



**Creating Moments of Democracy through Video
Interaction Guidance: A Participatory
Exploration of Perceived Challenging
Behaviour**

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Declaration

This work is being submitted for the award of Doctorate of Applied Educational Psychology. This piece contains no material that has been accepted for the award of any other university module or degree. To the best of my knowledge this work contains no material previously published or written by another person except where due reference is made.

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Overarching Abstract

This research aims to explore how Video Interaction Guidance (VIG) might be used to develop a democratic approach towards working with children with perceived challenging behaviour, their parents, and educational professionals from their schools. Ten papers describing interventions for perceived challenging behaviour in primary school children which seek to involve parents are systematically reviewed. The majority of studies show that interventions for behaviour that involved parents brought about a reduction in perceived problem behaviour as defined in the studies. The study with the strongest evidence involved parents significantly in the intervention, however there is a complete absence of child voice in the systematic review literature. The issue of how a more democratic and participatory approach towards addressing challenging behaviour might be developed is considered. The concept of 'democracy' is problematized and eventually defined as the process of creating a space for discussion in which all voices are equally important and in which those participating show respect for each other's views. A participatory approach is used, and the Video Interaction Guidance process is carried out with two sets of participants, each of which includes a child, parent and educational professional. Following the intervention, participants are interviewed about their experiences, and interviews are analysed using theory-driven thematic analysis. Thematically analysed data is considered alongside data from a research diary and films from the VIG process. There is evidence to suggest that VIG can be a useful approach when seeking to create a space for democratic discussion in educational contexts in situations where a child's behaviour is perceived as challenging.

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Chapter 1 - Systematic Review: Are interventions which are school based and involve parents effective in reducing perceived challenging behaviour for primary aged children?

Abstract

Children who are perceived to have challenging behaviour have been shown to have poorer educational outcomes than their peers. This has led to a growing body of literature concerned with how educational outcomes for such children could be improved. Areas of focus have included 'parenting'/home contexts, 'within-child' factors and school contexts. A growing interest in 'parental involvement' combined with sociocultural and ecological psychological approaches has led to the development of integrated interventions involving home and school contexts. This review is concerned with interventions that included a school-based element but also involved parents in attempts to address perceived challenging behaviour. Ten studies are systematically reviewed using a process of detailed mapping and assessment of the weight of evidence. The majority of studies found that interventions for behaviour that involved parents brought about a reduction in perceived problem behaviour as defined and measured in the studies. The study with the strongest evidence involved parents significantly in the intervention, even at the planning stage. Limitations of the review are outlined. Recommendations for future research include participatory approaches that would enable parent and child voice, in order to bring about genuine transformation in real educational situations.

Introduction

Children and young people within the education system – both in the UK and internationally – are commonly reported to behave in ways that educational professionals find challenging (Wright, 2009). 'Challenging behaviour' can lead to permanent school exclusion for some children (Jull, 2008; Panayiotopoulos, 2004). The number of children permanently excluded from primary schools within the UK has become significant enough over recent decades to warrant investigation into effective solutions to the complex issue of 'challenging behaviour' in schools (Panayiotopoulos, 2004).

There are an increasing number of labels being used in the fields of health, education and academia, to describe children who are perceived as displaying challenging behaviour in school and home contexts (Wright, 2009). These include 'Social Emotional and Behavioural Difficulties' (SEBD), 'Emotional and Behavioural Difficulties' (EBD), 'Conduct Disorder' (CD) and 'Oppositional Defiant Disorder' (ODD) (Jull, 2008; Lochman, Wells, Qu, & Chen, 2012; Thomas & Loxley, 2007; Webster-Stratton, Reid, & Stoolmiller, 2008; Webster-Stratton, Reid, & Hammond, 2004). This societal response to the issue of perceived challenging behaviour has led to the pathologisation of a group of children who are becoming increasingly disaffected and alienated from mainstream society (Jull, 2008; Thomas & Loxley, 2007; Wright, 2009). The challenge facing educational professionals today is how to enable and facilitate a resolution to the issues surrounding 'challenging behaviour' without increasing the disaffection of children and young people.

Much has been documented about the outcomes for children perceived as having 'challenging behaviour'. Reid et al. (2007) suggest that children who display 'early emotional, social and behavioural problems' are more likely to encounter academic problems, drop out of school and engage in antisocial behaviour in the longer term if intervention is not offered. Webster-Stratton et al. (2008) have written about the concept of 'school readiness' - involving in its definition the absence of behaviour problems - which they suggest is a predictor of future academic achievement, with those less 'ready' for school (including those perceived as having problem behaviours) achieving less academically in the long term. Cancio, West, and Young (2004) report that students with 'EBD' may not be able to remain attentive and may have difficulty completing tasks including homework, which can subsequently lead to 'school failure'. Much of the literature about children perceived as having 'challenging behaviour' predicts a bleak future. This has led to an interest in the field of educational research as to how outcomes for these children could be improved.

Targeting 'Challenging Behaviour': School, Parent and Child Focused Approaches

In considering how educational or health professionals can help children with perceived challenging behaviour, researchers have often turned their attention towards potential 'causes' of the behaviour (Little & Hudson, 1998; Webster-Stratton et al., 2004). Many authors have made a link between 'parenting' and challenging behaviour. Webster-Stratton et al. (2004) suggest that parents who use harsh or inconsistent discipline with their children at home, and do not provide a nurturing environment, can find themselves with children who display challenging behaviour. Many approaches to reducing children's challenging behaviour involve 'parent training' - targeting parents as the key players who can

make a difference to their child's behaviour (Flouri, 2004; Little & Hudson, 1998; Panayiotopoulos, 2004; Quinn, Alan Carr, Carroll, & O'Sullivan, 2007; Webster-Stratton et al., 2004). Parent-focused approaches employed to target challenging behaviour vary greatly in their range and scope. Some use specific approaches such as video modelling, role play and the practice of targeted skills within regular group meetings with other parents (Webster-Stratton et al., 2008), while others encourage parents to engage and work closely with staff in school (Cancio et al., 2004; Panayiotopoulos, 2004).

Other authors who have aimed to find 'causes' of challenging behaviour have focused on within-child factors. Maddern et al. (2004) have cited limited social skills as a precursor to early problems with challenging behaviour. Quinn et al. (2007) have reported a link between challenging behaviour and other 'developmental disabilities' in children. Webster-stratton et al. (2008) have cited 'social, emotional and cognitive deficits' as precursors to challenging behaviour. Researchers who have identified child factors as an aspect of challenging behaviour have introduced child-focused approaches in attempts to address the behaviour, such as curriculum-based programs like 'dinosaur school' (Webster-Stratton et al., 2008), or school-based social skills group programs (Maddern et al., 2004). 'Dinosaur school' is a program developed to address interpersonal difficulties in young children, such as under-developed social skills, an inability to empathise, and problems cooperating with peers (Webster-Stratton et al., 2008; Webster-Stratton et al., 2004). It consists of group sessions with approximately 6-7 children, facilitated by a therapist or teacher, in which activities such as videotape modelling, role play and practice of targeted skills are used to reinforce behaviour change in children (Webster-Stratton et al., 2008; Webster-Stratton et al., 2004).

A third approach to addressing perceived challenging behaviour in children has been to focus interventions on school staff. Webster-Stratton et al. (2004) have asserted that poor classroom management skills in teachers can lead to higher levels of child aggression in classrooms, and as a result they have more recently incorporated a teacher training element into their 'Incredible Years' approach. The 'Incredible Years' approach was initially developed in a clinic setting to 'treat' children who had been given a diagnosis of 'early-onset conduct problems', and consisted of applying the 'dinosaur school' child-targeted approach outlined above, alongside use of a parent-training program aimed at increasing 'positive and responsive parenting' (Reid et al., 2007). Webster-Stratton et al. have more recently adapted this approach so that it could be applied by teachers in a classroom setting, through teaching strategies such as the promotion of 'prosocial behaviour' in the classroom (Webster-Stratton et al., 2008). Other authors have used interventions to develop confidence in teachers or teaching assistants to support children with challenging behaviour, using approaches such as Video Interaction Guidance (VIG) (Hayes, Richardson, Hindle, & Grayson, 2011).

Parental involvement and Integrated Approaches

Much has been written in recent years - in both academic literature and government documentation - about the benefits of 'parental involvement' to a child's education (Department for Children Schools and Families, 2008; Desforges & Abouchaar, 2003; Rogers, Theule, Ryan, Adams, & Keating, 2009). A range of definitions of parental involvement can be found within the literature. Desforges and Abouchaar (2003) list factors such as 'good models of constructive social and educational values' and 'participation in school events'. Hart (2011) defines parental involvement by outlining the principles of community psychology, which explain why the involvement of parents in a child's education can have positive benefits. These principles emphasise *equality* and *reciprocity* between parents and educational professionals, and the *empowerment* of parents who become involved in their child's education because it is their *right* to do so. Rogers et al. (2009) write that parental involvement should be viewed within an ecological framework which positions parents within a set of interacting systems - home, school and the wider community - acknowledging that the dynamic, interactive nature of the relationship between these environments is relevant to the consideration of parental involvement as a concept (Bronfenbrenner, 1975; Rogers et al., 2009). What is common to much of the literature is the assumption that involving parents has a positive effect on children's educational outcomes (Department for Children Schools and Families, 2008; Desforges & Abouchaar, 2003; Hart, 2011; Rogers et al., 2009).

The growing interest in parental involvement is part of a general trend within the field of psychology - and educational research more generally - away from a focus on within-child factors and towards consideration of a range of environments and their influence on children's learning (Boyle & Lauchlan, 2009; Farrell et al., 2006; Scottish Executive, 2002). This trend has its origins in both Vygotskian and Ecological Psychology. Vygotsky asserted that learning is a social process which involves more knowledgeable others who can be learned *from* (Vygotsky, 1964). Bronfenbrenner acknowledged children do not grow up in a vacuum but in a number of interacting environments which change and evolve in response to each other (Bronfenbrenner, 1975). These socio-cultural and ecological approaches have contributed to the development of integrated interventions for challenging behaviour that take a range of environments and people into account, rather than focussing on one area only. There are now a range of approaches which seek to address challenging behaviour both at home and at school (Little & Hudson, 1998).

The focus of this review

As outlined above, a range of interventions have been employed to improve behaviour in children, some of which have focused on one specific area while others have offered an integrated approach. The present review is concerned with interventions that incorporate a school-based element, but also involve parents in addressing children's challenging behaviour. This review poses the question: *Are interventions which are school based and involve parents effective in reducing perceived challenging behaviour for primary aged children?* I will consider what type of outcomes are being measured and targeted in an attempt to show effectiveness in behaviour programs. The method by which parents are 'involved' will also be taken into consideration.

Method

In this review, a systematic method has been employed which was originally described by Petticrew and Roberts (2006) and has subsequently been used by Cole (2008), the stages of which are described in Table 1.

1	Clearly define the review question in consultation with supervisor of project
2	Determine types of studies needed to answer the question
3	Carry out a comprehensive literature search to locate these studies
4	Screen the studies found using inclusion criteria to identify studies for in-depth review
5	Describe the included studies to 'map' the field, and critically appraise them for quality and relevance
6	Synthesis studies' findings
7	Communicate outcomes of the review

Table 1: The systematic review stages (from Cole, 2008; Petticrew & Roberts, 2006)

Identifying and describing studies: the initial search

To locate relevant studies, electronic databases were searched using the combination of search terms shown in Table 2. During the searching process, as articles

were found, new search terms related to 'behaviour' or 'parental involvement' were identified, recorded and added to the search term criteria, in an attempt to ensure that all appropriate synonyms were included in the search term categories.

<p><i>Problem terms</i></p> <p>SEBD / EBD / BESD / soci*emotional*behavio*difficulties / emotion*behavio*problem* / behavio*emotion*social difficulties / behavio* problem* / socio-emotional / conduct disorder / conduct problems / aggression / oppositional defiant disorder / child* temperament / disruptive behavio* / externalizing behavio*</p>
<p><i>Intervention terms</i></p> <p>parent* involvement / parent* participation / parent-teacher involvement / home*school relation / home-school support / home and school support / home*school interface / joint parent and teacher</p>

Table 2: Terms used for the literature search

The following electronic databases were searched: ProQuest databases (Australian Education Index, British Education Index and ERIC), EBSCO, Firstsearch, Medline, Ovid, Scopus and Web of Knowledge. In addition, for articles that were thought to be of particular relevance, searches of reference lists and citation searches were conducted. All searches were conducted between October 5th and November 17th 2012.

The inclusion criteria are a set of agreed conditions that studies must meet in order to be included in different stages of the review, based on the research question. The following were used for the initial screening of the studies identified from the literature search:

- **PARTICIPANTS:** Children of preschool and primary age (3-11 years). Studies designed to target specific populations other than those included in the search terms (e.g. Attention-Deficit Hyperactivity Disorder, Autistic Spectrum Disorder) were not included so that the number of studies in the detailed analysis could be kept to a manageable number for analysis within the timescales allowed. Studies targeting 'substance misuse' were not included as the assumption that children perceived to have challenging behaviour would be more inclined to misuse substances was not shared by the author.
- **SETTINGS:** School-based interventions which also involve parents - the parental element of the intervention could be based anywhere (e.g. school, home, clinic setting)

- **INTERVENTION:** Any intervention designed to use with children who have demonstrated or were considered to be at risk of demonstrating challenging behaviour. Preventative studies were included. Both school staff and parents needed to be included in the interventions.
- **STUDY DESIGN:** Treatment targets were explicitly stated, and the design needed to include at least one measurement of child behaviour in order to show whether the intervention had reduced challenging behaviour.
- **TIME, PLACE AND LANGUAGE:** Studies were reported in English, and completed between 1998 and 2012. This is because Little and Hudson reviewed the literature on intervention studies for behaviour in 1998 (Little & Hudson, 1998).

A large number of studies (over 1,000) initially identified by key word search were screened using abstracts, which identified 19 studies which met the initial set of inclusion criteria.

Identifying and describing studies: The in-depth review

At the next stage of the search, the following additional criteria were applied to the 19 studies in the systematic map, in order to identify studies for inclusion in the in-depth review:

- **PARTICIPANTS:** Single case studies were excluded in order to keep the number of studies for the final in-depth review to a manageable number for analysis within the timescales allowed. Studies conducted in 'middle school' or those that included sixth grade students in the US or Canada, were excluded because it could not be guaranteed that all participants would be within the age range 3-11 years.
- **SETTINGS:** no additional criteria.
- **INTERVENTION:** Studies were excluded if it was unclear whether elements of the intervention had taken place, e.g. one study mentioned a parent intervention but no details were provided about this in the research findings. Studies were excluded if school was used only as a location for a parent intervention without school staff being involved in any interventions.
- **STUDY DESIGN:** Studies included quantifiable outcome data on at least one behaviour-related dependent variable. Studies with only qualitative outcome data were excluded in order to keep the number of studies for the final in-depth review to a manageable number for analysis within the timescales allowed. Studies were included if they showed to be aiming to reduce behaviours deemed as problematic by authors in either incidence or severity. Challenging behaviour has not been defined in this review due to its highly subjective nature.

- TIME, PLACE AND LANGUAGE: Studies were published in peer review journals (unpublished studies were excluded).

Subsequently, through more in-depth reading and the mapping process incorporating the additional criteria, 10 studies were included in the in-depth review.

Detailed description of studies in the in-depth review

The next stage of the systematic review involved analysing in more detail each study's demographic, setting, research question(s), design and methodology employed to answer research questions, interventions involved and outcomes of each study. This information was summarised in the mapping table (Table 3), and included information about the following:

- Participants: numbers, ages and gender.
- Context: national and local context details - including the country, type of educational setting (nursery/school etc), and if stated by authors that a specific population was used, e.g. 'a diverse low-income and multi-ethnic population'.
- Focus: whether child-focused, parent-focused or school-focused (or a combination), group or individual, and programme duration (number of sessions and length of each session).
- Design: whether control used or pre/post test method, whether random assignment or opportunity sample.
- Methods/sources of evidence: details of how interventions were evaluated, by whom, and any measures used (e.g. rating scales, interviews etc).
- Follow-up: If and when follow-up measures were used.
- Gains made: any significant findings and effect sizes were recorded. Most studies provided effect size measures. Otherwise, Cohen's *d* was calculated where possible using the calculation outlined by Muijs (2004).

Assessing quality of studies and weight of evidence (WoE)

Studies were analysed using the Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre) weight of evidence (WoE) tool (EPPI-Centre, 2007). This considered three criteria in order to make it possible to ascribe an overall quality and relevance to each study. These weights of evidence were based on:

- A. Soundness of studies (internal methodological coherence), based upon the study only.
- B. Appropriateness of the research design and analysis used for answering the review question.
- C. Relevance of the study topic focus to the review question.
- D. An overall weight, taking into account A, B and C.

Results

General characteristics of the studies included in the in-depth review

Table 3 summarises the characteristics of the 10 studies included in the in depth review.

Study	Participants		Context	Focus (group/individual, child/teacher/parent focused) and duration	Design	Methods/ Sources of evidence	Follow up	Gains made (* = significant effect, p<0.05)	Effect size (d)	Weight of Evidence
	N	Age								
Webster-stratton, Reid and Stoolmiller (2008)	1,768 students On average 50% male	3 - 7 Years	US 'A diverse low-income and multi-ethnic population'	Teacher training - 4 days (28 hours) spread over monthly workshops: (Teacher focus) Strategies to promote the involvement of parents (Parent focus) Dinosaur School - a curriculum-based intervention used directly with children - 30 lessons (2 times a week, 15-20 minute circle time followed by 20 mins small group work) (Child focus)	Random assignment to intervention or control conditions	Social and emotional competencies, conduct problems, teacher competencies, teacher efforts to involve parents, classroom environment (by teacher reports and independent observations of teachers and children) MEASURES: -Independent classroom observers coding child and teacher behaviours -MOOSSES classroom observation coding system -TCI to evaluate teacher's style -MOOSSES observation of child behaviours	None	Teachers' behaviour (observer's ratings)* Improvement in School Readiness (emotional self-regulation, social competence and conduct problems) of children* (COCA-R) Conduct problems (becomes significant at 1.42 SDs above pre-score mean)* (MOOSSES) Child disengagement* (becomes sig at .20 SDs above pre-score mean) Classroom atmosphere* Child problem-solving - number of different	For Head Start teachers: Warmth/ affectionate .51 Inconsistent/ permissive .63 Harsh/critical .67 Social/emotional .96 Effective discipline 1.24 Dependent on initial school readiness score: at mean of pre score -.82, at 2 SDs above pre score mean -2.87 -.70 (at 1.42 SDs above pre-score mean) -1.10 (at 2 SDs above the mean) -.29 (at .20 SDs above pre-score mean) -1.65 (at 2 SDs above pre-score mean) 1.03	Medium

Study	Participants		Context	Focus (group/individual, child/teacher/parent focused) and duration	Design	Methods/ Sources of evidence	Follow up	Gains made (* = significant effect, p<0.05)	Effect size (d)	Weight of Evidence
	N	Age								
								strategies generated* Child - Number of positive feelings identified* Parent-teacher bonding* (becomes sig at .39 SDs above the mean of the pre score)	.14 at .39 SDs above the mean of the pre score .57 at 2 SDs below the pre score mean	
Maddern, Franey, McLaughlin and Cox (2004)	8 (all male)	9-11 years	Primary school (UK)	Group, 20 sessions of 1.5 hours each, delivered over 20 weeks, led by psychiatric nurse, clinical psychologist and assistant psychologist (child focus) Day-to-day contact with school from staff running the group (Teacher focus) 'Numerous' home visits made to link with parents (Parent focus)	Pre/post-test, opportunity sample	Quantitative: Culture-Free Self-Esteem Inventories Spence Children's Anxiety Scale Social Competence with Peers Questionnaire Anger management Observation checklist-Primary Connor's Scales Qualitative: Friendship question sheet Anger management question sheet	None	Self Esteem Anxiety* Social skills Anger-management* General Behaviour (rated by parents): Oppositional* Hyperactivity ADHD Cognitive Problems General behaviour (rated by teachers): Oppositional* Hyperactivity* ADHD* Cognitive problems	None given	Medium/low

Study	Participants		Context	Focus (group/individual, child/teacher/parent focused) and duration	Design	Methods/ Sources of evidence	Follow up	Gains made (* = significant effect, p<0.05)	Effect size (d)	Weight of Evidence
	N	Age								
						Bullying question sheet Playground observation schedule Visual analogue scales Measures taken from children, parents and teachers				
O'Connor, Rodriguez, Capella, Morris and McClowry (2012)	202 (56% male)	4-9 years	US (kindergarten, first grade and second grade)	2 different group models of INSIGHTS: Parallel model: Classroom sessions lasting 45 mins (child focus) Parent sessions (parent focus) Teacher sessions (teacher focus) Collaborative model: Classroom sessions lasting 45 mins (child focus) Half the parent and teacher sessions were held jointly, and half were held separately (parent and teacher focus)	Design has 2 elements: Pre/post, opportunity sample, AND Comparison of 2 different versions of the 'INSIGHTS' program - parallel and collaborative	'Parenting Sense Of Competency' scale (PSOC) Child disruptive behaviour - parent daily report (PDR) Teacher School-age Temperament Inventory (T-SATI) (teacher report) Parental depression (assessed before intervention)	None	A decrease of approximately one point in disruptive behaviour scores (PDR) every 4 sessions - authors state it is 'of clinical significance' Child's disruptive behaviour* (from first assessment point to assessment point 5) 'Higher maintenance' children in collaborative program showed faster rates of decline in disruptive behaviours* than parallel program	None given	Medium/low

Study	Participants		Context	Focus (group/individual, child/teacher/parent focused) and duration	Design	Methods/ Sources of evidence	Follow up	Gains made (* = significant effect, p<0.05)	Effect size (d)	Weight of Evidence
	N	Age								
Baker-Henningham, Scott, Jones and Walker (2012)	225 children	3-6 years	Jamaica – Community Preschools	<p>Teacher training intervention - 8 days training over 5 months, plus in-class assistance once a month for 4 months for 1 hour (teacher focus)</p> <p>An aspect of the training involved building positive relationships with children and parents, and parents were involved in gathering data for the measures used (parent focus)</p>	A cluster randomised trial - treatment vs control	<p>Dyadic Parent-Child Interaction Coding System (DPICS) and MOOSSES</p> <p>Sutter Eyberg Student Behaviour Inventory - SESBI)</p> <p>Connor's Global Index</p> <p>Strengths and Difficulties Questionnaire (SDQ)</p> <p>Preschool and Kindergarten Behaviour scales (PKBS)</p> <p>Child conduct problems - Eyberg Child Behaviour Inventory – (ECBI)</p> <p>Child attendance (school records)</p> <p>Parents' attitude questionnaire</p>	None	<p>Observed conduct problems*</p> <p>Observed friendship skills*</p> <p>Teacher-reported child behaviour difficulties*</p> <p>Teacher-reported social skills*</p> <p>Parent-reported child behaviour difficulties*</p> <p>Child attendance*</p>	<p>0.42</p> <p>0.74</p> <p>0.47</p> <p>0.59</p> <p>0.22</p> <p>0.30</p>	Medium
Reid, Webster-Stratton and Hammond (2007)	433 (59.13% male)	Average age 67 months (5 years 7 months)	US 'Culturally diverse, socio-economically disadvantaged schools'	<p>4 days training in dinosaur curriculum (Teacher focus)</p> <p>Incredible Years Dinosaur Classroom Intervention A session of 15-20 mins large group presentation followed by 20 mins small group activities 60 sessions across 2 school years (child focus)</p>	<p>Treatment vs control - schools randomly assigned to one of the conditions</p> <p>In intervention schools, further</p>	<p>Dyadic parent-child interactive coding system revised (DPICS-R)</p> <p>Coder impression inventory (CII)</p> <p>Parenting practices inventory</p>	Measures taken after 1 year of intervention and after 2 years of intervention	<p>Very complex results - comparing 3 groups - control and 2 intervention groups</p> <p>PARENTING: Effects of overall intervention:</p>	0.06	Medium/low

Study	Participants		Context	Focus (group/individual, child/teacher/parent focused) and duration	Design	Methods/ Sources of evidence	Follow up	Gains made (* = significant effect, p<0.05)	Effect size (d)	Weight of Evidence
	N	Age								
				Weekly parent groups (2–3 hr, once a week, for 12–14 sessions in 2 consecutive years; Discussion groups - focused on teaching positive discipline strategies and effective parenting skills. (parent focus)	random assignment - 'indicated children' (N = 433) randomly assigned to receive both classroom and parent intervention (PT + CR), or just the classroom intervention (CR)	(PPI) questionnaire Child behaviour checklist (CBCL) ECBI (inventory of problem behaviours) Social competence scale-parent (P-Comp) Teacher-parent involvement questionnaire (INVOLVE-T) Social competence and behaviour evaluation-preschool edition (SCBE) Family satisfaction questionnaires		Supportive parenting* Nurturing/attentive parenting* Harsh/critical parenting* Lax/permissive parenting* Praise and incentives scale* Extra effects of PT + CR: Compared to CR and control: Supportive parenting* Negative/critical parenting (sig gains made at post kindergarten but not 1 st grade) Nurturing/attentive parenting(*sig compared to CON, not sig compared to CR) Harsh/critical parenting* Lax/permissive parenting(*sig compared to CON not compared to CR) Praise and incentives scale* CHILD BEHAVIOUR:	0.036 0.094 0.038 0.12	

Study	Participants		Context	Focus (group/individual, child/teacher/parent focused) and duration	Design	Methods/ Sources of evidence	Follow up	Gains made (* = significant effect, p<0.05)	Effect size (d)	Weight of Evidence
	N	Age								
								<p>Effects of overall intervention:</p> <p>Child bonding with parent* 0.037</p> <p>Internalizing* 0.027</p> <p>Externalizing* 0.036</p> <p>P-Comp social competence* 0.037</p> <p>Externalizing teacher report* 0.035</p> <p>Extra effects of PT + CR: Compared to CR and control: Child bonding with parents(*sig compared to CON, nearly sig compared to CR) Internalizing(*sig diff from CON but not CR) Externalizing* CBCL - Total behaviour problems and externalizing behaviour (*sig compared to CON only - no different from CR) P-Comp - Emotion regulation(*sig from CON but not CR)</p> <p>PARENT INVOLVEMENT:</p> <p>Effects of overall intervention:</p>		

Study	Participants		Context	Focus (group/individual, child/teacher/parent focused) and duration	Design	Methods/ Sources of evidence	Follow up	Gains made (* = significant effect, p<0.05)	Effect size (d)	Weight of Evidence
	N	Age								
								Parent involvement*	0.035	
								Extra effects of PT + CR: Compared to CR and control: Parental involvement, support of children's education and communication with teachers (*sig compared to CON but not to CR)		
								CHILD BEHAVIOUR: Move from higher to lower risk category *sig diff between CR+PT and both the other two groups at post K assessment (Gains made at post grade 1 but not sig)		
Sheridan, Knoche, Edwards, Bovaird and Kupzyk (2010)	220 children (51% male, 49% female)	3-5 years	US	Individual home visits conducted approx. x5 per year, 60 min each. (parent focus) 2 day training initially, 1 day booster session after 1 year Coaching x2 per month, 1 individual and 1 group session (teacher focus)	Treatment vs control - random assignment to condition made at the building level (to avoid cross contamination of conditions)	Devereux Early Childhood Assessment (DECA) Social Competence and Behavior Evaluation short form (SCBE-30)	Longitudinal study Measures taken twice a year for 2 years	Level of attachment behaviours over time* Initiative over time Reduction in anxiety/withdrawal behaviours over time	0.75 0.56 0.74	Medium/high

Study	Participants		Context	Focus (group/individual, child/teacher/parent focused) and duration	Design	Methods/ Sources of evidence	Follow up	Gains made (* = significant effect, p<0.05)	Effect size (d)	Weight of Evidence
	N	Age								
				(Control teachers had training as well but more child-focused rather than family-focused)				(No sig diffs for behavioural concerns)		
McDonald, Moberg, Brown, Rodriguez-Espiricueta, Flores, Burke and Coover (2006)	180 latino families at baseline 130 latino families at 2 year follow-up	5-9 years	US	8 weekly after school multi-family group meetings delivered in school with school personnel, then parent-graduate led monthly meetings for 2 years (parent and teacher focus)	Treatment versus comparison -randomised control trial	Teacher checklists Teacher report form (TRF) of the Child Behaviour Checklist (CBCL) Social Skills Rating System (SSRS)	Longitudinal study lasting 2 years	Social skills* Aggressive behaviour* Academic skills*	0.25 SD units	Medium/low
The Conduct Problems Prevention Research Group (2002)	891 (69% male)	5-9 years	US	Teachers trained to deliver a curriculum in social and emotional development (2-3 lessons per week) -support and consultation for teachers from Educational coordinators (ECs), weekly classroom visits and weekly teacher meetings (teacher focus) Parent groups, child social skill training, academic tutoring, and home visiting. Weekly, 2-hr "enrichment program" held at the school building (Parent/child focus) Children took part in weekly 'peer-pairing' sessions at school with peers, and had academic tutoring (child focus)	Treatment vs control	End of grade 3 assessments made up of info from: -parents -teachers -peers -school records -children Child conduct measures: - The TRF Externalizing T-score, the TOCA-R Authority Acceptance score, The Teacher Ratings of Child Behavior Change Parent Ratings of Child Behavior Change, the PDR, the parent interview with the DISC-2 (which yielded a score for the absence or presence of a	Longitudinal study - 3.5 years	Child conduct problems* (on 5 out of the 8 measures) Child Social Cognition (*marginal significance at 0.06) Parenting behaviours (on some measures but not all) Difference between number of children in control group and intervention group who were classified as 'problem-free' (27% vs 37%) - significant difference* (authors claim significant reductions in the incidence of serious conduct Problems)	0.14 - 0.27 0.14 0.19 - 0.20 0.21	Medium/high

Study	Participants		Context	Focus (group/individual, child/teacher/parent focused) and duration	Design	Methods/ Sources of evidence	Follow up	Gains made (* = significant effect, p<0.05)	Effect size (d)	Weight of Evidence
	N	Age								
						<p>Diagnosis of ODD or CD)</p> <p>Peer views - standardized</p> <p>Peer-nomination</p> <p>Aggression score</p> <p>School records – for information on a Special Education Diagnosis.</p> <p>Child social cognition: -The Social Problem-Solving measure -The Home Interview with Child</p> <p>Child academic progress: -Spache Diagnostic Reading Scale, grades in reading and language arts, Mathematics Grade</p> <p>Child social competence: e.g. Peer nominations for “liked most” and “liked least” were summed for each nominee and standardized</p> <p>Parenting behaviour: -The Parent Questionnaire,</p>				

Study	Participants		Context	Focus (group/individual, child/teacher/parent focused) and duration	Design	Methods/ Sources of evidence	Follow up	Gains made (* = significant effect, p<0.05)	Effect size (d)	Weight of Evidence
	N	Age								
						an 11-item scale (Ratings of Parent Change), parental involvement with the child's education was assessed by the teachers, using a scale (Parent-Teacher Involvement Questionnaire)				
Lovering, Frampton, Crowe, Moseley & Broadhead (2006)	340 (82% male)	3-7 years	UK - Primary schools	6 month intensive intervention program for children, families and schools Parent focus: -Pre-intervention meeting -Home visits 3 hours weekly -12 session parenting groups/curriculum -Post intervention meeting -3 and 6 month follow-up School focus: -Pre intervention meeting -5 hours weekly -holiday program 15 hours weekly -post intervention meeting -3 and 6 month follow up	Pre/post opportunity sample	Outcome measures: Eyberg Child Behaviour Inventory (ECBI: Parent and Teacher Form) Parenting Stress Index-Short Form, Third Edition (PSI-III)	3 months and 6 months post intervention	Percentage of parents and teachers reporting clinically significant levels of disruptive behaviour* (sig decreases post intervention and at follow-up) Percentage of parents/teachers who find disruptive behaviours problematic* (sig post intervention and at follow up) Significant improvement in teacher and parent reported ECBI scores* Sig decrease in parent-reported stress levels*	None given	Medium/high

Study	Participants		Context	Focus (group/individual, child/teacher/parent focused) and duration	Design	Methods/ Sources of evidence	Follow up	Gains made (* = significant effect, p<0.05)	Effect size (d)	Weight of Evidence
	N	Age								
Webster-stratton, Reid and Hammond (2004)	159 (90% boys)	4-8 years	US	<p>Teacher training (TT) Teachers came to the clinic for 4 full days (32 hr) of group training sequenced throughout the school year In addition - two individual appointments with the teacher to develop an individual behaviour plan for the child. (teacher focus)</p> <p>Child training (CT) (Clinic "Dinosaur School," - weekly 2-hr sessions for 18 to 19 weeks (lasting approximately 6 months) with two therapists and 6-7 children. (child focus)</p> <p>Parent training (PT) Parents met at the clinic weekly in groups of 10 to 12 parents and 2 therapists for a 2-hr session. Over the course of 22 to 24 weeks, they watched the 17 videotape programs on parenting and interpersonal skills. (parent focus)</p>	Treatment vs control (5 treatment conditions)	<p>Reports from teachers, parents, independent observers</p> <p>-Independent observations at home and school using Dyadic Parent-Child Interactive Coding System-Revised (DPICS-R)</p> <p>Positive and negative Parenting (Measures - Parenting Practices Interview, Coder Impressions Inventory for parents (CII), DPICS-R, mother telephone reports on the Daily Discipline Inventory (DDI)</p> <p>Child social competence (Measures- TASB prosocial and PCSC social acceptance, SHP social Contact, DPIS positive communication)</p> <p>Child conduct problems at home and at school</p>	1 year follow-up	<p>Neg and Pos parenting: Mothers neg parenting* (all treatment groups) Fathers neg parenting* (all groups which included PT) Mothers pos parenting* (all PT groups) Fathers pos parenting (PT only)</p> <p>Child conduct problems at home: Neg behaviours at home with mothers* (all treatment groups) Neg behaviours with fathers* (all PT groups)</p> <p>Child conduct problems at school* (all treatment conditions)</p> <p>Child social competence with peers* (all CT groups)</p> <p>Teacher classroom management* (all TT groups)</p>	<p>0.51-0.81</p> <p>0.51-0.91</p> <p>0.46-0.51</p> <p>0.35</p> <p>0.41-0.67</p> <p>0.35-0.63</p> <p>0.35-0.46</p> <p>0.29-0.46</p> <p>0.35-0.63</p>	Low/medium

Study	Participants		Context	Focus (group/individual, child/teacher/parent focused) and duration	Design	Methods/ Sources of evidence	Follow up	Gains made (* = significant effect, p<0.05) and CT only group)	Effect size (d)	Weight of Evidence
	N	Age								
						<p>(Home Measures-ECBI, Independent observations of child in the home using DPICS-R, CII—Child) (School Measures-Teacher Assessment of School Behavior (TASB; Aggressive Behavior scale), Teacher Rating scales of Perceived Competence Scale for Young Children (PCSC; behavior conduct score), independent observations of teachers in the classroom (MOOSES), Social Health Profile (SHP), Dyadic Peer Interaction scale (DPIS))</p> <p>Teacher classroom management style (Measures-total teacher criticism (MOOSES), an observation of classroom atmosphere, and three items</p>				

Study	Participants		Context	Focus (group/individual, child/teacher/parent focused) and duration	Design	Methods/ Sources of evidence	Follow up	Gains made (* = significant effect, p<0.05)	Effect size (d)	Weight of Evidence
	N	Age								
						from the Teacher Coder Impression Inventory (harsh discipline, nurturing, and percent time teacher inappropriate)				

Table 3: Description of the studies' methods and outcomes

Table 3 shows that of the 10 studies, 7 were conducted in elementary schools in the United States (McDonald et al., 2006; O'Connor et al., 2012; Reid et al., 2007; Sheridan et al., 2010; The Conduct Problems Prevention Research Group, 2002; Webster-Stratton et al., 2008; Webster-Stratton et al., 2004), 2 in primary schools in the UK (Lovering et al., 2006; Maddern et al., 2004) and 1 in a preschool setting in Jamaica (Baker-Hennigham et al., 2012). Of the 10 studies, 3 included children of preschool age (Baker-Hennigham et al., 2012; Sheridan et al., 2010; Webster-Stratton et al., 2008), while the remainder included children of primary/elementary school age only. Most studies (N = 7) included interventions which involved a focus on the child, teacher and parents. The remaining 3 studies (Baker-Hennigham et al., 2012; McDonald et al., 2006; Sheridan et al., 2010) did not involve the child directly, but only the teachers and parents within the intervention. Of these 3 studies, 1 only involved parents in the collection of measures of the child's behaviour (Baker-Hennigham et al., 2012), although in the teacher-focused element of the intervention it was emphasised that there was a strong focus on 'building positive relationships with parents', so it was therefore felt that parents were sufficiently involved to warrant inclusion of the study within the in-depth review.

There was great variation within the studies. Types of intervention used were wide-ranging and included curriculum-based interventions, social skills training for children, parent training alongside teacher training and after-school multi-family group meetings. Six studies targeted a universal population of children within the schools, while the remaining 4 (Lovering et al., 2006; Maddern et al., 2004; The Conduct Problems Prevention Research Group, 2002; Webster-Stratton et al., 2004) targeted a specific population thought to need help with their behaviour. There was great variation in sample sizes ranging from 8 to 1,768, with a mean of 442.6. There was also great variation in the duration of interventions (ranging from 10 weeks to 3.5 years), in the number of sessions provided and for whom those sessions were provided (ranging from 2 days training per year for teachers to children having 2-3 lessons per week for 3.5 years), and the length of sessions (ranging from children having input in class for 1.5 hours at a time to teachers having whole days of training). Parental involvement in interventions varied greatly, with the least involvement being assistance in providing measures of behaviour along with a focus in the teacher training element which was stated as 'building positive relationships with parents' (Baker-Hennigham et al., 2012), and the most involvement being weekly meetings after school for 8 weeks initially and moving to twice monthly in the long term (McDonald et al., 2006). Half of the studies were longitudinal studies where the intervention lasted for 1 year or more (McDonald et al., 2006; Reid et al., 2007; Sheridan et al., 2010; The Conduct Problems Prevention Research Group, 2002; Webster-Stratton et al., 2008), with measures being taken periodically (e.g. every 6 months or after each year of the intervention). One of the remaining studies had a follow-up element built into

the design, with measures taken 3 months and 6 months post-intervention (Lovering et al., 2006).

Experimental design of the studies included in the in-depth review

Just over half of the studies (N = 6) used a control group with random assignment to groups (Baker-Henningham et al., 2012; Reid et al., 2007; Sheridan et al., 2010; The Conduct Problems Prevention Research Group, 2002; Webster-Stratton et al., 2008; Webster-Stratton et al., 2004). Of these studies, 2 (Reid et al., 2007; Webster-Stratton et al., 2004) had more than one treatment condition that enabled comparison between different forms of intervention as well as with the control group. One study compared two treatment conditions with random assignment to each (but without a control group) (McDonald et al., 2006). The remaining 3 studies used a pre/post design (Lovering et al., 2006; Maddern et al., 2004; O'Connor et al., 2012).

Weight of evidence

Judgements about the weight of evidence of each study were guided by the EPPI tool (2007) and an overall weight was assigned. These are detailed in Table 3 which shows that half of the studies (N = 5) were thought to have a Medium to Medium/High weight of evidence (Baker-Henningham et al., 2012; Lovering et al., 2006; Sheridan et al., 2010; The Conduct Problems Prevention Research Group, 2002; Webster-Stratton et al., 2008), and the remaining half a Medium/Low or Low/Medium weight of evidence (Maddern et al., 2004; McDonald et al., 2006; O'Connor et al., 2012; Reid et al., 2007; Webster-Stratton et al., 2004). Full details of how weight of evidence ratings were developed can be found in appendix 1. There was no evidence in my synthesis that research design itself (treatment versus control or pre/post test) was a good indicator of weight of evidence as there were a number of other competing factors – outlined below - that were more salient in examining trustworthiness and relevance in relation to my research question.

Many of the studies (N = 5) had specifically targeted socially disadvantaged communities (O'Connor et al., 2012; Reid et al., 2007; Sheridan et al., 2010; The Conduct Problems Prevention Research Group, 2002; Webster-Stratton et al., 2008), their authors' epistemological stance being that children who are going to experience problems with their behaviour are likely to be from such communities. This would limit generalizability of these results to wider populations. Some of the studies targeted specific cultural groups, for example Baker-Henningham et al. (2012) carried their study out in Jamaica, and McDonald

et al. (2006) targeted a latino population in the US, which would again limit generalizability. Cultural sensitivity was also considered when calculating weight of evidence, for example in one study it was highlighted that many of the children were Spanish speaking, yet no evidence was offered that any attempts to adapt resources etc. had been made (O'Connor et al., 2012). In contrast, McDonald et al. (2006) targeted a latino population and provided information about the use of interpreters and the translation of materials. In general it was concluded that only 2 studies had considered the cultural sensitivity of their resources (Baker-Hennigham et al., 2012; McDonald et al., 2006).

Regarding the measurements used, a majority of the studies (N = 7) had made attempts to triangulate results by taking measurements of child behaviour from different sources and across contexts. Three studies used teachers, parents and independent observers to measure behaviour (Reid et al., 2007; Webster-Stratton et al., 2008; Webster-Stratton et al., 2004). One study took teacher and parent measures, and also consulted peers and school records (The Conduct Problems Prevention Research Group, 2002). Three studies used teacher and parent measures (Baker-Hennigham et al., 2012; Maddern et al., 2004; O'Connor et al., 2012), with Maddern et al. (2004) also gathering qualitative information to provide further evidence of effects on behaviour. Three studies only took measures from one source - the teachers in all cases (Lovering et al., 2006; McDonald et al., 2006; Sheridan et al., 2010). None of the studies in this review consulted the children themselves in measurements of behaviour. It is acknowledged that this might be related to the exclusion criteria applied in the selection of studies, in particular the fact that studies without quantifiable outcome data on at least one behaviour-related dependent variable were excluded. Child voice in relation to perceived challenging behaviour has been explored in qualitative studies (Jahnukainen, 2001; Nind, Boorman, & Clarke, 2012).

Information about parental involvement was lacking in detail in half the studies (N = 5) where it was difficult to determine exactly to what extent parents had been involved in the interventions (Baker-Hennigham et al., 2012; Maddern et al., 2004; O'Connor et al., 2012; Sheridan et al., 2010; Webster-Stratton et al., 2008). The majority of the studies (N = 7) conceptualised involvement from parents as including steps in the intervention to 'improve' parenting skills, using phrases such as 'parent training' and 'parenting efficiency' (Baker-Hennigham et al., 2012; O'Connor et al., 2012; Reid et al., 2007; Sheridan et al., 2010; The Conduct Problems Prevention Research Group, 2002; Webster-Stratton et al., 2008; Webster-Stratton et al., 2004). In only 3 studies was it judged that the authors sought to 'engage parents' in a more democratic way, working collaboratively (Lovering et al., 2006; Maddern et al., 2004; McDonald et al., 2006). McDonald et al. (2006) ran sessions that evolved to become parent led by the end of the study, and Lovering et al. (2006) involved parents in planning and target setting. These latter studies were rated as having greater

relevance to the review question, in which the 'involvement' of parents was intended to signify a democratic collaboration rather than 'training' to improve 'parenting'. There were other concepts discussed in some studies which were judged to be less relevant to the current review, such as 'school readiness' (Sheridan et al., 2010; Webster-Stratton et al., 2008) and 'temperament-based' approaches (O'Connor et al., 2012). These were judged to be socially constructed concepts which aren't necessarily factual across all contexts or relevant to all children who experience problems with behaviour (Gergen & Gergen, 2004).

Outcomes and Effectiveness

Comparison between studies was difficult because different outcome variables and different measuring instruments were used, and not all studies offered effect sizes, so studies were further coded according to the treatment targets identified (see table 4). Four studies did not offer effect sizes. It was possible to calculate Cohen's d for three of the studies - Maddern et al. (2004), Lovering et al. (2006) and O'Connor et al. (2012), but there was insufficient information to calculate any effect size for the remaining study (Reid et al., 2007).

It was initially difficult to differentiate short and long-term effects because a large number of the studies used a design in which the intervention lasted more than one school year - so even though the effects were not analysed at a 'follow-up' study they could still be considered to be long term. Effects that were detected at least one year from studies commencing were therefore classed as 'long term', along with follow-up measures which were taken a period of time after an intervention was complete. Of the 10 studies, 6 showed significant effects on the reduction of child problem behaviour in the short term (Baker-Hennigham et al., 2012; Lovering et al., 2006; Maddern et al., 2004; O'Connor et al., 2012; Webster-Stratton et al., 2008; Webster-Stratton et al., 2004), with 3 additional studies showing longer term effects (McDonald et al., 2006; Reid et al., 2007; The Conduct Problems Prevention Research Group, 2002). Nine studies therefore showed significant effects on child problem behaviour overall. Effect sizes were variable, ranging from .2 - .7 for eta squared (modest to moderate) and from .53-1.27 for Cohen's d (moderate to strong). Two studies showed significant effects on the level of child disengagement – 1

Outcome variable	Specifics	Study	Sig. gains made?	Effect size ST = Short term effects LT = Long term effects
Behavioural Factors	Conduct Problems	Webster-Stratton et el. (2008)	Y - for children whose conduct problems were initially 1.42 SDs above the mean	-.70 (rising as initial level of conduct problems rises) ST
		Baker-Henningham et al. (2012)	Y (independently observed)	.42 ST
		Conduct Problems Prevention Research Group (2002)	Y (teacher rated) Y (parent rated)	.27 LT .20 LT
		Webster-Stratton et el. (2004)	Y (home) Y (school)	.41-.63 ST .41-.46 ST
	Oppositional behaviour	Maddern et al (2004)	Y (Parent rating) Y (Teacher rating)	.53 ST Cohen's d 1.27 ST Cohen's d
	Disruptive behaviour	O'Connor et el. (2012)	Y	.58 ST Cohen's d
		Lovering at al. (2006)	Y (parent reported) Frequency Number Y (teacher reported)	Cohen's d 1.15 ST 1.05 LT 1.12 ST 1.17 LT

			Frequency	.65 ST .41 LT
			Number	.61 ST .52 LT
	Child behaviour difficulties	Baker-Henningham et al. (2012)	Y (teacher reported)	.47 ST
			Y (parent reported)	.22 ST
	Child Negative Behaviours	Reid et al. (2007)	N	LT - Ongoing intervention through kindergarten and Grade 1
	Externalizing behaviour	Reid et al. (2007)	Y (parent reported)	LT - None given
			Y (teacher reported)	LT - None given
		McDonald et el. (2006)	Y	.25 LT
	Behavioural concerns	Sheridan et al. (2010)	N	LT
Child disengagement	Child disengagement	Webster-Stratton et el. (2008)	Y - for children whose disengagement level was initially .20 SDs above the mean	-.29 ST (rising as initial level of disengagement rises)
	Withdrawal behaviours	Sheridan et al. (2010)	Y	.74 LT
Cognitive Factors	Problem-solving	Webster-Stratton et el. (2008)	Y	Eta-squared = .041 ST
	Cognitive Problems	Maddern et al (2004)	N	ST
	Academic Performance	McDonald et el. (2006)	Y	.25 LT
	Academic Competence	McDonald et el. (2006)	N	LT

	Social Cognition	Conduct Problems Prevention Research Group (2002)	Y (marginal)	.14 LT
	Child Academic Progress	Conduct Problems Prevention Research Group (2002)	N	LT
Social Factors	Social Competence	Maddern et al (2004)	N	ST
		Conduct Problems Prevention Research Group (2002)	N	LT
		Webster-Stratton et el. (2004)	Y	.46 ST
	Emotional regulation	Reid et al. (2007)	Y (parent reported)	LT - None given
	Child Social Skills	Baker-Henningham et al. (2012)	Y (teacher reported)	.59 ST
		McDonald et al. (2006)	Y	.25 LT
	Friendship skills	Baker-Henningham et al. (2012)	Y (independently observed)	.74 ST
	Level of attachment behaviours	Sheridan et al. (2010)	Y	.75 LT
	Initiative	Sheridan et al. (2010)	Y	.56 LT
Number of children in 'high risk' behavioural category	Percentage reduction in number of children in high risk range	Reid et al. (2007)	Y (post-kindergarten) N (post grade 1)	LT - None given

Table 4: Results according to outcome variable

showing a short term (modest) (Webster-Stratton et al., 2008) and 1 a long term (strong) effect (Sheridan et al., 2010). Three studies showed significant effects on the improvement of problem-solving/academic skills - 1 short term (moderate) (Webster-Stratton et al., 2008) and 2 long term (modest) (McDonald et al., 2006; The Conduct Problems Prevention Research Group, 2002). Five studies showed significant effects on the improvement of social skills or friendship skills - 2 in the short-term (moderate-strong) (Baker-Hennigham et al., 2012; Webster-Stratton et al., 2004) and 3 in the long term (modest - strong) (McDonald et al., 2006; Reid et al., 2007; Sheridan et al., 2010).

One study (Sheridan et al., 2010) did not show a significant effect on the child behaviour measures used. The main focus of this intervention was to 'facilitate school readiness...with a particular focus on social-emotional outcomes' (Sheridan et al., 2010 p125) – so a possible explanation for the lack of an effect on child behaviour could be that changing behaviour was not the sole or main focus of the intervention. Perhaps this result illustrates the reductionist nature of concepts such as 'school readiness', since the authors still claim that the intervention 'positively contributes to children's school readiness' despite the lack of an effect on child behaviour, whilst other authors have included a behavioural element to definitions of school readiness. 'School readiness' is a socially constructed concept which means different things to different authors as opposed to a phenomena which holds an essential 'truth' (Cohen, Manion, & Morrison, 2007; Gergen & Gergen, 2004).

Short term effects on behaviour ranged from modest to strong, with the majority falling into the 'moderate' range. Long term effects also ranged from modest to strong, with the majority falling into the 'modest' range. In general the short term effects on behaviour appear to be stronger than the long term effects.

In order to add further clarity to the analysis of outcomes and effectiveness, for each study the weight of evidence was compared against the strength of the effect size for significant effects on child behavioural factors. This revealed that of the studies that had a minimum weight of evidence rating as medium (N = 5) 3 had an effect size that was moderate or strong (Baker-Hennigham et al., 2012; Lovering et al., 2006; Webster-Stratton et al., 2008). One study had a weight of evidence rating that was medium/high and an effect size that was strong (Lovering et al., 2006). This study provides the strongest evidence that interventions that are school based and involve parents are effective in reducing challenging behaviour for primary aged children. The study describes the use of 'Sallywags', a community-based programme that integrates work in the home and school. In this programme parents are involved from the very start, attending the initial planning meeting where core targets and an action plan are agreed. The study describes significant involvement from parents including work with a key support worker who visits the home for 3

hours each week, and a 12-session parenting programme in which 'priorities were chosen by parents' (Lovering et al., 2006 p88).

When results showed parent and teacher ratings of behaviour separately there were often differences in the effect sizes. For example – in both groups effect sizes ranged from modest to strong, but the majority of parent rated results showed a strong effect whilst the majority of teacher rated results showed a moderate effect. One potential explanation is that interventions affected behaviour more significantly at home than at school. A more likely explanation is that the rating of behaviour is a highly subjective process and that behaviour is perceived very differently depending on who is observing, which highlights the imperfect and reductionist nature of methods such as behaviour rating scales to show progress (Van Der Riet, 2008).

In summary, the synthesis of study findings proved challenging as a result of the great variation in sample size, nature and duration of interventions and nature and level of parental involvement found within the ten studies, which illustrates the wide ranging nature of approaches which have been applied to improving situations in which behaviour is perceived as challenging. There was found to be a lack of detail about the level to which parents were involved in half of the studies, and only 3 studies were found to have involved parents collaboratively as 'partners' in the intervention process, which is surprising given that parent partnership is widely regarded as an important aspect in driving forward progress in work with families, and the 'attunement' in the relationship between practitioner and client is known to significantly influence the outcome of interventions (Cummins, Stokes, & Weir, 2013).

Overall there was strong evidence to support the assertion that interventions for behaviour that are school-based and also involve parents are effective improving behavioural outcomes for primary-aged children, with 9 studies showing a significant positive effect on behaviour, 6 studies showing short term effects and 3 studies showing long term effects. These findings support the application of socio-cultural and ecological psychological theories which advocate integrated approaches which take notice of the range of people and environments which may have significance within a child's life, rather than focusing on one area only (Bronfenbrenner, 1975; Vygotsky, 1964). Short term effects were shown to be stronger than long term effects overall, which suggests that the impact of the interventions was strongest to start with and faded over time. This is in contrast to the findings of Coughlin et al. (2009) who evaluated the impact of the 'Parents Plus Programme' - involving the use of video-modelling to effect behaviour change in children - and found that improvements in behaviour were maintained to the same strength 5 months after the intervention. Perhaps this can be explained by the fact that the 'Parents Plus Programme' was developed in partnership with both parents and children, and advocates a collaborative facilitation style (Coughlin et al., 2009). It is also interesting to consider that short term effects were stronger

than long term effects in relation to the fact that a large number of studies were longitudinal with interventions lasting a number of years. Perhaps the greater strength of short term effects gives some support to Fukkink's (2008) 'short but powerful' hypothesis. Fukkink (2008) conducted a meta-analysis of studies on video-feedback interventions targeted at parents and found that shorter programs appeared to be more effective in improving parenting skills.

The study in this review which presented the strongest evidence of effective behaviour change (Lovering et al., 2006) - since it had a medium/high weight of evidence rating and a strong effect size on the significant behavioural change evidenced – also involved parents collaboratively in the intervention, for example by consulting them about their own priorities for the intervention. There is evidence to suggest that working with parents in a collaborative manner in which they are involved in the development of interventions may yield more positive outcomes for children perceived to have challenging behaviour. Parental involvement in goal setting is reported to be one of the contributing factors in the success of other approaches aimed at encouraging behaviour change such as VIG (Celebi, 2014)

Half of the studies in this review also reported positive effects on social skills. This may indicate a potential association between perceived behavioural issues and perceived social skills in children, a finding which is supported by other literature in the field such as Coughlin et al. (2009) who found that the Parents Plus Program not only improved behaviour but also peer relations.

Conclusions and Recommendations

Conclusions

The majority of studies found that school-based interventions for behaviour that involve parents brought about a reduction in perceived problem behaviour as defined and measured in the studies, providing evidence to support the use of integrated approaches which are underpinned by socio-cultural and ecological psychological theory (Bronfenbrenner, 1975; Vygotsky, 1964). Effect sizes varied greatly between studies, from modest to strong, with short term effects being on the whole stronger than long term effects where long term effects were noted. Evidence from an alternative study (Coughlin et al., 2009) - in which interventions were developed in partnership with parents and children - showed behavioural effects were maintained to the same strength in the longer term, indicating that there may have been an insufficient level of parental involvement in the

development of interventions (for example involvement in goal setting) overall within the studies in this review. An alternative explanation is the 'short but powerful' hypothesis (Fukkink, 2008) - the possibility that some interventions simply lasted for too long, reducing their effectiveness in the longer term.

Considering the weight of evidence of the studies in relation to this review, only 3 studies showed at least a medium weight of evidence rating and at least a moderate effect size. The study which shows the strongest evidence that school-based interventions for behaviour which involve parents are effective in reducing perceived challenging behaviour for primary aged children involved parents significantly in the intervention, including at the planning stage (Lovering et al., 2006). This is in keeping with the view that a partnership with parents in which power is shared equally drives progress within interventions (Cummins et al., 2013).

Where parent and teacher perceptions of behaviour were separated, in general effects were perceived as stronger by parents than by teachers. Changes to level of child disengagement, children's academic/problem solving skills and children's social skills have all been considered alongside behaviour change within the literature studied - with some evidence that social skills in primary-aged children were positively affected by interventions for behaviour which involve parents in some cases. This could indicate a potential relationship between social skills and behaviour which is supported by other literature in the field (Coughlin et al., 2009).

It is important to note the huge variety amongst the studies in the way that behaviour and social skills were conceptualised and measured. The nature and scope of the interventions also varied greatly, as well as the number of participants, gender balance of participants, and intended outcomes. These conclusions should, therefore, be interpreted with caution in the light of the limitations of the review.

Limitations

A range of limitations of this systematic review will now be outlined. It is important to note that the review was carried out by a sole author, and therefore all coding and judgement (e.g. weight of evidence ratings) were done in isolation and were not discussed or triangulated.

A significant limitation of the review lies in the immense variability of the studies included. Studies from different countries and carried out within different cultures and education systems were compared with each other. Studies varied greatly in terms of the types of intervention offered, the number of participants, the length of the intervention, and

the measures of behaviour used. This variety made direct comparison between studies extremely challenging, and potentially reduced the validity of comparisons. Any generalisations made within the conclusions should therefore be interpreted with caution.

Unpublished studies were not included in the review, which can result in the ‘file drawer problem’ – since studies which do not yield significant results are less likely to be published (Cole, 2008; Rosenthal, 1979). A further limitation is that qualitative information within the studies, and any other relevant studies with qualitative methodology, were eliminated from the list of studies to be included in the in-depth review. This is a significant omission in view of the fact that behaviour is a socially constructed concept, for which qualitative exploration is likely to have added further richness to the exploration of effective interventions (Gergen & Gergen, 2004; Thomas & Loxley, 2007). It is also acknowledged that the absence of child voice within the literature reviewed may have been in part a result of the exclusion of qualitative literature.

Recommendations for further research and practice

The majority of studies in the review discussed problems with either recruiting parents or with maintaining parental involvement. Maddern et al. describe how attendance for their parents’ meetings was ‘unexpectedly low’ (2004 p150), and Reid et al. mentioned a ‘relatively low attendance rate in the parent groups’ (2007 p618). This finding is perhaps unsurprising given that most of the studies also discuss ‘parenting’ in positivist terms, citing ‘poor parenting’ or ‘negative parenting’ as one of the potential causes of the challenging behaviour (Cohen et al., 2007). It is unsurprising that parents who may feel they are being attributed blame for a problematic situation and who by inference are being given the impression that they are unskilled and need to ‘learn’ a different way of behaving towards their children might feel a desire to distance themselves from such views (Bennett, 2000).

Findings from this study suggest that in order to engage parents to work collaboratively to improve a situation, seeking collaborative exchanges with parents at an earlier stage of the intervention process might be more beneficial, for example engaging with parents in the design of interventions. Taking a more relativist approach in which it is accepted that perceptions of behaviour are socially constructed, and that future possibilities can be collaboratively constructed in a two-way dialogue, might produce more fruitful results in terms of engaging parents (Bennett, 2000; Todd, 2007).

In one of the studies (McDonald et al., 2006) the authors explain how they are attempting with their intervention to create trusting, reciprocal relationships between school staff and parents, which are described as ‘social capital’. Social capital is a concept in use

within the field of social research to describe agency and power which occurs as a result of the development of relationships, or, as Schneider has put it 'the social relationships and patterns of trust which enable people to gain access to resources such as government services or jobs' (Schneider, 2002 p43). The concept of social capital has been linked with the concept of parental involvement, highlighting the power dynamics which can exist between schools and parents, which can cause parents to potentially feel disempowered and alienated (Hartas, 2008). Future studies that seek to involve parents in interventions for behaviour may benefit from considering the notion of power and the concept of Social Capital.

Putting aside positivist understandings of challenging behaviour and welcoming a more constructionist approach which takes into account the fact that challenging behaviour might be perceived and understood differently by different individuals and groups within different cultures and social contexts could lead to more collaborative approaches to problem-solving in which a greater number of voices are heard (Cohen et al., 2007; Gergen & Gergen, 2004; Thomas & Loxley, 2007; Todd, 2007). Creating 'dialogic space' for discussion about challenging behaviour which is more democratic could lead to new collaborative understandings and the creation of new meaning (Barrow & Todd, 2011). Adopting a more participatory approach towards the study of, and the development of interventions for, challenging behaviour may lead to genuine transformation in real educational situations (Barrow & Todd, 2011).

In line with developing legislation which places the participation of children and families at the centre of decision-making, it is also important to consider that children with challenging behaviour should be given the opportunity to be involved in how their behaviour is being understood, and what should happen as a result (Department for Education & Department of Health, 2014; UNESCO, 1994; UNICEF, 2011). None of the studies in this review enabled the children involved to participate in the development of the interventions, or sought their opinion on the interventions afterwards. It has been acknowledged that this could be explained by the exclusion of qualitative literature from the systematic review, since there is qualitative research which has explicitly sought to engage with children and young people with perceived behavioural difficulties. Nind et al. (2012) gathered the views of girls attending a specialist provision for 11-16 year old girls in order to engage them in curriculum and school development. Jahnukainen (2001) sought views of those who had been labelled as having 'emotional and behavioural difficulties' retrospectively, some years after they had left school. Although there are examples of consultation with children and young people around issues of perceived challenging behaviour within the literature, however, some authors have identified this as an area which needs greater attention within research in this field, ensuring that the views of children and young people are not only gathered but also

acted upon (Fielding, 2004; Nind et al., 2012). It is important that future research take this democratic approach, to enable children and families to genuinely participate.

In conclusion, there is strong evidence from the literature reviewed that integrated interventions for primary-aged children whose behaviour is perceived as challenging, which involve both school staff and parents, can have a positive effect on the perceived challenging behaviour. The literature reviewed in this study showed that the strength of these perceived effects faded over time and tended to be stronger in the short term. The study which showed the strongest evidence for an integrated approach involved parents significantly throughout the intervention, even at the planning stage. There was a distinct lack of child voice within the literature reviewed in this study. Although other qualitative literature has sought the views and opinions of children and young people with perceived behavioural difficulties, interventions which seeks to involve parents, educational professionals and children democratically, valuing the views of each party equally, is lacking. This gap in the current literature will be addressed through the empirical research, which aims to create a democratic space for discussion with parents, educational professionals and children whose behaviour is perceived as challenging.

Chapter 2 – Bridging Document

Epistemological and Practical Influences

As a former Speech and Language Therapist, on commencement of my Educational Psychology training I became reflective about the use of labels in educational contexts, the impact they have upon children, and the involvement or otherwise of children in their development or use. This was partly as a result of an article by Merrick and Roulstone (2011) which highlighted to me that using discourses of ‘impairment’ may prevent children with communication problems from feeling accepted as normal, and may have a negative effect on self-esteem and therapeutic outcomes. Another factor was my gradually increasing awareness of children’s rights literature (Allan, Smyth, l’Anson, & Mott, 2009; Hart, 1997; Leonard, 2005; UNICEF, 2011).

On my training placement I was simultaneously confronted with requests for help in situations where children were labelled as having ‘SEBD’. My developing and evolving critical realist epistemology – as a result of the literature and teaching to which I was privileged to be exposed - led me to question the reductionist views of the situations I was encountering, in which it was generally concluded by educational professionals that ‘within-child’ factors were the cause of the perceived challenging behaviour (Cohen et al., 2007; Fox, Prilleltensky, & Austin, 2009; Scott, 2007). Critical realist philosophy asserts that although ontologically there is a ‘real’ world outside of human consciousness which holds essential ‘truths’, as humans we are unable to experience and understand that world without being influenced by our own socio-cultural context – which means that any ‘scientific’ study is in essence a ‘social activity’ (Bhaskar, 1998 p18). Applying a critical realist approach to psychology would therefore involve avoiding a purely positivist approach to the study of individuals in which it is assumed that a single set of knowable ‘rules’ can be applied to explain all human behaviour, and would instead seek a more relativist approach in which the study of behaviour should take into account the entire socio-cultural context including environmental, social, historical and political influences on both those being studied and those studying (Bhaskar, 1998; Cohen et al., 2007; Scott, 2007). Applying purely ‘within-child’ explanations for challenging behaviour therefore appeared to me to be particularly unfair, since it was often acknowledged that the children had encountered or were encountering complex issues outside of school, such as family trauma or break up, which were likely to be impacting significantly on their school experiences. It made no sense to me for the children to be labelled and subsequently excluded from mainstream settings - potentially impacting negatively on their future life chances – often without open consultation with parents/carers or the children themselves. I

hoped to carry out some research which might have the potential to facilitate the development of a different and more just course of action for such children.

My growing knowledge of psychological theory led me to become heavily influenced by sociocultural approaches such as Vygotsky's social learning theory and Bronfenbrenner's ecological theory (Bronfenbrenner, 1975; Vygotsky, 1964). This led me to consider what type of approaches had been implemented to improve situations for children perceived to have challenging behaviour, which had taken the entire socio-cultural context into account. This would involve approaches that had involved parents as well as the school setting, and this was the foundation for the development of my systematic literature review question.

From Systematic Review to Empirical Research

Although I was aware during the time of writing my literature review that I find literature which takes a medical model approach to assessing and improving challenging behaviour reductionist - as it does not acknowledge social and cultural context sufficiently or appreciate that challenging behaviour is a socially constructed concept - I felt that it was important for me to develop an awareness of approaches which are in use in educational settings which are underpinned by the dominant 'within-child' narratives that I was experiencing on placement (Burman, 2008; Gergen & Gergen, 2004; To, 2006). It was for this reason - combined with the time limitations of my work - that I decided to undertake a systematic review of quantitative literature only.

As I completed my systematic review, the medical model language of 'effectiveness' and the idea of measuring the 'reduction in incidence' of characteristics of human behaviour - which seemed to me to be a matter of subjective interpretation - became increasingly alien to me. I realised that in my own research it was important that I allowed for the recognition of the social construction of perceived challenging behaviour (Thomas & Loxley, 2007). This would involve gathering views in relation to challenging behaviour which could be coherently developed – therefore I knew that my research would be qualitative in nature.

I also became interested in the development of narratives, which was underpinned by my interest in and use of narrative therapy in my work (Carr, 1998; Morgan, 2000; White & Epston, 1990). In my experience, in situations involving perceived challenging behaviour, a negative narrative is often developed about the child concerned which can tend to be cyclical in nature and which can become increasingly strengthened over time so that people start not to notice exceptions. This led me to become interested in using a strength-based approach such as VIG, in which opportunities to develop positive narratives would be hopefully enabled (Cross & Kennedy, 2011; Kennedy, 2011; Silhanova & Sancho, 2011). I also

became increasingly interested in Dialogic Theory in relation to psychology, and the idea that a person's 'identity' is created collaboratively through conversation with others (Sampson, 2008).

The conclusions of my systematic literature review influenced my research further. Even in studies which claimed to involve parents, recruiting or maintaining the involvement of parents was sometimes difficult. The most successful study had involved parents significantly, even at the development stage of the intervention. The most stark finding from the systematic review was the profound lack of child voice. These conclusions led me to consider how a more collaborative intervention could be developed which would enable parents and children to truly participate. Whilst reading about VIG I came across a piece of literature which was to influence my research heavily. Barrow and Todd had written about the potentially democratic nature of VIG (Barrow & Todd, 2011). I was aware that VIG had been used previously with children with perceived challenging behaviour, and as it was a strengths-based approach which was potentially democratic, it seemed an entirely appropriate intervention for my research (Hayes et al., 2011).

Political Considerations

During the initial stages of my empirical research, the new Code of Practice was being implemented in schools. I was aware that societal attitudes towards perceived 'behavioural problems' in young children – which had evolved over recent years - were continuing to evolve as a result of the new legislation (Department for Education, 2014; Department for Education & Department of Health, 2013; Department for Education and Skills, 2001; Maddern et al., 2004). In the previous Labour government's Code of Practice, 'behaviour, emotional and social development' was used as one of four category headings under which children could be defined as having a 'special educational need', and the term 'emotional and behavioural difficulties' was used as a description of need, and in practice has been used as a label (Department for Education and Skills, 2001; Thomas & Loxley, 2007). The Coalition government removed 'behaviour' from the category headings in the current Code of Practice, and the code states that "persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN" (Department for Education & Department of Health, 2014 p96). They go on, however, to suggest that where behavioural concerns have been identified, "there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues" (Department for Education & Department of Health, 2014 p96). The approaches of both governments are, in a sense, similarly reductionist in that they seek to locate the problem within the child by searching for causes and related diagnoses

(Cohen et al., 2007). What is potentially missing here is the acknowledgement that it may be the *relationship* between the child and those who have identified the behaviour as challenging that is damaged or 'in need', rather than the child themselves (Burman, 2008).

Interestingly, since the implementation of the new Code of Practice which has removed 'behaviour' as a category heading for describing SEN, one of the SENCOs I work with has implied that she does not see the need to involve the Educational Psychology Service in situations where a child is perceived to have challenging behaviour any longer – which indicates the power of language as Foucault has described, to control access to services for example (Department for Education & Department of Health, 2014; Foucault, 1980; To, 2006).

Methodological and Ethical Considerations

Practitioner Enquiry

The research approach I adopted whilst planning and undertaking this research could be most accurately described as practitioner enquiry (Baumfield, Hall, & Wall, 2013). As a Trainee Educational Psychologist I was undertaking the research as part of my core role, which opened up the opportunity for me to both introduce an intervention which I hoped would create change in a problematic situation, whilst simultaneously researching the intervention process. This type of approach in which educational practitioners engage in core work aimed to bring about change whilst simultaneously reflecting on and researching that work is similar in some ways to the 'action research' paradigm most commonly attributed to Elliott (1991), but Baumfield et al. (2013) describe practitioner enquiry as a 'middle ground' between the broad concept of 'reflection' on practice, and the more structured 'action research' process, with practitioner enquiry manifesting itself as the process of attempting to answer a question through practice whilst generating further important questions about the practice in question.

It was important to me that I used this research opportunity to carry out an intervention as part of my core role which might potentially create change within the problematic situations that I encountered, potentially empowering participants, as well as generating new knowledge. In this way I was inspired by critical theory and its emancipatory aims - which is one of the core theories which has influenced practitioner enquiry (Middlewood, Coleman, & Lumby, 1999). Baumfield et al. (2013) have identified the importance of focusing on the 'intention' of the research in practitioner enquiry, in order that practitioners can adequately reflect on process. I can reflect that I regularly held in mind my

intention to create a 'democratic' space for discussion within this research, and that this significantly enabled my reflection on the intervention process.

Participatory Research and Video Interaction Guidance

Since the aims of this research were preoccupied with the creation of transformation within real life situations, a participatory research process was adopted in which it was hoped that an intervention for behaviour which would involve collaboration between those involved could be applied and developed (Butterfield, 2009; Elliott, 1991, 2006; Van Der Riet, 2008). VIG is an intervention which has been previously applied to facilitate change in situations where children have been perceived as having challenging behaviour (Hayes et al., 2011). VIG was selected as an appropriate intervention for this participatory research project for this and a number of other important reasons (see empirical research document) (Kennedy, 2011).

VIG is a staged process in which a VIG 'guider' films an interaction between two people, then engages in shared reflection about positive aspects of the interaction with one of the people from the film, in the hope that through collaborative discussion, positive change may be facilitated (Kennedy, 2011). The VIG 'guider' does not 'own' the discussion, though there are some underlying principles which the guider brings to the discussion called the 'principles for attuned interaction and guidance' (see Appendix 2) (Biemans, 1990; Kennedy, 2011; Trevarthen & Aitken, 2001). These principles – based on the theory of intersubjectivity which rests on the premise that humans are innately social – describe important aspects of successful communicative interaction, and can be useful in informing discussions about communication (Biemans, 1990; Cross & Kennedy, 2011; Kennedy, 2011; Trevarthen & Aitken, 2001). One session of filming followed by one shared discussion is referred to as one VIG 'cycle' (Kennedy, 2011). Ideally more than one cycle is carried out, so that participants have opportunities to engage in a longer conversation about the relationship (Kennedy, 2011).

The theory of intersubjectivity is the central psychological theory within VIG since the 'principles of attuned interaction' relate directly to this theory (Cross & Kennedy, 2011). Trevarthen's theory of intersubjectivity was developed from the premise that the relationship between an infant and its caregivers is two-way, and that even very young babies relate differently to other people than the way in which they relate to objects, showing that humans are innately social beings (Cross & Kennedy, 2011; Trevarthen & Aitken, 2001). Through his study of the communication between very young infants and their parents, Trevarthen was able to observe that not only did the parent follow the child's communicative initiatives, but that the child also followed those of the parent in relation to the pattern of vocalisations and

pauses, with each party making space for the other in what has been described as a 'communicative dance' (Kennedy, 2011; Trevarthen & Aitken, 2001). Through primary intersubjectivity (the process of communication between two people) and secondary intersubjectivity (more sophisticated communication involving both parties focusing together on something external) a responsive form of communication is developed which has been referred to as 'attunement' (Biemans, 1990; Kennedy, 2011; Trevarthen & Aitken, 2001). It is this idea of 'attunement' within communicative interactions which is central to the 'principles of attuned interaction' (PAI) (Biemans, 1990; Kennedy, 2011).

Intervention Process

My research project was carried out in the context of my work as a Trainee Educational Psychologist for a Local Authority in the north of England. Following some issues with recruitment (outlined below), Educational Psychologists were asked to identify children perceived to be displaying challenging behaviour. Two children were identified in two different primary schools, and two sets of participants recruited - the child, one parent and one member of school staff in each case. Verbal and written consent was obtained (see Appendices 4-9 for information sheets and consent forms).

Set One participants included Sasha¹ aged 6, her mother Debbie and a Behaviour and Inclusion Worker (BIW) Freda. Set Two participants included Billy, aged 10, his mother Neve and a Teaching Assistant (TA) Maria.

All participants engaged in one full VIG cycle, after which the two sets of participants followed different trajectories. For set one participants, two cycles were carried out, with Sasha opting out of the second cycle, while for set two participants, three cycles of VIG were carried out with Billy opting out of the second cycle, and Maria being absent from the third. During shared reviews adult participants were provided with both written and visual information about the PAI, and child participants were provided with a symbol-based version of the PAI (see appendices 2, 10 and 11). All interventions were carried out between September 2014 and February 2015.

Recruitment of participants

Initially I decided to recruit participants from a specialist setting for children perceived to have 'SEBD' through liaison with the deputy head teacher. This method of recruitment did

¹ All names are pseudonyms

not prove successful, as the member of staff was difficult to contact. She did eventually identify a potential participant. The child in question was a looked after child, and when I followed up on gaining consent for the work, the social worker who had parental responsibility denied consent for the work on the grounds that video recording was going to take place.

I decided that attempting to recruit further participants in this setting was going to prove too time consuming. I decided instead to consult Educational Psychologists working in the area about potential participants in mainstream primary schools.

Moments of insight during the research

During my initial discussions with participants I was struck by a comment Billy's mother made about the fact that he seemed comfortable in my presence quite quickly, and that this was unusual for him. She described how he had become very emotionally attached to a teacher in the past and was very upset when that member of staff left. This was an ethically important moment, because I realised that I was going to be entering into a relationship with participants, and needed to be careful about 'endings' (Guillemin & Gillam, 2004).

Sasha's mother Debbie also disclosed some personal information to me, explaining she had recently been through a period in which her children were being monitored by social services, which she had found very distressing. This period was now over, but Debbie appeared quite vulnerable in relation to her own views of her parenting, which made me keen to make sure that the VIG intervention was going to be a positive experience for her.

I gained a developing awareness that my research involved potentially 'vulnerable' groups, and that I could be encroaching on their 'private space' during my research (Liamputtong, 2007). Through my reading I was able to feel confident that by taking a 'participatory action research' approach which would directly involve the participation of those being researched and which would produce qualitative information, I might be enabled to empower participants (Liamputtong, 2007).

Reflections on 'democracy'

While editing the first set of films, I realised that when editing the children's films I was falling into the pattern of trying to avoid giving certain messages to the children through the

clips I selected – e.g. during one clip in which Sasha was making some initiatives with her mother, she was not following her mother’s agenda and I was worried about selecting the clip in case it gave Sasha the impression that veering away from an adult agenda was a positive thing to do. I reflected that I was using a psychologically imposed hierarchical structure in my selection of the clips which was potentially disempowering for the children involved. In order for the process to be ‘democratic’ it would be important for me to use the same criteria to analyse the videos for the children and adults. I decided that using the clip in question was therefore appropriate, because the focus was on the level of attunement rather than whose agenda was being followed at that time.

In a shared review with Neve, she mentioned that Billy found eye contact difficult, and that he could also get frustrated if you repeated his words back to him. Eye contact and repeating words are two elements of attuned interaction in the theory of intersubjectivity, and I was left wondering whether the theory of intersubjectivity in itself is undemocratic in nature. Perhaps it is more about the ‘use’ of the theory – e.g. Neve noted that she has found that it has seemed helpful for Billy to have improved his eye contact slightly through other interventions, and in VIG we were able to notice that he does use eye contact quite fleetingly to make initiatives. I reflected that perhaps it is about what we notice through VIG rather than what we are aiming for.

In a shared review with Sasha she was reluctant to watch the clips and commented that it was ‘a bit too boring’. When asked whether she wanted to have the opportunity to watch videos of herself again she said no – but she said she did not mind if I recorded more films and watched them back with her mum or school staff. This presented a democratic and ethical dilemma – it would be undemocratic and unethical to force Sasha to continue to participate, but it could also be undemocratic to discuss her interactions without giving her the opportunity to contribute.

Process issues during the intervention

I initially planned to carry out 2 cycles of VIG with both set one and set two participants, followed by a joint shared review with all participants in each set, and then an interview with all participants. For various reasons, outlined below, the intervention evolved differently for each set of participants.

During Sasha’s first shared review she opted out of the VIG process, so in set one the second cycle of VIG did not involve a shared review with Sasha. Following the second cycle in set one, I attempted to organise one overall shared review with all three participants. The aim was to share successes together as a group, and develop meaning collaboratively.

All set one participants were therefore provided with a copy of their films so that they could select their favourite clips to share. Unfortunately Freda² could not attend the overall shared review session, but I met with Sasha and Debbie, giving Sasha another opportunity to engage with the process.

In a shared review with Freda she described how the way she used her room was to give power to the children – they could choose what activity to do and could take the lead. We used Freda's room for the intervention with set one participants. Sasha was already accustomed to being in control of the activity in the room we used. I reflected whether this may have affected the dynamic of our session and may have contributed to her 'opting out' of the process. Perhaps considering spaces in schools and the way in which they are used is important when exploring how to organise interventions for perceived challenging behaviour.

Billy showed interest in engaging in the second cycle of VIG but opted out of his second shared review on the day (an incident had occurred in school prior to my arrival that day). Soon after the second VIG cycle Billy changed schools. It did not seem appropriate to arrange a shared review with all participants in set two as Maria no longer worked with Billy. Neve requested a third cycle of VIG so a third cycle was carried out with Billy and Neve. Billy wanted to engage in the shared review during the third cycle of VIG and he did so.

Reflection on roles

The headmaster asked me to contribute to a review meeting for Billy as his behaviour was perceived to be 'escalating'. This presented a dilemma because I am not the school EP, was reluctant to be drawn into a negative narrative, and also had issues with capacity in terms of attending the meeting. With parental consent I contributed a report about Billy's positive engagement with the VIG process. I discussed this dilemma with my supervisor and concluded there were two separate issues – firstly my agenda of the implementation of a 'democratic' VIG intervention, and secondly the school staff agenda of 'improving' Billy's behaviour. Staff perceived Billy's behaviour to be worse in group situations. As VIG is carried out on a 1:1 basis, I reflected whether it was going to be helpful to the second issue. My supervisor's advice was to trust in the VIG process, which is designed to facilitate positive change, and to 'try not to get caught up in the narratives'.

² Behaviour and Inclusion Worker

Thematic Analysis and Final Synthesis

During the process of coding the interview data I kept my conceptualisation of ‘democracy’ in mind, so codes were developed according to what was most meaningful in relation to the research aims rather than what was most prolific in the data - as the meaningful interpretation of the data is more important to me than its quantification (Braun & Clarke, 2013; Van Der Riet, 2008). 45 initial codes were developed and then collated into tables with relevant extracts of data tabulated under each code heading (see appendix 3 for example of tabulated codes). I ‘sculpted’ 7 main themes from the codes in an active and dynamic process – holding both the data and theoretically relevant concepts in mind (Braun & Clarke, 2013). Table 5 outlines the main themes developed in this initial synthesis, and relevant corresponding codes which contributed to theme development. It is important to note that the themes in table 5 are not the final themes discussed in chapter 3, as further synthesis took place during writing. During this initial theming process two codes were discarded which I felt did not contribute anything additional to the themes – these were ‘importance of respect’ and ‘importance of having a voice’. Further consideration of the data led to the development of a thematic map which showed the main themes fell broadly into two overarching themes – ‘the nature of VIG’ and ‘context specific attention to process is required’ – with one theme relevant to both overarching themes (‘VIG is a process’). One new sub-theme was also created which was felt to be relevant – ‘I would do it again’. Figure 1 shows the thematic map. Again it is important to note that the themes shown in the thematic map are not the final 7 themes discussed in chapter 3, and that the thematic map has been included in order to show a stage in the development of the final 7 themes.

Main theme	Relevant Codes
VIG is a system for enabling change	Enjoy guiders new perspective Creation of new knowledge It changed my behaviour / practice I built a relationship with guider VIG is empowering VIG is a developing process VIG enhances relationships VIG gives space and time to reflect / time with child Principles of Attuned Interaction offer new perspective and stay with you
VIG enables a distanced perspective	Outsider / distanced perspective VIG as proof / evidence VIG gives space and time to reflect / time with child
VIG is empowering	Guider consults you You have choices / you are an active participant Shared discussion / all participating Everyone gets a voice

	<p>VIG is a reciprocal exchange</p> <p>Principles of Attuned Interaction – visuals enable participation</p> <p>VIG serves the child / is child-centred</p> <p>VIG is easy / relaxed / informal</p> <p>VIG give space and time to reflect / time with child</p> <p>Film aspect interests children</p> <p>I recommend it</p> <p>Location was important</p> <p>Length of sessions helped the child</p> <p>It changed my behaviour / practice</p> <p>VIG is empowering</p> <p>Experience of the VIG process leads to power in the process</p> <p>Professional as dictator</p> <p>There is a professional hierarchy</p>
The relationship with guider is significant	<p>Guider as outsider / expert</p> <p>Enjoy guiders new perspective</p> <p>I built a relationship with guider</p> <p>Respect from guider</p> <p>Guider consults you</p> <p>VIG is 1:1</p>
VIG is unique	<p>Respect from guider</p> <p>VIG distinct from other interventions</p> <p>VIG evokes feelings</p> <p>Professional as outsider / expert</p> <p>Professional as dictator</p> <p>Professional as nosey / lack of respect</p>
VIG is a process	<p>Creation of new perspective / knowledge</p> <p>I built a relationship with guider</p> <p>VIG evokes feelings</p> <p>VIG is a developing process</p> <p>Importance of trust</p> <p>I wish something else had happened</p> <p>Initial doubts about VIG</p> <p>Perceiving self negatively in the films</p> <p>Experience of VIG process leads to power in the process</p>
Aspects of VIG are not empowering	<p>Guider as outsider / expert</p> <p>Ownership of equipment = power</p> <p>VIG is intrusive</p> <p>I wish something else had happened</p> <p>Principles of Attuned Interaction – language creates distance</p> <p>Initial doubts about VIG</p> <p>Perceiving self negatively in the films</p> <p>Principles of Attuned Interaction are dictatorial</p> <p>I can't remember</p>

Table 5: Main initially developed themes and corresponding codes

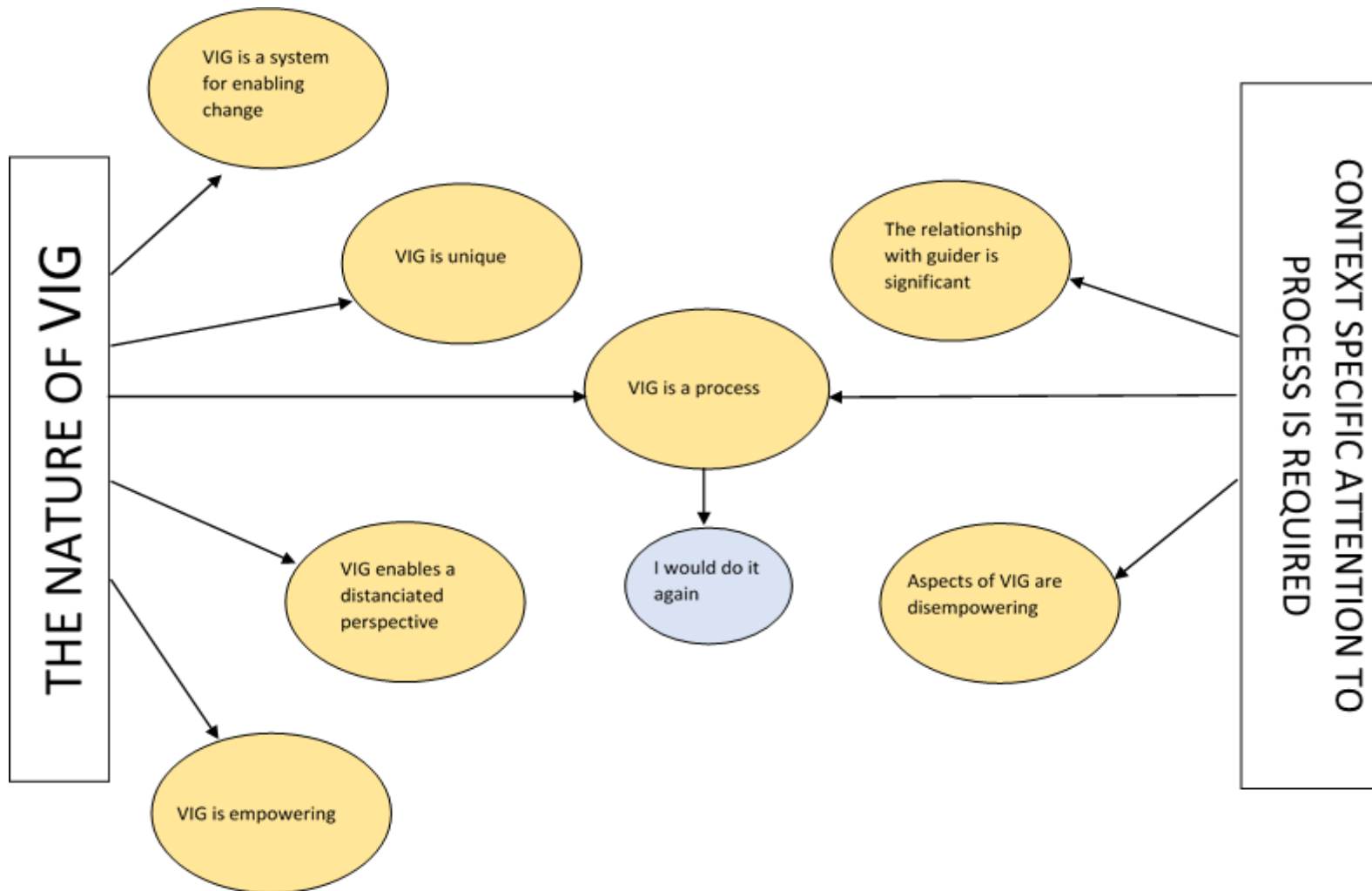


Figure 1: The thematic map with initially developed themes

In my first written synthesis of the analysis of the interview data, I felt that there was important information missing from the entire research process as a whole. My research diaries and VIG films contained important data which had influenced my conceptualisation and interpretation of democracy as the research progressed. I therefore decided to incorporate some of this information into my final written synthesis. During the process of recording my final written synthesis, 7 new themes were therefore developed which were different from the 7 themes that were initially developed from the thematic analysis of interview data only. The final 7 themes, with examples of participant quotes to illustrate each theme, are outlined in table 6 below.

Theme	Participant Quote Example
A respectful approach	<i>...it isn't something like, "Hey, you have to do this", it's actually like, "Hey, I think you should try this", like, not in a way like "I'm demanding you to do this", in a way I'm saying, "Would you like to do this?", really</i> Billy
Silencing the expert voice	<i>it's been quite enjoyable learning and we've had a bit of a laugh haven't we?</i> Maria
Beginning to develop a dialogic space	<i>it was as if like, as if you were talking with me and then I was talking to you, and then we were both talk... like you were talking to me and then I was like listening to you, and I was like, "Hang on, you've just said what I was going to say", and then when you say, "Well, what's your view on it? ", I was like, "Right, okay, well, you said this, and I agree with that"</i> Debbie
Creating a distanced perspective through otherness	<i>...it was like you don't realise you're doing it but it's there isn't it, on the video</i> Maria
Transformation	<i>Yeah I'll wait now rather than just expect like the other kids do to do it straight away I just understand that he takes... he has a longer thought process for it.</i> Neve
Processional democracy and the development of linking social capital	<i>I think, "Right, well, first time we did it, we did it this way", and then I can turn around and say, "I'm stopping this, because you said last time I could, I'm stopping this, can we talk about this bit?"</i> Debbie
Undemocratic aspects	<i>I wasn't really keen on it. I looked at it, and I'm just, I pretended I didn't see it because I don't really make eye contact, I don't like eye contact</i> Billy

Table 6: Final themes

Chapter 3 – Empirical Research: How can VIG be used to create moments of democracy for children who are perceived to have challenging behaviour?

Abstract

In interventions aimed at addressing perceived challenging behaviour in schools, the voice of the educational professional is often dominant, with parental voice frequently minimised and child voice sometimes absent altogether. In democratic conversations, a space is created in which all enter the discussion as equals who respect each other's views. VIG is a strengths-based intervention which involves creating a space for conversation in which the 'guider' and participant create shared meaning about films in order to use positive moments of communicative interaction to enhance relationships. In this research, VIG was used in an attempt to create 'moments of democracy' for children, parents and educational professionals, in two situations in which a child's behaviour was perceived as challenging. Data gathered included a research diary, films taken during the VIG process, and thematic analysis of post-intervention interviews with participants. There is evidence to suggest that VIG can be a useful tool in enabling the creation of moments of democracy in relation to perceived challenging behaviour, but that it is important to pay attention to the manner in which the VIG process is carried out within specific contexts. Counter evidence is also taken into account, and findings are discussed in terms of their contribution to future participatory research.

Introduction

Much of the research aimed at reducing perceived challenging behaviour in schools advocates parental 'involvement' by declaring a causal link between challenging behaviour and parenting (O'Connor et al., 2012; Reid et al., 2007). Other research justifies parental involvement on different epistemological grounds, recognising the need to set perceived challenging behaviour within its social and cultural context, through engaging with parents collaboratively (Lovering et al., 2006; McDonald et al., 2006). It is the latter research which has shown the strongest evidence for behavioural 'improvement' (Lovering et al., 2006). Perhaps developing interventions, then, which involve parents in a 'democratic' fashion - where they participate throughout - might be fruitful in improving situations in which children's behaviour is perceived as challenging.

The voice of the child is often absent from research seeking to address perceived challenging behaviour, even though children have had a legal right to be consulted on issues which affect them since the 1989 UN Convention on the Rights of the Child (UNICEF, 2011). The use of labelling in relation to behaviour has been described as disempowering for children, and it has been acknowledged that children with perceived behavioural difficulties are amongst the most disenfranchised (Nind et al., 2012; Spiteri, 2009). Foucault's conceptualisation of dominant discourses as powerful and controlling is relevant to these children, since the development of negative narratives can lead to exclusion from mainstream settings and consequently from mainstream society (To, 2006; Wearmouth & Berryman, 2012).

Enabling children with perceived behavioural difficulties to have a voice in how their behaviour is perceived, and in how related problems might be overcome, is important since it is their legal right to have a voice on issues which affect them and so it is socially just to provide them with one (Hart, 1997; UNICEF, 2011). Also, since there is evidence to suggest that when parents are involved more 'democratically' interventions have a bigger impact, perhaps involving the child in a similarly 'democratic' fashion could have a cumulatively positive effect (Lovering et al., 2006). Since dominant narratives of a child's 'challenging behaviour' can lead to disempowerment and exclusion from 'mainstream' society, perhaps we also have an ethical responsibility to include children in the conversation (Nind et al., 2012; Van Der Riet, 2008; Wearmouth & Berryman, 2012). Perhaps what is required is a more 'democratic' approach to addressing the problem of perceived challenging behaviour.

Democracy in Educational Contexts

Barrow and Todd (2011) have described democracy as being 'reflected in forms of communication that are genuinely reciprocal, where all parties are receptive to the voices of others and the communication is not closed down by an expert or dominant voice' (2011 p279). Fielding (2004) echoes this by advocating a blurring of roles between adult and child through 'mutuality'. For an approach to be 'democratic', then, perhaps all parties' opinions need to be equally valued – whether parent, child or professional. This may require those engaged in the intervention to be attentive to their use of language, maintaining an awareness that certain types of language may be empowering for some and disempowering for others (Fielding, 2004; Wegerif, 2008). Bae (2009) asserts that to create a democratic space for participation and freedom of expression, adults in educational settings need to make an explicit effort to notice when they are becoming the 'dominant voice' which may oppress the communication of children. She describes how one should not only listen to the

views of others, but should *respect* those views, even when they differ from one's own (Bae, 2009).

Bae describes democracy as a process which is 'created' by its participants and is 'something lived' (Bae, 2009). Barrow and Todd (2011) have described a democratic conversation as one which is 'always ongoing'. This idea of democracy as a conversational process is underpinned by the dialogic principle of creating meaning collaboratively through discussion, through attending to the views of the 'other' (Barrow & Todd, 2011; Sampson, 2008).

Dialogism is relevant to this discussion of democracy in relation to perceived challenging behaviour. Dominant positivist perceptions of challenging behaviour as the result of children being individually 'disordered' may be countered by an understanding that our identities are not fixed but are instead created through dialogue with each other (Sampson, 2008). Not only do we create and understand identity in dialogue with others, but also through internal dialogue – since people may be 'multi-voiced' as a consequence of the complex interplay of their relationships, culture and history (Hopkins & Todd, 2015; Marková, 2003). In order to create new collaborative understandings of perceived challenging behaviour, those involved may need to be provided with opportunities to engage in dialogue with an 'other', giving them a chance to explore different aspects of their self (Bae, 2009; Hopkins & Todd, 2015). In order to develop constructive ways forward which are not disempowering, a dialogic ontological approach which allows for different participants views to be held together in tension may lead to the creation of new perspectives which could enable positive change (Barrow, 2011; Cooper, Chak, Cornish, & Gillespie, 2013; Marková, 2003).

Nind et al. (2012) have made the important point that '...enabling voice is insufficient for active and effective participation in decision-making without that voice being accompanied by space, influence and audience' (Nind et al., 2012 p644). Perhaps it is important to consider not only the process by which relevant parties are enabled to express views, but also who will hear those views and whether the democratic conversation will enable any transformation to occur (Van Der Riet, 2008).

Throughout this article, the definition of 'democracy' I am using is one in which a space is created for discussion in which all voices are equally valued. In this space, each would respect the views of the other, and those participating would feel a freedom to express their views honestly. The creation of this democratic space would be an ongoing process which may change and evolve over time. It is hoped that the democratic space created might lead to real transformation in problematic situations (Nind et al., 2012). Since educational contexts are inherently hierarchical, however, I

recognise that creating a continuously democratic space might be impossible. In this participatory research project I have aimed to create what Bae has referred to as 'democratic moments' – small windows of time in which a truly democratic conversation occurs (Bae, 2009; Van Der Riet, 2008). In this way I hope that parents, children and educational professionals are enabled to contribute as equals to conversations about behaviour.

Since I am influenced by social constructionism and dialogic theory, and intend to carry out participatory research, my definition of democracy may evolve and change as I engage in the research process and attempt to create collaborative meaning with participants (Elliott, 2006). Social constructionism is a theoretical framework which asserts that all meaning is constructed – for example through dialogue or writing – rather than 'discovered' (Braun & Clarke, 2013; Gergen & Gergen, 2004). In social constructionist terms there are no inherent 'truths' because all forms of meaning are thought to have been 'created' within specific social, cultural, political and historical contexts and therefore to have been inevitably influenced by those contexts (Braun & Clarke, 2013; Gergen & Gergen, 2004). Dialogic theory is multifaceted and has been characterised in a range of different ways within different academic fields, but the unifying assumption which underpins a dialogical approach is that meaning is created and negotiated through dialogue (Barrow & Todd, 2011; Marková, 2003). In his own dialogical approach, Sampson (2008) asserts that we only create our identities through engaging in dialogue with an 'other', and he suggests that bringing the relationship between self and 'other' to the fore of psychological research is an important step forward, moving away from the historical positivist focus on what lies within the minds of individuals. Barrow (2011) has described a dialogic approach in which different views can be held together in tension, which can enable positive change and transformation to occur (Barrow, 2011; Marková, 2003; Van Der Riet, 2008). Since I am influenced by these theories I acknowledge that although I have outlined my own understanding of 'democracy' at the outset, my understanding of this concept is likely to change and evolve through the experiences I have during the research process, including through engagement in dialogue with others involved in the research such as participants and supervisors (Elliott, 2006).

Video Interaction Guidance and Democracy

Video Interaction Guidance (VIG) is a process that aims to enhance relationships. A 'guider' (often an educational or health professional) films an interaction between two people (participants), then engages in shared reflection with participants about positive aspects of

the interaction. After the film is taken, the guider edits it by selecting 'micro-moments' – tiny clips of the film which show evidence of positive interaction based on the 'Principles of Attuned Interaction' (PAI) which are derived from the theory of inter-subjectivity (see Appendix 2) (Biemans, 1990; Cross & Kennedy, 2011; Kennedy, 2011; Trevarthen & Aitken, 2001). These micro-moments are viewed with participants in a 'shared review' to initiate collaborative discussion with the aim of facilitating positive change. This whole process makes up one VIG 'cycle'.

There are various reasons why VIG might enable 'moments of democracy'. VIG is underpinned by the values of 'respect' and 'empowerment' (Cross & Kennedy, 2011; Todd, 2011). The guider is not intended to 'own' the discussion in shared reviews, but to collaborate with participants to develop meaning about how the films are understood (Biemans, 1990; Kennedy, 2011; Trevarthen & Aitken, 2001). Barrow and Todd (2011) have described VIG as a fundamentally 'democratic' process, explaining how VIG enables a 'dialogic space' for discussion in which new meaning can be collaboratively created (Barrow & Todd, 2011; Sampson, 2008). They also draw on Van Der Riet's assertion that by allowing for the development of both empathic and distanced perspectives, change is more likely to occur. Participants are enabled both their own 'insider' perspective, as well as to reflect on their own lives as though an 'outsider' looking in, through watching themselves on video (Barrow & Todd, 2011; Van Der Riet, 2008). There is also the potential to carry out a number of cycles, enabling an 'ongoing conversation' about the relationship between participants.

In this research I aim to explore in what ways VIG might be useful in creating moments of democracy in situations in which children's behaviour is perceived as challenging in a primary school setting. The main question I will be attempting to address is 'In what ways might VIG be a useful tool for children perceived to have challenging behaviour, their parents and the educational professionals who work with them, through enabling the creation of 'democratic moments' in which the views of each party are listened to and valued equally?' I will also be aiming to explore how democratic VIG is as an intervention, in relation to the potential power dynamics between guider and participant.

Using VIG to Create Moments of Democracy

Intervention Process

I carried out this project in the context of my work as a Trainee Educational Psychologist for a Local Authority in the north of England. Educational Psychologists were

asked to identify children perceived to be displaying challenging behaviour. Two children were identified in two different primary schools, and two sets of participants recruited - the child, one parent and one member of school staff in each case. Verbal and written consent was obtained (see Appendices 4-9 for information sheets and consent forms).

Set One participants included Sasha, aged 6, her mother Debbie and a Behaviour and Inclusion Worker (BIW) Freda. Set Two participants included Billy, aged 10, his mother Neve and a Teaching Assistant (TA) Maria (all names are pseudonyms). Further details about participants are outlined in table 7.

Participant	Description
Sasha	Sasha is a 6 year old girl in year 2 of primary school. Prior to the research project she had been perceived to be displaying some challenging behaviour in class, for example a tendency to follow her own agenda rather than that of an adult. She lives at home with her mother, step-father and 2 younger brothers.
Billy	Billy is a 10 year old boy in year 5 of primary school. Prior to the research project he had been perceived to be displaying some challenging behaviour in class, for example he was prone to episodes in which he would become very angry and refuse to move, which was perceived to cause disruption to the school system as he sometimes required one-to-one supervision from an adult. He lives at home with his mother, father and 3 older siblings (1 sister and 2 brothers).
Debbie	Debbie is Sasha's mother. She is in her 20s and has three children. She is recently married. She is currently not employed.
Neve	Neve is Billy's mother. She is in her 40s and has 4 children. She is divorced and currently in a relationship. She is employed as a care worker.
Freda	Freda is a Behaviour and Inclusion Worker (BIW) at Sasha's school. She is experienced at working with children perceived to have challenging behaviour. She knew Sasha and Debbie well prior to the research project. She has not worked with Sasha in class but has worked with Sasha in the 'exclusion room' at school on occasions when Sasha has been sent out of class.
Maria	Maria is a Teaching Assistant (TA) at Billy's school. She works exclusively in Billy's class and has engaged in a significant amount of 1:1 work with Billy.

Table 7: Detailed description of participants

A cycle of VIG in this context included the stages outlined in table 8. All participants engaged in one full cycle of the process, after which the two sets of participants followed different trajectories (see Figure 2). For set one participants, two cycles were carried out, with Sasha opting out of the second cycle, while for set two participants, three cycles of VIG were carried out with Billy opting out of the second cycle, and Maria being absent from the third. During shared reviews adult participants were provided with both written and visual information about the PAI, and child participants were provided with a symbol-based version of the PAI (see appendices 2, 10 and 11). All interventions were carried out between September 2014 and February 2015.

Stage 1	Guider takes a video recording lasting approximately 10-15 minutes of the child interacting with their parent
Stage 2	Guider takes a recording of the child interacting with their school representative
Stage 3	Guider edits films looking for 'micro-moments' of successful communication
Stage 4	Guider participates in VIG supervision with a qualified VIG supervisor
Stage 5	Guider meets with each participant (children, mothers, BIW and TA) individually for a shared review (lasting approximately 45 minutes each) of the films in which they featured

Table 8: Stages of one VIG cycle

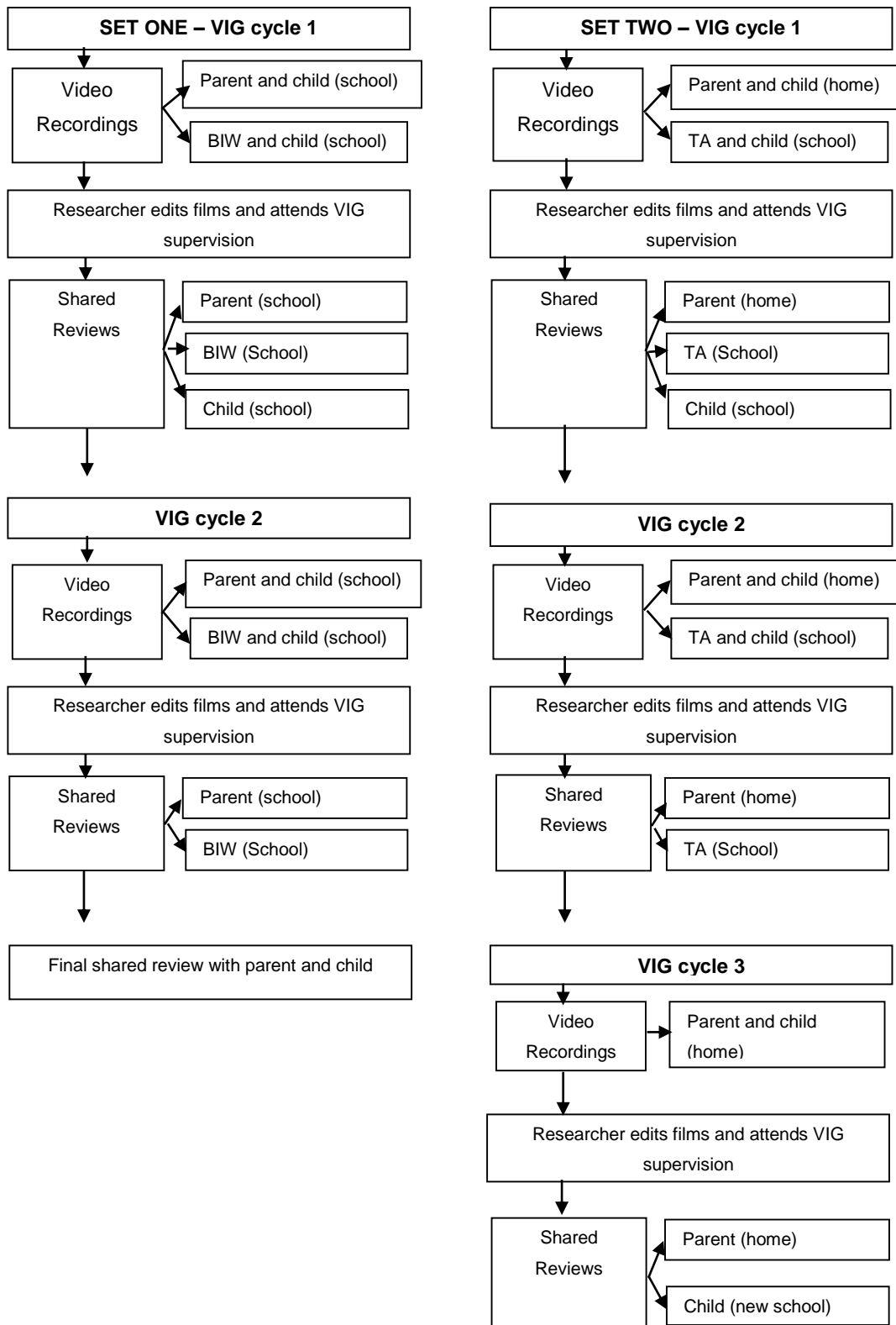


Figure 2: Intervention trajectories for participant sets one and two

The stages followed during the intervention and research process are outlined in table 9.

Stage		Steps Taken
Planning	Design	<ul style="list-style-type: none"> • Research diary commenced (maintained throughout all stages) • Participatory practitioner enquiry research method selected • VIG intervention selected • Planned to carry out intervention with a small number of cases (1-3) due to time commitment required for each case
	Participant Recruitment	<ul style="list-style-type: none"> • Initially liaised with deputy head of specialist 'SEBD' setting – unsuccessful in recruiting participants in this setting • Liaised with Educational Psychologists (EPs) in the area, asking them to identify children in primary schools perceived to have challenging behaviour • 2 potential child participants initially identified through EP liaison with school staff • More in depth discussion of intervention carried out with school staff
	Consent	<ul style="list-style-type: none"> • I consulted with a member of school staff from each school (Headteacher and Behaviour Inclusion Worker) to gain consent to carry out intervention/research in that setting • School staff consulted potential participants to gain initial verbal consent • I met with all participants in person to discuss intervention and obtain verbal and written consent (see appendices 4-9) • Participants were consulted about the location of the intervention and locations were decided upon collaboratively (see figure 2)
Intervention	VIG cycles	<ul style="list-style-type: none"> • Commenced VIG cycles with all participants (see table 8) • Appointments were arranged with participants on a rolling basis and were approximately fortnightly • I received supervision from a VIG supervisor in between appointments with participants • I carried out 2 VIG cycles plus 1 extra shared review with set 1 participants, and 3 VIG cycles with set 2 participants (see figure 2) • All films of communication and shared reviews were video-recorded using a handheld video camera
	Interviews	<ul style="list-style-type: none"> • I interviewed 5 out of 6 participants (see appendices 12 and 13) • Stills from VIG films were used during interviews to stimulate discussion • Interviews were audio-recorded using a dictaphone
Thematic Analysis and Synthesis of Findings	Transcription and Familiarisation with data	<ul style="list-style-type: none"> • Audio-recordings were professionally transcribed • I checked transcripts against audio-recordings and edited them accordingly • I listened back to audio-recordings whilst reading transcripts • Initial 'noticings' were recorded
	Coding	<ul style="list-style-type: none"> • Focused re-reading to create researcher-derived 'codes' which were thought to capture meaning of words/phrases used – with specific reference to initial conceptualisations of 'democracy' • Codes examined to check for replication, ensuring that all codes could stand alone • Complete data-set revisited to clarify code names • Data collated into tables under code headings (see appendix 3 for example)
	Theming	<ul style="list-style-type: none"> • Themes 'sculpted' using codes in a dynamic process which included drawing on theory relevant to democratic practice in education • 7 themes developed and 2 codes discarded • Thematic map developed which resulted in the development of 2 overarching themes and 1 new subtheme
	Writing	<ul style="list-style-type: none"> • Thematic analysis data supplemented with data from research diaries and films of communicative interactions and shared reviews • Information synthesised and interpreted to create meaning relevant to consideration of the initial research question – 7 new themes created

Table 9: Methodological stages

During the intervention I kept a research diary. Data from the diary was used alongside data from the films and from post-intervention interviews to contribute to the final synthesis of findings.

All participants took part in a semi-structured interview except Sasha who declined. I drew on the underlying epistemology and principles of narrative inquiry when planning and carrying out interviews (Webster & Mertova, 2007). Narrative inquiry is a research approach which seeks to enable human stories of experience through a focus on personal storytelling (Webster & Mertova, 2007). I was guided by the narrative principle of enabling participants to tell the ‘whole story’ of their experience, and as a result I attempted to provide the minimum of structure and guidance in interviews, so that participants would be enabled to focus on aspects of the intervention which were salient to them personally, and would not feel inhibited to discuss issues from their wider experience which may also be of relevance (Webster & Mertova, 2007). An interview schedule was developed, and used to stimulate discussion around aspects relevant to ‘democracy’ only when participants had not referred to such aspects through their own discussion of the intervention (see appendices 12 and 13) (Kvale, 2007). During the interviews, ‘stills’ of the participants’ VIG recordings were used to help stimulate discussion.

Interviews were analysed using a process of theory-driven thematic analysis (Braun & Clarke, 2013; Guest, Macqueen, & Namey, 2012). Underlying theory included social constructionism and dialogic theory, and its relation to democratic practice in education (Arnett & Arneson, 1999; Barrow & Todd, 2011; Gergen & Gergen, 2004; Kennedy, 2011; Sampson, 2008). Thematic analysis was carried out using the process outlined by Braun and Clark detailed in table 10 (Braun & Clarke, 2013).

1	Transcription
2	Reading and familiarisation; taking note of items of potential interest
3	Coding – complete; across entire dataset
4	Searching for themes
5	Reviewing themes (producing a map of the provisional themes and subthemes, and relationships between them – aka the ‘thematic map’)
6	Defining and Naming themes
7	Writing – finalising analysis

Table 10: Stages of coding and analysis (from Braun and Clarke, 2013)

45 codes were developed and 7 themes ‘sculpted’ from the codes in a dynamic process – holding both the data and theoretically relevant concepts in mind (Braun & Clarke, 2013). During written synthesis of the analysis, I became aware that there was important information about issues relevant to ‘democracy’ – from my research diaries and the VIG films - which was missing from the interview data. I incorporated this missing information into my final written synthesis, and 7 new themes were created.

Research Findings

In my final written synthesis 7 themes were developed – ‘a respectful approach’, ‘silencing the expert voice’, ‘beginning to develop a dialogic space’, ‘creating a distanced perspective through otherness’, ‘transformation’, ‘provisional democracy and the development of linking social capital’ and ‘undemocratic aspects’. The first 6 themes show potential evidence that a democratic space for discussion was created, with the final theme highlighting some aspects of the intervention which were potentially counter to the development of a democratic conversation. The written synthesis includes information from my research diary, the videos from the VIG intervention and the thematic analysis of participant interviews. All participant quotes are taken from the thematic analysis of participant interviews.

A Respectful Approach

Participant accounts of the VIG process indicated that as the guider I respected their views and choices. Debbie contrasted the dictatorial approach of other professionals with my own approach:

It's like you've never once said to us, "If you feel uncomfortable, you've got to stay", but everybody else was, "If you're feeling uncomfortable, it's tough"

Box 1

Billy echoed the sentiment of my approach as more respectful than other professionals he has encountered:

...it isn't something like, "Hey, you have to do this", it's actually like, "Hey, I think you should try this", like, not in a way like "I'm demanding you to do this", in a way I'm saying, "Would you like to do this?", really

Box 2

In this way the intervention could be said to have been 'democratic' since participants acknowledged that they were encouraged to make choices, and indicated that their choices and views were treated with respect (Bae, 2009).

Silencing the expert voice

There was evidence to show that my role as 'expert' within the intervention was minimised, and my perception of others as experts in their own lives was brought to the fore. Debbie described how she perceived herself to have offered useful knowledge during the process which she perceived that I had learned from '*...this was a great experience for me – you'll get a big head - but at the same time, like, you've hopefully learnt something from me and this*'. In a similar way Maria described the learning process as something that she and I had participated in together '*it's been quite enjoyable learning and we've had a bit of a laugh haven't we?*' Perhaps we had created communication which was 'genuinely reciprocal' in the way that Barrow and Todd (2011) have described, since participants describe an exchange of information, with both of us engaged in 'learning', rather than me imparting knowledge in a one-way process.

When analysing Sasha's films I became aware that I was behaving differently than when analysing films of adult participants. During one clip in which Sasha was making some lovely communicative initiatives, I noticed she was not following her mother's agenda and I was apprehensive about selecting this clip. I reflected that I was allowing my psychologically imposed hierarchical structure of schools and families - in which an adult agenda is paramount – to influence my selection of clips, which could be potentially disempowering for Sasha through denying her access to clips of positive communicative interactions because of my behaviour in editing. From then on I endeavoured to use the same criteria to edit all films. This is one example of my attempt to pay attention to occasions when I was becoming the 'dominant voice' through my behaviour, and to take steps to counteract this (Bae, 2009).

Beginning to develop a dialogic space

There was evidence that a space had been created in which all could participate and express their views freely (Bae, 2009). Neve described how everyone was involved, '*you did a bit with Billy and a bit with me and a bit together but nothing else has been like that.*' She explained how Billy's understanding of the intervention was enhanced by his involvement in it:

Billy needs to be involved and he felt more involved in this one so I do think that's helped as well for his understanding of it all cos he's been the centre of it.

Box 3

There is evidence that through this shared participation, the shared reviews may have created a space in which meaning was negotiated between guider and participant (Barrow & Todd, 2011; Sampson, 2008; Van Der Riet, 2008). Participants described how they were able to contribute to understandings of the film, for example Maria described how '*I would say what I wanted to say*', while Freda put it more bluntly – '*if there was something I didn't agree with I would have told ya*'. This suggests that participants did not perceive their ideas to be secondary to mine and were willing to voice different views which might create dissonance (Barrow, 2011). Debbie coherently described a point at which she perceived that meaning was being co-created:

it was as if like, as if you were talking with me and then I was talking to you, and then we were both talk... like you were talking to me and then I was like listening to you, and I was like, "Hang on, you've just said what I was going to say", and then when you say, "Well, what's your view on it? ", I was like, "Right, okay, well, you said this, and I agree with that"

Box 4

This suggests that Debbie perceived that she, in collaboration with me, had contributed to how the video was understood. In this way perhaps it can be said that 'mutuality' had been achieved (Fielding, 2004).

There was some evidence of a developing sense that as the intervention progressed, participants felt more inclined to offer views that might be in tension with my own. Debbie explained:

if we do it again, I'll be like, "Right... I'm telling you this, I don't agree with that", do you know what I mean?

Box 5

This suggests that the process of developing a space that was 'dialogic' - in the sense of different views being held together in tension - had begun, but perhaps was not fully realised within the timescale of this intervention.

Creating a distanced perspective through otherness

There is evidence of the creation of 'otherness' through VIG (Barrow & Todd, 2011). Neve described how being able to look back at micro-moments of her own and Billy's life enabled her to notice things she hadn't noticed at the time - *'things you don't notice until you slow it down and freeze frame and look at little bits'*. Maria described a similar development of new insight - *'...it was like you don't realise you're doing it but it's there isn't it, on the video'*. Participants appeared to be describing the process of acting as an 'other' to themselves by being able to watch their own life back as though an 'outsider' to it (Wegerif, 2011). Debbie describes this process as *'a total out of body experience'* and she explains that she was suddenly able to see herself as a 'good parent' which resulted in a dialogue with herself:

but I look back and see, I can look back and go, "Well?", as in, "What were you talking about?" sort of thing, because I am a good parent, I am

Box 6

Some participants appeared to perceive that I as the guider had acted as the 'other' at times, participating in the co-construction of the creation of new knowledge. For example Maria explained that *'...some of the things I didn't pick up cos it was that quick but cos you looked into it and you were picking them up and that helped me'*. Neve described how *'...I wouldn't have picked up that, I wouldn't have seen the interaction with him'*. This 'outsider' perspective appears to allow for what Van Der Riet has described as *'...a view that is not possible within the bounds of the context in which the action occurs'* (Van Der Riet, 2008).

Transformation

Set two participants all described how the new knowledge created has had a potential impact on both the way that Billy's behaviour is perceived, and on the way it is dealt with – enabling real change and transformation. Maria explained how the new insight she had gained from the shared review had caused her to want to spend more time with him in class. She took steps to do this – *'when I had been working with Billy I would erm... maybe try and...spend more time with him...'* and she attributed this directly to what had been perceived from the film – *'...seeing how he worked there and how he responded and he was happy'*.

Neve recounted how prior to the intervention she used to 'badger' Billy when she felt that he wasn't listening, but that now she would ask him once and then wait, as she was able to tell that he had listened – *'Yeah I'll wait now rather than just expect like the other kids do to do it straight away I just understand that he takes... he has a longer thought process for it.'* She also explained that she believed that Billy was 'calmer' as a result of the way she had changed her behaviour. Another way in which Neve believed the intervention had impacted on their lives is that she described how Billy used the visual PAI as a tool to explain himself. She recounted an occasion when Billy had fallen out with his brother Adrian and had looked to the visual PAI (referred to in this extract as 'the pie chart') to help him explain why he was angry:

...he was wanting to do something and he said nobody had give him a chance to speak about how he was feeling and then he had said to Adrian "it's in the pie chart"

Box 7

Billy supported Neve's perception that he had found the PAI helpful as a tool, as he described how they enabled him to notice ways that he could 'calm down':

I found these sheets, actually, I was searching ways to calm down, and these sheets, well, there are a million ways

Box 8

Processional democracy and the development of linking social capital

Another aspect of the intervention which was potentially 'democratic' was the way participants described a gradual process of becoming more willing and able to participate as the intervention unfolded. This was attributed by participants to two main things – firstly by the gradual development of their relationship with me, and secondly by a growing familiarity with the VIG process.

Debbie contrasted an initial feeling of wariness of bringing 'somebody else' into Sasha's life with later feelings of being able to comfortably engage with me – '*I've managed to get to know you, I know that I can, I get on with you and like have a bit of a laugh and banter while we're doing this.*' Maria contrasted a similar feeling of wariness at the beginning '*you might have been a spy!*' with a feeling that a calmness and shared humour developed as she got to know me '*after about the first couple of sessions and we got to know each other it was fine, we're having a good laugh aren't we?*'.

Participants described how developing familiarity with the VIG process and how things worked made it easier to participate. Billy described not getting the 'concept' of the PAI at the beginning of the process, but gradually getting the hang of what they were for. Maria described how once she saw how the first session worked she was able to be more open and honest – '*I just said what I thought.*' Debbie also described how she was able to assert herself more at the end of the process than she would have at the beginning:

I think, "Right, well, first time we did it, we did it this way", and then I can turn around and say, "I'm stopping this, because you said last time I could, I'm stopping this, can we talk about this bit?"

Box 9

This concept of VIG as a developing process – which changes over time and becomes gradually easier to participate in – resonates with Bae's description of democracy as 'a processional phenomenon being created by participants, as something lived' (Bae, 2009 p395).

This concept of the gradual empowerment of participants to participate in the VIG process over time as a result of a growing relationship with me in combination with a developing familiarity with the VIG process could potentially be described as an example of 'linking social capital'. Perhaps I as the guider held more power at the beginning of the intervention because of my greater familiarity with VIG, but perhaps the development of trust

between us combined with an awareness of what was to come enabled power to be shared more equally by the end of the intervention, enabling greater participation (Allan et al., 2009).

Undemocratic aspects

There is evidence from the research diaries and from interview data that there are elements of the VIG process that raise questions as to the democratic nature of the intervention.

The PAI are the underlying principles of 'intersubjectivity' on which VIG is based, and they outline examples of successful communicative interaction such as 'eye contact' (Trevarthen & Aitken, 2001). In my diaries I reflect that Neve mentioned how Billy finds it difficult giving eye contact. This left me wondering whether the theory of intersubjectivity, and potentially any psychological theory which outlines 'positive' ways to behave, might be undemocratic since they are often based on 'typical' patterns of behaviour, and may not encompass the full spectrum of human experience. I wondered whether the PAI were dictatorial, with participants of VIG feeling obliged to work towards them, even if they feel uncomfortable doing so. Billy described feeling uncomfortable about 'eye contact' being on the PAI:

I wasn't really keen on it. I looked at it, and I'm just, I pretended I didn't see it because I don't really make eye contact, I don't like eye contact

Box 10

Interestingly during the film editing I was able to notice that Billy made eye contact quite frequently in order to initiate communication, and I decided it was appropriate to share what I had observed with him, and we did discuss his use of eye contact during shared reviews. When I asked Billy about the PAI during the post-intervention interview he indicated that his perception of eye contact had changed during the intervention '*I'm fine with it being on here now*'. I hope that sharing the psychological theory of intersubjectivity may have been in some way helpful to Billy, and I would suggest that perhaps it is our use of such theories that is important when seeking to work democratically, rather than the theories themselves.

Through the interviews I was able to discover that the language of the PAI could have been potentially disempowering for participants. I attempted to make the PAI as user-friendly as possible by using visual versions, but Billy described initial confusion at the PAI:

...on the first video we did, I randomly, I was saying "I waited my turn", I didn't actually wait me turn, it was just because I didn't get the concept

Box 11

Perhaps the visuals were helpful, because Billy explained that he got the hang of using the PAI later on. Visual information appears to have been helpful for Debbie who makes a clear distinction between the written headings and the visual concepts underneath:

I look at them as the blond ones (points to picture symbols underneath the main headings, e.g. 'eye contact'), and I look at them as for the people that have got a brain (points to the written headings e.g. 'developing attuned interactions')

Box 12

Although the language of the PAI had the potential to be disempowering for participants, perhaps the use of visual information enabled myself and participants to counter 'the central place of language in the processes of control' (Fielding, 2004 p298).

Another aspect of the VIG intervention which appeared to interfere with my desire to create 'democratic moments' was the fact that I owned the IT equipment on which films were viewed. Although I gave participants permission to stop and start films, some participants expressed a reluctance to do so because the equipment belonged to me – Debbie explained 'well, that's your laptop.' Perhaps ownership of equipment brings power with it in VIG.

Perhaps the most significant barrier to 'democracy' in the intervention is that Sasha's voice is almost entirely absent because she opted out during the first shared review. This created an ethical dilemma, because it would have been unethical to force Sasha to participate, but it seemed undemocratic to create meaning about videos in which she featured without getting her views. It was possible that I would be enabling the continuation of a dominant narrative about Sasha to which she was not contributing, which could potentially be disempowering for her (Fielding, 2004; White & Epston, 1990). On the other hand, perhaps enabling Sasha to opt out of the process was empowering in itself.

Discussion

There is some evidence that VIG in this context enabled the development of 'democratic moments' in relation to perceived challenging behaviour to some degree. There

is also evidence that there were aspects of the intervention which interfered with the development of a 'democratic space' as initially defined.

Findings show participants felt encouraged to make choices and give views, and that they perceived their choices and views to be treated with respect (Bae, 2009). Participants viewed shared reviews as a reciprocal exchange in which both they and I were engaged in a process of learning, minimising my role as 'expert' within the intervention (Bae, 2009; Barrow & Todd, 2011). These findings support previous research by Doria et al. (2014) who interviewed VIG participants, guiders and supervisors about how and why VIG works, and found the guider's reception and support to clients to be one of the key factors contributing to the success of VIG interventions. I believe that participant perceptions of the guider as respectful, and the perception of VIG as a reciprocal exchange also indicate that participants perceived themselves to have an 'attuned' relationship with me as the guider. This could have contributed to the success of the intervention at creating transformation, since Cummins et al. (2013) have attributed the attunement of practitioner with client to be one of the main factors that drives progress in VIG.

Participants described how all were enabled to participate and were engaged in the co-construction of meaning through mutuality (Bae, 2009; Barrow & Todd, 2011; Fielding, 2004). This kind of mutuality in which participants feel genuinely received by guiders has been previously documented as an important aspect of VIG (Celebi, 2014). The co-construction of meaning by guider and participant has been described as one of the underlying mechanisms of success in VIG (Doria et al., 2014). In terms of the development of a 'dialogic space' in which opposing views could be held together in tension, there was evidence of the beginnings of the development of such a space, but 'dialogism' was not fully realised within the timescale of this intervention. Findings suggest that previous experience of VIG might enable a greater level of 'dialogism' to emerge.

Participants described how they were able to view their situations from a distanced perspective through 'otherness', which came from both participants themselves looking in on their own lives, and from me as guider (Barrow & Todd, 2011; Sampson, 2008; Van Der Riet, 2008). This finding is supportive of findings by Doria et al. (2014) who discovered that being able to look at aspects of one's own life through viewing an edited video was perceived to be like viewing 'proof' of success and change. This 'otherness' enabled the construction of new meaning which could be said to have led to real transformation in participants' lives (Hopkins & Todd, 2015; Sampson, 2008; Van Der Riet, 2008). For example Maria and Neve both reported changing their behaviour in relation to Billy as a result of new insights about him. This finding is supportive of previous research on video feedback interventions more generally, which have been reported to help parents recognise their children's social cues more easily (Benzies et al., 2013; Fukkink, 2008). This transformation in perceptions of Billy

also supports the assertion that VIG can help the development of a 'thicker description' of a child's skills (Gibson, 2011). There was also evidence that Billy began to use the PAI as an explanatory tool in situations of communication breakdown. Perhaps introducing Billy to the theory of intersubjectivity through the PAI was empowering for him, potentially providing him with a certain degree of 'influence' that he may not have previously had in such situations (Nind et al., 2012) .

Participants described a journey - from initial reticence, to the development of a sense of ease about participating, and ultimately enjoyment – which was attributed to the development of a gradual familiarity with the process, along with the development of a relationship with me (as guider) which was built on trust. This concept of VIG as a developing process in which participants are gradually empowered in their participation resonates with initial conceptualisations of democracy (Bae, 2009; Barrow & Todd, 2011). The concept of the process leading to participants assuming gradually more power in how the films were understood through the development of a trusting relationship with the guider could be described as an example of 'linking social capital' – as power becomes more equally shared as the trust develops (Allan et al., 2009). I suggest that for VIG to enable 'moments of democracy' then, familiarity with both the process and the guider may be important, which could have implications for the proposed length of the intervention. It may be difficult for example to enable a democratic space for discussion in just one VIG cycle. Viewed within the context of Fukkink's (2008) 'short but powerful' hypothesis – in which he suggests that video feedback interventions that are too long are less effective – it might be important for guiders aiming to apply VIG 'democratically' to consider the length of VIG interventions carefully so that they are neither too short to enable democracy nor too long to affect positive change.

Some findings raise questions as to the 'democratic' nature of the intervention. The guider as owner of the equipment created a power dynamic which was unforeseen. There was some evidence that the PAI are not necessarily democratic in nature, on account of their complex language, and their status as something to aspire to. Visuals were reported to have enabled participant understandings of the PAI, but reflecting on Billy's reaction to 'eye contact' in the PAI has led me to acknowledge that context-specific attention needs to be paid as to how psychological theories are perceived by those participating in interventions if a truly democratic conversation is to be had (Ainscow, 1999; Reese & Vera, 2007).

The absence of Sasha's voice within this research is significant. Although she was given opportunities to participate in the shared review process, I cannot claim that she contributed to the co-constructed perceptions of her behaviour which were ultimately developed. I have reflected that I could have taken alternative steps to prepare Sasha better for the VIG sessions and for the proposed interview which might have made her more

comfortable to participate, for example through asking school staff to use a visual timetable with her to indicate at what point in the school day the sessions were going to happen (Preece & Jordan, 2010). I could also have considered working with and interviewing Sasha alongside a trusted adult which has proved successful for other researchers seeking children's views (Heywood, 2014; Preece & Jordan, 2010). It is also worth considering whether there are limits to participation, as Lewis (2004) has proposed, and whether perhaps the concepts used in VIG may simply be too complex for very young children to fully understand.

Perhaps Sasha's views are represented, however, in the recorded absence of her voice, in the same way that a spoilt ballot paper can be said to represent the views of a voter in a general election to a greater extent than a simple absence at the ballot box. I believe that Sasha's decision to opt out is in itself informative and inspires me to seek more innovative ways to enable young children to participate in conversations about how their behaviour is perceived and understood. Lewis (1992) has described how using group interviews has shown to be a successful way to gather the views of primary aged children. It is also possible that group interviews may contribute to the development of a 'dialogic space' since children tend to challenge each other's responses, leading to the development of new ideas (Lewis, 1992).

I have reflected that my lack of experience as a VIG guider could have limited the impact of the intervention, as I was learning the process of VIG whilst simultaneously attempting to use it democratically. A further limitation of the research is that I acted as both VIG guider and interviewer, which may have impacted on the type of information shared at interview, with more positive interpretations of the intervention being potentially more likely to be shared.

Conversely I would also argue that my dual role as both VIG guider and researcher is a strength in terms of this research as a piece of practitioner enquiry (Baumfield et al., 2013; Elliott, 2006). My dual role enabled me to reflect significantly on the manner in which I was guiding the VIG process, and to make subtle adaptations to my behaviour and interactions during the process in an attempt to enable a greater level of democratic engagement with participants. This can be evidenced for example in my reflection about my behaviour whilst editing Sasha's video, which led to a change in subsequent behaviour so that editing would be more consistent across child and adult video clips. I also believe that holding my intention to create a democratic space in mind whilst guiding shared reviews was perhaps easier within the context of practitioner enquiry – where time is set aside to reflect on pertinent issues - than it might have been in a day-to-day context.

The impact of the research may have been limited by the purely strengths-based approach of VIG, since I consciously avoided participation in professionals' negative narratives about the child or parent. This may have limited the extent to which other professionals engaged with me in discussions about the child. Perhaps the situation may have benefitted from more challenge through engagement with the negative narratives, as opposed to avoidance of them, bearing in mind that Billy's school placement was changed towards the end of the intervention. I can reflect that my desire to stick to 'strengths-based' conversation may have interfered with the development of dialogic conversation in which there is room for opposing views to be aired and held together in tension with each other (Barrow, 2011; Marková, 2003; Wegerif, 2008).

I did not have a previous working relationship with the schools or participants prior to the intervention, and another Educational Psychologist was linked to each school while I was carrying out my research, which may have limited the impact of the intervention. If the educational professional participant had been the teacher or head teacher, perhaps the intervention would have impacted more heavily on wider school issues, particularly in relation to school placement. In this way there may have been greater potential for the intervention to have the 'influence' and 'audience' that Nind et al. (2012) have described.

It can be concluded overall that VIG may be a useful tool for those seeking to address power dynamics within schools and to engage in participatory approaches to addressing perceived challenging behaviour. There is evidence to suggest that VIG enabled the development of democratic conversations about behaviour as a result of fundamental aspects of the VIG process which are consistent with pre-existing literature on VIG. These underlying aspects of VIG include the enablement of attunement in the relationship between guider and participant as a result of the guider's respect for participant views, the enablement of a distanced perspective on participant lives through 'otherness' and the co-construction of meaning between guider and participant through mutuality (Barrow & Todd, 2011; Cummins et al., 2013; Doria et al., 2014).

There were other findings which can be added to pre-existing literature as further evidence of VIG's democratic potential. These include the potential of VIG to create 'linking social capital' between guider and participant as a result of the development of their relationship alongside the development of participant knowledge about the process of VIG (Allan et al., 2009). This finding suggests that when seeking to create a democratic space for discussion through VIG, guiders might wish to consider that the length of the intervention is sufficient for 'linking social capital' to develop. Another new finding was the potential for the PAI to be used by children as an explanatory tool to describe what has occurred in situations in which perceived problem behaviour has developed. This suggests that through enabling

children to understand and use psychological theory in a way that makes sense to them, they can be empowered.

It is interesting to consider whether it was easier to establish democracy within VIG in the context of a practitioner enquiry, which allowed considerably more time for reflection on the VIG process on the part of the guider than might be available in a real-world context (Baumfield et al., 2013). It is also important to note that aspects of VIG were found to counter the development of a democratic conversation. For example the ownership of equipment inadvertently enabled power for the guider as participants were deterred from manipulating video clips. The language of the PAI was perceived by some participants as complex and interfered with their understanding of the PAI as a result. These issues are potentially specific to certain participants, which highlights the need to pay close attention to the specific context in which VIG is used and to recognise that creating a democratic conversation is an ongoing process which needs continual attention.

Perhaps the most significant aspect of the research was the absence of Sasha's voice, which highlights how enabling the participation of children can be challenging, even when the intention to do so is clear (Lewis, 2004). In relation to VIG this issue has created further questions which could be explored through research, such as whether or not there are limits to participation in VIG, or whether young children can in some way be facilitated to engage in the process and understand the complex underlying theory. There are many other ways in which young children's participation in VIG could be explored, such as through engaging them in shared reviews alongside a trusted adult, or with a group of friends.

These findings are not intended to be in any way generalizable to other contexts or circumstances, but it is hoped that this exploration of the use of VIG in situations where behaviour is perceived as challenging has highlighted the democratic potential of VIG as an intervention, and has raised other important questions in relation to the use of VIG within educational contexts.

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Appendices

Appendix 1: Full Weight of Evidence Table (EPPI-Centre 2007)

	A (Trustworthy in terms of own question)	B (Appropriate design and analysis for this review question)	C (Relevance of focus to this review question)	D (Overall weight in relation to review question)
Treatment versus control				
Webster-Stratton, Reid and Stoolmiller (2008)	<p>Medium - 'Intervention offered to socio-economically disadvantaged populations (a) that includes a social and emotional school curriculum (b) and trains teachers in effective classroom management skills (c) and in promotion of parent-school involvement (d) would seem to be a strategic strategy for improving young children's school readiness (e), leading to later academic success (f) and prevention of the development of conduct disorders (g)'</p> <p>Positives: Does cover elements (a), (b) and (c) and does attempt to measure (e) (although some children e.g. grade 1 will have been at school for some time already)</p> <p>Negatives: -Not much detail about parent-school involvement element (d) other than sending homework home - little attempt to involve parents fully in program -No evidence of 'later academic success' (f) or 'prevention of conduct problems' (g) as no follow-up component to study</p>	<p>Medium: Positives: -Intervention vs control group is appropriate -Intervention is delivered in school and includes an element of parental involvement -Measures of effects on child behaviour are included -Large participant sample size which could help with generalisability Negatives: -Many variables being measured at once which might not be relevant to my question - e.g. a teacher as well as a child focus on e.g. 'classroom management', the concept of 'school readiness' which I am not attempting to research -A specific population is targeted - 'low income multi-ethnic' population in the US - which could limit generalizability -The parental involvement element is not a strong component of the research design and is not detailed very thoroughly -No parental or child perceptions gathered</p>	<p>Medium: Positives: Includes a focus on attempting to improve behaviour by incorporating parent-school involvement into an intervention being delivered in school Negatives: -A stronger focus on teacher training in effective classroom management than on parental involvement -A focus on the concept of 'school readiness' -A focus on later academic success -A clear focus on 'socio-economically disadvantaged populations'</p>	Medium

<p>Baker-Henningham, Scott, Jones and Walker (2012)</p>	<p>Medium 'To determine the effects of a universal pre-school based intervention on child conduct problems and social skills at school and at home' Positives: -Preschool IY intervention delivered universally in treatment pre-schools -child behaviours and social skills measured in 3 ways - independent observers, teacher report and parent report - triangulation attempted -Measures of behaviour at school and at home were taken -Attempts were made to adapt the intervention to the cultural context in which it was being delivered Negatives: -carried out in a specific cultural context - not generalizable to all contexts -Intervention was not developed originally within the cultural context in which it was carried out in this study -checklists and general protocol to measure child behaviour and social skills were not developed in the cultural context in which they were used in this study -Observation of child behaviours was not carried out at home (so only parent reports taken of home behaviours) -No follow up to establish long term effects</p>	<p>Medium Positives: -Intervention vs control group is appropriate design -Intervention is delivered in a preschool context and includes a focus on developing good relationships with parents -Measures of effects on child behaviour are included -Reasonable participant sample size -Independent observer, teacher report and parent report all used to measure behaviours Negatives: -Targeting a specific population in a 'low- or middle- income country' might limit generalizability -Not a strong parental involvement component in the intervention - only briefly mentioned and details not given -exclusion criteria applied which excluded certain groups from the study, e.g. those who had low attendance, had a developmental disability or lived in an institution - this would limit generalizability to children who fit these criteria -No child perceptions gathered</p>	<p>Medium/low Positives: Includes a focus on measuring effects on behaviour of a preschool based intervention which includes an element of parental involvement Negatives: -Stronger focus on teacher training and little focus on parental involvement -Little detail given about how good relationships with parents were encouraged -A clear focus on specific populations in 'low- or middle-income countries'</p>	<p>Medium</p>
<p>Reid, Webster-Stratton and Hammond (2007)</p>	<p>Medium/low Question not explicitly stated but appears to focus on evaluation</p>	<p>Medium Positives:</p>	<p>Medium/low Positives:</p>	<p>Medium/low</p>

	<p>of the parent training element of the program compared to classroom only, in improving early onset conduct problems for elementary school children - also appears to be a focus on socio-economic disadvantage</p> <p>Positives: Study was carried out in an area with socio-economic disadvantage, classroom only intervention and intervention including parent training element was used, children were selected as having 'elevated levels of behaviour problems' from either parent or teacher report</p> <p>Negatives: A relatively low screening threshold for behaviour problems was used - ?did the children really have problems with behaviour? Many parents did not actually attend the parent training sessions No attempt to gather any qualitative data about behaviour</p>	<p>-Intervention vs control group is appropriate -intervention is delivered in school and has an element of involving parents -measures of effects on child behaviours are included -Reasonable sample size used -parent and teacher views and independent observations used</p> <p>Negatives: -'Parent training' is the phrase used as opposed to parental involvement - indicates a positivist view of 'good parenting' - parental involvement as such is not the focus here -Focus is also given to parental behaviour, which is not relevant to my question -Study undertaken with a specific socio-economic group, not necessarily relevant to my question -no child perceptions gathered -Analysis very complex as difficult to differentiate between effects for classroom only and effects for classroom and parent intervention</p>	<p>-Includes a focus on attempting to improve behaviour by adding a parental element to an intervention being delivered in school</p> <p>Negatives: -'Parent training' is the concept used rather than parental involvement -A focus on 'socio-economically disadvantaged populations' -Little detail given about how good relations with parents were encouraged (more detail given about material things provided such as childcare and meals etc)</p>	
<p>Sheridan, Knoche, Edwards, Bovaird and Kupzyk (2010)</p>	<p>Medium</p> <p>To investigate the effects of the 'getting ready' intervention across 2 dimensions of socio-emotional competence - interpersonal competence and behavioural concerns - of Head Start children aged 3-5 years</p> <p>Positives: -Reasonable sized sample of Head Start children used</p>	<p>Medium/high</p> <p>Positives: -Intervention vs control design appropriate -Both a school and a home component to the intervention - teacher focus in classrooms and on developing relations with parents, parent focus in home visits</p>	<p>Medium</p> <p>Positives: Measures effect over time of an intervention which has a specific focus on parental engagement and is designed to target social-emotional competence and behaviour, and incorporates a school and a home component</p> <p>Negatives:</p>	<p>Medium/high</p>

	<ul style="list-style-type: none"> -compares intervention group with control group -measures of interpersonal competence and behaviour are used at various stages in the process which enables investigation into effects over reasonably long time period Negatives: <ul style="list-style-type: none"> -spanish-speaking children included and authors do not explain attempts to make the intervention culturally sensitive -teacher report only - no parent or child feedback gathered -only school outcomes gathered (no outcomes from home setting) -some data lost as children left the settings -no data gathered about transition to next setting and effects over time 	<ul style="list-style-type: none"> -the concept of 'parental engagement' is discussed, as opposed to 'parent training' -Reasonable sample size -Measures of effects on child behaviour are the main outcome component -There is an attempt to measure effectiveness over time, over a reasonable time period Negatives: <ul style="list-style-type: none"> -focus on specific population of 'disadvantaged' preschool children which limits generalizability -no parent or child perceptions gathered -a focus on social-emotional competence as well as behaviour 	<ul style="list-style-type: none"> -A focus on the concept of 'school readiness' which is not necessarily relevant to this study question -A focus on 'disadvantaged' pupils which is not relevant -only teacher perceptions gathered which limits validity of findings 	
McDonald, Moberg, Brown, Rodriguez-Espiricueta, Flores, Burke and Coover (2006)	<p>Medium</p> <p>To evaluate the FAST strategy - a culturally representative parent engagement strategy - with latino parents of elementary school children</p> <p>Positives:</p> <ul style="list-style-type: none"> -FAST strategy did appear to have parental engagement as the main focus (rather than improving child behaviour etc) -a latino population was used -attempts were made to make the intervention culturally sensitive - e.g. some sessions delivered in Spanish, translators used, manuals translated into Spanish etc -sessions become parent led after the initial 8 week 	<p>Medium</p> <p>Positives:</p> <ul style="list-style-type: none"> -Intervention vs control design appropriate -Intervention is delivered in school and includes parental involvement as a focus -measures of effects on child behaviour are included -reasonable sample size <p>Negatives:</p> <ul style="list-style-type: none"> -Although intervention is delivered in school it is after school and not part of school curriculum, and there is limited evidence about how involved school staff are -academic performance is also measured 	<p>Medium/low</p> <p>Positives:</p> <ul style="list-style-type: none"> Includes a focus on measuring the effectiveness of an intervention delivered in school of which parental involvement is a key element - which includes measures of child behaviour <p>Negatives:</p> <ul style="list-style-type: none"> -although intervention delivered in school, parents are the main focus and there is limited information about the involvement of school staff in the process -there is also a focus on academic achievement for children -effectiveness is only measured by teacher report, so only 	Medium/low

	<p>intervention which would help further with cultural sensitivity</p> <ul style="list-style-type: none"> -elementary school children were the population targeted <p>Negatives:</p> <ul style="list-style-type: none"> -comparison group was also receiving an intervention (booklets) so was not strictly 'control' group with no intervention -as intervention only evaluated on one area, this will limit generalizability to all latino populations -sample participants - reasonable number, but small if aiming to generalise to latino population in general -smaller sample at follow-up, so some missing data -Data only taken from teacher report (none from parents or children) -only school context evaluated -no measure of parental involvement was taken - only child outcome measures 	<ul style="list-style-type: none"> -specific population targeted, latino population, and also delivered in a low income urban area - so quite specific and could limit generalizability -only teacher perceptions gathered (no triangulation) 	<p>school context is measured and only by one person (teacher)</p>	
<p>The Conduct Problems Prevention Research Group (2002)</p>	<p>Medium/high</p> <p>Question not clearly laid out At any point, but appears to Be to assess the effectiveness of the 'fast track' program in Preventing conduct Behaviour problems</p> <p>Positives:</p> <ul style="list-style-type: none"> -'effectiveness' measured in Several ways - teacher Report, parent report, peer Report, school records etc. -also measures taken across Different contexts - e.g. School and home (triangulation) 	<p>Medium/high</p> <p>Positives:</p> <ul style="list-style-type: none"> -Intervention vs control group appropriate -intervention includes both an in school element and an element involving parents -measures of effects on child behaviour are included -relatively large sample size -longitudinal study which shows effects over a long period <p>Negatives:</p> <ul style="list-style-type: none"> -focuses on various factors other than behaviour, e.g. parenting behaviours etc. 	<p>Medium</p> <p>Positives:</p> <p>Measures the effects on behaviour over time of an intervention which both incorporates school and seeks to involve parents</p> <p>Negatives:</p> <ul style="list-style-type: none"> -also targets other factors, e.g. parenting behaviour etc. -'Parental involvement' is not referred to as such, and the epistemological stance appears to be more around 'training' parents 	<p>Medium/high</p>

	<ul style="list-style-type: none"> -samples taken from different Geographical areas with Different ethnic groups etc - Improves generalizability -longitudinal study which Shows long-term effects <p>Negatives:</p> <ul style="list-style-type: none"> -as children grew up, some Children in control and Intervention groups were Attending the same classes, So cross-contamination of Groups may have occurred? -no attempts at cultural sensitivity were mentioned 	<ul style="list-style-type: none"> -although attempts made to assess effects in various contexts and areas, all children were attending school in the US which limits generalizability to other cultures 		
Webster-stratton, Reid and Hammond (2004)	<p>Medium</p> <p>Aim: To evaluate interventions that target multiple risk and protective factors and systems. Hypothesis: that intervention combinations that combined teacher training with either PT or CT and therefore intervened in two or more risk domains for conduct problems would show greater generalization and clinical effectiveness across settings. We also hypothesized that conditions that included parent training would be more effective than conditions without parent involvement</p> <p>Positives:</p> <ul style="list-style-type: none"> -large range of measures taken -reasonable sample size -teachers, parents and independent observers were consulted -measures taken across home and school contexts <p>Negatives:</p> <ul style="list-style-type: none"> -missing data 	<p>Low/medium</p> <p>Positives:</p> <ul style="list-style-type: none"> -Treatment vs control design is appropriate -Some of the treatment groups involve interventions for teachers and involve parents -there is a focus on improving behaviour <p>Negatives:</p> <ul style="list-style-type: none"> -very complicated design which appears to focus predominantly on the added value of adding a 'teacher' element to 'parent training' (not much mention of 'parental involvement' per se) -not really school based -mainly clinic-based interventions 	<p>Low/medium</p> <p>Positives:</p> <ul style="list-style-type: none"> -Focus on improving behaviour through a range of interventions, some of which involve teachers and parents <p>Negatives:</p> <ul style="list-style-type: none"> -design focuses on adding teacher element to 'parent training' -parent training rather than parental involvement - and not a parent aspect to all treatment conditions -not really school-based, mainly clinic-based intervention 	Low/medium

	-composite scores made up from different sources of evidence(e.g. for 'parenting')-reduces value of data -only undertaken in one geographical area - reduces generalisibility			
Pre/post				
Maddern, Franey, McLaughlin and Cox (2004)	<p>Medium</p> <p>Positives: 'Evaluating the impact of an inter-agency intervention programme to promote social skills in primary school children' The intervention was inter-agency as a range of professionals were involved who worked together. The programme had theoretical underpinnings which indicated that it was designed to target the children's social skills, and measures were used to assess social skills both quantitatively and qualitatively (for triangulation?). Primary school children were targeted.</p> <p>Negatives: Very small sample size (8) - all boys - limits generalizability. No follow up was done so evaluation of long-term impact not achieved. Not all results were significant and no effect sizes offered.</p>	<p>Medium/low</p> <p>Positives: -Pre/post test appropriate design. -Intervention is delivered in school and includes an element of parental involvement. -Although main focus of the intervention is on social skills, measures of general behaviour were included in the design and child behaviour seemed to be viewed as a key element of social skills. -Both teacher and parent perceptions are used in the evaluation.</p> <p>Negatives: -'Social skills' in general were being targeted by the intervention rather than behaviour specifically -Very small sample size (8) and only boys, which limits generalizability -Not very clear information provided about why these boys were selected for the intervention (only that they were on 'school-action-plus' of the code of practice) -Very limited information about the parental involvement aspect of the intervention - e.g.</p>	<p>Medium/low</p> <p>Positives: An intervention which is based on theories of behaviour and includes a focus on child behaviour, and which incorporates an element of parental involvement, is delivered in school.</p> <p>Negatives: -Main focus is 'social skills' in general rather than behaviour. -Very limited detail and focus on the parental involvement aspect of the intervention. -Although delivered in school, outside professionals came in to deliver the intervention, which may detract from the point of the intervention being 'school-based'</p>	Medium/low

		<p>'included parental involvement', 'numerous home visits to link with parents' -No child perceptions were gathered as part of the evaluation</p>		
<p>O'Connor, Rodriguez, Cappella, Morris and McClowry (2012)</p>	<p>Medium Questions - Difficult to find exact questions being asked, the abstract mentions 'low-income, urban' families but this isn't mentioned within the article which states the questions as: (a)Are INSIGHT's effects stronger for children with 'high maintenance' temperaments? (b)Is the collaborative model more effective than the parallel program? Positives: They appear to answer (a) as they compare results over time between different temperament children but: Negatives: They assume that children have a fixed temperament that can be measured at one point in time by one person (their teacher) - might there be bias effects e.g. if teacher has a pre-conceived idea about the child? No triangulation of temperament attempted Positives for (b): Scores for child disruptive behaviours are compared between collaborative and parallel versions of the intervention Negatives:</p>	<p>Medium/low Positives: -Pre/post test design is appropriate -Interventions are school-based and include the involvement of parents. -There are measures of child behaviour included and pre and post test measures are provided and compared -Reasonable participant sample size which improves generalizability Negatives: -Participants appear to have been chosen specifically from a 'low-income, urban' setting - limits generalizability -Authors split children up into groups by 'child temperament' and include this separation of groups within the analysis of data - this is not relevant to my research question -a comparison is being made between two different versions of the intervention, as well as looking at the effectiveness of the intervention -again little information is provided about parents' involvement in the intervention</p>	<p>Medium/low Positives: Includes an element of measuring child behaviours before and after the intervention, the intervention being delivered in school and including the involvement of parents. Negatives: -The intervention is 'temperament-based' and children are divided into 'temperament' groups for analysis -Two different versions of the program - 'collaborative' and 'parallel' are used - without a truly clear explanation the differences between the two programs -A focus on 'low-income, urban' families -The concept of 'parenting efficacy' is measured, as is measures of parental depression - both irrelevant to my research question</p>	<p>Medium/low</p>

	<p>Although it is explained that collaborative program includes joint parent teacher sessions for half the sessions given, and some additional content to 'better meet the needs of the community' - there is little detail about the key differences between the models.</p> <p>Child disruptive behaviours only measured by parent report - no other measure used.</p> <p>Only behaviour at home is measured.</p>			
<p>Lovering, Frampton, Crowe, Moseley & Broadhead (2006)</p>	<p>High/medium</p> <p>Question - to investigate whether an early intervention programme, staffed by child psychologists and support workers, and delivered as a 'real-life', multi-agency service in local communities, would be effective and accessible.</p> <p>Objectives - to investigate if:</p> <p>(1) There was an unmet need for an early intervention service for children with early onset behavioural, emotional and social problems at an elevated level of risk</p> <p>(2) Children whose parents and teachers jointly received intense, practical child management training and support, alongside direct work with the children, would have fewer behavioural, emotional and social problems at home and school;</p> <p>(3) A community-based referral programme with a flexible, skill-enhancing and</p>	<p>Medium/high</p> <p>Positives</p> <ul style="list-style-type: none"> -Pre/post test an appropriate design -intervention has an element delivered in school and an element of parental involvement -parents are truly involved in planning etc. -measures of behaviour are used -measures taken from both parents and teachers -measure taken across both school and home contexts -reasonable sample size <p>Negatives:</p> <ul style="list-style-type: none"> -sample size large enough to be generalizable? -one geographical area of UK used - limits generalizability? -only 'checklists' used to gather outcome data -small number of outcome data gathered -no child perceptions gathered 	<p>Medium/high</p> <p>Positives:</p> <ul style="list-style-type: none"> -Intervention aims to prevent behavioural, emotional and social problems in the long term by incorporating parental involvement into an intervention being delivered in school. <p>Negatives:</p> <ul style="list-style-type: none"> -Focus on early intervention specifically -Focus on 'accessibility' of intervention also 	<p>Medium/high</p>

	<p>collaborative approach would be acceptable to parents and reduce their parenting stress.</p> <p>Positives:</p> <ul style="list-style-type: none"> -Focus on early intervention (e.g. young age of children, children with a statement on grounds of behaviour are excluded) -Intervention was intense and involved teachers and parents -measures taken by both teachers and parents -measures taken both at home and school (cross context) -approach seems collaborative - e.g. parents involved in planning, target setting etc. -measures of parenting stress levels were taken -Follow-up measures taken 3 and 6 months post intervention <p>Negatives:</p> <ul style="list-style-type: none"> -Relatively small sample size -Sample taken from one geographical area -No qualitative information gathered -follow-up only up to 6 months later, no measures taken in the longer term 			
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Appendix 2: VIG principles of attuned interaction and guidance (adapted from Kennedy, 2011)

Being attentive	<ul style="list-style-type: none"> • Looking interested with friendly posture • Giving time and space for the other • Wondering about what the other is doing, thinking or feeling • Enjoying watching the other
Encouraging initiatives	<ul style="list-style-type: none"> • Waiting • Listening actively • Showing emotional warmth through intonation • Naming positively what you see, think or feel • Using friendly and/or playful intonation as appropriate • Saying what you are doing • Looking for initiatives
Receiving initiatives	<ul style="list-style-type: none"> • Showing you have heard, noticed the other's initiative • Receiving with body language • Being friendly and/or playful as appropriate • Returning eye contact, smiling, nodding in response • Receiving what the other is saying or doing with words • Repeating/using the other's words or phrases
Developing attuned interactions	<ul style="list-style-type: none"> • Receiving and then responding • Checking the other is understanding you • Waiting attentively for your turn • Having fun • Giving a second (and further) turn on the same topic • Giving and taking short turns • Contributing to interaction/activity equally • Cooperating – helping each other
Guiding	<ul style="list-style-type: none"> • Scaffolding • Extending, building on the other's response • Judging the amount of support required and adjusting • Giving information when needed • Providing help when needed • Offering choices that the other can understand • Making suggestions that the other can follow
Deepening discussion	<ul style="list-style-type: none"> • Support goal-setting • Sharing viewpoints • Collaborative discussion and problem-solving • Naming difference of opinion • Investigating the intentions behind words • Naming contradictions/conflicts (real or potential) • Reaching new shared understandings • Managing conflict (back to being attentive and receiving initiatives with the aim of restoring attuned interactions)

Appendix 3: Example of tabulated codes

I built a relationship with guider	Respect from guider	Guider consults you
<p>Debbie:</p> <p>this thing's not embarrassing there, so, it's like, it's like I've managed to get to know you over the last, I can't remember how long ago we started like, so it feels like ages</p> <p>it was something to look forward to. Because everything that was going on, I thought, "Right, on Wednesday I've got this with Ruth", on a Friday, "I've got this with Ruth on", on Thurs... then at least I've got something to look forward to</p> <p>coming here, don't get me wrong, because I know I'm coming to see you, like big head here, but I know that I can, I get on with you and like have a bit of a laugh and banter while we're doing this</p> <p>if it was like, someone that was like, "We have to do this and we have to do that and we're going to video record from then, and you can't look at the camera, you can't do this and you can't do that", I'd be just like, "You know with this, I feel uncomfortable, I'm not doing this, ta-ra" and</p>	<p>Debbie:</p> <p>the person will say, "Can we do it again?" and you do it again, and you do it again, and again and again</p> <p>it's also not a case of like you have to every week. You can stop at any time, because you did state that at the beginning</p> <p>If you don't want to do it, you don't have to feel like you have to do it, you can like just be honest and say, "Look, it's not for me. Sorry if I've wasted your time"</p> <p>if it was like, someone that was like, "We have to do this and we have to do that and we're going to video record from then, and you can't look at the camera, you can't do this and you can't do that", I'd be just like, "You know with this, I feel uncomfortable, I'm not doing this, ta-ra" and walk out. But you didn't, you explained everything to us and made us feel comfortable sort of thing</p> <p>you didn't like say to us, "Oh, nothing to do with this, but how's your sex life?" I know you</p>	<p>Debbie:</p> <p>then they'll meet you like a week or two later and then you discuss and go through the video.</p> <p>the person will say, "Can we do it again?" and you do it again, and you do it again, and again and again</p> <p>it's also not a case of like you have to every week. You can stop at any time, because you did state that at the beginning</p> <p>If you don't want to do it, you don't have to feel like you have to do it, you can like just be honest and say, "Look, it's not for me. Sorry if I've wasted your time"</p> <p>if it was like, someone that was like, "We have to do this and we have to do that and we're going to video record from then, and you can't look at the camera, you can't do this and you can't do that", I'd be just like, "You know with this, I feel uncomfortable, I'm not doing this, ta-ra" and walk out. But you didn't, you explained</p>

<p>walk out. But you didn't, you explained everything to us and made us feel comfortable sort of thing</p> <p>like I remember the first time I left, I was like, "Right, okay, that wasn't so bad, but that was a bit awkward". Thinking, "Mmm, do I, do I not?" but then I was thinking, do you know what it is, X actually said to us, if you do something and you start something, see it through to the end. Because these (unable to hear 0:12:23) and I'm glad I listened to them</p> <p>coming and doing the stuff with you, and like thinking, I remember signing in the little thing, thinking, "Eeh, my God, am I doing the right thing?" and that, because I'm technically bringing somebody else into my life with the kids, with Sasha and stuff, that's personal, I mean, am I doing the right thing like.</p> <p>I remember coming here and her saying, "This is Ruth" and "Ruth, this is Debbie, and I'll leave you to it. I can get Sasha, blah, blah, blah" and I thought, "Right, okay then, fair enough" and it was just like, "Right, this is awkward"</p> <p>when I left here, I was like, "Well, it's a bit awkward, but that wasn't as bad as everything else" ". So you didn't like say to us, "Oh, nothing to do with this, but how's your sex life?" I know you wouldn't, because that's not part of this, you know, but there's just like, all the personal</p>	<p>wouldn't, because that's not part of this, you know, but there's just like, all the personal questions that I got asked off all these interfering services</p> <p>it wasn't so intrusive. It's like you've never once said to us, "If you feel uncomfortable, you've got to stay", but everybody else was, "If you're feeling uncomfortable, it's tough"</p> <p>it was nice to like find out your views of what you thought of it as well. Because obviously you were telling me like, "Oh, right, I went home and watched this and..." and obviously you made points so you've obviously watched it, and it was just like, "Right, okay then, fair enough"</p> <p>when you were explaining it, it was as if like, as if you were talking with me and then I was talking to you, and then we were both talk... like you were talking to me and then I was like listening to you, and I was like, "Hang on, you've just said what I was going to say", and then when you say, "Well, what's your view on it?", I was like, "Right, okay, well, you said this, and I agree with that", so it was as if you were reading my mind. It's weird. Or it might just be because we're both from up that way, so, we understand each other</p> <p>Because it would be a bit weird if you were saying, "Oh, you didn't do this right" or "You didn't do that" or "That's how you should..." and I'm sitting there going, "Okay"</p>	<p>everything to us and made us feel comfortable sort of thing</p> <p>it wasn't so intrusive. It's like you've never once said to us, "If you feel uncomfortable, you've got to stay", but everybody else was, "If you're feeling uncomfortable, it's tough"</p> <p>then when you say, "Well, what's your view on it?", I was like, "Right, okay, well, you said this, and I agree with that"</p> <p>To be honest with you, if, let's say, I don't know, say, four months down the line or something, or even two months down the line, and you text us going, "I'm going to do another one of these things but it's going to be a bit different, or it's going to be the same. Would you be able to do it?", and I'd turn around and say, "Yeah, see you there"</p> <p>say this was six months down the line, then we do it again, then I think, "Right, well, first time we did it, we did it this way", and then I can turn around and say, "I'm stopping this, because you said last time I could, I'm stopping this, can we talk about this bit?"</p> <p>if we do it again, I'll be like, "Right, Ruth I'm telling you this, I don't agree with that", do you know what I mean?</p> <p>Maria:</p>
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<p>questions that I got asked off all these interfering services, and then, technically, as I said, your, well, not a service as such you're the one that's learning and stuff, so I'm like helping you out, and you're helping me out, in a sense, as well, but it wasn't so intrusive</p> <p>It's like you've never once said to us, "If you feel uncomfortable, you've got to stay", but everybody else was, "If you're feeling uncomfortable, it's tough"</p> <p>I enjoyed doing it, I enjoyed watching the videos, I enjoyed seeing what you thought was the funny bits, I thought was a funny bit, Sasha thinking where the funny bits were</p> <p>because that's my way of learning, and I don't feel embarrassed by saying it to you, because I know like it's not going to leave this room</p> <p>I mean, I know I could have rang you and said, "Would you come with us?"</p> <p>it was nice to like find out your views of what you thought of it as well. Because obviously you were telling me like, "Oh, right, I went home and watched this and..." and obviously you made points so you've obviously watched it, and it was just like, "Right, okay then, fair enough"</p> <p>when you were explaining it, it was as if like, as if you were talking with me and then I was talking</p>	<p>Maria:</p> <p>I just thought well... if I've said something wrong then you'd be helping me...</p> <p>Yes, once I've had the first week out I'm all right and I would say what I wanted to say and if I wasn't happy I would have said but it's been quite enjoyable learning and we've had a bit of a laugh haven't we?</p> <p>Billy:</p> <p>I mean, it isn't something like, "Hey, you have to do this", it's actually like, "Hey, I think you should try this", like, not in a way like "I'm demanding you to do this", in a way I'm saying, "Would you like to do this?", really.</p> <p>Ah, so you feel like you had a choice about things?</p> <p>Yeah. Like you don't have to demand people, and say like, "You have to do this, you have to do that", you have to be like, "Can you please do this?", or, "Would you like to do this?"</p> <p>Ah, right. So you liked that about it, that you were given some choices?</p> <p>Yeah.</p>	<p>you know how I was generally stopping and starting the films do you feel like you could have done that when you wanted?</p> <p>Oh well did I not say one time go back?</p> <p>I think I said one time go back... no I think I would have said go back... I did say can I see that again didn't I?</p> <p>I think I did say that... yeah... no I would have said if I wanted to...</p> <p>Yes, once I've had the first week out I'm all right and I would say what I wanted to say and if I wasn't happy I would have said but it's been quite enjoyable learning and we've had a bit of a laugh haven't we?</p> <p>Billy:</p> <p>I mean, it isn't something like, "Hey, you have to do this", it's actually like, "Hey, I think you should try this", like, not in a way like "I'm demanding you to do this", in a way I'm saying, "Would you like to do this?", really.</p> <p>Ah, so you feel like you had a choice about things?</p> <p>Yeah. Like you don't have to demand people, and say like, "You have to do this, you have to do that", you have to be like, "Can you please do this?", or, "Would you like to do this?"</p>
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<p>to you, and then we were both talk... like you were talking to me and then I was like listening to you, and I was like, "Hang on, you've just said what I was going to say", and then when you say, "Well, what's your view on it? ", I was like, "Right, okay, well, you said this, and I agree with that", so it was as if you were reading my mind. It's weird. Or it might just be because we're both from up that way, so, we understand each other</p> <p>this is going to sound really stupid, but it's as if, sorry, (unable to hear 0:44:34), it's as if like you've already been there, it's as if like, I have like, sometimes I have like, sounds daft, I know, right, X's on my wavelength, don't know if you're on the wavelength, in a sense, but you know if you're like standing somewhere and you're talking to somebody, and you stand there listening, and its as if you're thinking, "I've heard this conversation before or I've been here before"</p> <p>can we do a meeting that week and I'm going "two seconds, can't do a Thursday I'm in the school but I can't do a Thursday", "Why?", "Because I'm doing something with Ruth</p> <p>like I have all this to look forward to, and then this is coming to a close and it's like "Ruth what am I going to do?"</p>	<p>you felt like, with this, that you had a choice about it and that you could decide things about it and stuff? Yeah.</p> <p>Because I could have said, "Oh, that was absolutely terrible".</p> <p>was there ever something where, was there ever a time when you wanted to say something but you didn't? No.</p> <p>Neve:</p> <p>he felt more involved in this one so I do think that's helped as well for his understanding of it all cos he's been the centre of it.</p> <p>All these other things have been about giving the parents coping techniques and ways to manage behaviour and ways to do things but this is focused on Billy.</p> <p>Freda:</p> <p>I like telling you how I feel and how... cos you don't know what I do, you don't know my full role in school so I like to sit and tell you what I do and how I do things... you're always interested...</p>	<p>Ah, right. So you liked that about it, that you were given some choices? Yeah.</p> <p>you felt like, with this, that you had a choice about it and that you could decide things about it and stuff? Yeah.</p> <p>Because I could have said, "Oh, that was absolutely terrible".</p> <p>was there ever something where, was there ever a time when you wanted to say something but you didn't? No.</p> <p>Neve:</p> <p>you did a bit with Billy and a bit with me and a bit together but nothing else has been like that...</p> <p>he felt more involved in this one so I do think that's helped as well for his understanding of it all cos he's been the centre of it.</p> <p>All these other things have been about giving the parents coping techniques and ways to manage behaviour and ways to do things but this is focused on Billy.</p> <p>Freda:</p>
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this was a great experience for me – you'll get a big head - but at the same time, like, you've hopefully learnt something from me and this

To be honest with you, if, let's say, I don't know, say, four months down the line or something, or even two months down the line, and you text us going, "I'm going to do another one of these things but it's going to be a bit different, or it's going to be the same. Would you be able to do it?", and I'd turn around and say, "Yeah, see you there"

I would like to stay in touch with you after all this, right.

Oh yeah, yeah.

And like, obviously, I always stay in touch with people I get on with.

Come and see us in two years

Maria:

It was at the beginning and I didn't have a clue... cos you don't if you haven't done it before it was a bit... then I thought you might be judging me...

I thought she might think I'm not like good enough you know...

I can feel as though I would say to you I want to see that bit again or... I'm not frightened of ya...

I didn't feel intimidated or shy or... no I would have said can I see that again Ruth.

if there was something I didn't agree with I would have told ya...

well Sasha picked the part didn't she, she picked the thing to play with and that...

I can feel as though I would say to you I want to see that bit again or... I'm not frightened of ya...

I didn't feel intimidated or shy or... no I would have said can I see that again Ruth.

if there was something I didn't agree with I would have told ya...

this was all focused on me and the child or the parent and the child wasn't it so I've never been as intense.

But then that was at the beginning and after about the first couple of sessions and we got to know each other it was fine, it was all right.

We're having a good laugh aren't we?

when we were looking back at the videos, did you feel like you could say whatever you wanted about them?

Yes, I didn't the first time cos I felt like you might be judging me...

Right okay...

But then I think we're all right now and I just...

Right...

Just tell you what I think, do you think?

at the beginning I think "you're judging me" but then I am sitting weighing you up as well cos that was the first time we met...

Yeah...

Didn't know...you might have been a spy!

At the beginning but then after that it didn't bother me what so... it didn't bother us and I was just going to tell you what I thought and if it was the wrong thing well it was the wrong thing.

It didn't matter to me and after the first time and you were going to be with us a while I thought well I can't be on edge all the time I'll have to just say what I think and if it's not good enough then that's it.

Yeah that's interesting so you feel like you kind of relaxed over time as we got to know each other a bit better as well and also do you think you knew more what was involved?

Yeah oh yeah...

so at the beginning did you have the feeling there was something you were supposed to say?

Yes at the beginning the first time but then after that I just thought well... if I've said something wrong then you'd be helping me... you'd need to tell me but I just said what I thought...

Do you know, I felt all right after that

Yes, once I've had the first week out I'm all right and I would say what I wanted to say and if I wasn't happy I would have said but it's been quite enjoyable learning and we've had a bit of a laugh haven't we?

Billy:

Because I could have said, "Oh, that was absolutely terrible".

Neve:

with this he would ask is Ruth coming, is Ruth coming into school, is Ruth coming to the house, he was looking forward to doing it

Freda:

we always have good conversations don't we...

I like telling you how I feel and how... cos you don't know what I do, you don't know my full role in school so I like to sit and tell you what I do and how I do things... you're always interested...

Oh yeah, I can feel as though I would say to you I want to see that bit again or... I'm not frightened of ya...

I didn't feel intimidated or shy or... no I would have said can I see that again Ruth.

if there was something I didn't agree with I would have told ya...



Participant Information Sheet

Hello, my name is Ruth Prested and I am a Trainee Educational Psychologist from Newcastle University. As part of my training I need to complete a research project. The aim of my research is to find out whether a democratic space for discussion about children can be explored and enhanced through Video Interaction Guidance (VIG). VIG is a therapeutic approach whereby an adult and child are filmed engaging in one-to-one activities, and are then provided with positive feedback about their interactions with one another. I would like to use the process to enable everyone involved - including the child - to have an equal say in how the information from the films is understood, so that the process is 'democratic'.

I am undertaking this research as part of my doctoral level training in Educational Psychology at Newcastle University. I will be conducting it in conjunction with those who choose to participate, from one or more schools I am currently working into in.....This research will take place during 2014, in the autumn term.

The research design is qualitative. This provides in-depth work with a small number of participants, so not all schools in the area will be involved.

Consent for this will be gained from the children, the adults holding parental responsibility, and the named adult who will work with the child - usually a teacher or teaching assistant.

Both the adults and children involved will be asked to take part in a short interview after the filming. I may film them on up to three occasions, and will return to school to show them selected clips from the videos. If during the study I have any concerns about the child, relating to safeguarding or other issues, I will be obligated to discuss these with the head teacher or school appointed safeguarding officer.

The main aim of VIG is to enhance and improve relationships between those involved in the films. VIG can also help those involved to develop shared understandings about a situation. It is hoped that my research might also - through VIG - help to redress possible power imbalances that can sometimes exist in educational settings.

Sometimes participants might find being videoed, or watching videos of themselves stressful. It might help participants to know that I will be filming myself in the shared reviews and will have to watch these videos back, so I will be watching myself on film too.

Participants might also worry about what will happen to the film clips or audio recordings. They will be retained by me until I have completed writing up my research (for about 1 year). I may keep some film clips for a bit longer until I have completed my full training in VIG (up to 2 years). All data will be stored securely and confidentiality of participants will be maintained. Videos will be viewed only by those participating, the researcher and the research supervisors. Once the research is complete, videos will be destroyed following university regulations.

Outcomes of the research will be shared with all those involved once the research report is completed, in 2015.

If you have any questions, please contact Ruth Prested:

r.e.prested@ncl.ac.uk

Tel. 07764938002

Dr Liz Todd (Research Supervisor)

liz.todd@newcastle.ac.uk



Participant Information Sheet: Pupil

Hello, my name is Ruth Prested. I am training to be an Educational Psychologist, and need to do some research as part of my training at Newcastle University. I'm working in different schools in and am interested in doing a project where I film pupils working with their teachers. I would also like to film the same pupils doing something with their parents at home. I want to find out how to help all the people - including you - to have an equal say in discussions about the films.

I'll come into school first to meet you and have a chat beforehand. I'll then come back to do some filming with you and..... doing a learning activity together. I will also visit you at home and do some filming with you and your mum or dad.

I'll be looking at the films afterwards to see how well you work together, then I'll come back and tell you about all the things I liked from the video. We might do two lots of films or even more if you'd like to.

Apart from you, your parents and....., the only person who will see the videos is me and the person helping me do this work. After that I will write about the project and include what you did, if that's ok with you.

If we talk about anything that makes me worried that you or someone else is in danger then I will need to tell someone else about this.

You can change your mind any time if you don't want to be in the project anymore, just tell me, your teacher or your parents.

Would you like to take part in this project?

.....

Pupil Consent Form

I agree to take part in this project and be filmed with

Name: School

Signature: Date:

What is Video Interaction Guidance (VIG)?

VIG is an intervention that aims to enhance communication within relationships. VIG works by engaging clients actively in a process of change towards realizing their own hopes for a better future in their relationships with others who are important to them. VIG Guiders are themselves guided by the values and beliefs around respect and empowerment. These include a belief that professionals wanting to develop skills and people in troubled situations do want to change, a respect for what they are managing to achieve, and a conviction that the power and responsibility for change resides within practitioners, clients and their situations. It is most typically used for interactions between children and adults, either parents or professionals, and it is also used within pairs (or even groups) of adults. Its aim is to give individuals a chance to reflect on their interactions, drawing attention to elements that are successful and supporting clients to make changes where desired.

How is VIG delivered?

The process begins by helping the family or professional to negotiate their own goals. Asking them what it is they want to change helps to ensure that they are engaged in the process. Adult-child interactions are then filmed and edited, to produce a short film that focuses on the positive.



In the **video review** sessions that follow, the family and professional reviews the **Micro - analysis of successful moments**, particularly those when the adult has responded in an **attuned** way to the child's action or initiative using a combination of non-verbal and verbal responses. They reflect collaboratively on what they are doing that is contributing towards the achievement of their goals, celebrate success and then make further goals for change. These reflections move very quickly from analysis of the behaviour to the exploration of feelings, thoughts, wishes and intentions.

Appendix 7: Adult Consent Form



Using VIG with children

I am inviting you to consider taking part in this research into enhancing democratic relationships through VIG (please see information sheet). You can withdraw from this research at any point, even after consent has been given. All data collected will be confidential and anonymous. If you would like to take part please sign the slip at the bottom and return it to me.

For further information on this research please contact Ruth Prested, Trainee Educational Psychologist, at:

r.e.prested@ncl.ac.uk

Tel. 07764938002

Dr Liz Todd, Educational Psychologist (Research and Academic Supervisor)

Liz.todd@newcastle.ac.uk

School of Education, Communication and Language Sciences
King George VI Building
Queen Victoria Road
Newcastle upon Tyne
NE1 7RU

Using VIG with Children

I have read the information sheet and agree to:

(please tick)

- Interviews taking place
- Interviews being recorded and transcribed
- Being filmed doing learning activities with child
- The videos being shown to the university VIG supervisor
- The study being written up and submitted as a thesis
- I understand my right to opt out at any time up to the point of writing up

Your Name:

Signature: **Date:**

Appendix 8: Child Consent Form



Pupil Consent Form

Would you like to take part in this project where you are filmed with an adult in school doing work, and with your mum/dad at home?

.....

Pupil Consent Form

I have read the information in the letter. I agree to:

(please tick)

Be asked questions about how I get on with.....

My voice being recorded

Be filmed doing learning activities with

The videos being shown to the adult helping Ruth with the project

The project being written about

I know I can change my mind if I want to

Name:

School

Signature: **Date:**.....



Using VIG with children

I am inviting you to consider giving your permission for your child to take part in this research into enhancing democratic relationships through VIG (please see information sheet). You and/or the child can withdraw from this research at any point, even after consent has been given. All data collected will be confidential and anonymous. If you would like to take part please sign the slip at the bottom and return it to me.

For further information on this research please contact Ruth Prested, Trainee Educational Psychologist, at:

r.e.prested@ncl.ac.uk
Tel. 07764938002

Dr Liz Todd, Educational Psychologist (Research and Academic Supervisor)
Liz.todd@ncl.ac.uk

School of Education, Communication and Language Sciences
King George VI Building
Queen Victoria Road
Newcastle upon Tyne
NE1 7RU

Using VIG with Children

I have read the information sheet and agree to:

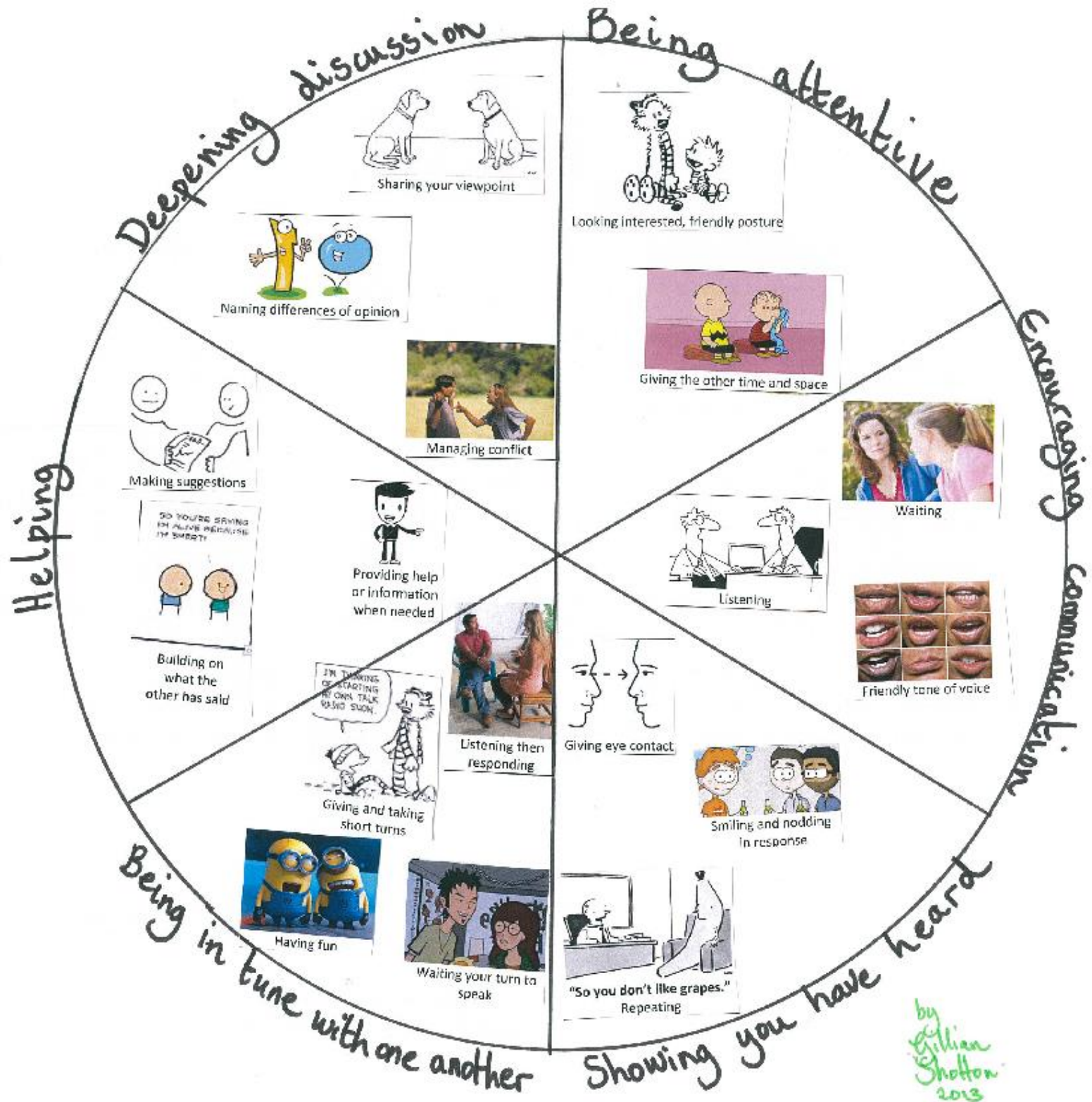
(please tick)

- | | |
|--|--------------------------|
| Interviews taking place with the child | <input type="checkbox"/> |
| Interviews being recorded and transcribed | <input type="checkbox"/> |
| The child to be filmed doing learning activities with an adult | <input type="checkbox"/> |
| The videos being shown to the university VIG supervisor | <input type="checkbox"/> |
| The study being written up and submitted as a thesis | <input type="checkbox"/> |
| I understand my right to opt out at any time up to the point of writing up | <input type="checkbox"/> |

Child's Name: **Your Name:**

Signature: **Date:**

Appendix 10: Visual principles of attuned interaction - adult version (designed by Gillian Shotton, 2013)



by
 Gillian
 Shotton
 2013

BEING ATTENTIVE



look interested



friendly posture



turn towards



give time for other



give space for other



wondering



enjoy watching

ENCOURAGING INITIATIVES



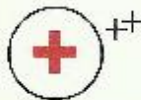
waiting



emotional warmth



listen actively



naming positively



friendly or playful tone



saying what you're doing



child initiatives?

RECEIVING INITIATIVES



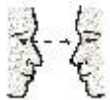
being friendly



being playful



smiling



eye contact



nodding



receive with words



repeating words



repeating actions



show you noticed

DEVELOPING ATTUNED INTERACTIONS



receive then respond



check for understanding



wait for your turn



short turns



having fun



give more turns



support group turns



equal interaction



cooperating

GUIDING



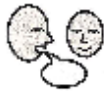
scaffolding



build on response



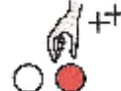
adjust support



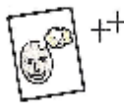
give information



provide help

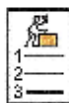


offer choices



make suggestions

DEEPENING DISCUSSION



support goal setting



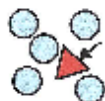
share viewpoints



problem solving



collaborative discussion



naming difference



manage conflict



investigate intentions



naming contradictions



shared understandings

Interview Schedule

Have both stills on show

- one of child and adult
- One of researcher and adult

Q: How have you found the video interaction guidance process?

- How would you describe it to someone else? (e.g. Was it enjoyable? Stressful?)
- What memories do you have of it?

Focus on still of child and adult

How did you feel about being filmed?

Would you have liked it to be done differently in any way?

Q: VIG is about enhancing relationships.

Has anything changed as a result of this work?

- For you?
- For ...?
- Between you and?

Has anything been different since we started the work, or as the work progressed?

Were any particular goals achieved? (NAME THEIR GOALS)

Was there anything else you would have liked to get from the intervention?

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

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

Q: How did you find the shared review process?

- **Would you have liked it to be done differently in any way?**
- **Did you feel like there were things you were expected to say?**
 - **Why?**
- **Were there things you wanted to say but didn't/couldn't?**
 - **Why?**
- **Were there times you wanted to watch something different on the video?**
 - **Did you feel you could operate it yourself?**
- **Were there occasions when you wanted something different from the intervention?/ When you wanted the sessions to go in a different direction?**
 - **Did you feel able to say so?**
- **Does this differ from other interventions you have been involved with?**
 - **If so, how?**
- **What do you think about the principles of attuned interaction?**
 - **Did they make sense to you?**
 - **Did you agree that they are important for communication?**
- **Do you think VIG misses out anything important that you would have liked to have been included?**
- **Is there anything else you would like to say?**

Appendix 13: Interview schedule - child version

Interview Schedule (children and young people)

Have both stills on show

– one of child and adult

- One of researcher and child

Q: Did you enjoy making and looking at these videos?

- What did you like about it?
- Was there anything you didn't like?
- If another child in your class asked you about it, what would you say to them?

Focus on still of child and adult

Did you enjoy this bit where we made the films?

- What did you like about it?
- Was there anything you didn't like about it?
- Was there a reason you didn't say that at the time?
- Did you want to take part?

Q: (Enhancing relationships)

Has anything changed?

- For you?
- For ...?
- Between you and?

Has anything been different since we did this work?

Was there something different you would have liked to happen?

Do you think that there has been any change in the way that you think about (yourself/others)?

Do you think that there has been any change in the way others think about (yourself/others)?

Focus on still of researcher and child

Q: How did you find this part where we watched the video and talked about it?

- **Would you have liked to do something different?**

- **Did you feel like you could say anything you liked?**
- **Were there things you wanted to say but didn't/couldn't?**
 - **Why?**
- **Were there times you wanted to watch something different on the video?**
 - **Did you feel you could press the buttons?**
- **Would you have liked to do this bit differently?**
- **Was this different from other things you do at school?**
 - How?**

- **What do you think about (the principles of attuned interaction – show them)?**
 - **Did they make sense to you?**
 - **Did you agree that they are important for communication?**
- **Is there anything else you would like to say?**