am interesting in exploring the usefulness of the Human Givens approach in schools. I'd like to find out how this approach might support educators in dealing with challenging behaviours.

The Human Givens approach is holistic model of human function and well-being (Griffin & Tyrrell, 2003). We all know that food, shelter, warmth and sleep are important to functioning and ultimately, survival. However, these physical needs are intimately bound up with our emotional needs. These emotional needs are the main focus of Human Givens psychology. Emotions create distinctive psycho-biological states in us and drive us to take action. The emotional needs that nature has programmed us with are there to connect us to the external world, particularly to other people, and survive in it. Consequently, when these needs are not met, nature ensures we experience some form of distress (such as anxiety, anger or depression). This expression of distress, in whatever form it takes, can impact significantly on those around us. By exploring the emotional needs identified in the Human Given's approach, we can hopefully develop new understandings to reduce distress and improve functioning.

What is the purpose of the research?

Challenging behaviour is often cited as a major professional stressor for educators. Attempts to control such behaviour can often be met with resistance and sometimes escalate the level of behaviour, increasing the likelihood of exclusion. Rates of exclusion in Hartlepool in both primary and secondary continue to rise against a backdrop of complex and sometimes competing national priorities for schools.

With a drive on performativity, educators often report that they feel obliged to segregate challenging children from the classroom. Whilst there is an expectation to control and punish poor behaviour, the new Special Educational Needs and Disability Code of Practice (2015) also requires educators to 'understand' behaviour as a potential reflection of social, emotional and mental health need. Educators often cite a professional dilemma in relation to competing policy agendas of attainment versus inclusion. This research will attempt to respond to this

dilemma by exploring the use of the Human Givens approach as a potential bridge between the two agendas.

Anecdotal evidence suggests that the Human Givens approach may help educators understand some of the factors contributing to the presentation of challenging behaviour which in turn, informs more appropriate strategies of support and reduce rates of exclusion. To provide a more robust empirical evidence base for Human Givens, this research will explore both the perceived potential Tobyefits and challenges of this approach to educators.

The research question is: *In what ways can the Human Givens approach support educators in co-constructing new understandings of challenging behaviour?*

I hope you feel you will be able to support me in doing this research.

What will this involve?

If you are willing to participate in this research then you will be asked to take part a joint meeting with other educators from your school (approximately 1.5 hours) to discuss a specific case of challenging behaviour within your school. This meeting will draw upon the Human Givens approach. On an alternative date, you will then be asked to take part in a semi-structured interview individually. This should take no more than an hour and does not require any special preparation on your part. A quiet room with which to conduct the meeting will be needed. I will arrange this if you decide to participate in this study. I will go through this information sheet when we meet and answer all questions you may have. The interview will involve the use of an audio recording which will be transcribed. Once analysis of the transcription is complete, the audio recording will be destroyed. The identities of the schools and the participants will be removed from the transcript.

What happens to my information?

All information will remain entirely confidential and compliant with the Data Protection Act (1988). Once data has been collected, it will be stored on a password protected computer to ensure confidentiality. Any hard copy data will be protected by Newcastle University and stored securely. Only my research supervisor and I will have access to the data. I will respect the privacy of everyone taking part by ensuring that the data collected from the participants is appropriately anonymised and coded within the report. The only time this principle will not be followed is if a safeguarding concern is raised in which instance we would have to pass the information on to the relevant safeguarding contact. The written transcriptions and the final report will be fully anonymised.

What if I change my mind?

You are under no obligation to take part in this research. If you chose to participate you have the right to withdraw at any time. If any requests are made for data to be destroyed I will comply with the request and remove all data from the study. This option will be included on the debriefing sheet provided after the interviews but will remain available up until 4 weeks after the interview date.

Thank you for reading this information.

_____

Further Information

Please feel free to contact me if you have any further questions. My email address is k.thomas4@newcastle.ac.uk. Alternatively, you can email Dr Richard Parker, Joint Programme Director of Educational Psychology at richard.parker@newcastle.ac.uk

If you require further information on the Human Givens approach, please visit:
www.hgi.org.uk/human-givens/introduction/what-are-human-givens

Participant Consent Form

Title of study: In what ways can the Human Givens approach support educators in co-constructing new understandings of challenging behaviour?

Researcher contact details: Karen Thomas

Email: k.thomas4@newcastle.ac.uk

Please circle YES or NO as applicable.

1. I have read and understood the information leaflets provided.

   YES / NO

2. I have had an opportunity to ask questions and been given satisfactory responses.

   YES / NO

3. I am aware that I can withdraw from this study at any time, up until the formal report is completed.

   YES / NO

4. I agree that what I say during the interview can be recorded and later transcribed for the purposes of this study only

   YES / NO

5. I am aware that all data collected will be keep confidential and then destroyed once analysis is complete.
   YES / NO

6. I am happy to take part in this research and give my informed consent.

   YES / NO

Name: _____   Position: _____

Name of School: _____

Contact telephone number: _____   Email: _____

Signature: _____   Date: _____

Appendix 6: Participant Debrief Sheet

Dear Participant,

Thank you for taking part in this research. The time you have taken to share your own views and experiences is valued and sincerely appreciated.

Hopefully, the information you have shared will open up our understanding of both the opportunities and constraints of the Human Givens approach to support young people who display challenging behaviour in school. If you are interested in learning more about this approach, please visit: **www.hgi.org.uk.**

My final report will collate the feedback from all participant interviews, with all comments fully anonymised. This means no one will be able to identify what you have said. Your name will not be included in any reports or presentations from this research.

If you decide that you no longer want the information from your interview to be included in the research, please let me know before the **15th March 2018** using the contact details below. As a reminder, all of the information collected during your interview will be kept safe. Only my research supervisor and I will have access.

If you have any further questions or would like an update regarding the research then please do not hesitate to get in contact. My email address is k.thomas4@newcastle.ac.uk. Alternatively, you can email my research supervisor, Dr Richard Parker, Joint Programme Director of Educational Psychology, at richard.parker@newcastle.ac.uk

Yours sincerely,

Karen Thomas
Trainee Educational Psychologist
Newcastle University

Appendix 7: SENCo email update on longer term use of HG

I have used the Human Givens approach when writing a funding application for additional support for a child in Year 3.

The headings really helped me to focus on what the child needs next in to terms of provision. I can send you an anonymised version of this if you would like it?

I have also used the Human Givens approach to help write a co-ordinated care plan. Again, this can be sent to you if you would be interested?

I think the whole approach has made me realise that how children feel about their safety and security is more complex than I ever expected. Thinking more closely about why some children struggle to form relationships now makes sense.

Our school staff have shown a great deal of interest in this approach and they are looking forward to our staff meeting on it after half term.

Appendix 8: EP email update on longer term use of HG

Through our regular consultation meetings I have continued to support staff to reflect upon Human Givens to help them to understand any concerns they have in relation to Toby. Reminding them of the graphic and framework helps, I feel, to encourage deeper thinking when they are feeling 'challenged' by some of Toby's behaviours. It gives them a vocabulary with which to describe these challenges.

The supports have been the staff themselves. They are so keen to understand the challenges and to think about new strategies they could put in place. For example, ordering resources. They also value the regular times to review Toby's needs. Whilst this approach of 'Team Around the Child' requires time being protected, their level of motivation to do the very best to help Toby makes it worthwhile. Fortunately, I am able to use some of the LAC time to make this time available.

Table 9: Transcription Extract with Initial Notations and Emergent Themes

Who	Ref	Original Transcript	Exploratory Comments	Emergent Themes
R	2.19.4	Erm, I think it's just learning more about, well like what we went through. This, the diagram and everything, it just like, me and Mr Smith both went away from it and think that's the first time we've had like a bit of, erm, we can see a bit of light in the tunnel. I mean we've had…we've got something to move forward with. We can actually see what's going on.	Seeing a way forward now – a direction.	Illumination
I		Right.		
R	2.20.1	I don't think of him as spoilt. I just think of what he's been through, I can understand the way he is now.	New understanding emerging	New attributions
I		Right.		
R	2.20.2	I still a hundred percent don't know what went on, I still only get bits and bobs…. But from just them little bits I know I think oh my god, it's- it's heart-breaking, just from little bits I know and that's not even the big picture.	A broader consideration of Toby's experiences	Empathy/Sympathy
I		Yeah.		
R	2.20.3	Erm, so I can understand why he wants things his own way, and why he's territorial with things.	Reasoning process links behaviour with emotions.	New attributions
I		Yeah.		
R	2.20.4	And especially food, he- he would eat all day as well, he's a bit of a scavenger.	Sense making of usual behaviours	New attributions
I		Yeah. So nothings really changed in terms of the behaviour.		
R	2.21.1	No.		
I		Hmmm		
R	2.21.2	I'm a bit more, erm, I don't know, I'm a bit more lenient with him, I'm not as, oh he's doing my head in, do you know what I mean?	Tolerance and acceptance of behaviours. Depersonalisation	Empathy/Sympathy
I		Yeah.		
R	2.21.3	I'm sort of like, I can…I'm sympathising with him a bit more.	A shift in emotions	Empathy/Sympathy
I		Yeah.		

| R | 2.21.4 | I talk with him a lot more. I ask him how he's feeling. I, erm, cos I have a son and daughter, and he loves Emma. Emma comes to dinner on Wednesday, and I talk to him things like that, so he likes me talking to him about- he likes me talking to him to other people, do you know what I mean, like I'll talk to Emma about him. | Using a held in mind strategy to give a sense of connection | Settling to Learn |

Table 10: Superordinate Themes - SENCo

Superordinate Themes (Bold) *Emergent Theme (Italics)*	Example Extracts
Reflecting on Capacity and Capability *Personal belief*	'I think it's in sight [sighs], where before I didn't think it was. I think it could be in sight now.' (1.30.2) 'Once I've dealt with him in crisis again following this I'll know.' (1.39.4).
Pre-existing uncertainty about SEMH	'Because it's the unknown and you can't see what's going on with somebody, you can't see that they're ill, like you could with if they broke their leg….. I think because it's the unknown.' (1.53.1) I think a lot of staff are very, very cautious of him……because they don't want to upset him in anyway in case he goes into crisis. We've got a lot of very nervous and anxious staff about even speaking to Toby in case they put him in a bad mood.' (1.3.3)
Role of the EP *Visual*	'With that graphic on the wall because it really made you…it really made you think about him, cos every time you looked up he was there. And you could see him. And it- and in some ways I could actually see his face… cos you- you…it made you think more about him. So you could actually see him when you were talking. Erm, and I think that was really useful cos it kept you focused on what you were doing and why.' (1.24.2)
Managing power differentials	'They're might be quieter people who wouldn't say a lot……but just agree with what others have said. at some points I was like, I can't say about that one cos I'm not sure'. (1.46.4)
Preparation	'Maybe get people to think about what they thought before they came, you know like give somebody a prompt card and say, have a think about what you think's worked well, and then share that first to get started. So people have had that little bit of thinking time before they come along. If people had just five or ten minutes of [reflection]… before they came' (1.45.3)
Attuning to the Child *Empathy/Sympathy*	'I've got my own little girl and I would be devastated to think she felt like Toby.' (1.19.2) 'He needs you to put you hand on his shoulder. He needs you to talk to him, and to give you a hug.' (1.14.2)
Responsiveness	'He needs that understanding and he needs to know that people care about him. That they love him, that they want him here. And I- I think that's- that's what changed for me yesterday.' (1.21.4).
Instinct to protect	'Straightaway after the meeting though I said I can feel my mum side coming out. My maternal side about Toby in that need to protect him.' (1.18.4)
Emotional Resonance	'I was thinking about him last night [laughs], I couldn't switch it off, erm, usually I can. When I leave the building I can- I can switch it off, I go home and I don't think about it again. But last it- it just kept coming back.' (1.20.3)

Personal Responses	
Preparing for Learning	'I think it could be really positive because it- it would help you to really understand how some…what life is like for some children in- in our school before they even start to learn. So thinking about what's gone on at home first before they even come through the door. Some children will be absolutely fine, they'll have had their breakfast… And if they- if they are coming and they've had no breakfast or nobody's said that morning oh, I love you, have a good day. What impact is that having on them as they come
Adapting Practice	into school, are they going to worry about that all day? Do they know that somebody cares about them?' (1.57.1)
	'I think as a teacher it would make…I think this would be really useful for teachers to know that just from looking at the child as they come through the door, can you spot if there's something wrong' (1.58.2)

Table 11: Superordinate Themes - Teaching Assistant

Superordinate Themes (Bold) *Emergent Theme (Italics)*	Example Extracts
Reflecting on Capacity and Capability *Previous uncertainty*	'I didn't really know what to say to him when he was in crisis. How to deal with him after the crisis. I didn't- I didn't really understand him.' (2.3.1) 'Trying to work out what was wrong with him, but it's- it's hard to speak to him when he's in crisis obviously, cos there's a lot going on.' (2.6.2)
Feeling scrutinised	'I think it's hard when there's other adults about……erm, because I don't know what I'm doing, so I'm like winging it sometimes, and I'm thinking am I doing the right thing. So when there's other adults about I tend to like take a little bit of a step back.' (2.6.3)
Lack of SEMH knowledge *Increased confidence*	'I think people just don't understand the way, well, the mind works really. It- it's so complex isn't it?'(2.67.4) 'I'd double check myself, thinking am I doing the right thing. And like, maybe's like the class teacher let him step in. But now I've got a bit more understanding I'd be a bit more confident on like taking him on myself so to speak' (2.7.1) 'It seems to be working. I mean we've never…we had a few issues when Mr Smith was off, but since he's come back, we've never had not one (2.32.3)
Role of the EP *Ongoing support and containment*	'There's still loads going round like in my head (2.39.1) 'I just want to get it right. Do you know what I mean? (2.39.3) 'I just find it challenging, not knowing a hundred percent if I'm doing it right, that's the only thing I find difficult. it would be nice to have another- another crack at it so to speak.' (2.74.1)
Visual record	Or maybe's in a couple of month time see if I'm doing it right, and maybe's have a bit of a feedback.' (2.74.2) 'We didn't realise actually how much was there… until you- you put it down on paper basically.' (2.29.1) 'I love it [the graphic]. '(2.55.1)
Creating safety	'It was a little bit scary at first, cos obviously… it was just trying to connect things with all the different categories that you've got there [on the graphic].' (2.47.4)
Preparation	'Maybe's like to...maybe's seeing this before the meeting you know, so it's not just [inaudible 22:30] like sprung on you.' (2.49.1).
Attuning to the Child *Acceptance*	'Because sometimes obviously when he gets a bit much you think oh, Toby, you know like……you push him off a little bit, but now you're thinking no, he's fine, I understand it.' (2.24.4)

Personal Responses *Forward planning*	'I said to him I'd seen him at football. Erm, cos he goes to the same place to play football as my son goes to play rugby….. But I'd seen him passing. But I was saying now what I might do is go ten minutes early to catch him with my son, and like go oh yeah, and you have a little speak which outside of school, then something maybe talk about in school.' (2.22.4) 'You know trying to get him to know his emotions like… he doesn't know the difference between, I don't know, feeling worried and feeling and anxious. So I've been trying to you know pick up on it a little bit.' (2.34.4).
Setting to Learn	'I think more about his emotions more than his education. I think he needs to solve that, or at least get better with that, before he's gonna come up with his education because he just can't……if he's just gonna kick off and go into crisis he's not gonna retain anything his education without his emotions being sorted first' (2.43.3) 'I talk with him a lot more. I ask him how he's feeling.' (2.21.4)

Table 12: Superordinate Themes - Head Teacher

Superordinate Themes (Bold) *Emergent Theme (Italics)*	Example Extracts
Reflecting on Capacity and Capability *Self-efficacy* *Lack of experience* *External direction*	'I think we're more equipped to deal with Toby's needs than we were before the meeting. 3.46.2 I'm hopeful when we meet again before Christmas with these people that we can turn round and say, well actually since we met last time it's a lot more positive.' (3.60.2) 'Because before Toby joined us we hadn't really experienced a child with the emotional needs that Toby has. So it was very new to us.' (3.4.4) 'Tthey didn't know how to approach it, what to do.' (3.19.4) 'We were told to attend, erm, to update our team teaching.' (3.5.6)
Role of the EP *Facilitation* *Supportive graphic* *Recognition* *Safe space*	'It was kind of a- another colleague like as a facilitator as well. To like bounce questions off.' and things like ' (3.36.2) 'I know you didn't steer it as such, but like to help us think, erm, more deeper I think. Erm, cos when I was looking at this I was thinking oh, did we really do all- all of that, and I wouldn't have teased that out maybe just as a group.' (3.36.4) 'Seeing it kind of pictorially……really to me a visual prompt like that has really helped. Erm, in particular knowing what the nine areas are, and what they mean……you know, for example, that control, that safety, erm, the emotional connection, all that what you were describing last week… kind of really helped me to kind of see the bigger picture with- with what it is and what it entails.' (3.28.1) 'And to have it as a record after, it's something there. Cos sometimes if you meet with somebody and you have a meeting and you chat and you make notes, you go away. Fair enough it's just words on paper, but I think to see it like it was, visually, in this way, erm, and a quick glance you can see. I think that was really helpful.' (3.37.3) 'You chat about it in passing, and you say have you tried this, have you tried that. But when you actually see it. And you think you know what, an awful lot has already been tried in school, and there are lots of positives.' (3.28.2) 'I think it's lifted their spirits. I think they've gone away and thought, do you know what, you know we're doing really well, and we're trying our very best.' (3.31.2) 'I think staff that work with Toby, the last three days in particular, I think they've felt a lot more buoyant.' (3.60.3) 'I think it's given them a boost…. I think it's boosted their morale. I think it's boosted their confidence because they can see that, yeah, we are, you know, we- we're doing the best we can. We're doing a good job. We're doing a lot more than we thought we were doing.' (3.62.2)

	'I didn't find it threatening at all.' (3.36.1)
Attuning to the Child *Responsiveness*	'And maybe how they're feeling now Toby is picking up on that as well. So it's a two way process…. If they're feeling more comfortable and more settled, that he's picking up on positive vibes himself.' (2.63.3) 'He's had three really good days. Now I don't know whether that's just a coincidence……or whether it had something to do with what obviously you know, Liam, Emily and- and Julie-Ann are implementing… And conversations I've had with Toby have just been very positive ones.' (3.24.3)
Personal Responses *Applied learning* Being proactive	'He just put his hands on Toby's shoulder, and Toby said, oh fine, no problem, picked his own chewed pencil up and started writing with it.' (3.26.1) 'It's kind of what strategies you can use before it gets to that point…And then our other hope is that in doing this, it won't get to a point whereby you know, Toby goes into crisis, he's really stressed and then we have to physically intervene.' (3.50.3)

Table 13: Superordinate Themes - Class Teacher

Superordinate Themes (Bold) *Emergent Theme (Italics)*	Example Extracts
Reflecting on Capacity and Capability *Finding direction* *Pre-existing uncertainty about SEMH* *Self-efficacy*	'Everyone else seemed as lost- as lost as I did. Even people from- from- from the local authority, everywhere… don't feel like I got any- any useful advice from anyone really. Any- any- anything we were putting in place is what myself or Lucy had thought of.' (4.7.3) 'Some adults are clueless around Toby. Some don't know what to do around him.' (4.22.2) 'I feel- I feel like we can…I- I- I'm more able to manage it now than I was before.' (4.33.9
Role of the EP *Follow up* *Visual learning* *Preparation* *Facilitation*	'I think a follow up's useful. we could have done this session and I could have done nothing. So just forgotten about it. whereas if you know there's gonna be a time reflect on it……then you're much more likely to actually do something practical.' (4.75.1) 'I think the graphics the most important part of it for me. It explains it better than any bullet pointed list could.'(4.51.2) You could understand it within the first minute. I mean I'm a kinaesthetic learner.' (4.51.3) 'I think the graphics the most important part of it for me. It explains it better than any bullet pointed list could. 4.51.2 'It's the graphic that makes me understand it. It makes sense when you've got it all round there and then the child in the middle. (4.52.2) 'It's worked a lot better because we've had that initial meeting……between ourselves……rather than just being handed the materials and then trying to do it ourselves. I don't think it would work as well [independently].'(4.44.3) 'Maybe just like a- a five minutes to yourself beforehand or something just with a couple of prompts for notes for yourself maybe.' (4.49.2) 'We were talking the whole time.' (4.46.2) 'You kind of kept- kept things rolling along.'(4.72.1)
Attuning to the Child *Broken relationships*	'Some staff that have worked with him before, erm, don't want anything to do with him really to be honest. Yeah, they've had…he's ran them ragged… that much that th- they- they kind of, erm… so their relationship is completely broken……down effectively.' (4.28.3)
Personal Responses *Developing SEMH strategies*	

Reflective practice	'Well we felt [sighs] in a- in a practical sense that it's definitely changed. Erm, we've started to look for signs earlier. Erm, more willing to just go like give him a break now. Erm, and I've started to notice more ways of how I can maybe calm him more quickly. the top of him or something like that.' (4.33.7) 'The language we use around him, we're very careful with at the minute, er, bearing in mind the status [need]. Even- and even just on like the safety and security, that…and that kind of thing, erm, things like, I'll mention to him that I was…if I know he's been somewhere the night before or the weekend, I'll say that I was thinking of you at the weekend.' (4.43.1) 'I think it was- it was my fault he went into a mood because I was- I- I bent down to get something and he jumped on me, and it was a hug, but it obviously…and he nearly knocked me- me over. So then instantly that's a rejection for him…. It's like oh, I'm- I'm useless, this, that and the other. And he went into a mood. Oh, no, if I'd have literally just turned round and said oh, please don't do that that's, then all would have been well. So I much…and that- that's the first time I'd- I'd let it slip kind of, erm, that standards of how I'm speaking to him. At least I know it was avoidable and I know why…how it was avoidable.' (4.42.1) 'There's one in my class at the minute where I- I do think to myself sometimes have I talked to him today, cos he won't come and talk to me.' (4.62.2)

Table 14: Superordinate Themes - Educational Psychologist

Superordinate Themes (Bold) *Emergent Theme (Italics)*	Example Extracts
Reflecting on Capacity and Capability *Increased efficacy*	'That the teacher wasn't saying, 'I can't cope,' he was saying, 'I am interested. I'm already thinking of things I can change.' (75.5.1) 'In a similar way for the- for the teaching assistant, I think she feels valued. I think she feels more confident in her role. I think they both feel less anxious around him, and that comes with the understanding of the behaviour which has come from that- the human givens model.' (97.5.1)
Role of the EP *Ongoing supporting* *Containment* *Facilitating graphic* *Group dynamics* *Safe space*	'There is a need for follow-up. Where- where children are as complex as this little boy, I don't think we can just put the strategies in place and then go away, as we- we need to do in our other work, and generally in our other work, that's all that's needed. But where it's as complex as this, I do feel some follow-up and some containment from ourselves, if that's what's needed, is required. But also, positive feedback and that pat on the back. 'Well done, you're doing a fantastic job. Really impressed.' (92.5.1) 'I think the fact that someone is maintaining involvement and they know that they can get in touch any time. In fact, they're doing a very good job, but I still- for them, psychologically, I think knowing that someone is a- giving them attention and meeting their emotional needs.' (98.5.1) 'I think we brought that containment. I was very aware of that, of her presence, and how she- everything about her changed during the course of the meeting. Her non-verbal communication, the positive comments that she was making.' (53.5.3) 'I think the graphic makes such a difference. And I was aware that at various times people were looking at the graphic and checking back to make sure that they'd covered all aspects of emotional needs.' (68.5.1) 'The graphic facilitates the meeting. So, that's a- a real tool for anyone who's less experienced.' (109.5.1) 'Facilitating a group like that, I think you are quite separate. Because you really need to be mindful to the participants and picking up on lots of different cues. .. Whether they're feeling comfortable, whether they're feeling anxious, bringing in somebody who hasn't contributed, making a judgement on why they haven't contributed and how you might respond to that.' (56.5.2) 'I would certainly use it with my casework. But it would- it would work better, it would be more effective with two EPs.' (116.5.1) 'I think we need to think carefully about, as we would do, the dynamic between the facilitators'. (118.5.1)

	'I felt that they were- they needed some time to settle into the process.' (37.5.1) 'Part of it was because we had made it quite a relaxed session from the start. And I think they- they settled quite quickly because of that.' (47.5.1) 'Because it provided a safe space for the staff to say what they needed to say. Particularly for the head teacher.' (133.5.1)
Attuning to the Child *Shared emotions*	'It's about thinking that actually his needs are just the same as mine, and at various points in my own life, my emotional needs are not met as well as they should be, for whatever reason. And it's the same for this child.' (87.5.1
Personal Responses *Reducing segregation* *Applied psychology*	'Already we've seen some very positive effects. So, he's rarely in the- the separate room. (95.5.1) 'There's a supply teacher in the classroom. I observed that this morning. And I'm re- and this is a- as a result of the human givens process, there was a very careful handover that took place.' (134.5.1)