EXPLORATORY RESEARCH EXAMINING THE SIMILARITIES AND DIFFERENCES BETWEEN THE PROCESSES AND APPROACHES USED IN COACHING AND CONSULTATION IN EDUCATIONAL PSYCHOLOGY PRACTICE

A THESIS SUBMITTED TO CARDIFF UNIVERSITY'S SCHOOL OF PSYCHOLOGY

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DECLARATION

This work has not been submitted in substance for any other degree or award at this or any other university or place of learning, nor is being submitted concurrently in candidature for any degree or other award.

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ABSTRACT

Consultation and coaching are two approaches being used by Educational Psychologists (EPs) as part of an approach to service delivery for clients. Both approaches have been evaluated as helpful in facilitating positive change for clients. Previous literature has explored the processes and approaches used in coaching and consultation separately, with only very limited literature exploring these within the context of educational psychology practice (EPP). This qualitative study explored EPs' perceptions of the processes and approaches involved in coaching and consultation, as well as what was actually happening in coaching and consultation sessions. Thirteen participants were involved in the research with 9 semi-structured interviews conducted using a sample of 5 consulting EPs and 4 coaching EPs, as well as recordings of 1 coaching and 1 consultation session. Transcripts of the data were analysed through the 6-stage process of thematic analysis. The findings suggest there are clear links between espoused theory and theory in practice in relation to EPs' perceptions of coaching and consultation and what is actually happening in conversations. There are a number of similarities between coaching and consultation conversations in EPP, where the psychological approaches used are very similar. Findings suggest that some of the processes between the two approaches are different, enough to warrant coaching as an approach which can exist as its own entity within the profession.

SUMMARY

Part 1: Major Literature Review

Part 1 provides an overview of the existing research and literature exploring coaching and consultation as approaches used in EPP. The literature review critically examines consultation and coaching as distinct disciplines separately, exploring: Definitions; origins; where and how they are used; models and approaches and the processes involved. A review of the limited literature supporting and refuting coaching and consultation as distinct disciplines is included. An outline for the argument of some common factors which impact on all 'helping conversations' is offered. A brief outline of the current context of EPP is offered and how this might relate to coaching and consultation in EPP before introducing the current research questions.

Part 2: Empirical Paper

Part 2 is an account of the current study. The study explores EPs' perceptions of the processes and approaches used in their practice in coaching or consultation as well as exploring what processes and approaches might be being used in actual coaching and consultation conversations. Part 2 starts with an overview of relevant research followed by a rationale for the study and key research questions. The methodology and ethical issues are then discussed. Results from conducting a thematic analysis of semi-structured interviews and recordings of coaching and consultation conversations are presented in the form of tables and text. Finally, a discussion of the key findings; the study's contribution to knowledge; the strengths and limitations of the study; ideas for future research and the implications for EPP are discussed.

Part 3 Major Reflective Account

Part 3 is a reflective and reflexive account of the process of conducting the research from the perspective of the researcher. Methodological issues; learning from the research process; a discussion of potential future research and the contribution to existing knowledge are critically discussed.

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PART 1: LITERATURE REVIEW

1. Introduction

1.1 Overview of the Literature Review

There are many theoretical models which offer frameworks for both coaching and consultation which could be used in educational psychology practice (EPP). There exists a broad range of research exploring the effectiveness of consultation and coaching as models used by practitioners to facilitate change for clients as separate entities. There is a general commonality between research findings, in that both consultation and coaching appear to be helpful for engaging clients in the process of positive change.

The range of models of coaching and consultation along with research exploring the effectiveness of each are vast. It should be acknowledged that it is beyond the scope of this literature review to explore all of these, instead it has focused on the more prevalent and popular forms.

There is a more limited amount of research exploring the processes involved in coaching and consultation, especially so within EPP. The majority of research exploring the processes involved in coaching and consultation in EPP is included within this literature review. There is only one piece of research comparing and contrasting the processes and approaches involved in consultation and coaching.

The literature review in this thesis will critically examine consultation and coaching as distinct disciplines separately, exploring: definitions; origins; where and how they are used; models and approaches and the processes involved. A review of the limited literature supporting and refuting coaching and consultation as distinct disciplines is included. An outline for the argument of some common factors which impact on all 'helping conversations' is offered. A brief outline of the current context of EPP is offered and how this might relate to coaching and consultation in EPP before introducing the current research paper.

1.2 Description of Key Sources

Key sources for the development of this literature review included a search of the major electronic databases available online including PsychINFO (1806 – 2017), Web of Knowledge, ERIC and Scopus. The following search terms were used: coaching; consultation; coach; consultant; change; process; processes; effectiveness; management; evaluation; evaluative;

model(s); framework(s); solution focused; motivation; practice; factors; industry; school and business. A number of research journals of particular relevance to educational psychology were searched using the above terms. These journals included: Educational Psychologist; Educational Psychology in Practice; Educational Psychology and Educational Psychology Review; Educational & Child Psychology and The Coaching Psychologist. Finally, searches using google and google scholar which combined the terms outlined above were used.

2.1 Consultation

2.1.1 What is consultation?

The term consultation is defined in the Collins English Dictionary as "a meeting which is held to discuss something" (Collins, 2016). This loose term has perhaps not surprisingly, over time, been adopted by a range of professionals working in various sectors and industries to include a range of different meanings (Collins, 2016).

Consultation in medicine is typically used as a term to describe a meeting between patient and consultant in order for the consultant to explore diagnosing a specific condition based on his/her knowledge and expertise (Charlton, 2007). Yet in business, a consultant may enter an organisation as a professional external to it, offering advice around how to approach a particular area of concern within the business (Coyne, 2014). This flexibility of the term and its interpretation is important to illustrate, as within the context of Educational Psychology, the term is also used to describe a range of different models and approaches to practice (Leadbetter, 2006).

Despite the broad range of models and approaches used by Educational Psychologists (EPs) in consultation in schools in the United Kingdom (UK), there appears to be some agreement within the research as to what the key factors are which are involved in consultation.

Consultation in EPP typically involves two or more people working together including the Educational Psychologist (EP), teachers, parents or other caregivers to assist an individual child or children with either learning or adjustment concerns (Bramlett and Murphy, 1998). This definition is too vague to offer any real insight into what consultation in EPP is.

West and Idol (1987) who present a detailed account of consultation, suggests that there are six core characteristics to a consultation based approach and include that:

- "It is a helping, problem solving process;
- It occurs between a professional help-giver and a help-seeker;
- It is a voluntary relationship;
- The help giver and the help seeker share in solving the problem;
- The goal is to help solve a current work problem of the help-seeker and
- The help-seeker profits from the relationship in such a way that future problems may be handled more sensitively and skilfully" (West and Idol, 1987: pg389).

Taylor (2017), recently conducted doctoral level research exploring approaches to consultation in EPP. More specifically, Taylor (2017) aimed to explore what the processes and mechanisms within consultation which facilitate learning and change were. Taylor (2017) used a multiple case study research design, where four consultation sessions were recorded, transcribed and coded. In order to explore what processes and mechanisms were being used by the EPs, similarities and differences between each case study were explored. Taylor (2017) suggests that a consultation, regardless of models and approaches used, incorporate the following themes which include:

- Joint problem solving and decision making;
- Relationship and communication development;
- Enhancing and/or developing professional practice;
- Application of research into practical classroom strategies and interventions and
- Evaluation

Reassuringly, it can be seen that even with 30 years of time elapsing between West and Idol's (1987) and Taylor's (2017) research, there are a number of commonalities between what EPs seem to understand to be the main aspects of adopting a consultation based approach in EPP, regardless of the models and approaches used. Despite this apparent coherence across the theoretical approaches used in consultation, West and Idol (1987) and Taylor (2017) do not support these assertions based solely on their own research data and acknowledge that the research lacked the scale necessary to make broad claims. These definitions are subject to their respective authors' own biases and beliefs and so lack ecological validity.

2.1.2 How did consultation originate and how has it developed?

Consultation in EPP developed as part of an approach to service delivery (Wagner, 2000). Dougherty (2013), who has written extensively on the use of consultation within school settings, suggests that consultation has its origins based in the work of Caplan (1970). Caplan, a child and community psychiatrist, first described consultation in 1948 (Caplan, 1961), when using a consultation-based approach originally termed as counselling the counsellors, later adopting the term mental health consultation. It should be acknowledged that Caplan was not wholly responsible for the development of the mental health consultation model, where he and his wife published work together, where ideas were developed through joint discussion (Caplan, Caplan and Erchul, 1994).

The mental health consultation approach was developed in order to support a small group of psychologists and social workers in the mental health sector who had the task of supporting 16,000 immigrant adolescents at over 100 residential institutions across Israel (Caplan, 1961). Caplan noted that the approach led to consultees who were typically care givers, to return to their roles with a different perspective and more ways of supporting the clients (Caplan, 1970).

Dougherty (2013) argues that Caplan's work heavily influenced the development of consultation in EPP. Caplan, Caplan and Erchul (1994) suggest that the main reasons the Caplanian approach to consultation has influenced EPP is due to the model's focus on prevention of illness and promotion of health; the emphasis on non-hierarchical relationships and an emphasis on individual and environmental factors in achieving positive change.

Bardon (1983) argues that the use of an indirect model of service delivery is essential in EPP as it is the most effective mechanism for empowering teachers to meet the needs of children and young people. Saxe, Cross and Silverman (1988), presented a convincing argument that environmental factors are important to consider when addressing a concern regarding a young person. They argue as it is the adults in the school setting that are able to control these environments, it would seem logical that it would be helpful to work to support the child indirectly, facilitating change for the child through the adults around them.

Coloney and Gutkin (1986) argued that the majority of EPs at the time of their writing in America, worked in a direct approach with children, arguing that it would be important that the

value of indirect service delivery models were recognised and adopted. Gillham (1978) made similar statements to Coloney and Gutkin (1986) in reference to EPP in the UK. At the time of writing, over 30 years on, a number of EP services across the UK claim to adopt a consultation based approach to service delivery (EduKent, 2017; Cornwall Council, 2017; Department for Education and Employment, 2000). Indeed, it would appear that it is now adopted as the most prevalent approach to service delivery across the UK (Cording, 2011).

2.1.3 What are the main approaches and models which inform the practice of consultation for educational psychologists?

There appears to be a lack of agreement between EPs regarding the approaches and models used in consultation (Dickinson, 2000). Larney (2003) outlines that there are four main models which underpin EPP in relation to consultation. These four approaches include mental health consultation; behavioural consultation; process consultation and organisational consultation. It should be acknowledged that there are other approaches to consultation, though within the confines of this literature review, they are too vast and arguably overlapping of the main four to include.

Mental health consultation (Caplan, 1970) has already been mentioned. In a review of the approach, Mendoza (1993) states that mental health consultation involves engaging with the consultee using aspects of psycho-analytic theory to facilitate consultees to become more independent in managing problems. Mendoza (1993) states it is important that the consultant assists the consultee to explore why he/she might be having difficulty solving a problem and should use expertise to provide advice where appropriate. Mendoza (1993) also suggests that mental health consultation involves the consultant supporting a consultee's understanding of a problem, to the point that a consultee makes a change informed by a more developed understanding of a problem.

Though the Caplanian approach has been said to be echoed in almost all practice of consultation (Mendoza, 1993) mental health consultation (Caplan, 1970) has little empirical evidence to support its use or effectiveness in EPP (Gutkin and Curtis, 1999). It has been argued it has not been particularly successfully implemented into EPP (Watkins 2000). Watkins (2000) states that it is an approach which is difficult for teaching staff to engage with and using it in isolation can result in no useful outcomes emerging from the process of consultation. This statement should

be interpreted with caution as it is founded on professional experience, rather than empirical research.

Process and organisational approaches to consultation involve exploring how systems function and operate: In relation to EPP, exploring with the consultee how the school as an organisation might adapt or change (Schein, 2004). The aims of process and organisational approaches to consultation include helping consultees to become more aware of the systems around them; learning to acknowledge that people in a system can often resist change and helping to facilitate thought around how to adapt systems. Gutkin and Curtis (1999) state that this approach can be helpful for teachers, though the staff members position in the school must be considered and that due to the fact that the bigger a system is, the more challenging it is to change (Schein, 2004), it's use should be considered carefully.

Behavioural consultation (Bergan & Kratochwill, 1990) is based on the concept of social learning theory (Bandura, 1991). Gutkin and Curtis (1999) suggested it was the most common form of approach to consultation used in EPP at the time. Behavioural consultation acknowledges and utilises the constructs that concerns from school staff are typically environmentally or behaviourally based and that making changes to a child's surrounding environment can help to solve a problem (Swanson & Hoskyn, 1998). There is some evidence to suggest that when used, behavioural consultation can be successful in helping to improve outcomes for children and young people in their school settings (Duhon, 2005).

In the UK, Wagner (1995) proposed a model of consultation for use specifically for EPP. Wagner (2000) suggests that the four approaches to consultation outlined above may be used to some extent in EPP. However, Wagner (2000) argues the need for a model of consultation which is tailored to meet the needs of working in a complex environment, where there is an inter-relationship between school, family and other professions.

Wagner (2000) suggests a model of consultation which:

- operates to allow a consultee to talk about and externalise a problem;
- explore the systems operating around a child and how these might be impacting on them;
- encouraging the consultee to think about the problem from an interactionist perspective (Hargreaves, 1972); and

- to help a consultee to recognize his/her own role in the patterns of behaviour a child might be displaying and how to adapt so as to facilitate change.

Wagner's (2000) model of consultation has been adopted as an approach to service delivery by a range of EP services across the UK (Booker, 2005; Leadbetter, 2006). It is claimed to be the most widely adopted approach to consultation in EPP in the UK, however, there is no empirical evidence to suggest why this is the case or the degree to which the model is actually adhered to (Cording, 2011).

In research conducted by Cording (2011), there is a suggestion that where Wagner's (2000) model has been adopted by EPs, there is little consensus between EPs as to how it is used in practice. This may suggest that EPs use models of consultation to inform their practice, though are able to interpret and adapt these models at an individual level to best suit them and their approach to practice (Cording, 2011). This assertion, although important, should be met with caution when generalising the findings, as the research conducted by Cording (2011) was based on a small sample size based in one EP service. Furthermore, Cording (2011) included in the research, data regarding personal reflections of his own approach to consultation, which would have impacted on the analysis of data and conclusions made.

2.1.4 What are EPs doing during consultation?

The theory which has been said to underpin consultation has been explored. However, what actually occurs in consultation in EPP may be quite different. Leadbetter (2006) acknowledges this and states there was a lack of research in the UK exploring the processes occurring in consultation at the time of writing. This has been addressed to a limited extent through research conducted by Kennedy, Frederickson and Monsen (2008) and Nolan and Moreland (2014). Both aimed their research at exploring specifically what the processes which occur during consultation in EPP are.

It is important at this point, to make the distinction between espoused theory and theory in practice (Argryis and Schön, 1974). It has been shown that there can be disparity between what people say they do and what they actually do (Argryis and Schön, 1996). As such, research exploring consultation which explores the actual process occurring in consultation could be regarded as the most useful form of research, as it focuses on what is actually occurring during a consultation, rather than what EPs state is occurring. It should be acknowledged however, that

research must be practical and realistic in order for meaningful data to be collected (Joyner, Rouse and Glatthorn, 2013). Recording consultations can be difficult to achieve in research due to a combination of ethical considerations and practical logistics (Nolan and Moreland, 2014).

Noland and Moreland (2014) did acquire and use recordings of naturally occurring consultations between EPs and teachers in their research. They also conducted semi-structured interviews with the EPs involved to explore their perceptions of the processes which occurred in the consultations. This design allowed for the findings from the analysis of the consultations to be triangulated with EPs' opinions on the processes which occurred during consultation. This attempt at triangulating data is a relative strength of the research and makes the findings more robust (Joyner, Rouse and Glatthorn, 2013).

Nolan and Moreland (2014) suggested that a number of processes were occurring during consultations across the EPs involved in the research. These processes included:

- "EP directed collaboration;
- Demonstrating empathy and deep listening;
- Questioning, wondering and challenging;
- Focusing and refocusing;
- Summarising and reformulating, pulling threads together;
- Suggesting and explaining and
- Restating/revising outcomes and offering follow up." (Nolan & Moreland, 2014: pg67)

There was also reference to EPs working to enable consultees to think about and make changes informed from their own thinking, rather than EPs simply trying to fix a problem, as well as adopting a non-judgemental approach to practice.

Nolan and Morelands' (2014) findings are consistent with what has been suggested are the models and approaches which underpin consultation outlined in the previous section and provide some reassurance that consultation in EPP is based on and informed by psychology. However, it should be acknowledged that the sample size in Nolan and Moreland's (2014) research was small and was based on one EP service. As such, the findings lack ecological validity and should not be generalised to the EP population as a whole.

The lack of research exploring the processes and approaches involved in EPP is still limited and further research into the processes would be useful and warranted as acknowledged by Nolan and Moreland (2014). Although now outdated, Kennedy, Fredrickson and Monsen (2008) also conducted research into the process of consultation. Its inclusion into this literature review is warranted due to the lack of up to date research exploring the process of consultation in EPP in the UK.

Kennedy et al (2008) used recordings of consultations and semi structured interviews with EPs to explore the processes involved in consultation using a similar approach to Nolan and Moreland (2014). This suggests that these approaches to data collection may be helpful in exploring what the processes involved in consultation in EPP are.

Kennedy et al (2008) found that EPs used a range of approaches over the course of a consultation. These approaches included placing a focus on systemic factors; using problem solving approaches (Bergan & Kratochwill, 1990); using a collaborative approach and adopting a solution focused approach (De Shazer, 1985). There were however, differences in the practice of consultation between the EPs involved in the research. This reinforces the idea that EPs adopt different aspects of a range of approaches to consultation in order to suit their approach to practice.

In relation to espoused theory and theory in practice (Argyris & Schön, 1974), it is important to note that there was "a high degree of coherence between theory, research and practice", (Kennedy et al, 2008: pg182). This suggests that EPs are doing what they say they are doing in their practice, which is a reassuring notion for the profession.

Although the research conducted by Kennedy et al (2008) helps to clarify the processes involved in consultation, there are a number of criticisms of the research. The sample size of the research is small and as such the findings cannot be generalised to the wider population. Further to this, as the semi-structured interviews were conducted after the recordings of the interviews, it could be argued that EPs may have reflected on the specific consultation session they recorded and ensured they spoke about the specific processes which occurred in that session, during the semi-structured interview, introducing the potential for participant bias affecting the findings of the research (Patton, 2002).

Another potential area of concern regarding research conducted by Kennedy et al (2008) and Nolan and Moreland (2014) is that the analysis of the consultation recordings were conducted by the researchers. This fact is important to acknowledge as it may be that the researchers' knowledge and understanding of the processes involved in consultation could dictate the themes which were developed from the data sets (Kuper, Reeves and Levinson, 2008). Furthermore, the researchers only analysed written transcripts. It should be acknowledged that consultation is an interpersonal interaction between individuals (Busse, Kratochwill and Elliot 1999) and as such, other processes involved in the recordings may have been lost, including factors such as body language and intonation (Charlton, 2007).

Despite the criticisms outlined above, it is notable that a number of the findings in the research conducted by Kennedy et al (2008) were similar to that of Nolan and Moreland (2014). This reinforces the concept that there is at least some consistency between EPs in what they do during a consultation. This assertion however should be considered cautiously and further research examining the process of consultation is necessary in order to make this claim a more valid one.

2.1.5 Is consultation effective?

As much as the theory underpinning consultation has been outlined and an exploration of what might occur in consultation in EPP has been provided, it is important to outline whether or not consultation has been seen to be an effective approach to facilitating change in education.

Gutkin and Curtis (1999) offer a comprehensive account of the factors which they consider to be important for effective consultation in EPP to occur. It should be acknowledged that this account is based on the context of EPP in schools in North America and as such may not be directly relatable to the UK. More recently, Wagner (2002) offers an account of what might contribute to effective consultation in EPP within schools based in the UK. Although these ideas are offered and are helpful for informing practice, currently there is no up to date research exploring the effectiveness of consultation in EPP in the UK (Cording, 2011).

A meta-analysis of 46 research papers exploring the effectiveness of consultation in EPP conducted by Sheridan, Welch and Orme (1996) suggested that 76% of the studies reviewed found consultation to result in positive outcomes for children and young people. Sheridan et al (1996), conducted a thorough literature search including hand searches of professional journals

and searching computer data bases. The inclusion criteria for research included in the meta-analysis was limited to papers which were published in academic journals between the years of 1985-1996 and explicitly explored consultation outcomes in educational settings, or were related directly to student concerns. It should be acknowledged that correlation does not necessarily suggest causation (Carter, 2009) and as such this statistic should be regarded with caution. It should also be acknowledged that as the papers included in the research were all published in journals, publication bias may have impacted on the outcome of the meta-analysis, where arguably research which found positive outcomes may have been more likely to have been published, resulting in consultation appearing more effective than it might have been. Further to this, Sheridan et al (1996) does not specify whether this includes the perspective of the child in terms of the positive outcomes, which is an important factor to consider.

There is only a small amount of research exploring the process of consultation in EPP, though there is some concurrence between researchers' findings (Kennedy et al, 2008; Nolan & Moreland, 2014). There is a strong argument for further exploration as to what the processes involved in consultation are in EPP in the UK.

2.2 Coaching

2.2.1 What is coaching?

A number of definitions of coaching exist in the literature and it would seem that there is no one universally agreed description of coaching (Palmer and Whybrow, 2005). Through exploring a number of descriptions of coaching from credible sources, it is possible to offer an attempt at a definition, through outlining the common factors between descriptions.

The Association for Coaching, recognised in the UK as a leading, not for profit professional body with over 5500 members worldwide offer a robust description of coaching as "a collaborative, solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee" (Association for Coaching, 2015: pg1).

Coaching has also been defined as an approach whereby a coach facilitates changes for a client in thinking, feeling and behaviour through encouraging the client to use reflection and self-direction, supporting the use and development of individuals' skills rather than seeking external solutions (Gornall & Burn, 2013).

It would appear that the common themes of collaboration and structured conversations, where the coach operates in a facilitator role to help change a variable with a coachee are present amongst the majority of descriptions of coaching (Association for Coaching, 2015; Adams, 2015; Palmer and Whybrow, 2007; Gornall & Burn, 2013).

An important aspect of coaching is the assumption that coachees are free from any serious mental health problems (Blunkert, 2005). Coaching is not a process which has been adopted to help those that have serious mental health problems (Hawkins and Smith, 2013). This may be due to the concept that coaching as a process has been perceived to require the coachee to be resourceful and have the capacity to find solutions (Hawkins and Smith, 2013).

Coaching is generally recognised to involve just two people at any one time, these being a coach and a coachee (Passmore, Peterson & Freire, 2013). Although descriptions of group coaching exist (Britton, 2011) for the purpose of this review, the concept that coaching is a process which occurs between two people will be adopted.

2.2.2 How did coaching originate and how has it developed?

The word coach originates from the 15th century, in a small village in Hungary, called Kocs. Kocs inhabitants were renowned for building high quality carts, or Kocsi's, which allowed for the smooth and comfortable carriage of goods and people. Over time, these vehicles became more popular across Europe and in England, and were termed as coaches. This term was adopted first in education, where Oxford university tutors were known colloquially as coaches for carrying their student quickly and comfortably to their goal of passing exams (Hendrickson, 2000).

Coaching exists and has evolved as a practice across a range of different disciplines (Besser, 2013). Coaching as an approach is used to support people in sport, business, education and even more broadly, life (Besser, 2013). Fletcher and Mullen (2012) state that the majority of the literature focusing on coaching, including how to conduct coaching, exists in the field of business. It may be that a combination of economic and socio-political factors influenced the development of coaching as an approach in business, where employers began to recognise the importance and value of ensuring that staff were treated well (Hargreaves and Skelton, 2012).

Coaching as a tool used to support people gained popularity in the very late stages of the 20th Century (Brock, 2014). Much of this popularity has been attributed to Whitmore (1992), who published a seminal text, Coaching for Performance (1992). Whitmore outlined a simple model for use in guiding coaching conversations he described as the GROW model. The term GROW representing an acronym, with each letter representing a different aspect of a coaching conversation. These aspects include:

- "GOAL setting for the session as well as short and long term;
- REALITY checking to explore current situation,
- OPTIONS and alternative strategies or courses of action and
- WHAT Is to be done, WHEN by WHOM and the WILL do it" (Whitmore, 2002: pg54).

It has been argued that the basic framework and easy to recall mnemonic, has contributed to the success of the use of the model in the business sector (Whitmore, 2002). It is important to acknowledge however, that Whitmore (2002) states coaching involves the use of far more approaches than simply using the GROW acronym to structure a coaching session. A criticism of the model is perhaps that with the simple mnemonic, people are inclined to consider they have grasped the basic principles and consider themselves to be a competent coach, a concept which Whitmore (2002) makes explicit warning of.

In an article named "Is it time to REGROW the GROW model" (Grant, 2011: pg 118), its title highlighting the continual evolution of coaching as an approach, an argument is made that the structure proposed by Whitmore (2002) in the GROW model is not based on any empirical research, in terms of whether using the GROW model might produce better outcomes for clients than any other models. There is need for this to be explored in future research in coaching. Despite this apparent lack of evidence base to support the GROW model as an effective approach to use in coaching, the GROW model appears to remain a very popular model of coaching, used by coaches worldwide (Grant, 2011).

Although psychologists have had an active role in the discipline of coaching for half a century (Filippi, 1968), coaching psychology as a distinct sub-discipline of practice in psychology only appeared to emerge in 2000 from Australia and the UK (Palmer and Whybrow, 2007). The reasons for psychologists adopting coaching as an approach to explore and develop further is unclear. However there had been pressure for some time to develop a clear evidence base,

developed through research, to understand the psychology which informs the process of coaching (Sperry, 1993).

Coaching psychology has been argued to be separate from coaching, where coaching psychology focuses on the psychological theory which underpins the practice of coaching and using established therapeutic approaches in coaching conversations (Grant & Palmer, 2002). Though this is the case, a number of texts written by business consultants (who are not psychologists), do draw on psychological theory to inform the reader of what the psychological underpinnings of coaching are (Brock, 2014; Besser, 2013; Coyne, 2014). As such, coaching and coaching psychology as separate terms should be interpreted with some caution.

The recognition of coaching as a distinct sub-discipline of psychology has, in the last decade, been acknowledged by The British Psychological Society (2017). The introduction of the Special Group in Coaching Psychology (SGCP) in 2000 and The Coaching Psychologist (Palmer and Whybrow, 2005), a journal dedicated to further developing the understanding of coaching as a tool informed by psychology, has helped to encourage psychologists to recognise the worth of pursuing research into this new and evolving approach to practice. Perhaps as a result of this, psychologists in the UK have been exploring the psychology underpinning coaching more formally (Stern and Rostron, 2013), with the result that coaching is operating on a more credible evidence base than ever before.

2.2.3 What are the main approaches and models which inform the practice of coaching in schools?

Coaching as a method for supporting and developing staff and pupils has been gaining popularity within the UK since 2000 (Palmer and Whybrow, 2007). This may have been due to the Department for Education and Schools (DfES) suggesting that coaching was an appropriate tool for developing and supporting pupils and staff (DfES, 2003) and should be considered as an approach to be used in schools in the UK. Though coaching may have gained popularity, in 2010, Pedder et al (2010) found that coaching as an approach for supporting continuing professional development across schools in the UK was still limited.

Adams (2015), a practicing educational psychologist, wrote in his inaugural text Coaching Psychology in Schools, that coaching in schools can be used in a number of ways, to support

staff members performance, development, wellbeing, to develop resilience and for problem solving and solution finding.

A range of approaches to coaching in schools exist (Fletcher and Mullen, 2012). Grant (2011) suggests that models of coaching are typically used by a coach to act as a guide for facilitating a coaching conversation. It is outside the focus of this review to outline all the models and approaches, instead, focusing on those which appear to be the most widely adopted.

A report written for the CfBT trust (Loftus, Leat and Towler, 2010) offers a practical guide for schools regarding using coaching as a model for developing teachers' professional skills. Loftus et al (2010) suggest that although there are a range of models and approaches used by coaches in schools, the models adopted are typically informed by the Centre for the use of Research and Evidence in Education, commercial models of coaching or engagement in a Master's level course with elements of coaching being taught.

Lee (2017) a practising EP, conducted research exploring the types of coaching being used in secondary schools. Through the use of a well-structured questionnaire, Lee (2017) concluded that the majority of the schools who took part in the research used specialist coaching, where a coach had specialist knowledge in a specific area with skills in coaching and co-coaching, where peers worked together in a structured way to address an issue or need. It is important to highlight that Lee (2017) did not explore in-depth, what the specific approaches used in these interactions were, focusing instead on the perceived benefits of the approaches. As the sample size for the research was small, focused on secondary schools and was based in one relatively small geographical area of the UK, the findings cannot be generalised to primary schools, or the wider population. However, Lee (2017) has assisted in beginning to understand what approaches schools use in relation to coaching practices.

It should be acknowledged that coaching is an emerging discipline in psychology (Passmore and Fillery-Travis, 2011). This factor, coupled with the dominance of business writers publishing the majority of coaching literature, has resulted in there being very limited research exploring what the models and approaches used in schools in the UK in relation to coaching are (Fletcher and Mullen, 2012). As such, a broader view outside the context of schools must be adopted to explore what the approaches used to inform coaching are.

Grant and Cavanagh (2007), suggest that the approaches which underpin the practice of coaching include but are not limited to concepts from positive psychology, psychotherapy, and the behaviourist perspective of psychology. This view is supported by Palmer and Whybrow (2012). Peltier (2001), states the five major psychological approaches are psychodynamic, behaviourist, person centred, cognitive therapeutic and system oriented. This would suggest that there is some agreement between researchers as to the approaches used which inform coaching.

In their seminal text The Handbook of Coaching Psychology, Palmer and Whybrow (2007) outline eleven different approaches which should be considered for use in coaching sessions. These approaches include cognitive behavioural approaches (Beck, 1976); person-centred approaches (Rogers, 1951); solution focused approaches (De Shazer, 1985) and behavioural approaches (Bandura, 1969). In a survey of coaching psychologists (Whybrow and Palmer, 2006), who were all members of the SGCP, it was evidenced that these approaches were the most widely used by coaches in coaching sessions. It is unhelpful that the number of psychologists who responded to the survey was not reported and as such it is not known if the results obtained were based on a significant sample size, resulting in it being difficult to justify the findings being generalised to the wider population of coaching psychologists.

In support of Whybrow and Palmer's findings (2006), Baron and Morlin (2010) outline that the development of the professional relationship between a coach and a coachee is an area of particular importance as an aspect of coaching and state that a coach's use of Rogerian core conditions (Rogers, 1951) are helpful for developing this.

Grant (2011), recognised as one of the major contributors to research in exploring the processes and approaches involved in coaching suggests that the most popular model of coaching to be used by coaches is the GROW model, developed by Whitmore (1992). This is supported by research conducted by Palmer (2011) who conducted a survey with coaching psychologists using a large sample size and found that 40.6% used the GROW model of coaching with clients.

The GROW model of coaching involves a structured conversation setting goals, exploring the current reality, exploring options and deciding ways forward with the client. With its foundations based in behavioural psychology (Palmer and Whybrow, 2007), it is perceived to be a structured approach to coaching which helps a coach to facilitate thinking for a coachee, rather than being based on instructional approaches.

2.2.4 What is happening during a coaching session?

Fillery-Travis and Lane (2006) state the importance of understanding what the processes which occur in a coaching session are. Lofthouse, Leat, Towler, Hall, & Cummings (2010) conducted a much-needed piece of research with the aim of exploring what happens in teacher coaching sessions. It should be acknowledged that this research did not involve coaching provided by EPs. The findings offer learning opportunities for EPs who conduct coaching, though may not relate directly to the processes which occur during coaching sessions conducted by EPs.

Lofthouse et al (2010) suggest that coaching in schools involves using a routine, following a set pattern where the coach poses questions to the coachee to encourage reflection about and evaluation of their practice. The coach typically uses positive statements and works in a co-operative way with the coachee where they work together to help facilitate the coachee to make progress with a performance development matter or a particular problem. Lofthouse et al (2010) state that individual coaches used different models to facilitate the coaching process.

The research conducted by Lofthouse et al (2010) involved a large qualitative data set across 13 schools in England to inform the findings. Although the findings should not be seen as a definitive answer to what the processes which occur in coaching in schools are, it currently seems to be the research which is closest to answering the question, where findings emphasise there is no one model or approach being used which is most prevalent.

A document supported by research and developed by the Welsh Government for use in schools called 'Coaching and Mentoring' (2015) states the following processes as underpinning effective coaching conversations:

- rapport building through matching and mirroring conversation;
- deep listening where listening is non-judgemental;
- paraphrasing what the coachee says and
- questioning where open and probing questions are used to provoke thought for the coachee.

These concepts are echoed in other research into the underpinning processes of coaching (Adams, 2016; Passmore and Fillery-Travis, 2011).

Adams (2016), an EP who uses coaching as part of his approach to EPP, outlined a case study published in Educational Psychology in Practice which states that coaching was used to support a head teacher of a secondary school who had difficulties with the leadership and management aspects of his/her role. It provides a helpful illustration of how coaching can be used in a school and the positive effects it may have.

Adams (2016) self-reported that the approaches to coaching used were informed by solution focused coaching based on work from DeShazer (1985) and behavioural psychology, specifically self-efficacy theory (Bandura, 1982). It is reassuring to note that in outlining the case study, Adams (2016) appears to adopt an approach to practice which is evidence based and informed by psychological theory. However, as Adams (2016) self-reported the approaches used in the case study, it could be argued that it is difficult to verify the approaches reported, were actually adopted in the case study.

It is apparent that Adams (2016), although not making direct reference to a particular model of coaching, appears to spend time with the coachee exploring goals, what the current reality might be, opportunities for improvement and agreeing specific ways forward, suggesting that a framework for informing the process of the coaching was used.

Adams (2016) suggests that there is a positive impact which coaching can have on coachees, based on his perspective, as well as the self-reported effectiveness of coaching as perceived by the coachee and his/her manager. Though this is the case, there is also the acknowledgement in the article that by adopting a case study approach with a single participant, generalisations to the wider population as to the outcomes of the research are not possible. As the case study is written by the practitioner, the findings presented may also be biased and as such, is not a piece of research reliable enough to make generalisations regarding what the processes and approaches used in a coaching session might be, or whether it is effective or not. Adams (2016) acknowledges this and calls for further research to explore the impact of coaching with larger sample sizes.

Outside the context of schools, Dingham (2004) reviewed a series of different coaching processes and identified six generic stages to coaching, these being formal contracting, relationship building, assessment, feedback and reflection, goal setting and implementation and evaluation. It is important to acknowledge that whilst these stages appear to make sense and

concur to some degree with suggestions provided by other coaching psychologists (Adams, 2016; Adams, 2015; Palmer & Whybrow, 2005; Passmore et al, 2013), they are based on Dingham's (2004) interpretation of the process of coaching. The stages outlined are not discussed in detail, in terms of what the coach is actually doing within these stages of coaching.

Arguably further research exploring the processes which occur in coaching conversations, exploring how the coach is operating and what processes and approaches a coach is using in EPP, is needed and warranted.

2.2.4 Coaching in educational psychology practice

Although coaching appears to be an emerging discipline in psychology (Passmore and Fillery-Travis, 2011), particularly in relation to EPP (Lee, 2017), a number of EP services across the UK offer coaching as part of their service delivery model for schools (EduKent, 2017; Schoolsnet, 2017; Cornwall Council, 2017; North Yorkshire education services, 2017; Northamptonshire County Council, 2017 and The Highland Council, 2015). Coaching is often offered as a distinct package to schools and can include the offer of individual coaching for staff, as well as training in how to implement and operate a coaching model in a school.

At the time of writing there is a dearth of research exploring the use of coaching by EPs and coaching in schools. However, the very recent offerings outlined earlier in the review suggest that this may change in the future. Notably Adams (2016) and Lee (2017) as EPs have started to build an evidence base towards supporting coaching as an approach based on empirical research and informed by psychology. These are two important aspects of ethical practice as outlined by the HCPC (2012).

It could be argued that further research into what the processes are which occur in coaching as practised by EPs would also be helpful. Currently the research has relied heavily on self-reporting of what the processes and approaches used in coaching in EPP are (Adams, 2016) and although it is acknowledged that it would appear that what EPs say they are doing and what they are actually doing seem to be aligned (Kennedy et al, 2008), further research is warranted, particularly in relation to an emerging discipline.

2.2.5 Is coaching effective?

There is very limited research exploring the effectiveness of coaching being used as an approach to support staff in schools (Craig, 2011).

Lee (2017) concluded in research exploring the effectiveness of coaching approaches used in schools, that coaching is an effective tool for supporting continuing professional development (CPD). Through conducting semi-structured interviews with CPD co-ordinators and coachees, Lee (2017) suggested that coaching can be helpful for supporting emotional wellbeing in coachees; improvements in teaching practice and greater collaboration and communication between colleagues. The findings from this research are helpful as the results were based on more than one source within the school system, though are not generalizable to the wider population due to the small sample size. The research may also lack internal validity as Lee (2017) acknowledges that some of the participants who were involved in interviews conducted, had worked professionally with the researcher in the past, which may have impacted what these participants said in relation to the effectiveness of coaching in schools.

Coaching outside of the context of education has been demonstrated to be helpful in facilitating change for individuals as evidenced in a meta-analysis by Theeboom, Beersma and Vianen (2013). Theeboom et al (2013) used a robust selection method for including research into the meta-analysis, including research with large sample sizes, use of control groups and based on a number of sessions of coaching, rather than individual sessions. Eighteen studies were included from a possible 109, to inform the outcomes of the analysis. Theeboom et al (2013) found that the effect size for improved performance, wellbeing, coping, attitudes and self-regulation in relation to receiving coaching were all statistically significant. This meta-analysis helps to affirm that coaching is a useful approach for supporting people, in a number of ways.

Theeboom et al (2013) state that with there being sufficient evidence to support the concept that coaching is effective in the literature, what is now missing is "the lack of rigorous examinations showing the causal mechanisms by which coaching interventions are effective" (Theeboom et al, 2013: pg14). Further research into the process of coaching and the processes involved in it, is certainly needed.

2.3 Are Consultation and Coaching Distinct Disciplines?

Perhaps unsurprisingly, where an unregulated profession exists, where any individuals can refer to themselves as a coach regardless of their background, skills, experience and understanding of coaching, there are a number of 'coaches' who make the claim that coaching is a unique approach to supporting and developing people's skills, wellbeing and even general life (Aziz Corporate, 2017; Unique Advantage, 2017).

Within EPP, Adams (2016) claims that coaching psychology is a "distinct branch of academic and applied psychology that focuses on enhancement of performance, development and wellbeing in the broader population" (Adams, 2015: pg1). However, Adams (2015) also acknowledges that aspects of psychology that exist external to coaching can be used to help to support coaching conversations, perhaps indicating that although coaching psychology can be perceived as a distinct branch of psychology, coaching can incorporate processes and approaches taken from other paradigms of psychology, including those which have been adopted in approaches to consultation.

There is little evidence to suggest that consultation within EPP has been claimed to be a unique approach to supporting schools. In direct comparison to Adams (2016), Wagner (2008) acknowledges that consultation offers the "possibility for different practices and models", (Wagner, 2008: pg11) informed by psychology to be used in consultation.

There is currently no research exploring the similarities and differences between the processes and approaches used in coaching and consultation sessions in EPP within the UK. On a global scale, the research is extremely sparse, though one academic paper exploring this issue does exist.

Denton and Hasbrouck (2009), doctoral level academics based in universities in America compared a range of coaching approaches with two models of consultation used by school psychologists in American schools. Denton and Hasbrouck (2009) base the assertions they make through reviewing literature exploring the processes and approaches used in coaching and consultation separately, as well as on their own casual observation of the approaches being used in schools. The conclusions drawn in the paper are based on their professional opinion and insight into the existing literature only.

Denton and Hasbrouck (2009) advocated that both coaching and consultation involve an "indirect service delivery system, in which a person with specialized knowledge or experience…works with and through a professional colleague…to help provide better services to a student or group of students to improve their academic, behavioural and/or social-emotional achievement" (Denton and Hasbrouck, 2009: pg167). They also state that both approaches place value on the voluntary nature of the relationship between the consultant/coach and the consultee/coachee; that the processes encourage self-reflection for the consultee/coachee and are both fundamentally roles directed towards facilitating change for clients.

It is important to acknowledge that there are significant limitations with the opinions that Denton and Hasbrouck (2009) offer. Though their comparisons appear logical, they are based on casual observations made by the authors and with reference to relatively narrow descriptions of consultation and coaching. The claims made in their paper are not based on empirical research, just their interpretation of the literature surrounding the two approaches. As such, the conclusions drawn cannot be relied upon to justify the argument that coaching and consultation are similar. In addition, as the paper was based on the American educational system, where school psychologists require fewer qualifications and typically only work in one school, the opinions offered are not generalisable to the UK.

Based on the sparsity of research exploring this complex area, a crude comparison of the literature, outlining the processes and approaches claimed to be used in coaching and consultation is offered, however, it is acknowledged that as these are based on the limited literature reviewed, the processes and approaches offered are by no means accurate, or complete.

Coaches and consultants both claim to use frameworks for helping to structure conversations; focus on developing effective relationships with the client through the use of similar approaches such as active listening and use of Rogerian core conditions (Rogers, 1951); adopt similar approaches from psychology including solution focused approaches, motivational interviewing, person centred approaches; cognitive behavioural psychology and change models to inform conversations; acknowledge that the client has the capacity to solve problems and place a focus on positive change for clients (Wagner, 2000; Whitmore. 2002; Caplan, 1970; Adams, 2015; Baron, 2010; Conoley & Gutkin, 1986; Gutkin & Curtis, 1999; Dougherty, 2013).

In the interest of balance, it is important to include how the processes and approaches to coaching and consultation may differ in EPP. One clear difference, is that coaching is focused on engaging directly with the person who is perceived as the individual who will be changing as a result of coaching (Grant & Palmer, 2002; Palmer and Whybrow, 2008; Fletcher & Mullen, 2012), whereas consultation is typically based on working with a client to help change the situation of a third party (typically a child) (Caplan, 1970; Wagner, 2000; Cording, 2011; Kennedy et al, 2008). An additional difference could be argued to be that in consultation, an EP could offer suggestions to help solve a problem on the basis of being 'experts in children and young people's educational needs' (Denton and Hasbrouck, 2009; Wagner, 1995; Cording, 2011; Taylor, 2017), whereas within the context of coaching it is acknowledged that typically, coaching involves a non-directive approach where the coach is drawing on and valuing what the coachee already knows (Whitmore, 2002; Association for Coaching, 2015; Craig, 2011; Lee, 2017).

Clearly, coaching and consultation have emerged as approaches adopted by EPs from different origins (Caplan, 1961; Hendrickson, 2000). However, based on an initial examination of the somewhat limited literature in these areas, there do appear to be some similar approaches and processes involved in both.

Grant (2007) states that with the introduction of coaching being recognised as a distinct sub-discipline in psychology, a number of challenges are presented for psychologists to address as a result of this. This includes the challenge that coaching, as practiced by psychologists needs to be explored in terms of its place relative to other psychological sub-disciplines.

Lane (2010) suggests that the boundaries between coaching and other approaches aimed at helping people, including therapeutic approaches and psychology are 'fuzzy' (Lane, 2010: pg163). Lane (2010) suggests that there must be a more robust research and evidence base to justify the differences between coaching and other approaches aimed at helping people, but also to help to develop an understanding of how different coaching practitioners from different backgrounds may be using their skills and experience to inform coaching practices.

Espinoza (2015) conducted research exploring role differentiation in practicing psychologists whose work involved coaching in the United States. Espinoza (2015) conducted semi structured interviews with 5 psychologists who used coaching in parts of their practice. He concluded that coaching and other forms of psychotherapy should be viewed as on a continuum, rather than as

separate approaches. Espinoza (2015) based conclusions on five semi-structured interviews, which is a limited sample size. As such, the findings are not generalizable to the wider population. It could be argued further research into this area would be helpful.

Within the context of EPP, it is proposed that an exploration of the processes and approaches used in coaching and consultation, with a comparison of these is warranted, based on the current limited research and opinions which are expressed in this review.

To add further complexity to answering the question as to whether coaching and consultation are similar or different in terms of the processes and approaches used in EPP, is the concept that different EPs may construct coaching and/or consultation to mean different things. As there is such limited research exploring what happens in coaching conversations with EPs in the UK (Adams, 2016), it is currently impossible to comment on how different EPs construct what the approaches and processes involved in coaching are and if there are significant differences between EPs in terms of these perceptions. There is some limited research focused on consultation which seems to show that consultation for different EPs rely on using different approaches and processes (Kennedy et al, 2008).

2.4 Factors Influencing Helping Conversations

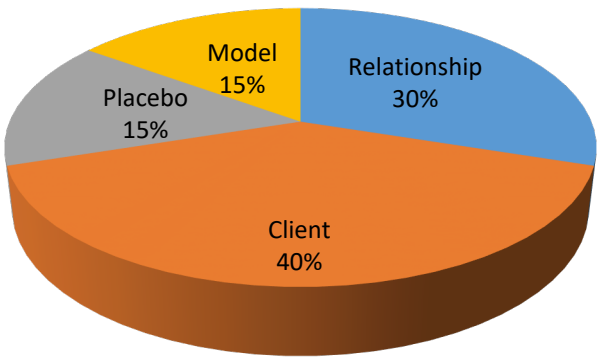
The focus of this literature review is based on exploring the processes and approaches used in coaching and consultation. However, there are a range of interventions EPs use in their practice to support adults, including but not limited to video interaction guidance (Kennedy, 2011) and supervision (Douglas-Osborn and Nuttall, 2017). It is important to acknowledge that research suggests there are a number of common factors which help to facilitate change in any form of helping conversation.

Asay and Lambert (1999) provide an argument for the common factors involved in psychotherapy. A meta-analysis of research exploring if therapy is effective and a summary of what factors appear to impact on helping clients to change in the context of a broad range of psychotherapeutic interventions is offered. These psychotherapeutic interventions included (but were not limited to) approaches such as family therapy; cognitive behavioural therapy; relaxation training and marital therapy.

Asay and Lambert (1999) based their arguments on data collected over six decades, which included thousands of patients and hundreds of practitioners. It should be acknowledged that the inclusion criteria for the research within the meta-analysis is not explicitly mentioned, which is a weakness of the research, however, the findings are useful in providing reassurance that therapy appears to be effective in promoting positive change for clients. Perhaps more importantly Asay and Lamberts' (1999) ideas are reinforced by more recent and empirically robust research into this area, where similar conclusions were drawn (Wampold, 2015). Wampold (2015) summarised a number of meta-analyses from a range of research to explicitly explore which factors have the greatest effect size in therapeutic interventions, where the aim of all the research included in the meta-analyses was to examine the common factors involved in therapeutic interventions using a quantitative approach to do so.

Based on a review of extant literature at the time, Asay and Lambert (1999) suggested that the common factors of change included client factors; relationship factors between the client and the practitioner; placebo factors and the model used within a psychotherapeutic intervention. Asay and Lambert (1999) go as far as offering a value which can be attributed to each of these areas, based on their belief at the time, shown in the pie chart in figure 1.

Figure 1: A piechart showing the common factors of change and their percentage contribution to successful outcomes (Asay and Lambert 1999).



The factor described as the greatest influence in informing successful outcomes of a psychotherapeutic intervention was client factors. This concept, reinforced by ideas from Tallman and Bohart (1999) and research conducted by Wampold (2015) suggests the figure of 40% may be an underrepresentation of this factor. The client's willingness to engage in a process, as well as his/her motivation to change were regarded as important factors in

determining successful outcomes in any psychotherapeutic intervention. In Wampold's (2015) research, it was stated that collaboration and goal consensus may be one of the largest effect sizes in promoting positive change for clients. Having explored coaching and consultation as approaches, it is reassuring to note that both approaches appear to place a focus on uncovering and utilising resources clients already possess.

The relationship factors, which in this literature review have already been referred to as the collaborative alliance were perceived as the second greatest factor for successfully facilitating change. This aspect of the model described by Asay and Lambert (1999) also has explicit links with both coaching and consultation as models for facilitating change, where, for example, there is acknowledgement of utilising Rogerian core conditions (Rogers, 1951) in conversations with clients. In Wampold's (2015) meta-analysis, he suggests that alliance surpasses "the threshold for a medium sized effect" (Wampold, 2015: pg 272), with this being based on an analysis of over 200 studies.

Placebo factors were also identified as a factor involved in facilitating change, whatever the approach involved. Asay and Lambert (1999) argue that where a client thinks an approach might work, they are more likely to leave a session with the construct that it has. Similarly, in Wampold's (2015) research, it is acknowledged that client expectations of therapy appeared to have a small but statistically significant impact on therapy outcomes.

Finally the models used by practitioners, in the case of this review, coaching and consultation contribute to just 15% of the change for a client, where in Wampold's (2015) paper, it is acknowledged that the effect size for treatment differences is small.

The ideas presented by Asay and Lambert (1999) and Wampold (2015) suggest that there are a number of common factors fundamental to any conversation where a change is being encouraged for a client. The numerical values attributed to each factor in Asay and Lambert's (1999) model are falsifiable, as they are based on their beliefs and previous literature and as such these figures should be interpreted with great caution. However, Asay and Lamberts' (1999) ideas regarding the factors impacting on change are reinforced by other up to date research into this area (Wampold, 2015), where factors such as alliance and client factors were acknowledged as being particularly important in facilitating change for clients in therapy.

It is reassuring to note that both coaching and consultation in EP practice appear to acknowledge a number of these common factors, in particular to the client and relationship factors.

2.5 Educational Psychology – The Context for Research

Research exploring the similarities and differences between the processes and approaches used in coaching and consultation in EPP is particularly salient based on the current state of EPP in the UK at the time of writing. The potential practical applications of research based in Educational Psychology, within the context of which it is being conducted is outlined.

A brief perspective of the current state of EPP is offered and how this may relate to research being conducted on the processes and approaches involved in coaching and consultation in EPP.

The current state of the economy within the UK and the continued reduction in the size of budgets allocated to and by councils in relation to education should be acknowledged (TES, 2017). Perhaps as a result of this financial pressure, Local Authority based EP services in England and to some extent in Wales appear to be adopting a traded model of service delivery (Snah, 2013). Traded EP services typically outline a range of different approaches, offered to schools, which schools can purchase. There are examples of services which offer both coaching and consultation as specific services which EPs can deliver in schools (EduKent, 2017; North Yorkshire education services, 2017; Northamptonshire County Council, 2017).

It is not currently known what or how much of each of the approaches schools' purchase from EP services across England and Wales. However, from an ethical perspective, (HCPC, 2012) it is important when these approaches are advertised (at a range of different costs), to clarify for clients what the distinct differences between coaching and consultation are, including an explanation of which approach may be most useful for a client. There is currently no research in EPP exploring this.

2.6 Conclusion

It might be the processes involved in coaching and consultation are actually very similar in EPP. Both coaching and consultation appear helpful in developing good relationships, make use of the clients resources, are facilitative and advocate adopting similar approaches informed by psychology. The existing research also suggests both coaching and consultation are approaches which are successful in facilitating change for clients (Theeboom, Beersma and Vianen, 2013; Cording, 2011; Murphy and Duncan, 2007). It is however, unclear how the processes and approaches involved in coaching and consultation sessions used by EPs are distinct or different.

2.7 The Present Study

There is extremely limited research exploring the similarities and differences between the processes underpinning consultation and coaching. In addition to providing clarity for EPs, as highlighted in section 2.5, the benefits to researching this area might also include:

- Addressing a gap in the research literature;
- offering clarity on the similarities and differences between the techniques;
- exploring what an emerging discipline can contribute to EPP and vice versa;
- offering clarity on the appropriateness of application of different approaches; and
- justifying coaching as a distinct discipline or not, in EPP.

Specifically, this research aims to explore the following questions:

1. What are the processes and approaches EPs say they are using in consultation and coaching sessions?
2. Are there similarities and differences between what are said to be the processes and approaches used in consultation and coaching sessions?
3. What are the processes and approaches that are actually used in coaching and consultation sessions?
4. Is there a congruence between what is said is being done and what is actually done?

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PART 2: THE EMPIRICAL STUDY

1. Abstract

Consultation and coaching are two approaches being used by Educational Psychologists (EPs) as part of an approach to service delivery for clients. Both approaches have been evaluated as helpful in facilitating positive change for clients. Previous literature has explored the processes and approaches used in coaching and consultation separately, with only very limited literature exploring these within the context of educational psychology practice (EPP). This qualitative study explored EPs' perceptions of the processes and approaches involved in coaching and consultation as well as what was actually happening in coaching and consultation sessions. Thirteen participants were involved in the research, with 9 semi-structured interviews conducted using a sample of 5 consulting EPs and 4 coaching EPs, as well as recordings of 1 coaching and 1 consultation session. Transcripts of the data were analysed through the 6-stage process of thematic analysis. The findings suggest there are clear links between espoused theory and theory in practice in relation to EPs' perceptions of coaching and consultation and what is actually happening in conversations. There are a number of similarities between coaching and consultation conversations in EPP, where the psychological approaches used are very similar. Findings suggest that some of the processes between the two approaches are different, enough to warrant coaching as an approach which can exist as its own entity within the profession.

2. Introduction

2.1 Defining consultation and exploring the processes underpinning it

Consultation is an approach to service delivery used in EPP by several Educational Psychology services (Leadbetter, 2006). Nolan and Moreland (2014) argue consultation is "a means of being able to consider and apply appropriate psychological theory and understanding with parents and teachers where there are concerns about a child", (Nolan and Moreland, 2014: pg64). Gutkin (1988) reinforces this assertion, stating "to serve children effectively, school psychologists must, first and foremost, concentrate their attention and professional expertise on adults", (Gutkin, 1988: pg20).

A range of models of consultation exist, including: behavioural consultation (Bergan, 1977), with a focus on exploring behaviour of a child; mental health consultation (Caplan, 1970) focusing on developing the confidence of the consultee and systems consultation (Gutkin, 2012) aiming to improve function at a structural level within an organisation or system.

Wagner's (1995) proposed model of consultation is the most commonly referred to and utilised approach to consultation in EPP (Cording, 2011; Munro 2000). Wagner (1995) proposes consultation is underpinned by a number of features, including systems thinking, personal construct psychology and symbolic interactionism. Wagner (2000) places emphasis on both consultant and consultee being perceived as equals in helping to problem solve and develop strategies to help progress or change a situation. This is reinforced by Gutkin and Curtis (1999), who construct consultation as a collaborative process.

A vast amount of literature exists relating to the range of models and approaches to consultation, as well as its effectiveness in EPP (Cording, 2011). Research focusing on the process of consultation is less profuse, but does exist (Gutkin and Curtis, 1999; 1982); Nolan and Moreland, 2014).

Nolan and Moreland (2014) recorded and analysed consultation sessions between EPs and consultees in the United Kingdom. They concluded that the process of consultation included demonstrating: EP directed collaboration; empathy and deep listening; questioning, wondering and challenging; focusing and refocusing; summarising and reformulating; suggesting, explaining and restating and revising outcomes.

Gutkin and Curtis (1999) state the process of building relationships between consultant and consultee are key to successful consultation. They also provide a similar description of the processes underpinning consultation to Nolan and Moreland (2014) in earlier research (Gutkin and Curtis 1982).

It is pertinent from this position, to explore coaching, its definition and the research which evidences the processes which underpin coaching as an approach to practice.

2.2 Defining coaching and exploring the processes underpinning it

Coaching psychology as a distinct sub-discipline of practice in psychology appeared to emerge in 2000 from Australia and the UK (Palmer and Whybrow 2007).

EPs adopting coaching psychology as a distinct discipline for increasing schools' capacity to meet the needs of all children appears to be an emerging approach within the profession in the UK (Law, 2009). Traded and private services offer coaching as a distinct service to schools (Adams, 2016i; Edukent, 2016; Smart Solutions, 2016). The uptake of its use as a service provided by EPs in schools has not been researched.

The Association for Coaching offers coaching as "a collaborative, solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee" (Association for Coaching, 2015). This definition is congruent with other offerings of definitions (Ridley, 2008; Adams, 2016ii; Palmer and Whybrow, 2007), with the common themes of collaboration and structured conversations where the coach operates in a facilitator role to help change a variable with a coachee.

A range of approaches to coaching in schools exist (Fletcher and Mullen, 2012). Grant (2011) states the most common approach used by coaching psychologists is the GROW model, developed by Whitmore (2002). The GROW model of coaching involves a structured conversation setting goals, exploring the current reality, exploring options and deciding ways forward.

Coaching has been demonstrated to be helpful in facilitating change for individuals as evidenced in a meta-analysis by Theeboom, Beersma and Vianen (2013). Though it has been evidenced that coaching appears to work, what is important now is to explore how it works (Fillery-Travis and Lane, 2006).

Dingham (2004) reviewed a series of different coaching processes and identified six generic stages to coaching, these being formal contracting, relationship building, assessment, feedback and reflection, goal setting and implementation and evaluation.

A document supported by research and developed by the Welsh Government for use in schools called 'Coaching and mentoring' (2015) states the following processes as underpinning effective coaching conversations: rapport building through matching and mirroring conversation; deep listening where listening is non-judgemental, paraphrasing what the coachee says and questioning where open and probing questions are used to provoke thought for the coachee. These concepts are echoed in other research into the underpinning processes of coaching (Adams, 2016ii; Passmore and Fillery-Travis, 2011).

In terms of coaching's direct relationship to the psychology underpinning the process of coaching, Peltier (2001), states the five major psychological approaches are psychodynamic, behaviourist, person-centred, cognitive-therapeutic and system-oriented.

Larney (2003) stated the need for further research into the process of consultation as did Fillery-Travis and Lane (2006) in respect of coaching. To some extent this has been addressed in more up to date research (Adams, 2016ii; Passmore and Fillery-Travis, 2011; Gutkin and Curtis, 1999; Gutkin and Curtis 1982; and Nolan and Moreland, 2014). It could be argued that the processes emerging from the research which underpin the processes of coaching and consultation as outlined above, appear somewhat similar.

2.3 A gap in the literature

Research exploring the similarities and differences between the processes of consultation and coaching as provided by EPs in the UK does not currently exist. Denton and Hasbrouck (2009) compared a range of coaching approaches with a collaborative consultation model used in American schools. They advocated that both coaching and consultation involve an "indirect service delivery system, in which a person with specialized knowledge or experience…works

with and through a professional colleague…to help provide better services to a student or group of students to improve their academic, behavioural and/or social-emotional achievement" (Denton and Hasbrouck, 2009: pg167). They also state that both approaches place value on the voluntary nature of the relationship between the consultant/coach and the consultee/coachee; that the processes encourage self-reflection for the consultee/coachee and are both fundamentally roles directed towards facilitating change for clients.

Two experienced psychologists, Murphy and Duncan (2007) present an argument based on previous research (Asay and Lambert, 1999), in their text Brief Intervention for School Problems (Murphy and Duncan, 2007). Murphy and Duncan (2007) suggest that the models used by professionals to help people develop, such as coaching and consultation account for only 15% of the difference in successful outcomes. They state other factors including the client's resources, the relationship that is developed and placebo and expectancy factors account for the other 85% of outcomes from such approaches. It should be acknowledged that the percentages given to each factor are not falsifiable as they ultimately rely on interpretation and opinion, though do begin to illustrate the idea that there are perhaps some factors which are fundamental to therapeutic intervention and facilitating change with clients. These ideas have been reinforced by more up to date and empirically robust research (Wampold, 2015), where Wampold (2015), through a meta-analysis of research, reiterates and reinforces the factors identified by Duncan and Murphy (2007), though is less bold and arguably more sensible in acknowledging that attributing percentage values that are meaningful and robust was not possible in the research.

It might be the processes involved in coaching and consultation are actually very similar. They both appear helpful in developing good relationships and making use of the clients resources, supporting the existing research as to why these approaches are successful in facilitating change for clients (Theeboom, Beersma and Vianen, 2013; Cording, 2011; Murphy and Duncan, 2007).

2.4 The present study

There is very limited research exploring the similarities and differences between the processes underpinning consultation and coaching. The benefits to researching this area might be:

- Addressing a gap in the research literature;
- Offering clarity on the similarities and differences between the techniques;
- Exploring what an emerging discipline can contribute to EPP and vice versa;

- Offering clarity on the appropriateness of application of different approaches and
- Justifying coaching as a distinct discipline or not, in EPP.

Specifically, this research aims to explore the following questions:

1. What are the processes and approaches EPs say they are using in consultation and coaching sessions?
2. Are there similarities and differences between what are said to be the processes and approaches used in consultation and coaching sessions?
3. What are the processes and approaches that are actually used in a coaching and consultation session?
4. Is there a congruence between what is said is being done and what is actually done?

3. Method

3.1 Methodology

The research was designed to explore what EPs perceive the processes are which occur during coaching and consultation sessions and in addition to explore what actually occurs during coaching and consultation sessions. A constructivist research paradigm was considered to be appropriate and applicable to this research as it implies that experienced reality is actively constructed by individuals (Gordon, 2009). Relativism was considered to be the ontological position adopted by the researcher. The theory of relativism suggests that there is no one truth and that as individuals', reality is a construct which changes over time, rather than being a fixed concept (Horrigan, 2007).

A critical realist position was considered as the most helpful epistemological concept to adopt during the research (Bhaskar, 1975). Critical realism is accepting of the construct that there is an independent reality, but that no individual can have an absolute knowledge of reality (Scott, 2005). Further than this, critical realism suggests that the social relations between researchers and participants can impact on what is said, which is relevant to this research (Banfield, 2004).

3.2 Design

Willig (2013) suggests that designing research using a qualitative approach to data collection allows for an exploration of how people make sense of the world and how they experience events. The approach has been argued to allow for a researcher to capture and reflect as truthfully as possible something that is occurring (Willig, 2013).

The design of this research adopted a design informed by qualitative approaches to research due to the factors outlined above.

3.3 Participants

There were 4 sets of participants in the research these being coaches, coachees, consultants and consultees.

The inclusion criteria for coaches to participate in the research were:

- Working as a qualified EP;
- Practiced coaching as part of their role as an EP.

The inclusion criteria for consultants to participate in the research were:

- Working as a qualified EP;
- The consultant used consultation as part of their practice as an EP.

The inclusion criteria for coachee and consultee were:

- They were willing to engage in the process;
- They were over the age of 18;
- They understood the purpose of engaging with the process.

In total there were 13 participants involved in the research. More detail is available in the Procedure section.

3.4 Procedure

The process for recruiting participants to take part in the research included a combination of information letters (appendix 1 and appendix 2) being shared with EPs via social media and contacting principal EPs to obtain consent to contact EPs within Educational Psychology services (appendix 3). The researcher contacted any volunteers who showed interest in participating in the research directly.

There were two distinct stages to data collection:

3.4.1 First stage

Semi-structured interviews with EPs, exploring their perceptions of consultation or coaching were conducted by the researcher. A copy of the questions are included for reference (appendix 4). These interviews were recorded using a Dictaphone provided by the researcher. When it appeared that no new information was forthcoming from conducting interviews, it was considered that saturation was reached. The second phase of data collection was then initiated.

3.4.2 Second stage

The process of recording coaching/consultation sessions involved a consultant/coach using a Dictaphone provided by the researcher to record the session. Coaching and consultation sessions were recorded in an environment as decided by the consultant and consultee or coach and coachee. The researcher was not present in these sessions. These sessions were 1:1 dialogues between coach and coachee or consultant and consultee. The password protected Dictaphone was passed directly to the researcher, ready for analysis.

A convenience sample was used in this research in both stages 1 and 2 of the data collection process, where all respondents were involved in the research. 5 consultants and 4 coaches volunteered to participate in the semi-structured interviews. This provided a total of 9 semi-structured interview sessions for analysis.

One coach and coachee pair and 1 consultant and consultee pair agreed to record a session of coaching/consultation. This provided the researcher with a total of 11 pieces of separate data for analysis.

A questionnaire (appendix 11) was provided in paper form, with a stamped, addressed envelope for all participants involved in the research, including a consultee or coachee of the EPs choosing in stage 1 of the data collection, who were provided with a cover letter (appendix 12). The questionnaire was designed to gain information about participants' perceptions of processes and approaches used in coaching and consultation sessions. The data obtained from the questionnaires was excluded from the research due to a low response rate from participants. This is discussed further in part 3 of the thesis.

3.5 Data analysis and triangulation

Thematic analysis (Braun & Clarke, 2006), with a focus on semantic analysis was used as a tool for analysing the transcripts from the semi-structured interviews. A latent analysis was then used for analysing the coaching and consultation sessions. Conducting thematic analysis allowed for key themes to be developed from what was said during all of the recordings.

Semantic analysis was used in the analysis of the semi-structured interview transcripts. This allowed for a focus on the meaning of what was said, helping to limit the researcher's interpretation of what was said and providing a descriptive analysis (Guest, Macqueen & Namey, 2012). A detailed account of the step-by-step process of the semantic analysis can be seen in appendix 13.

A latent analysis was used when analysing the coaching and consultation sessions. This approach allowed for a focus on the underpinnings and psychological theory which may have been involved in the processes of coaching and consultation, from the researcher's perspective (Guest,

Macqueen & Namey, 2012). A detailed account of the step-by-step process of the latent thematic analysis can be seen in appendix 13.

Thematic analysis was also chosen as a method for analysis as it has been stated it is suitable to be used with a sample size of between 6-15 participants in a research project for a professional doctorate (Smith, 2015).

There is a recognition that in using thematic analysis, there was the potential for the researcher's interpretation of the data to impact on what the themes which emerged were (Smith, 2015). In an attempt to control for this effect, a second person was sought to elicit themes from the dataset after anonymization of the data, in an attempt to explore the extent of researcher interpretation. Unfortunately, no volunteer was forthcoming for what would have been a time consuming and formidable task.

The two different sets of data collected allowed for some triangulation of the themes which were developed to be achieved. The semi-structured interviews were analysed first so as to explore what themes to develop based on espoused theory (Argyris & Schön, 1974). The recordings of coaching and consultation sessions allowed the researcher to explore if the themes which were developed from the semi-structured interviews were also present in the actual coaching/consultation sessions and to explore if there were any other processes or approaches being used which had not been mentioned during the semi-structured interviews.

3.6 Ethical considerations

3.6.1 Informed consent

In Stage 1 and 2 EPs were provided with an information sheet (stage 1 appendix 1) (stage 2 appendix 2) and consent form (Stage 1 appendix 5) (Stage 2 appendix 6). In stage 2, coachees and consultees were also provided with an information sheet (appendix 7) and consent form (appendix 6). All consent forms were required to be signed before participants could take part in the research.

3.6.2 Anonymity and confidentiality

In the consent form (Stage 1 appendix 5) (stage 2 appendix 6), which participants were required to sign, information was included with regards to confidentiality and anonymity. It was stated

that all audio recordings of meetings were held in confidence, with a password protected audio recorder, known only to the researcher. Once audio data had been written as a transcript, the audio files were permanently deleted and no copies were retained. A date was provided for participants at which point their audio data would be deleted. The research paper, transcripts and questionnaires did not include information regarding which LA the research was conducted within, names of schools, or participants. All participants were given anonymity at the point at which the data had been written as a transcript.

3.6.3 Right to withdraw

It was stated in the consent forms (appendix 5 and appendix 6) participants had the right to withdraw from the research at any point, up to the given time at which their audio data was written as a transcript. After the point the data was written in transcript form, participants were not able to withdraw, data was however anonymised and anonymity could be guaranteed.

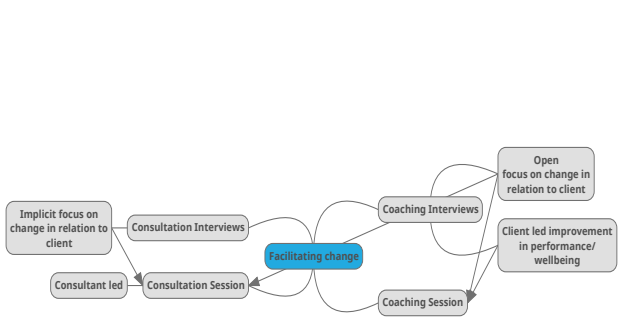
3.6.4 Debriefing

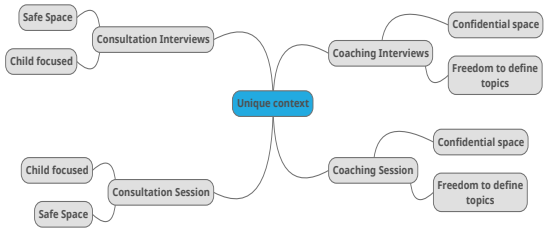
All participants were provided with a debriefing form (appendix 8 and appendix 9). Should any distress have occurred during or post meeting, as a result of the research process, the contact details for the university research supervisor were made available to meet with the participant for a further debriefing session. No such occurrence took place.

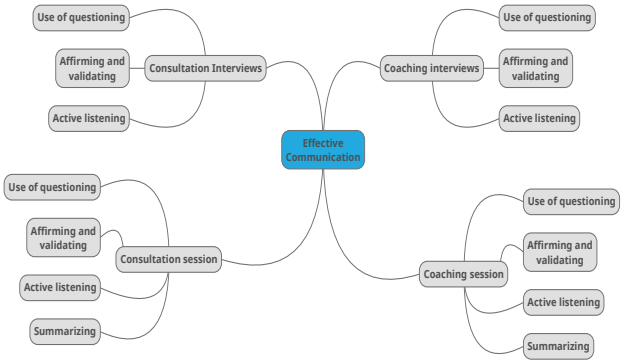
4. Results

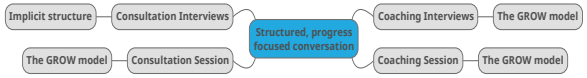
The results from the process of conducting a thematic analysis of the 9 semi-structured interview transcripts and the individual consultation and coaching sessions are provided below. The codes identified from the thematic analysis led to the development of five main themes (appendix 10) with a total of 19 sub-themes which were seen as important for tentatively providing answers to the key areas this research was intending to explore. The thematic map offered in Figure 1 below, provides an overview of the themes and subthemes which were developed from the process of conducting the analysis.

Figure 1: A thematic map displaying all themes and subthemes from analysis of the coaching and consultation semi-structured interviews and the recoded coaching and consultation sessions









For the purpose of clarity, these themes and subthemes have been organised into a table, which offers a more accessible opportunity to compare the themes and subthemes which were developed during the thematic analysis.

Table 1: A table to display all themes and subthemes from analysis of the coaching and consultation semi-structured interviews and the recorded coaching and consultation sessions

		Semantic Analysis		Latent Analysis	
Theme number	**Theme Name**	**Subthemes (Coaching Interviews)**	**Subthemes (Consultation Interviews)**	**Subthemes (Coaching session)**	**Subthemes (Consultation session)**
1	*Facilitating change*	*Open focus on change in relation to client* *Client led improvement in performance/ wellbeing*	*Implicit focus on change in relation to the client*	*Open focus on change in relation to client* *Client led improvement in performance*	*Open focus on change in relation to client* *Consultant led*
2	*Effective Communication*	*Use of questioning* *Affirming and validating* *Active listening*	*Use of questioning* *Affirming and validating* *Active listening*	*Use of questioning* *Affirming and validating* *Active listening* *Summarizing*	*Use of questioning* *Affirming and validating* *Active listening* *Summarizing*
3	*Unique Context*	*Confidential space* *Freedom to define topics*	*Safe space* *Child focused*	*Confidential space* *Freedom to define topics*	*Safe space* *Child focused*
4	*Structured, progress focused conversation*	*The GROW Model*	*Implicit structure*	*The GROW Model*	*The GROW Model*
5	*Informed by Psychology*	*Implicit vs Explicit* *Specific approaches*	*Implicit vs Explicit* *Specific approaches*	*Implicit* *Specific approaches* *Developing discrepancy*	*Implicit* *Specific approaches* *Developing discrepancy*

Each research question was explored in relation to the themes and subthemes developed from the process of conducting a thematic analysis of the data.

4.1 Research question 1: What are the processes and approaches EPs say they are using in consultation and coaching sessions?

A number of themes were developed from a thematic analysis of the semi-structured interviews conducted with EPs relating to their experiences of conducting coaching. A full outline of these themes and sub-themes is provided in Table 2 below. Some of the key concepts in this section include coaching involving a structured, future focused conversation which involves the client choosing topics to focus on changing, which focus directly on the client; that coaching involves developing a strong collaborative alliance with a client; offers a unique context which includes confidentiality and freedom for the coachee to define topics and that a coaching conversation is informed by psychology.

Table 2: Themes identified from thematic analysis of semi-structured interviews based on coaching

Themes	Description of Theme	Supporting Quotation(s)
Facilitating change There is an explicit focus on facilitating change in coaching conversations. Change typically focuses on performance and/or wellbeing and is client led where the client is aware of this		
Openly focusing on change in relation to the client	Coaches talked about coaching as an honest approach, where the focus is explicitly on the client to change, where the client is aware the conversation is focused on them	C1 they might be in the coachee's interest or even in their wellbeing, because they've had a chance to talk it all through. C2 with coaching there is an explicit focus on this is about the persons performance development and wellbeing and that changes the relationship from the start C3 I think the processes around being open and honest with a coachee are important because it helps to develop that relationship which is all important
Client led improvement in performance and/or wellbeing	Coaches mentioned that coaching sessions will typically focus on developing performance and/or wellbeing, led by the coachee. Sessions are typically future focused, where coaches are aiming to illicit from coachees, their thoughts and ideas around how to make improvements in their performance and/or wellbeing	C1 learner led model so that in coaching the coachee is in charge of what they are wanting to achieve from the session C2 I have got to try and illicit and harness what this person brings and I have to understand what that is C3 I think of coaching as future focused, it's about a focus on solutions, so you are trying to help people come to their own conclusions about something C3 my coaching belief is that the answer lies within the individual and it is the coach's job to help them get to that answer themselves.
Effective Communication This theme highlights that EP's are effective communicators, allowing for a strong collaborative alliance to form, which is considered fundamental in supporting the process of change for a client. Coaches spoke about using a range of questions, affirming and validating clients thoughts and demonstrating they were listening to the client to achieve this. C3 You are using your interpersonal skills which from my perspective, you know, what we were trained in at university and have been practicing ever since		
Use of questioning	A range of questions including probing, open, leading and clarifying questions were perceived as important in allowing for effective communication between coach and client as well as facilitating the client to think more deeply about their situation and how to begin to change that situation on a positive way	C2 I will clarify, I will ask a range of open questions, steered questions, um closed questions C3 through the use of open questions so using a question around, what has led up to this? What are the outcomes of this, what is the impact on other people, what is currently happening? Who else is involved in this? What successes have you had, what failures have you had? C4 So it's about asking those questions to try and encourage deeper thought and that's what can be so valuable in coaching
Affirming and validating	Coaches spoke about the importance of affirming and validating clients' thoughts and feelings through a coaching session, making reference to Rogerian core	C2 Hopping onto the same branch as them C3 So it's that empathy really, all the Rogerian core conditions that are important in helping relationships. So empathy is around how the person feels and being in their shoes

	conditions. In particular, coaches spoke about the importance of showing empathy to a client during a session	C4 So if they are telling me about a particular situation reflect that back, but that non-judgemental approach on what they say, um. So yeah, I think that is developing that congruence from core conditions really. Showing that empathy
Active listening	Coaches talked about how listening to clients helped with engaging them in the process of coaching. Coaches talked about the apparent importance of demonstrating to clients they were being listened to	C3 The process of using active listening has an important impact C3 I think that the relationship comes from the listening and showing them your listening C4 That active listening, that you are showing them that you have the time for them, and really listening to what they are saying
Unique context This theme highlights that coaching appears to be perceived by coaches as unique in terms of the context in which the conversation is occurring. In particular, coaches spoke about confidentiality between client and coach and the client's freedom to define topics, which were perceived to be two factors which appeared important in these conversations C 2 Coaching is a form of helping relationship that sits alongside the other helping relationships, consultation, um, mentoring, supervision, therapy, counselling its part of that family C2 I think that with a coaching relationship there is more fertile soil for a constructive conversation about the persons practice		
Confidential space	Coaches commented that clients valued the confidentiality that coaching can offer a client, in that dialogue did not need to be shared beyond the session, so long as child protection was of no concern. Coaches spoke about how this helped to develop trust between client and coach	C1 I believe very strongly that you do need some sort of connection, a trust and I think that is why the sessions help, to build up that trust C2 Giving them that confidential space on which they can reflect on aspects of work, life, details of their practice C4 the, confidentiality parts of the process and we can keep what is going on in this room confidential,
Freedom to define topics	Coaches stated that a client was able to define what they wanted to focus their session on and how this helped with clients engaging in the process well	C1 how that makes it different when you get into the meeting is because the person then chooses what they want to speak about C2 we will work on goals that are important to you C4 that environment and that setup allows for that person to be more involved in the, in how they, (Pause) change and how they develop
Structured progress focused conversations This theme highlights that conversations are based on the use of frameworks which are used fluidly, structured around gathering information, exploring the situation, discussing potential ways forward and agreeing actions		
The GROW model	All coaches talked about using the GROW model in a flexible way with clients during a coaching session which they found helpful for facilitating change for clients. Coaches spoke about this model being referred to in	C2 I think the IGROW framework is a useful foundation to have in mind on which you can draw upon all these other things C3 So predominately through the use of the GROW model and it is my belief that all coaching models are that really. They are called different things. A different mnemonic but really they are all founded in that model

	different ways in the literature	C4 And the GROW model is a very simple meta model if you like. Goals, reality, opportunities and ways forward. And I would use that structure in any coaching session.
Informed by Psychology This theme highlights that a range of approaches informed by psychology appear to be used by the psychologist with the client to aid the process. Coaches all spoke about a range of specific approaches they used in practice. There appeared to be a difference in view between coaches as to whether these approaches should be shared explicitly with a client. C1 The skills that I teach about coaching are, I'd say, use these in consultation as well and the other way around as well, because I phrase all these things as helping conversations		
Implicit vs Explicit	Some coaches talked about the value of sharing the approaches used with a client, whilst others suggested it was not helpful to. It was apparent that some psychologists felt it was more valued if clients were aware of approaches, whilst others suggested the more simple a session felt for a client, the more they would engage in the process.	C1 I think it is important for us to be very explicit about the psychology we are bringing in, otherwise I think there is a worry that people think we haven't done anything C3 So it's trying to pitch the questions at a level where that person is going to engage with at that particular point in their development. So the use of psychological terminology for example. So I was working with somebody a few weeks back who I know has got a background in psychology so you are able to ask and use terminology, fine there. Whereas other people, you wouldn't do that, because my assumption would be is your alienating them C4 the more simple you can make something appear and feel, despite all the complex thinking I am doing underneath. Applying those different models. The more likely you are going to let the other person get more out of it
Specific approaches	All coaches spoke about using a range of approaches including solution focused approaches, active listening, positive psychology, motivational interviewing, models of change, systemic thinking and cognitive behavioural therapy to help to facilitate a coaching session for a client	C2 There is cognitive behavioural psychology um, understanding how the way we think affects the way we feel and behave C2 Motivational interviewing. Um. Miller and Rollnick on how we can elicit a motivation to change. C2 positive psychology. A lot that can be drawn on there in terms of our understanding of traits such as resilience and optimism C3 If you like how they impact on others within a system C4 So active listening, solution focused questions, aspects of motivational interviewing, the Rogerian approach that we know helps to set that environment as a safe place to enable growth and thought

A number of themes were developed from a thematic analysis of the semi-structured interviews with EPs relating to their experiences of conducting consultations. A full outline of these themes and sub-themes is provided in Table 3 below. Some of the key concepts in this section include EPs talking about consultation as a process which involves providing a client with space to have a conversation focused around a specific child where the client is supported to develop solutions

to a perceived problem in order to promote positive change to a situation. EPs stated the processes involved in a consultation included a consultant communicating effectively with a client, where a client may not recognise the importance of changing their practice, where this has to be encouraged gently by a consultant. EPs also spoke about using psychology to inform a consultation but suggested the structure, although based on models of consultation, is not a strictly adhered to structure.

Table 3: Themes identified from thematic analysis of semi-structured interviews based on consultation

Themes	Description of Theme	Supporting Quotation(s)
Facilitating change There is an explicit focus on facilitating change, where change is typically focused around supporting a child. A consultation appears to involve developing solutions to a problem, as perceived by a teacher or member of school staff. C7 The school to feel that they are able to do realistic things that they are able to start, start that process of change I guess C8 helps to guide them towards a solution a way forward for the problem which they have brought along to that situation. C8 getting the people around that child to change the things they do, to develop them, to bring change for the child at the centre of it		
Implicitly focusing on change in relation to the client	Consultants talked about not clearly stating the session is focused on the client changing, where teachers do not always appear to recognise their role in changing their practice to support a child. Consultants spoke about adopting a gentle approach, not being explicit about this concept during a consultation	C6 I wonder sometimes how honest is consultation? you know, I'm talking about change and what you can do differently, but that isn't always explicit, this is about a change for you as opposed to a change for a child C8 it has to be done very subtly and sensitively but it's getting the teacher to see that what goes on in their classroom is largely dictated by the way that they are and that sometimes they need to change some C9 the aim is to help change what is around the child which would impact on the child and the child's behaviour change but it is, sometimes teachers don't really get that, you have to be gentle
Effective Communication This theme highlights that EP's are effective communicators, allowing for a strong collaborative alliance to form, which is considered fundamental in supporting the process of change for a client. Consultants spoke about using a range of questions; affirming and validating clients thoughts and demonstrating they were listening to clients during a consultation to develop a collaborative alliance. C5 My interpersonal skills as well are essential in terms of the way you conduct yourself and the way you work in a supportive sense with people C7 ultimately it comes down to, I hope, and this sounds weirdly arrogant, really good interpersonal skills with people. C8 building that rapport or relationship is absolutely key to it		
Considered use of questioning	A range of questions including probing, open, leading and clarifying questions were perceived as important in allowing for	C6 It's about asking the right sorts of questions to empower people to find their own answers C7 really good use of questioning

	effective communication between consultant and client as well as facilitating the client to think more deeply about the situation/problem and how to begin to change that situation in a positive way.	C9 so using certain questions, can you tell me times when you haven't noticed this? when it works well? what have you tried? when was that successful? thinking about timings. You know, something happens all the time, like every minute? Once a week? For four months?
Affirming and validating	Consultants spoke about the importance of affirming and validating clients thoughts and feelings through a consultation session, making reference to the importance of showing empathy to a client during a session	C5 So I suppose that kind of empathising and understanding their situation as well and their needs are important C6 maybe I'm doing a bit of that validating what they are saying, acknowledging the pain C9 I think I do a lot of positive reinforcement and a lot of acknowledging comments
Active listening	Consultants talked about how listening to clients helped with engaging them in the process of consultation. Consultants talked about the apparent importance of demonstrating to clients that they were being listened to	C6 by being heard, that changes the way they behave through a session C7 And I think that process of really being listened to and having that empathy, trying to put yourself in their shoes and showing that, that does build a relationship C8 It's the active listening. It's the presenting yourself in such a way that you are seen to be listening and that that person is being heard
Unique context This theme highlights that consultation appears to be perceived by consultants as unique in terms of the context in which the conversation is occurring. This includes the client having protected space to think about a problem, typically focused around a specific child. C5 I think there are a lot of shared processes that are happening actually now I think about it C6 my experience would say is that the processes involved in consultation are not unique to itself. Bearing in mind the context C7 I guess there is something unique about it in that the environment, the context might make it different to other approaches		
Safe space to think	Consultants commented that clients seemed to value the safe, protected time and space a consultation can offer a client to help them think about a particular problem. Consultants spoke about their role in being able to provide the space needed to prompt thought about a problem	C5 So yes it is a unique process because you don't get that chance in other places, other situations. C7 I hadn't done anything, it was just giving her the space to think about the issues C8 you need to begin with starting by calming everything down
Child focused	Consultants commented that clients engaged with consultation well because it was explicitly focused on supporting a child, where clients were finding it challenging to support a child	C5 a child who is particularly challenging, that affects your professional identity and can challenge your professional identity and I suppose having someone supportive and understanding can be helpful

	independently and were seeking strategies to support the child from another professional	C8 maybe that's why teachers are willing to buy into it you know, because at the end of the day it's about helping that child C8 what might be unique is what I just said in terms of it being around a child C9 I suppose you are really, to go in with an aim change the child
Structured progress focused conversations This theme highlights that conversations are based on the use of frameworks which are used fluidly, structured around gathering information, exploring the situation, discussing potential ways forward and agreeing actions		
Implicit structure	Consultants all talked about gathering information, exploring ways forward and agreeing actions with the client, consultants appeared to find it difficult to articulate the structure of conversations in the interviews. Consultants spoke about using models of consultation to help inform the structure of conversations, where models were not adhered to strictly.	C5 I always used the Monsen model, framework of consultation and some of the Fredrickson work, so its still that kind of pattern, structure of thinking about what we have been asked, why our involvement is appropriate, defining the problem, thinking about ways of gathering information, developing hypotheses. C6 So to summarise, identify problems, look for ways forward through facilitating thought and then getting some agreed actions C7 not a strict structure, that info gather, know what we want to get out of it and then talk about it and look for ways forward I suppose
Informed by Psychology This theme highlights that a range of approaches informed by psychology appear to be used by the psychologist with the client to aid the process. Consultants all spoke about a range of specific approaches they used in practice. There appeared to be a difference in view between consultants as to whether these approaches should be shared explicitly with a client.		
Implicit vs Explicit	Some consultants talked about the value of sharing the approaches used with a client, whilst others suggested it was not helpful to. It was apparent that some psychologists felt it was more valued if clients were aware of approaches, whilst others suggested the more simple a session felt for clients, the more they would engage in the process	C5 So it is a balance between using that knowledge in a way that doesn't alienate, the psychology is often quite implicit C7 there is an argument that being more explicit would be, um, useful C8 we say we are not experts but we do spend a lot of time studying and learning stuff. It'd be almost ironic if we didn't bring anything to the consultation other than just ourselves so we do bring that kind of knowledge. C8 I feel that it's appropriate to help to explain a situation to refer to one of those ideas then I would do that
Specific approaches	All consultants spoke about using a range of approaches including solution focused approaches, active listening, positive psychology, motivational interviewing, models of change, systemic thinking and cognitive behavioural therapy to help	C5 I suppose there is solution focused brief therapy that I have mentioned C7 some of the stuff relating to personal construct psychology. But yeah and I think it is the positive psychology C8 I am picturing COMOIRA in my mind here and I just picture myself as the consultant and I picture myself as the consultant dipping into the core thinking what theories, what

	facilitate the consultation session for a client	research is there that is relevant to this particular issue that we are consulting about C9 I mean it was more of a systems type approach

4.2 Research question 2: Are there similarities and differences between what is said to be the processes and approaches used in consultation and coaching sessions?

Comparing the themes and sub-themes which were developed from the thematic analysis of the semi-structured interviews of consultants and coaches views, offers insight into the similarities and differences between what are said to be the processes and approaches used in coaching and consultation.

Table 4 and Table 5 offer a comparison between the approaches with the similarities and differences between themes outlined and defined.

In relation to similarities between the approaches, both coaches and consultants spoke about effective communication being an important aspect of coaching/consultation, where use of questioning, affirming and validating clients' thoughts and actively listening to the client were all considered important processes. EPs also spoke about coaching/consultation being informed by the same psychological approaches, such as solution focused approaches and motivational interviewing. EPs also seemed to have differing views as to whether the psychological approaches used in coaching/consultation should be shared explicitly with the client, or be kept implicit.

Table 4: A table to show the similarities between the processes and approaches said to be used in coaching and consultation

Similarity	Commentary
Theme - Effective communication	Coaches and consultants stated the importance of ensuring that clients engaged in the process of coaching/consultation through communicating in an effective way with them. Both coaches and consultants talked about using the same approaches to achieve this, as well as commenting that good interpersonal skills were a key factor in enabling effective communication.
Use of questioning	Coaches and consultants talked about using a range of similar types of questions to engage the client in the process of coaching or consultation, where these questions were aimed at promoting thought in the client. Types of questions aimed at promoting thought included open, probing, leading and clarifying questions.
Affirming and validating	Coaches and consultants talked about affirming and validating what a client was saying in order to develop a collaborative alliance with them.
Active listening	Coaches and consultants both spoke of the value of showing a client they were listening to them and the positive impact this had in engaging with a client, as well as facilitating change for a client.
Theme – Informed by psychology	Coaches and consultants stated they used a number of approaches informed by psychology in their conversations with clients. The approaches said to be used were very similar across the participants with more detail offered in Table 2 and Table 3 in the results section.
Implicit vs Explicit	Within each group of psychologists, there were differing opinions as to whether the approaches used in sessions should be shared explicitly with the client or remained implicit in the conversation. Some EPs talked about the value of sharing the approaches so that clients knew and valued the contribution the EP was bringing to the conversation whilst others stated that sharing the approaches could inhibit the quality of the conversation.
Specific approaches	Both coaches and consultants spoke about using the same range of approaches including solution focused approaches, active listening, positive psychology, motivational interviewing, models of change, systemic thinking and cognitive behavioural therapy in their conversations with clients.

When comparing the themes which were developed between the two approaches, it is apparent a number of differences between the approaches appear to exist. These differences are outlined in detail in Table 5. Key differences include coaching offering an open focus on change in relation to the client, whereas consultation appears to involve being less explicit about this; that coaching involves the client having the freedom to define topics, whereas in consultation the topic is typically pre-defined and in coaching, the GROW model is used to structure the conversation, whereas in consultation, a more implicit, less strict structure is used.

Table 5: A table to show the differences between the processes and approaches said to be used in coaching and consultation

Difference		Commentary
Theme - Facilitating Change		Although there was a focus on facilitating change in a client, there was a difference surrounding the focus of the change.
Consultation	**Coaching**	
Implicit focus on change in relation to the client	Open focus on change in relation to client	Coaches talked about openly focusing change in relation to the client, with a client being clear about the process being about them at the start of the session. Consultants spoke about the focus of change typically being in relation to a child from the client's perspective, where in a more indirect, gentle way, conversation focused on helping the client to acknowledge their role in facilitating change, as well as changing what the teacher was doing.
Theme - Unique Context		The context of the conversations, despite using very similar approaches within them, seemed to be perceived by EPs as impacting on how clients engaged with consultants or coaches during sessions
Consultation	**Coaching**	
Safe space	Confidential space	Coaches and consultants both spoke about the value of having time and space to talk about a problem was a helpful part of the process of coaching or consultation for a client. However, the confidentiality that coaching could offer clients, where no information needed to be disclosed to other parties appeared to be a difference which may allow clients to discuss aspects of their practice in more depth and detail than in a consultation session, where information may be shared with a third party.
Child focused	Freedom to define topics	Coaching conversations appear to allow a client more freedom to define the topic which they want to discuss, whereas in consultation, with the focus typically on a child, this limits the freedom to choose what to discuss in the session.
Theme – Structured progress focused conversation		Both consultants and coaches talked about having a structure to their conversations with clients. However, a difference was in the way this structure was talked about during the interviews. Different consultants spoke about different models they used to structure their conversations, though all mentioned a structure implicitly, whilst coaches talked about one specific structure very explicitly.
Consultation	**Coaching**	
Implicit structure	The GROW model	Consultants talked about structuring conversations with clients by exploring what the issues might be, exploring the current situation and identifying ways forward which were, where possible, generated by the client. They did not talk about using a specific framework or model for structuring the conversation. Consultants appeared to find it difficult to articulate the structure of their conversations. All coaches talked about using a simple and distinct model, the GROW model, to structure their conversations. They spoke about the simplicity of the model allowing them to be clear about which part of the model they were using at any one time.

4.3 Research question 3: What are the processes and approaches that are actually used in a coaching and consultation session?

A number of themes were developed from a thematic analysis of a coaching session. A full outline of these themes and sub-themes is provided in Table 6 below. Some of the key concepts in this section includes coaching appearing to involve a structured, future focused conversation which involves the client choosing topics to focus on changing, which focus directly on the client; that coaching involves developing a strong collaborative alliance with a client; offers a unique context which includes confidentiality and freedom for the coachee to define topics and that a coaching conversation is informed by psychology.

Table 6: Themes identified from the thematic analysis of a coaching session

Themes	Description of Theme	Supporting Quotation(s)
Facilitating change There is an explicit focus on facilitating change in a coaching session. Change focuses on improving performance and is client led, where the client is aware of this.		
Openly focusing on change in relation to the client	The focus of the conversation is explicitly on the client to change, where the client is aware the conversation is focused on them	C10 ok what is the area, the topic of performance you want to look at, that you'd like to focus on today? T11 I feel a bit more clear about where I am and what I am going to do
client led improvement in performance	The focus of the conversation is on developing client performance, where the client discusses their thoughts and ideas around how to make improvements in their performance with the coach	C10 Your goal was that you wanted to get those people who currently don't listen to you, to listen to you. T11 I really want to develop those strategies over time. and I am willing to have a go at that. But I also do need, I think, some quick fixes as well
Effective Communication This theme highlights that EP's are effective communicators, allowing for a strong collaborative alliance to form, which is considered fundamental in supporting the process of change for a client. The coach used a range of questions; affirmed and validated clients thoughts and ideas; listened and summarised coachee comments to achieve this		
Use of questioning	A range of questions including probing, open, leading and clarifying questions were used to allow for effective communication between coach and client, as well as encouraging the client to think more deeply about the situation	C10 So if you were to look at, what would success look like? What is the goal that you want to achieve? And can you be specific? C10 and what tends to happen then? C10 when you say interesting, what are you thinking?

Affirming and validating	The coach affirmed and validated clients thoughts and feelings through the coaching session, using empathetic responses over the duration of the session	C10 If I'm right, what you said was, the 80% who do what you say is appropriate. Those are people, am I right in understanding, that you have a good relationship with them C10 it is a difficult situation isn't it. They aren't easy things C10 I'm sure it will
Active listening	The coach used active listening with the client, demonstrating they were listening closely to the client, which appeared to help with engaging them in the process of coaching	C10 yes because interestingly you said that the first thing that sprung to mind C10 when you say interesting, what are you thinking? T11 "I haven't seen it" C10 "you haven't seen it."
Summarizing	The coach repeatedly summarized what the coachee said, sometimes repeating back word for word the client's comments which appeared to help the coachee to talk more in-depth about the problem/situation	C10 so the topic that you want to discuss is how you can get the members of staff to work for you C10 so for me to summarise C10 What you are telling me is you want to find a way of helping these people to understand their lack of performance and address it, without, affecting the relationship
Unique context This theme highlights that coaching appears to be a unique process in terms of the context in which the conversation is occurring. This context includes the coachee having confidential space to talk and a freedom to define the topics they wish to speak about.		
Confidential space	The client appeared to value the confidentiality that coaching can offer which may have allowed for an in-depth conversation about their practice to occur	C10 you know that when we spoke previously. Everything is confidential as long as it's ethically, morally, legally acceptable. So I won't talk.
Freedom to define topics	The client was able to define what they wanted to focus their session of coaching on, where the coachee spoke about a problem directly relating to them, which was their choice to talk about	C10 Ok, so the topic that you want to discuss is how you can get the members of staff to work for you
Structured progress focused conversations This theme highlights that conversations are based on the use of frameworks which are used fluidly, structured around gathering information, exploring the situation, discussing potential ways forward and agreeing actions		
The GROW model	The GROW model was used in a flexible way with the client during a coaching session, to aid in the process of facilitating change for the client. The use of the GROW model involved the coach asking questions to the coachee, encouraging them to explore goals, their current	C10 (goal)what is the goal that you want to achieve? And can you be specific? C10 (reality) can you give me some more examples of what is currently is happening? C10 (options) in terms of your options then. What you think you could do? C10 (what next) so what's the first thing you are going to do?

	reality, their options and what they were going to do next.	
Informed by Psychology This theme highlights that a range of approaches informed by psychology appear to be used by the psychologist with the client to aid the process of a coaching conversation. The psychologist did not refer to the approaches they used during the session		
Implicit	The coach appeared to use a number of psychological approaches during the coaching session, which were all implicit in the conversation	(see below)
Specific approaches	The coach appeared to use a range of psychological approaches including a solution focused approach, active listening, positive psychology, motivational interviewing, models of change, systemic thinking and cognitive behavioural therapy	C10 (Solution focused approach) so that 80%, are there any ever times when they do slip up and not deliver C10 (Systemic thinking) so take a step back then C10 (cognitive behavioural therapy) Which do you think you would feel most comfortable implementing?
Developing discrepancy	The coach used statements to highlight discrepancies between what the client was saying during the conversation. This appeared to provoke thought for the client	C10 so even though Y was pointing out some gaps or some dips in your performance, that didn't have a negative effect on you. C10 I just thought it was interesting that what you have experienced is different to what other people will experience C10 when you talk about your own performance you say I. but when you talk about their performance you say we. That team thing, and you've mentioned it before, sounds very important to you. But what you are actually talking about here isn't the team performance, it's that individual's performance. Your overall team performance was, you said, good

A number of themes have been developed from a thematic analysis of a consultation session. A full outline of these themes and sub-themes is provided in Table 7 below. Some of the key concepts developed include consultation appearing to be focused on a specific child, though the discussion explicitly focused on the client to think about changing their practice; is led by a consultant, where the consultant guides the conversation through use of questioning; involves a consultant developing a strong collaborative alliance with a client through the use of a number of techniques and is informed by psychology, where the psychology is implicit in the conversation. It also appears that the GROW model is used during a consultation session.

Table 7: Themes identified from the thematic analysis of a consultation session

Themes	Description of Theme	Supporting Quotation(s)
Facilitating change There is an explicit focus on facilitating change, where the change is focused on supporting a child through the client being encouraged to talk about how they might change their practice		
Openly focusing on change in relation to the client	The focus is explicitly on the client to change, where the client is aware the conversation is focused on them	C12 It's about giving you the opportunity and the space to think about how you are going to support him and how we can help him to move forward C12 what could you try then, as he's coming into your lessons? C12 how else could you change the start?
Consultant led	The consultant led the direction of the conversation which helped the client to remain motivated to engage in the process of the consultation. Examples included using leading questions directed towards how other staff members could support the pupil and appearing to manage the clients expectations	C12 I wonder if we just try and get to a 3 first, a small jump. What do you think? C12 I was thinking more what his TA could do with him, with that routine, going into a lesson C12 What are your thoughts around his understanding of what good concentration is, or looks like?
Effective Communication This theme highlights that EP's are effective communicators, allowing for a strong collaborative alliance to form, which is considered fundamental in supporting the process of change for a client. Consultants used a range of questions; affirmed and validated clients thoughts; listened to and summarised client comments to achieve this.		
Use of questioning	A range of questions including probing, open, leading and clarifying questions were perceived as important in allowing for effective communication between consultant and client, as well as encouraging the client to think more deeply about the situation	C12 so the main, the main focus for us today then is looking at how to help X pay attention? C12 so is he comfortable and relaxed in those lessons? C12 What does the best day look like? C12 I wonder how he is feeling going in?
Affirming and validating	The consultant affirmed and validated the client's thoughts and feelings through the consultation, using empathetic responses over the duration of the consultation	C12 am I right in thinking we are focusing on how to help him concentrate day to day in lessons and to try and get that concentration to extend a little bit? C12 yes. I like that idea! C12 yes you could have all those. Yes. I think that's a fab idea.
Active listening	The consultant used active listening with the client, demonstrating they were listening closely to the client which appeared to help with engaging them in the process of the consultation	C12 Tell me more C12 and it sounds to me from what you're saying T13 A dinosaur concentrating (laughs for about 15 seconds). C12 Yes. Like you said (laughing), the pictures might not work

Summarising	The consultant repeatedly summarized what the coachee said, which appeared to help the coachee to talk more in-depth about the problem/situation	C12 am I right in thinking we are focusing on how to help him concentrate day to day in lessons and to try and get that concentration to extend a little bit? C12 yes. So that is three things there. C12 So if we are going to use all those approaches, the clear boundaries, the rewards, the relevance and the time to be calm coming in, where do you think he might be, on that scale then
Unique context This theme highlights that consultation appears to be a unique process in terms of the context in which the conversation is occurring, this includes the client being offered a protected space to talk about a child focused problem		
Safe space to think	The protected space that a consultation can offer allowed the client to think in more depth about the problem, this was facilitated by the consultant providing support for taking time to think carefully.	C12 You don't need to fill the room with words, if you need that space, then take that, that's fine C12 This is a safe space, so anything you want to talk about, you can T13 Um, just trying to think really. C12 yes and that's fine, we said, take that time
Child focused	The client engaged with the process well because it was focused on the child they were concerned about, where the client was finding it challenging to support the child independently	C12 so the main, the main focus for us today then is looking at how to help X pay attention? C12 I wonder whether something around a passport for him C12 when you are working with him, you have got quite a good idea of what is helping
Structured progress focused conversations This theme highlights that conversations are based on the use of frameworks which are used fluidly, structured around gathering information, exploring the situation, discussing potential ways forward and agreeing actions		
The GROW model	The GROW model was used in a flexible way with the client during a consultation session to aid in the process of facilitating change for the client. The use of the GROW model involved the consultant asking questions to the client, encouraging them to explore goals, their current reality, their options and what they were going to do next.	C12 (goal) am I right in thinking we are focusing on how to help him concentrate day to day in lessons and to try and get that concentration to extend a little bit C12 (reality) So you know, in a typical lesson, when you're teaching him, what does that concentration span look like? C12 (options) What sort of things could do? C12 (ways forward) Which are the ones that you think, oh these really hit home for me, these are going to be the most valuable. And just maybe three
Informed by Psychology This theme highlights that a range of approaches informed by psychology appear to be used by the psychologist with the client to aid the process of a consultation. The psychologist did not refer to the approaches they used during the session		
Implicit	The consultant appeared to use a range of psychological approaches during the consultation which were implicit in the conversation.	(see below)
Specific approaches	The consultant appeared to use a range of approaches including solution focused approaches, active listening,	C12 (solution focused) On that scale, that line in front of you, concentration. Bad and great at the other end. Where is he now? Where would you put him on that scale?

	positive psychology, motivational interviewing, models of change and systemic thinking	C12 (motivational interviewing) What is the first thing you are going to do to get the ball rolling? C12 (positive psychology) you are obviously a very proactive teacher! C12 (systemic thinking) So step back a little and it's what you think
Developing discrepancy	The consultant challenged discrepancies between what the consultee was saying during the session.	C12 I noticed you said two different things there. I was listening quite carefully to what you were saying and you said he, at the end of a piece of praise he asks for his laptop, and then you also said, when I give him praise he doesn't respond. C12 so that's what stopped you from giving him a 0 then? C12 if he is not very clear around what it actually is. What concentrating well is. I wonder how we are going to expect him to be able to do it and to know when to do it?

4.4 Research Question 4: Is there a congruence between what is said is being done and what is actually done?

4.4.1 A comparison between themes developed from the coaching interviews and coaching session

Based on comparing the themes and subthemes between the coaching interviews and the coaching session, there was a high degree of congruence between espoused theory and theory in practice for the majority of the themes and sub themes.

Within the theme of effective communication, an additional subtheme 'summarising' was apparent, whereby the coach repeatedly summarised what the client was saying, which appeared to assist the coachee in clearly defining the points he/she had made during the session. This was the same in the consultation session.

Within the informed by psychology theme, an additional subtheme of 'developing discrepancy' was present in the analysis of the coaching session, which was not present in the interviews. The coach appeared to challenge discrepancies between what the coachee was saying during the session, which appeared to stimulate thought in the client, this was also apparent in the consultation session.

Within the coaching session, the psychological approaches used with the client remained implicit in the conversation, this was also the case in the consultation session.

4.4.2 A comparison between themes developed from the consultation interviews and consultation session

Based on comparing the themes and subthemes between the consultation interviews and the consultation session there was a high degree of congruence between much of the espoused theory and theory in practice for most of the themes and subthemes.

Within the theme facilitating change, there was an open focus on change in relation to the client during the consultation session, in contrast to the implicit focus on change as a subtheme which was present in the semi-structured interviews. The session also appeared to be consultant led, in that the consultant regularly guided the conversation based on his/her knowledge and expertise.

Within the theme structured, progress focused conversation, the consultant appeared to use 'the GROW model' in his/her practice which was a subtheme in the consultation session. This was in contrast to what consultants talked about in the semi-structured interviews, where it appeared that consultation had an implicit structure, not guided by a specific model.

5. Discussion

5.1 Key findings and practical implications for educational psychology

The five main themes which were developed, regarding what the processes and approaches used in coaching and consultation sessions might be, suggest that both types of conversation involve explicitly focusing on facilitating change with a client; rely on EPs being effective communicators; are based on unique contexts where conversations are structured and progress focused and are informed by psychology. This broad summary of the findings appears to be congruent with previous research which has explored the processes and approaches involved in coaching and consultation separately (Gutkin and Kurtis 1999; 1982; Nolan and Moreland 2014; Dingham, 2004; Passmore and Fillery-Travis, 2011; Peltier, 2001; Adams, 2016ii) and suggests that both approaches could be perceived as very similar to each other. This has an important implication for EPP. Where these similarities between the approaches appears to exist, it will be important to clarify to clients what the distinct contributions of each approach has to offer.

In addition to the main themes, a number of sub themes were also developed which suggest that although there are a great number of similarities between the processes and approaches used in the two types of conversation, there are also some differences. This supports a hypothesis that coaching and consultation can exist as separate entities in EPP, reinforced by the current reality that coaching appears offered as an approach, alongside consultation (Lee, 2017; Adams, 2016i; Edukent 2016; Smart Solutions, 2016), as an approach for supporting staff and young people in schools.

Coaching and consultation conversations, from EPs' perspectives, both appeared to be recognised as being underpinned by the EP being an effective communicator, where a number of very similar processes and approaches were considered important in encouraging the client to engage with a conversation. Active listening (Gordon, 1975), where EPs talked about the value of showing a client they were listening and the positive impact this can have on a client in engaging with a conversation was consistently described as an important skill to use in both coaching and consultation. This finding supports research conducted by Weger et al (2014), where it was stated that demonstrating to a client he/she is being listened to has a positive impact on engagement.

The use of a range of types of questions used by the EP to engage with and stimulate thought for the client including using probing, open, leading and clarifying questions was very similar within both approaches. Research conducted by Nolan & Moreland (2014) focusing on consultation described the importance of using these types of questions. It appears coaching conversations in EPP focus on using the same types of questions.

EPs talked about using the same types of approaches informed by psychology in both coaching and consultation sessions. The congruence between the EPs involved in the research with regards to their views on the approaches that were adopted in both types of conversation was very high. Specific approaches included mention of using aspects of solution focused approaches (DeShazer, 1985), positive psychology (Seligman, 2000), motivational interviewing (Miller & Rollnick, 2002), cognitive behavioural approaches (Beck, 1967) and systems theory (Plat, 1992). It is arguably not surprising that these approaches, which are mentioned in texts regarding EP practice (Kelly, Woolfson & Boyle, 2008; Beaver, 2003) are regarded as important by EPs for facilitating change with clients. These findings also relate closely to Peltier's (2001) summary of the aspects of psychology which underpin coaching conversations.

The similar approaches used in both practices and the acknowledgement that this is the case from coaching EPs, who used both coaching and consultation in their practice, does have an important implication for EPP. Based on guidelines provided by the HCPC (2012), that methods should be communicated properly and effectively with service users, it is argued that where coaching and consultation are offered alongside one another as part of a service delivery, it should be made clear that the approaches used in both practices are very similar.

The similarities between the processes and approaches used in coaching and consultation might also suggest that EPs who use consultation in their practice, may be able to learn the processes and approaches involved in coaching, such as using the GROW model (Whitmore, 2002) to structure conversations, more quickly than a member of the general population. This might allow services, should they choose to, to quickly integrate coaching as an additional approach to service delivery in supporting school staff and young people.

There appeared to be a similar discrepancy between each group of EPs interviewed regarding coaching or consultation in terms of whether the processes and approaches used by the EP in a session should be implicit or explicit. As this was a common discrepancy between the groups, it

suggests this is a common quandary faced by EPs in their professional practice. With no clear guidance provided by the BPS (2009) or HCPC (2012), it is fair to suggest that further guidance, informed by research in relation to this aspect of structuring helping conversations is needed and warranted.

A finding, which in relation to coaching was expected based on the literature offering an explanation of coaching (Palmer & Whybrow, 2007; Ridley, 2008; Grant, 2011; Fletcher and Mullen, 2012; Theeboom, Beersma, & Vianen, 2013), was that coaches stated that in sessions they openly focused the conversation in relation to the client changing. EPs interviewed about consultation however, appeared to suggest that there was an implicit focus on change in relation to the client during consultation sessions, where the focus on the client was more indirect than in coaching. This might suggest that consultation, with its focus typically around supporting a third party (Caplan, 1970), results in a process which is less direct in its focus on facilitating change for a client when compared with coaching.

Coaching EPs all spoke about using the GROW model (Whitmore, 2002) to structure conversations with clients. This supports research suggesting that the GROW model is the most prevalent framework used by coaching psychologists as suggested by Jenkins et al (2012). Consulting EPs spoke about a range of frameworks used to structure conversations, including Monsen's problem solving model (Monsen & Frederickson, 2008) and the COMOIRA model (Gameson, Rhydderch, Ellis & Carroll, 2003). However, the structure of conversations were eluded to in a way which compared directly to the ideas underpinning the GROW model (Whitmore, 2002), though were articulated poorly by consulting EPs, where it appeared they were less clear about the structure they used in consultations. Based on these findings, a potential implication for EPP is in considering offering training opportunities based around developing EPs' knowledge and understanding of the GROW model (Whitmore, 2002) and how it can be used to support and structure conversations.

Both coaches and consultants suggested that despite the approaches used in coaching and consultation being very similar, which supports the limited literature exploring this idea (Denton and Hasbrouck, 2009), a key difference was highlighted by both groups in relation to the unique context each conversation occurs in. Two sets of subthemes were developed which allowed for some clarity to be offered as to the difference between these contexts, described as unique.

Where consultants stated a consultation offered a safe space to consider and solve a problem, there was an acknowledgement that information could be shared with other parties. Coaches discussed how the confidentiality that coaching can offer allows for clients to discuss more aspects of their practice in more depth and detail. This might suggest that coaching could be a more appropriate tool to use with a client where it is perceived that a client needs to focus on his/her practice in more detail than a consultation session might be able to offer. Further to this, it appeared that coaching might allow a client more freedom to define topics for consideration in a session, when compared with consultation, which, by typically focusing on a child, limits the freedom of the client to choose what to discuss. These findings begin to provide some evidence to help to provide reasoned action informed by psychology, for both clients and EPs, as to which approach might be the most appropriate tool to facilitate change in a school environment.

The analysis of the semi-structured interviews, which resulted in themes developed on the espoused theory used in coaching and consultation sessions as stated by EPs, when compared with the themes which were developed from analysis of the transcripts of the coaching and consultation sessions suggested a high degree of congruence between espoused theory and theory in practice, particularly in relation to coaching EPs. This supports research conducted by Kennedy et al (2008), who suggested that EPs demonstrate "a high degree of coherence between theory, research and practice" (Kennedy et al, 2008; pg182). However, there were some notable exceptions which are pertinent to discuss.

The EPs in both types of conversation appeared to summarise frequently and regularly what the client was saying during the conversation. This appeared to assist clients with clarifying their thoughts around a topic. This process was not explicitly acknowledged in the semi-structured interviews with EPs, though it seems to be an important aspect of a conversation aimed at facilitating change. This finding supports research where it was found that summarising statements are used by consultants (Kennedy et al 2008: Nolan and Moreland, 2014) and coaches (Dingham, 2004) during conversations with clients. The fact that it was not explicitly acknowledged by coaches or consultants in the semi-structured interviews may be because the process has become part of an unconsciously competent (Broadwell, 1969) aspect of practice. This perhaps has some implications for EPs in relation to being encouraged to reflect on aspects of their practice which have arguably become so automatic, they are no longer acknowledged.

Further to this, it appeared that a sub theme of developing discrepancy between what clients were saying in both the coaching and the consultation session, seemed important in stimulating thought for a client. This was not explicitly mentioned in the semi-structured interviews, even where motivational interviewing (Miller and Rollnick, 2002) as an approach was discussed. It may be that EPs over emphasised the importance of developing a collaborative alliance in the semi-structured interviews, further highlighting the potential flaws of over reliance on specific research methods, when collecting data.

5.2 Strengths and limitations

The research has a number of strengths to its design. The research offers a unique and broad exploration and comparison of the processes and approaches used in two types of helping conversations from the perspectives of the professionals conducting them. Exploring the approaches through EPs' perspectives, allowed for the findings to be based on espoused theory which could be argued to be considered more valid than if the research was based just on the researcher's perceptions of the processes and approaches used in actual coaching and consultation sessions.

The additional analysis of a coaching and consultation session allowed the findings from the thematic analysis of the espoused theory used in coaching and consultation from EPs' perspectives, to be triangulated with theory in practice. This is a relative strength to the research as the triangulation allows for the findings to be more valid than if the research had relied purely on the espoused theory of the EPs involved in the research.

There were also a number of limitations to the design of the research. The research was exploratory and as such, its purpose was to begin to clarify the similarities and differences between the processes and approaches involved in coaching and consultation sessions. However, it is essential to acknowledge that a major limitation of the research was its scale. The sample size was too small to allow for results to be generalized to the wider EP population and thus, the research lacks ecological validity. Further to this, the views' of consultees and coachees regarding the processes and approaches used in the conversations were not included in the research which could have allowed for more of an in-depth understanding of the research questions.

The use of thematic analysis, despite incorporating the opportunity to triangulate data in the design of the study, does rely heavily on a researcher's interpretation of data. As such the results

should be treated with caution, as the design of the research allowed for researcher bias to influence the results.

As a result of these limitations, it should be noted that the results, findings and commentary on the practical implications for educational psychology discussed should be interpreted cautiously.

5.3 Further research

Based on the current findings from this exploratory research, the researcher acknowledges that advocating conclusive findings would be both irresponsible and vulgar. However, the research provides enough evidence to warrant further exploration. There are a number of ways the topic could be explored to further clarify the similarities and differences between the processes and approaches used in coaching and consultation. This could include:

- Exploring the similarities and differences between the lived experience of coaching and consultation sessions from the perspective of coachee and consultee;
- Research exploring what approaches school staff might want from the EP profession in relation to supporting staff and pupils in their settings;
- Conducting a Meta-analysis of the processes and approaches used in a broader range of helping conversations, exploring the similarities and differences between them;
- Video recording consultation and coaching sessions to explore similarities and differences between the non-verbal factors which might impact on coaching or consultation sessions;
- More focused research exploring the impact of helping conversations being explicitly about a client or a third party in EPP;
- Conducting research using this design with a larger sample size to further validate or challenge the findings;
- Exploring the potential impact of sharing or withholding the processes and approaches informed by psychology used with clients in helping conversations and
- Exploring the similarities and differences between the processes and approaches used by coaches external to and within the profession of educational psychology.

5.4 Summary and conclusion

This exploratory study has helped to contribute to the limited pool of research surrounding what the processes and approaches used in both coaching and consultation might be in EPP. Further than this, exploring the similarities and differences between the two approaches has contributed to the literature in ensuring that using these approaches in EPP, can begin to be based on reasoned and informed action based on empirical research.

The study offers a fair and detailed exploration of the key questions posed, with complex ideas presented in an accessible way. The findings highlight that there are a number of similarities between coaching and consultation conversations in EPP, where the approaches used are very similar. However, the findings also suggest that some of the processes are different, arguably enough to warrant the newer approach to exist as its own entity within the profession. The study also offers a tentative finding that EPs are mostly doing what they say they do, which is perhaps the most reassuring finding of all. It is hoped that this paper will contribute to the ongoing evolution of EPP and inspire much needed further research into coaching as an approach in EPP.

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PART 3 CRITICAL APPRAISAL

1. Introduction

The critical appraisal offers a narrative of the researcher's reflections on the process of conducting the research, from inception to completion. In part one, the rationale for conducting research into the processes and approaches involved in coaching and consultation is discussed. An exploration and critical examination of the methodological decisions which were made, including the consideration of epistemological and ontological positions; the ethical implications of the research; measures and methods of analysis are all critically reviewed.

In part two, an argument is put forward for how the research contributes to knowledge in an original way, followed by an exploration of potential future research; implications for Educational Psychologists and the researcher's reflections on the research process from the position of a Trainee Educational Psychologist (TEP).

The reflective account is written in the first person, reflecting this section of the thesis as offering a reflexive perspective into the formulation of the research; conducting the research as well as the development of the research-practitioner. In addition, extracts of my research diary are offered in italics where considered appropriate.

1.1 Rationale for Topic

It was towards the end of my undergraduate degree in psychology that I realised that what drives and motivates me is helping people from an informed and evidence based position. It was then, ten years ago, that I began to develop an interest in the factors which impact on helping relationships (Asay and Lambert, 1999) and it has fascinated and absorbed my attention ever since. Having written a thesis based on exploring this area, helped me to remain engaged with a task which was at times daunting and always challenging.

Having been introduced to the concept of consultation in educational psychology practice (EPP) early on in my training, I adopted the approach in my own practice and saw its value in my own and other EP's practice. Coaching as an approach had been introduced to me before I adopted my identity as a TEP, where I had worked in industry. I began to think from a personal perspective, how much of a difference there was between these two types of conversation, however, I recognised this was based on my own practice and my own biases and beliefs.

After attending a number of coaching psychology workshops and training sessions and becoming aware of coaching psychology existing as its own paradigm (Palmer and Whybrow, 2008) as a TEP, I began to explore its use in EPP and was pleased to find that the approach was beginning to be adopted by EP services across the United Kingdom (North Yorkshire education services, 2017; Northamptonshire County Council, 2017). Following discussions with a number of EPs and tutors at Cardiff University and reading around the topic, it was clear to me that although coaching as an approach was emerging within the profession (Adams, 2015), there was a sparse amount of research exploring the processes and approaches used in EPP. There also appeared to be confusion as to how it was distinctly different from consultation, an approach which is more embedded into EPP (Denton and Hasbrouck, 2009).

I recognize that evidence based practice is fundamental to EPs in terms of their position as applied psychologists (Fredrickson, 2002). As such, I was surprised and disappointed to find only one paper exploring the similarities and differences between the processes and approaches used in coaching and consultation, despite an in-depth literature search conducted as part of the literature review. Perhaps more surprising was the limited amount of recent and up to date research surrounding each individual approach, in terms of the processes and approaches used in each in EPP in the UK. I saw this as an important opportunity to begin to address what I had identified at the time as a problem.

In conversation with my supervisor, I recognised that despite the complexity and uncertainty of conducting research on a topic where limited research had already taken place (Denton and Hasbrouck, 2009), it allowed for my research questions to be shaped in a way which could contribute knowledge which was new and helpful, to support or challenge coaching existing within EPP as a distinct 'package', as well as providing EPs with an opportunity to use at least some form of an evidence base to inform between the approaches in practice.

When reviewing the limited research exploring the processes and approaches used in coaching and consultation in EPP in Section A of the thesis, it was apparent there were a number of methodological issues in some of the research. These issues, including experimenter bias (Kennedy, Fredrickson and Monsen, 2008), small sample size (Adams, 2016) and reliance on self-report methods (Cording, 2011) proved particularly useful in helping me to reflect on and to inform the structure of the current research, so that the findings could be as robust and useful as possible, whilst keeping the research design feasible and practical.

1.2 Critical Discussion of Methodological Decisions

1.2.1 Research stance

Much of my understanding of research design has developed from a position of positivism (Willig, 2013). A positivist approach suggests that reality can be measured and a 'truth' uncovered, often using quantitative methods relying on statistical analysis to do so (Silverman, 2017). The positivist approach to conducting research was taught explicitly in my undergraduate degree in psychology and in my training as a teacher. Throughout these two courses, there appeared to exist a cultural value in finding a tangible truth in research. This, perhaps, a reflection of the consumerist society we live in (Trentmann, 2016), where a product, an answer, is arguably valued more by society than simply exploring an idea to develop and further knowledge, so much so that it appears this has been recognised as a concern within the scientific community, where awards are being given to scientists who have not found an 'answer', but have conducted innovative research using considered approaches (Van Hilten, 2015).

As a TEP, I have adopted an approach to practice informed by a social constructionist perspective (Gameson and Rhydderch, 2008), where there is an acknowledgement that each individual's perspective of the reality which surrounds him/her is socially constructed. As a TEP, this approach, based in relativism, has been a helpful perspective to adopt in casework where I am able to adopt a critical stance to taken for granted knowledge (Burr, 2003) and understand that a situation may be perceived by multiple people in a multiple of ways.

Within the context of this research, I recognised early on that from a personal perspective, neither of the approaches outlined above sat well with me as a researcher.

'All this wishy-washy constructionism leaves me with a sense of insecurity based on there being 'almost no truth' whatsoever. It's not all that useful for research where you want to share something with a community and that's been argued in a few texts… I'm beginning to wonder whether it's my fragility that I cannot live without 'truth' or my certainty that there is some in this world leaves me mixed. For my research, for it to be true to me, I need a halfway house, at least an acknowledgement that there is something out there!'

I had discovered critical realism (Bhaskar, 1975) as a concept when conducting small scale research whilst on the DEdPsy course. The idea that critical realism is accepting of the concept that there is an independent reality, but that no individual can have an absolute knowledge of reality (Scott, 2005) fitted with my position as a researcher. This perspective helped to inform the

design of the research, as well as the analysis of the data and the conclusions offered. As a researcher, I now recognise the value of spending considerable time at the start of a research topic to consider epistemological and ontological positions, as they underpin good research from start to finish (Smith, 2015).

My ontological stance of relativism, where there is an acknowledgement that there is no one truth and that as individuals, reality is a construct which changes over time, rather than being a fixed concept (Horrigan, 2007), was particularly helpful when thinking about the findings offered in the research. I recognise that my research may have an 'expiry date', where even the people I interviewed, who appeared to have carefully considered opinions on the topic I investigated, may change their opinions over time.

In conclusion, it is important to highlight that my stance to research informed the design, rather than the epistemological and ontological positions being made to 'fit' with the research at a later date. I consider this a relative strength to the research.

1.2.2 Methods for analysis

Thematic Analysis

Thematic Analysis (TA) was adopted as the method for analysis in the current study and is justified as the approach chosen in the empirical paper. The reasons for adopting TA as the approach to analysis was based on the ontological and epistemological position of the researcher as well as the data which was generated through the research.

I considered other approaches to analysing the data early on in the research process. This was an important process to complete as it helped to reinforce that TA was the most useful method of analysis. I also considered:

Grounded theory

Grounded theory involves developing a theory through analysing data before setting clear research questions or objectives (Urquhart, 2012). The literature review is generally written after data collection. This approach may have suited the research due to it being exploratory research. However, it was not regarded as appropriate due to there being existing research into the two separate approaches being explored in this research (coaching and consultation). I considered

that it would be unhelpful not to use this existing research to assist in informing the design of the research.

Interpretative Phenomenological Analysis (IPA)

IPA can be used to provide insight into an individual's lived experiences and help to explore how individuals make sense of those experiences (Smith and Larkin, 2009). IPA involves analysing data to develop themes, similar to TA. However, the extremely detailed approach to analysis necessary when conducting IPA was not conducive to the relatively large data set for a study for a professional doctorate. A typical sample size would be considered to be between 7-8 data sets (Smith and Larkin, 2009) and as such this approach was not deemed appropriate for this research.

IPA also requires the data set to have good homogeneity in order to allow for meaningful analysis (Smith and Larkin, 2009). The data from the current research did not have good homogeneity, as two sets of EPs were interviewed about two different approaches.

With the aim of the current research being to explore the similarities and differences between the processes and approaches used in coaching and consultation in EPP, from the perspective of EPs using these approaches, IPA was also not considered as an appropriate method for analysis of the data from this research because it claims to focus on exploring participants' lived experiences (Smith and Larkin, 2009). Using IPA as a method for analysis may be appropriate in future research, for example if exploring coachee's and consultee's experience of coaching and/or consultation directly.

1.2.3 Ethics

When developing the proposal that would be considered by the ethics panel, it proved effective to use a range of texts (King & Horrocks, 2010; Smith, 2015; Willig, 2013) to help to inform the development of the research materials that would be used, including consent, debrief, gatekeeper and information forms. Using these texts to assist in developing materials that I considered to be carefully constructed, resulted in the outcome that the ethics committee accepted the proposal on condition of one minor amendment.

1.2.4 Participants

Participants were recruited using EPNET and through approaching EPs working for Local Authority (LA) services via a gatekeeper letter addressed to the Principal EP. These methods of recruitment were suitable for the research. However, the number of EPs volunteering to participate was low and as such the sample was a convenience sample which may have affected the findings. In future research, I would consider adapting the design to begin with an online questionnaire, with the concept that this might allow me as a researcher to get my 'foot in the door' (Freedman and Fraser, 1966) with participants, before requesting they spend considerable time engaging in further research activities.

A potential area of bias within the current research was that only EPs who were interested in discussing their thoughts about coaching or consultation may have volunteered to take part in the research. This might have resulted in obtaining data from a sample of EPs who were particularly interested in the topic and who may have been more knowledgeable and thoughtful about their approach to coaching or consultation than other EPs who did not volunteer to participate. It is also possible that EPs who volunteered to participate in interviews relating to coaching may have had a vested interest in promoting coaching as a different approach, particularly as it is an emerging approach being used in EPP and perhaps because of commercial interests. This may have impacted the findings from the research. From the critical realist perspective adopted by the researcher, it is acknowledged that the reality explored within this research is socially constructed, exploring the reality of one specific context, where findings should not be generalised to the wider EP population.

It was interesting to note that EPs seemed more willing to engage in the semi-structured interviews than the recording of sessions. This is reflected upon in section 1.2.5

1.2.5 Measures

Semi-structured interviews

I considered a range of qualitative approaches to conducting the research including using focus groups; a qualitative questionnaire; semi-structured interviews and using recordings of actual consultation and coaching sessions. I considered the use of semi-structured interviews recordings of sessions to be the two most useful approaches to employ to explore the research questions based on the following theoretical and practical factors:

- Semi-structured interviews allow for key ideas the researcher wants to research to be explored, whilst also allowing for key themes to emerge that the researcher may not anticipate (King & Horrocks, 2010);
- Semi-structured interviews allow for comparisons to be made between subjects, as questions posed are consistent across interviews (King & Horrocks, 2010). This in particular assisted in ensuring that key themes were applicable to the majority of interviewees;
- Unlike a focus group, semi structured interviews help to protect the anonymity of participants. This was considered important in this research, as some participants may have adapted their answers in the presence of others;
- Recordings of actual sessions allow for a comparison between espoused theory and theory in practice.

There were a number of considerations which were made to inform the development of the semi structured interview questions (King & Horrocks, 2010). These included:

- Ensuring the questions were not leading, to try and limit the researcher influences on the answers provided;
- Ensuing each question was clear and not over complex, so as not to confuse participants and
- Ensuring that questions were not repeated using different language, with the aim of gaining a broad understanding.

Having used semi-structured interviews in previous research helped to develop my confidence and ability to use the approach in this study. I noted how some of the skills I use in my practice as a TEP in schools, were transferable to conducting the semi-structured interviews. For example, setting clear expectations for the session at the start of the interview and showing the participants I was listening to them seemed to help encourage participants to relax and engage in the interviews well. I noted that the use of semi-structured interviews was helpful in allowing me as the researcher to explore what a participant said in more depth where I considered this appropriate. This flexibility allowed me to collect data which was more rich and meaningful than had I asked fixed questions, with no deviation from the questions which were written down.

There were moments when conducting the semi-structured interviews that I noted EPs occasionally seemed to find it difficult to articulate what it was they thought they were doing in a coaching or consultation session. Nolan and Moreland (2014) claim that consultation relies on EPs use of tacit knowledge (Polanyi, 1958). Tacit knowledge can be defined as knowledge which is "unarticulated, as yet unspoken, tied to the senses in movement skills and accumulated physical experiences" (Silby & Watts, 2015: pg801), where it has been argued it is difficult to articulate and share this knowledge using words. It may be that the data collected from semi-structured interviews in the current research focused on exploring EPs explicit knowledge of the processes and approaches used in coaching and consultation and as such does not offer a complete insight into the processes and approaches used in these types of conversations. This may explain why there were some differences between the subthemes which emerged from the semi-structured interviews and recordings of actual coaching and consultation sessions.

Questionnaires

The response rate from participants for the questionnaires was very low. Where the questionnaires were returned, the data obtained was not helpful. For example, in the boxes for participants to record their views, the majority of responses received were either one or two-word answers, or just one sentence. This was not the intended outcome, where I had hoped to gain rich, qualitative data offering insight into the processes and approaches used in coaching and consultation sessions from a range of perspectives, including coachees' and consultees' experiences of coaching and consultation sessions.

After some reflection, a number of aspects of this part of the research process would be adapted in future research. Although online questionnaires have been shown to typically yield a lower response rate from participants, (Nulty, 2008), in future research, I will consider using a package such as Qualtrics (Qualtrics, 2017) to allow participants to complete questionnaires in a way which is perhaps more convenient, without relying on them to have to physically post responses using the royal mail. In future, this may help to address the low response rate experienced in this research. Providing a guide word count in the questionnaire may also have been helpful in clearly explaining my expectation for the length of statements provided by participants. This may address the issue of short responses in future research.

Recordings of coaching and consultation sessions

Very few EPs volunteered to participate in this aspect of the research. I considered that despite it being made clear in the information sheet that the effectiveness of the approaches used were not being measured, EPs may have considered that this aspect of the research may have been too revealing and uncomfortable to participate in. It may also have been inconvenient and inappropriate for EPs to request clients to participate in recorded sessions. I reflected on the idea that people may be less likely to participate in research where it focuses on their actual practice, rather than exploring their views.

The small sample size of recorded coaching and consultation sessions in this research has resulted in the findings from this aspect of the research being very limited in relation to generalisation of findings.

I reflected on these aspects of the research and wonder if using recordings from coaching and/or consultation sessions could be used by EPs with each other, as an approach to reflect on and develop skills, in line with requirements for continual professional development (HCPC, 2012).

1.2.6 Analysis

Analysis was a very time-consuming process. On reflection, I am glad that I had learned from past experiences that it would be important to factor in significant time within the process of conducting the research to allow for the analysis to be conducted properly. Having three weeks to conduct the analysis allowed me to become very familiar with the data and allowed me to develop themes which were robust.

During the analysis, I adhered strictly to the six-stage process of conducting a thematic analysis (appendix 13), where I spent considerable time becoming familiar with the data; generating codes; searching for themes; reviewing codes and themes and maintaining a critical stance to the themes which were developed. This was helpful in ensuring that the themes made sense in the context of the research in conjunction with each other. Adhering strictly to the process of conducting a thematic analysis as offered by Braun and Clarke (2006) and outlined in appendix 13, also helped to ensure that the findings from the research were trustworthy (in the context of adopting a qualitative approach to analysis); that the results were an accurate reflection of the raw data and that the process of conducting the analysis is replicable in the future. It would have

been helpful to have had a second researcher to repeat the thematic analysis, to see if similar themes emerged, which may have helped to increase the validity of the findings. Unfortunately there was no willing participant, to complete what would have been a time consuming and considerable task.

The order of conducting the analysis of the semi-structured interviews and recordings of sessions was carefully considered. It was decided that completing the sematic analysis of the semi structured interviews first would be most useful, as it allowed for a development of a number of themes and sub themes based on the semantics of what was said by participants. Conducting the semantic analysis first allowed me the opportunity to use this information to guide and inform the latent analysis of the recordings of the coaching and consultation sessions. Latent analysis is more open to researcher interpretation and researcher bias (Smith, 2015), as such it was considered that conducting the latent analysis last, would help to reduce this. Leaving a gap of a week between the sematic and latent analysis may have helped to reduce the impact that one had on the other. However, it is recognised that the semantic analysis may have impacted on the themes and sub themes which were developed from the recordings of the sessions.

It is acknowledged that in relation to latent and semantic analysis, a TA typically focuses exclusively on one level (Braun & Clarke, 2006). This was the case in the current research, in relation to the two separate sets of data from the semi-structured interviews and the recordings of the consultation/coaching sessions. Using sematic analysis to analyse the semi structured interviews allowed me to focus on the meaning of what was said by participants and is perceived to be a less subjective approach than using latent analysis (Braun & Clarke, 2006). The decision to adopt a latent approach to analysis with the data from the recordings of coaching and consultation sessions was due to a latent analysis offering me the additional flexibility to explore the underlying theory, processes and approaches which may have been being used in the conversation beyond what was explicitly said. It is acknowledged that although a latent analysis is more subjective due to the researcher conducting interpretative work, on balance, this allowed for the findings to be more meaningful in relation to the research questions posed.

I reflected on the concept that however considered, there is no 'perfect' design in research.

2.1 Distinct Contribution to Knowledge and Originality

During the conception of this research, it was important to explore what was already known about coaching and consultation in EPP. The literature search confirmed my view at the time as a research practitioner that although there was research which explored both approaches separately, there was very little research which compared both approaches in relation to the processes and approaches used.

It was reassuring to note that previous research into both approaches reported that within EPP, further research into the processes and approaches used in both coaching and consultation was needed and warranted. Further than this, it was apparent that coaching as a relatively new approach, should be explored in terms of how it can offer a unique contribution within psychology (Lane, 2010; Grant, 2007). This helped to affirm my belief that the current research was warranted and justified. On reflection, in addition to conducting the literature review, talking to EPs and listening to their views was equally as helpful in the development of the research, as documented in my research journal:

"*Talking with (Names removed) today helped me with the idea that this research will be valuable in some way to the EP community. They talked about inconsistencies between their practice and being confused about how coaching is different from consultation and that some clarity around the issue would be helpful"*

The current research was shaped and informed by a range of pre-existing research and commentary. In particular, ideas from Denton and Hasbrouck (2009) were instrumental in affirming the concept that this research was warranted. The pre-existing research exploring the two approaches separately was also helpful in shaping the design of the research. The research designs adopted by Kennedy et al (2008) and Nolan and Moreland (2014) was perceived by the researcher as robust as it allowed for the triangulation of data, which arguably allowed for more valid findings than relying on a case study design, despite the exploratory nature of the research. However, it was also useful to acknowledge the methodological flaws in the research conducted by Kennedy et al (2008), Nolan and Moreland (2014) and Cording (2017), in particular relying on approaches such as self-reporting within the research, as well as considering the order in which the interview and recording of sessions were conducted with participants, which may have influenced the findings.

By learning from previous researchers' experiences of exploring processes and approaches used in consultation in EPP, the design of the current research was adapted with the aim of making

the research findings more robust and valid than previous research. It should be acknowledged that by conducting interviews and recording sessions with separate EPs, it could be argued that this did not allow for valid triangulation of data, as it was from separate sources. However, as Silverman (2017) argues, data from separate sources can be used to triangulate findings. Had there been the opportunity to record more coaching/consultation sessions, it could be argued that the research would have provided more reliable findings than previous research.

The findings from the current research are considered to be helpful in addressing the important question from an ethical and practical perspective as to how two approaches are or are not significantly different from one another. The research begins to contribute to the knowledge base as to how this might be the case, at a time when services are offering coaching and consultation to schools on a traded basis.

2.2 Future Research

The current research was exploratory research, as such the findings only begin to offer insight into the similarities and differences between the processes and approaches used in coaching and consultation by EPs. Due to the exploratory nature of the research, there are a number of areas for future research which could be considered and are explored in detail.

Future research could replicate the current study in design to explore if the findings are consistent across a greater range of participants. Smith (2015) argues that when conducting qualitative research, it can be helpful to replicate studies to explore the validity of and challenge findings. Due to the lack of other research in this area, this could be argued to be warranted and needed.

Future research could involve exploring the lived experiences of coaching and consultation from the perspectives of the coachee/consultee. A weakness within the current research is the lack of data exploring this. It may be that research exploring the experience of receiving coaching or consultation may elicit additional similarities and differences between the approaches, beyond what the current research offered. It may also be possible to explore if recipients' perceptions of coaching and/or consultation are similar or different and how this might impact on how they engage with and make sense of these approaches.

It is important that previous research is used to inform future research (Smith, 2015). In the current research, it was established that EPs from the small sample involved in the research used approaches which were similar in both coaching and consultation conversations. However, the limited sample size inhibits the findings from being generalised to the wider population of EPs using coaching and consultation in their practice. Future research could be informed by the findings from the current research to develop research which adopts a larger scale, quantitative approach to data collection and analysis through the use of online questionnaires to explore if the approaches spoken about in this research by EPs are being used by the wider EP population. This would help to clarify, potentially on a national scale, if the findings from the current study are valid.

Charlton (2007) acknowledges that the processes and approaches involved in helping conversations are not based solely on what is said, but also non-verbal aspects of communication, such as use of body language and facial expressions. The current research did not acknowledge these processes, where it may be that EPs are using non-verbal aspects of communication in a similar or different way between the two approaches. Perhaps more important is the lack of research exploring EPs use of non-verbal communication whilst involved in helping conversations. Future research into coaching and consultation could include an exploration of this through the use of video recording sessions.

2.3 Implications for Educational Psychology Practice

Findings from the current research begin to provide clarity that EPs who use coaching and consultation in their practice, adopt the use of a number of the same psychological approaches in both. Although this seems to be the case, a number of the processes involved in these two types of conversations are different. It is helpful for EPs to have an awareness of these findings for a number of reasons.

EPs may be discouraged from learning about and adopting coaching as an approach based on an assumption from the literature and professional experience, that the approaches used in these conversations are identical to those used in consultation. However, the findings from this research suggest that there are a number of processes involved in each type of conversation which are different from one another, arguably enough to warrant them as different types of helping conversations. This research may help to encourage EPs to explore how coaching could

be used to support school staff in increasing the capacity to meet the needs of children and young people.

Schools are always under pressure to improve outcomes for children and young people (TES, 2017). It has been found that coaching in EPP appears to involve processes which aim involvement more explicitly in supporting clients in a direct way with their practice than consultation does. It may be that schools could be encouraged to use EPs to support the development of their staff to further improve outcomes for children and young people.

As EP services increasingly adopt a traded model of service delivery (EduKent, 2017; North Yorkshire education services, 2017; Northamptonshire County Council, 2017), the findings from this research could be used by services to inform clients as to how coaching and consultation are distinctly different, whilst acknowledging that the approaches used in both are similar. This information could allow schools to make decisions as to which approach they consider to be the most suitable for their school context and circumstances. This would support advice provided from the HCPC (2012), which states that any intervention offered to clients should be clearly outlined and explained.

It may be that as budgets in schools are reduced (TES, 2017) and there is further pressure to decrease spending, that schools may have to consider adapting how they support children and young people. Where EP services typically offer a consultation based model of service delivery (Cording, 2011), this may not be sustainable in the future due to the cost of EPs offering consultations for individual children within school settings. It may be that a movement to a coaching model of service delivery would be more sustainable for schools in the future. This could include EP services providing training for staff within schools to be able to deliver coaching from within the organisation, with less reliance on external services, perhaps except in the most extreme individual cases.

2.4 Personal Reflections on the Research Process

At the beginning of the research process, I underestimated the impact conducting doctoral level research over an extended time period would have on me. The length of time that I had to physically and mentally 'sit' with the thesis drew me away from other activities. The experience has helped to reinforce that even at busy times, I need to maintain at least some balance between my work life and my family, for my own self-preservation. Developing this skill over this time

period has been an important learning experience and will no doubt be helpful in my practice as a TEP.

I now recognize more, the value in conducting research. It has allowed me to become more critical of my approach to my practice as a TEP, as well as being critical (both positively and negatively) of theories, approaches and research. I have further developed my ability to find solutions to problems. In particular I have learnt that the first solution to a problem is not always the best, which I think has contributed to my becoming a more reflective practitioner than I was at the beginning of this research process.

The use of IPA as a method for analysis was considered at length during the later stages of the research. However, as IPA typically relies on a data set of between 6 and 8 participants, I considered that it would be more helpful to focus on exploring the full data set I had obtained, exploring patterned meaning across a larger data-set. It was a shame that I did not take the opportunity in the research to further develop my skills as a researcher by using an approach which was 'new' to me. However, using TA in my research helped to further develop my skills in using this approach.

Developing my understanding of coaching as an approach to practice has been particularly valuable in my work as a practitioner. Learning about this approach has emphasised to me the importance of continuing to remain interested (and critical of) new approaches as they emerge throughout my career.

Based on the experience of conducting and writing this thesis, I hope to contribute more research relating to coaching and Educational Psychology in the future.

2.5 Conclusion

The current study aimed to explore the similarities and differences between the processes and approaches used in coaching and consultation within EPP. The current study helps to address a gap in the literature through providing a clear analysis and description of what these similarities and differences might be, from the perspective of EPs, as well as exploring what might actually be occurring within coaching and consultation sessions. The study provides a helpful point of reference for EPs in beginning to understand the similarities and differences between the processes and approaches used in coaching and consultation, based in empirical research, rather

than professional experience. Further, it offers schools and EP services insight into the approaches and could be used as guidance for informing decision making when purchasing EP services into schools. The process of conducting this research has developed my skills as a research-practitioner in a number of ways. In particular I now feel more confident in carefully considering the design of research, with a better recognition of the strengths and weaknesses of using different approaches.

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Appendices

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Appendix 1: Information sheet for EPs participating in semi-structured interviews

School of Psychology,
Cardiff University,
Cubric Building,
Park Place,
CF10 3EU

Written by Evan Ryan, Trainee Educational Psychologist.

Date 05/05/17

Dear potential participant,

I am a Trainee Educational Psychologist and a student from the School of Psychology, Cardiff University. As part of my doctorate course, I am carrying out research exploring the similarities and differences between coaching and consultation in Educational Psychology practice. I am writing to enquire whether you would be interested in/willing to participate in this research?

I would like to record a semi-structured interview conducted by me, with you. I would like to do this to explore what the processes are underpinning the approaches used in either coaching or consultation. You are able to turn off the recording device at any point, without penalty. I would also like for you to complete a short questionnaire after a coaching or consultation session regarding what you think happened in that meeting and return it to me in the addressed envelope provided. I would also like you to share a copy of a questionnaire with the consultee/coachee who was part of that meeting, which they have the option to return to me if they want to, in a sealed, addressed envelope included in the pack provided.

Given the timescales of the research, it is anticipated that this will take place between May and July of 2017 at a time convenient for you.

If you are able to give permission for this to go ahead, I would appreciate you returning a copy of the enclosed consent form. If you would like to know more about the research before consenting, please contact me on the email address: RyanE1@cardiff.ac.uk

The research will be supervised by Dr. Simon Claridge, Research Director and Professional Tutor at Cardiff University, who can be contacted if there are any concerns throughout the duration of the research.

Many thanks in advance for your consideration of this project. Please let me know if you require further information.

Regards,
Mr. Evan Ryan

Mr. Evan Ryan
Trainee Educational Psychologist,
School of Psychology,
Cardiff University,
Cubric Building,
Park Place,
CF10 3EU

Email: RyanE1@cardiff.ac.uk

Dr. Simon Claridge
Research Director and Professional Work Tutor,
School of Psychology,
Cardiff University
Cubric Building,
Park Place,
CF10 3EU

E-mail: ClaridgeS@Cardiff.ac.uk

Appendix 2: Information sheet for EPs participating in the recording of a coaching or consultation session

School of Psychology,
Cardiff University,
Cubric Building,
Park Place,
CF10 3EU

Written by Evan Ryan, Trainee Educational Psychologist.

Date xx/xx/17

Dear potential participant,

I am a Trainee Educational Psychologist and a student from the School of Psychology, Cardiff University. As part of my doctorate course, I am carrying out research exploring the similarities and differences between coaching and consultation in Educational Psychology practice. I am writing to enquire whether you would be interested in/willing to participate in this research?

I would like to record a session of coaching, or a consultation which you are directly involved in. I would like to do this to explore what the processes are underpinning the approaches used. I will not evaluate the effectiveness of the approach being used. I will not be present in the coaching/consultation session. You are also able to turn off the recording device at any point, without penalty. I would also like for you to complete a short questionnaire after the coaching/consultation session regarding what you think happened in that meeting and return it to me.

Given the timescales of the research, it is anticipated that this will take place between May and July of 2017 at a time convenient for you. I am able to attend the sessions if required, in order to arrange for consent forms to be signed by all relevant parties.

If you are able to give permission for this to go ahead, I would appreciate you returning a copy of the enclosed consent form. I would also ask that you send the letter headed 'cover letter for coachee/consultee' to a minimum of three potential consultees/coachees. You will then be contacted by me with information regarding which session you will be requested to record.

The research will be supervised by Dr. Simon Claridge, Research Director and Professional Tutor at Cardiff University, who can be contacted if there are any concerns throughout the duration of the research.

Many thanks in advance for your consideration of this project. Please let me know if you require further information.

Regards,

Mr. Evan Ryan

Trainee Educational Psychologist,
School of Psychology,
Cardiff University,
Cubric Building,
Park Place,
CF10 3EU
Email: RyanE1@cardiff.ac.uk

Dr. Simon Claridge

Research Director and Professional Work Tutor,
School of Psychology,
Cardiff University
Cubric Building,
Park Place,
CF10 3EU
E-mail: ClaridgeS@Cardiff.ac.uk

Appendix 3: Gatekeeper letter for principal Educational Psychologists

Evan Ryan, Trainee Educational Psychologist

Date

Dear ,

I am a Trainee Educational Psychologist and a student from the School of Psychology, Cardiff University. As part of my doctorate course, I am expected to carry out a Thesis Research Project. I am hoping that my research will be an investigation into the similarities and differences between the processes of coaching and consultation in educational psychology practice. I am writing to enquire whether this is a possible area of research within your service and require the permission of the Principal Educational Psychologist. I am aware that within your service coaching and/or consultation are used in schools by Educational Psychologists. I would like to record semi-structured interviews between me and individual EPs exploring their views on coaching/consultation. I would also like them to fill out a questionnaire and share a questionnaire with one consultee/coachee. If the research can go ahead, I will gain consent from each Educational Psychologist to record interviews before commencing the research.

If you are able to give permission for this to go ahead, I would appreciate you returning a copy of this letter signed.

The research will be supervised by Dr. Simon Claridge, Research Director and Professional Tutor at Cardiff University. Full ethical approval will have been gained from Cardiff University before starting the research.

Many thanks in advance for your consideration of this project.

Please let me know if you require further information.

Regards,

Mr. Evan Ryan
Trainee Educational Psychologist,
School of Psychology,
Cardiff University,
Cubric Building,
Park Place,
CF10 3EU

Email: RyanE1@cardiff.ac.uk

Dr. Simon Claridge
Research Director and Professional Work Tutor,
School of Psychology,
Cardiff University
Cubric Building,
Park Place,
CF10 3EU

E-mail: ClaridgeS@Cardiff.ac.uk

I, _____(NAME) consent to the above research taking place in _____Educational Psychology Service by Evan Ryan, under the supervision of Dr. Simon Claridge (ClaridgeS@Cardiff.ac.uk).

Signed:
Date:

Appendix 4: Semi-structured interview questions

1. What does the term consultation/coaching mean to you?

2. What might the aims be for having a consultation/coaching session?

3. What are the main processes involved in a consultation/coaching session?

4. Are there skills or aspects of psychology you consider of particular importance that you use as a coach/consultant?

5. Is there a typical structure to your coaching/consultation sessions? Can you explain this to me?

6. Do you develop your relationship with the consultee/coachee during a session? If so, how?

7. Do you feel there are any changes as a result of a consultation/coaching session? What might these be?

8. Do you feel coaching/consultation is a process which is unique to itself?

Appendix 5: Consent form for EPs participating in semi-structured interviews

Cardiff University, School of Psychology

Consent Form for participation in research

I understand that I am volunteering as a participant in this research and I have the right to withdraw from the research at any time before, or during the session without penalty.
I understand that a semi-structured interview will be recorded by Evan Ryan (Trainee Educational Psychologist) as part of a research project to meet course requirements specified by Cardiff University for the DEdPsy course. I understand that the meeting will be recorded from start to finish. I accept that the meeting will be recorded with a digital Dictaphone. I also consent to completing a short questionnaire about the process of conducting a consultation/coaching session and sharing a questionnaire with the consultee/coachee who was involved in the meeting I based by answers around.
I understand that the data recorded on the digital Dictaphone will remain confidential and the audio file will be password protected. I understand that the audio file will be written as a word-processed transcript and that this transcript will be anonymised. I understand that the transcription process will be completed 28 days after the meeting, the audio file will be deleted and as the transcript will be anonymous, at this point I will be unable to withdraw my consent to participate in the research. I understand that the transcript can be held indefinitely. I understand that I can stop the recording of the meeting at any point, without penalty.
I understand that I can ask questions before, during or after the research is conducted, at any point. I also acknowledge that I am able to ask any questions regarding the research to Dr. Simon Claridge (Research Director and Professional Tutor for the DEdPsy course), allocated as the research supervisor for this project, or the School of Psychology's Ethics Committee Secretary, (psychethics@cardiff.ac.uk), should I have any further questions before agreeing to participate in the research.

I understand that I am able to receive feedback about the research at the end of the research project (*insert date here)* on request.

I _____ *(insert name here)* consent to participate in the research conducted by Mr. Evan Ryan, School of Psychology, Cardiff University (RyanE1@cardiff.ac.uk) supervised by Dr. Simon Claridge (ClaridgeS@cardiff.ac.uk).

Signed:
Date:

Contact details

Mr. Evan Ryan

Trainee Educational Psychologist,
School of Psychology,
Cardiff University,
Cubric Building,
Park Place,
CF10 3EU

Email: RyanE1@cardiff.ac.uk

Dr. Simon Claridge

Research Director and Professional Work Tutor,
School of Psychology,
Cardiff University
Cubric Building,
Park Place,
CF10 3EU

E-mail: ClaridgeS@Cardiff.ac.uk

Secretary of the Ethics Committee,
School of Psychology
Cardiff University
Tower Building
Park Place
Cardiff
CF103AT
Tel: 02920 870360
Email: psychethics@cardiff.ac.uk

Appendix 6: Consent form for participants participating in the recording of a coaching or consultation session

Cardiff University, School of Psychology

Consent Form for participation in research

I understand that I am volunteering as a participant in this research and I have the right to withdraw from the research at any time before, or during the session without penalty.

I understand that a coaching or consultation session will be recorded for Evan Ryan (Trainee Educational Psychologist) as part of a research project to meet course requirements specified by Cardiff University for the DEdPsy course. I understand that the meeting will be recorded from start to finish. I accept that the meeting will be recorded with a digital Dictaphone. I also consent to completing a short questionnaire about the process, one week after participating in a coaching or consultation session.

I understand that the data recorded on the digital Dictaphone will remain confidential and the audio file will be password protected. I understand that the audio file will be written as a word processed transcript and that this transcript will be anonymised. I understand that the transcription process will be completed 28 days after the meeting, the audio file will be deleted and as the transcript will be anonymous, at this point I will be unable to withdraw my consent to participate in the research. I understand that the transcript can be held indefinitely. I understand that I can stop the recording of the meeting at any point, without penalty.

I understand that I can ask questions before, during or after the research is conducted, at any point. I also acknowledge that I am able to ask any questions regarding the research to Dr. Simon Claridge (Research Director and Professional Tutor for the DEdPsy course), allocated as the research supervisor for this project, or the School of Psychology's Ethics Committee Secretary, (psychethics@cardiff.ac.uk), should I have any further questions before agreeing to participate in the research.

I understand that I am able to receive feedback about the research at the end of the research project (*insert date here)* on request.

I _____ (*insert name here)* _____ consent to participate in the research conducted by Mr. Evan Ryan, School of Psychology, Cardiff University (RyanE1@cardiff.ac.uk) supervised by Dr. Simon Claridge (ClaridgeS@cardiff.ac.uk).

Signed:

Date:

Contact details

Mr. Evan Ryan

Trainee Educational Psychologist,
School of Psychology,
Cardiff University,
Cubric Building,
Park Place,
CF10 3EU

Email: RyanE1@cardiff.ac.uk

Dr. Simon Claridge

Research Director and Professional Work Tutor,
School of Psychology,
Cardiff University
Cubric Building,
Park Place,
CF10 3EU

E-mail: ClaridgeS@Cardiff.ac.uk

Please Turn Over

Appendix 7: Information sheet for coachees/consultees participating in the recording of a coaching or consultation session

School of Psychology,
Cardiff University,
Cubric Building,
Park Place,
CF10 3EU

Written by Evan Ryan, Trainee Educational Psychologist.
Date xx/xx/17

Hello,

I am a Trainee Educational Psychologist and a student from the School of Psychology, Cardiff University. As part of my doctorate course, I am carrying out research exploring the similarities and differences between coaching and consultation in Educational Psychology practice. This letter has been sent to you by an Educational Psychologist, as it is likely you will be meeting them for a discussion in the coming months. I am writing to enquire whether you would be interested in/willing to participate in this research?

I would like to record a session of coaching, or a consultation which you are directly involved in. I would like to do this to explore what the processes are underpinning the approaches used. I will not evaluate the effectiveness of the approach being used. I will not be present in the coaching/consultation session. You are also able to turn off the recording device at any point, without penalty. I would also like for you to complete a short questionnaire after the coaching/consultation session provided by the Educational Psychologist regarding what you think happened in that meeting and return it to me.

Given the timescales of the research, it is anticipated that this will take place between May and July of 2017 at a time planned between you and the Educational Psychologist involved. I am able to attend the sessions if required, in order to arrange for consent forms to be signed by all relevant parties.

If you are willing to participate in the research, I would appreciate you contacting me on the email address: RyanE1@cardiff.ac.uk

It is important to note that not all volunteers agreeing to participate in the research will necessarily have their meetings selected to be recorded. I will contact you to inform you if your meeting has been selected to be recorded or not.

The research will be supervised by Dr. Simon Claridge, Research Director and Professional Tutor at Cardiff University, who can be contacted if there are any concerns throughout the duration of the research.

Many thanks in advance for your consideration of this project. Please let me know if you require further information.

Regards,
Mr. Evan Ryan

Mr. Evan Ryan
Trainee Educational Psychologist,
School of Psychology,
Cardiff University,
Cubric Building,
Park Place,
CF10 3EU

Email: RyanE1@cardiff.ac.uk

Dr. Simon Claridge
Research Director and Professional Work Tutor,
School of Psychology,
Cardiff University
Cubric Building,
Park Place,
CF10 3EU

E-mail: ClaridgeS@Cardiff.ac.uk

Appendix 8: Debriefing form for participants involved in semi-structured interviews

School of Psychology, Cardiff University

Debrief form

Exploratory research examining the similarities and differences between the approaches of coaching and consultation in educational psychology practice

Thank you for your participation in this research aiming to explore the similarities and differences between the approaches of coaching and consultation used in educational psychology practice. Of particular interest in this research is in obtaining clarity on how the processes are similar or different; exploring what coaching can contribute to educational psychology practice and vice versa.

The information you have provided will be held confidentially in a password protected electronic device until it is transcribed. The meeting will be transcribed 28 days after the interview and following this, all data will be held anonymously and cannot be traced back to you. For this reason, you have the right to withdraw until the interview has been transcribed, on (DATE), however following this, withdrawal from the study will not be possible. All contents of the questionnaire will also be anonymised within the same time frame.

If you require any further information about this study or were affected in a negative way by the research process, please do not hesitate to contact the researcher, Mr. Evan Ryan, or the supervisor of this project, Dr. Simon Claridge. Contact details are listed below.

Mr. Evan Ryan

Trainee Educational Psychologist,
School of Psychology,
Cardiff University,
Cubric Building,
Park Place,
CF10 3EU

Email: RyanE1@cardiff.ac.uk

Dr. Simon Claridge

Research Director and Professional Work Tutor,
School of Psychology,
Cardiff University
Cubric Building,
Park Place,
CF10 3EU

E-mail: ClaridgeS@Cardiff.ac.uk

Thank you again for your participation in this research.
Should you have any complaints about this research, the relevant contact details are listed below.

Secretary of the Ethics Committee
School of Psychology
Cardiff University
Tower Building
Park Place
Cardiff
CF10 3AT
Tel: 02920 870360
Email: psychethics@cardiff.ac.uk

Appendix 9: Debriefing form for participants involved in coaching or consultation sessions

School of Psychology, Cardiff University

Debrief form

Exploratory research examining the similarities and differences between the approaches of coaching and consolation in educational psychology practice

Thank you for your participation in this research aiming to explore the similarities and differences between the approaches of coaching and consolation used in educational psychology practice. Of particular interest in this research is in obtaining clarity on how the processes are similar or different; exploring what coaching can contribute to educational psychology practice and vice versa.

The information you have provided will be held confidentially in a password protected electronic device until it is transcribed. The meeting will be transcribed 28 days after the interview. The transcription process will remove all names of people, agencies, businesses and places and following this, all data will be held anonymously and cannot be traced back to you. For this reason, you have the right to withdraw until the interview has been transcribed, on (DATE), however following this, withdrawal from the study will not be possible. All contents of the questionnaire will also be anonymised within the same time frame.

If you require any further information about this study or were affected in a negative way by the research process, please do not hesitate to contact the researcher, Mr. Evan Ryan, or the supervisor of this project, Dr. Simon Claridge. Contact details are listed below.

Mr. Evan Ryan

Trainee Educational Psychologist,
School of Psychology,
Cardiff University,
Cubric Building,
Park Place,
CF10 3EU

Email: RyanE1@cardiff.ac.uk

Dr. Simon Claridge

Research Director and Professional Work Tutor,
School of Psychology,
Cardiff University
Cubric Building,
Park Place,
CF10 3EU

E-mail: ClaridgeS@Cardiff.ac.uk

Thank you again for your participation in this research.
Should you have any complaints about this research, the relevant contact details are listed below.

Secretary of the Ethics Committee
School of Psychology
Cardiff University
Tower Building
Park Place
Cardiff
CF10 3AT
Tel: 02920 870360
Email: psychethics@cardiff.ac.uk

Appendix 10: Summary of main themes

Theme	Description of theme
Facilitating change	There is an explicit focus on facilitating change in coaching/consultation sessions
Effective Communication	This theme highlights that EP's are effective communicators, allowing for a strong collaborative alliance to form, which is considered fundamental in supporting the process of change for a client
Unique Context	This theme highlights that coaching/consultation appears to be perceived by EPs as unique in terms of the context in which the conversation is occurring.
Structured progress focused conversations	This theme highlights that conversations are based on the use of frameworks which are used fluidly, structured around gathering information, exploring the situation, discussing potential ways forward and agreeing actions
Informed by Psychology	This theme highlights that a range of approaches informed by psychology appear to be used by the psychologist with the client to aid the process of coaching/consultation

Appendix 11: Questionnaire

Dear Participant,

I would be grateful if you could take the time to fill in this questionnaire about the processes which occurred during the coaching or consultation session, recorded as part of this research you consented to participate in.

The information obtained from this questionnaire will be used to inform the outcomes of research exploring the processes of the coaching or consultation session which you participated in, which was recorded as part of this research.

Information you provide will remain anonymous and will not be linked back to you as an individual in any way.

(Please tick one box)

I am a: Coach ☐ Consultant ☐ Coachee ☐ Consultee ☐

Please read each of the statements and tick one of the boxes adjacent to each statement.

	Statement	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1	The coach/consultant listened attentively during the meeting				
2	There was a clear structure to the conversation				
3	We worked together well in the meeting				
4	The coach/consultant summarised the conversation at points				
5	The coach/consultant suggested ways forward				
6	We developed an effective relationship				
7	Goals were set during the meeting				
8	The coach/consultant used questions to develop the conversation				
9	The coach/consultant used aspects of psychology during the meeting				

PLEASE TURN OVER

Please think about the consultation or coaching session you participated in as part of this research. In your own words, what do you think the main processes that occurred during the coaching or consultation session were?

Were there any main themes or occurrences which you felt were particularly important? What where they?

Thank you for taking the time to complete this questionnaire, it is much appreciated.

Appendix 12: Questionnaire cover letter for semi-structured interview coachees/consultees

School of Psychology,
Cardiff University,
Cubric Building,
Park Place,
CF10 3EU

Written by Evan Ryan, Trainee Educational Psychologist.

Date 05/05/17

Dear potential participant,

I am a Trainee Educational Psychologist and a student from the School of Psychology, Cardiff University. As part of my doctorate course, I am carrying out research exploring the similarities and differences between coaching and consultation in Educational Psychology practice.

You have recently been involved in a meeting with an Educational Psychologist. I would like for you to complete a short questionnaire after the coaching or consultation session regarding what you think happened in that meeting and return it to me in the addressed envelope provided. This is optional for you and there is no penalty for choosing not to participate in the research. Your contact details do not need to be provided.

Given the timescales of the research, it is anticipated that this will take place between May and July of 2017 at a time convenient for you.

If you would like to know more about the research before completing the questionnaire, please contact me on the email address: RyanE1@cardiff.ac.uk

The research will be supervised by Dr. Simon Claridge, Research Director and Professional Tutor at Cardiff University, who can be contacted if there are any concerns throughout the duration of the research.

Many thanks in advance for your consideration of this project. Please let me know if you require further information.

Regards,

Mr. Evan Ryan

Trainee Educational Psychologist,
School of Psychology,
Cardiff University,
Cubric Building,
Park Place,
CF10 3EU

Email: RyanE1@cardiff.ac.uk

Dr. Simon Claridge

Research Director and Professional Work Tutor,
School of Psychology,
Cardiff University
Cubric Building,
Park Place,
CF10 3EU

E-mail: ClaridgeS@Cardiff.ac.uk

Appendix 13 Thematic analysis process.

Familiarisation with the dataset

- Initially spent time listening and re-listening to the audio from each interview.
- Transcribed audio from each interview, listening to the audio at half-speed to do so.
- Read and re-read each individual transcript, making notes of thoughts and ideas as they occurred.

Generating initial codes

- Every transcript was coded individually, with initial codes generated via hand written notes, recorded onto A4 sheets.
- The full set of transcripts were coded manually, using a semantic or latent analysis as outlined in the method section, using highlighter pens and underlining to indicate segments of the text which represented initial codes.
- The most pertinent codes were recorded onto a computer-based mind map program (MindMup©), with codes from the interview data set and recordings of sessions recorded on separate maps.
- Transcripts were re-read to ensure the initial codes had been accurately represented on the mind maps.

Searching for themes from initial codes

- Segments of text from transcripts with the same initial code were grouped together and reviewed to identify salient, common or significant themes.
- Some codes were combined to form themes.
- Themes were recorded onto the separate mind maps.

Reviewing and refining themes

- Each theme was reviewed across both data sets, with some minor themes moved to a broader theme.
- Themes were checked to ensure they had relevant breadth and depth in each data set and were not significantly overlapping.
- Some codes and themes were discarded due to a lack of evidence whilst reviewing, or because they were too similar to other themes.
- Segments of text represented by each theme were re-checked to ensure the theme summarised the text appropriately.

Arranged Themes

- All the themes generated from the analysis were written onto a computer-based mind map.
- Themes representing similar meaning were grouped together to create thematic networks.

Constructing the thematic network

- The themes generated from the original text are represented as sub-themes.
- The sub-themes were grouped into overarching themes to represent overarching meaning of the sub themes.
- The overarching themes were reviewed to ensure the themes name and description was an accurately reflecting the sub-themes contained within them.

Describing and exploring the thematic networks

- The thematic networks were described with the aid of the text segments from the transcripts in the results section.
- The themes were explored again at this time, through ensuring the results section reflected the data contained within the thematic map.

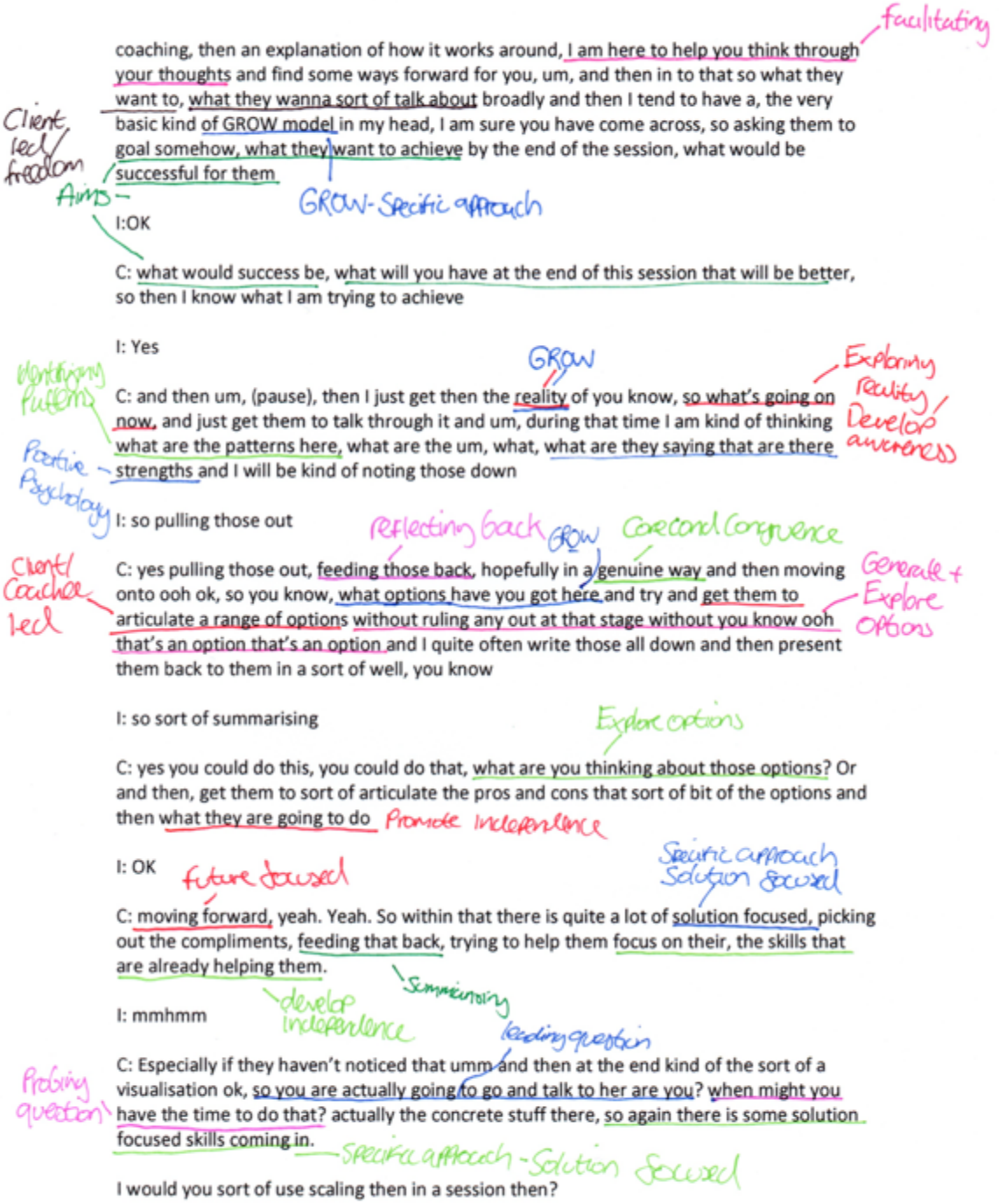
Interpreting and summarising the thematic networks

- A summary of each thematic network was offered in the results section, combined with relevant quotes from the original transcripts.
- Each thematic network was discussed and interpreted in relation to the research questions.

Visual examples of the coding process.

Semantic analysis

Excerpt of transcript at coding stage



C: MMhmm, yes, I might use scaling, I might use quite a lot of reflective tools. I might do a SWOT analysis or I might do scaling it depends if that, what the situation allows. So they might be talking about a child who has got behaviour issues then I might do a scale um, yeah, that's the basic process for me I think.

I: Ok that's really helpful thankyou. So next then are there skills or aspects of psychology that you consider of particular importance and use as a coach

C: Umm, yes I do. Umm, well there is all the solution focused stuff, the DeShazer kind of helping people get in touch with yeah the things they are already bringing, that belief that people want to solve their own problems as well,

I: I suppose its quite a big question so if you want to take a bit of time to think that is absolutely fine.

C: yes, yes. Um. I think the humanistic psychology comes in a lot certainly with the sort of rapport building at the beginning the sort of empathetic listening. The attentive listening and also that I believe very strongly that you do need some sort of connection, a trust and I think that is why the sessions help, to build up that trust and rapport.

I: Ok so do you find the dialogue changes over the sessions? That rapport develops over the sessions then?

C: I do find that yes, definitely. Quite why that is, I suppose is interesting because I am not saying that you can't get that at all in the first session, I mean there, as an EP I do quite a lot of consultation and that is a one off session, but, (pause) yeah I still suppose as you do a series of consultations you still are getting a (pause) perhaps a more in-depth umm, trusting relationship

I:mmm

C: and you can, I mean, simply you can draw on stuff that you have heard before to help the person to solve the situation they are in now, so.

I: so you have got a better understanding of what they are going through

C: yes and then you can think of patterns across the sessions can't you, it's not just patterns in this session, its patterns across a number of sessions

I: Patterns in what sense?

C: patterns in their thought processes, in what they are doing, in the way the behave, describe things and their language, umm yeah. Yeah, so that I suppose that is the sort of the psychology isn't it, the sort of CBT type stuff

I: Oh ok

C: you know sort of thinking about, what do they think about this and does this relate to the thinking bias, or a you know even a you know actions feelings behaviour type triangle I think, I have talked about that in a coaching session to bring that to someone's attention.

I: so it sounds like it's quite a moveable feast in terms of the aspects of psychology you might bring to a session

C: it is, yes

I: It's not that every session that you are using the same things all the time

C no, apart from the humanist rapport building and probably the solution focused input I would think but in terms of the actual change, the things that might help them actually, yes if I am going to discuss CBT, then I wouldn't do that with every session or. Also, if I am coaching teachers and there is a bit of information about attachment theory or, I would actually, I would, share that in the coaching session.

I Ok so be very clear about it.

C: Yes I wouldn't withhold a piece of information if I thought it, so in, if in their reality they were all wondering about why the child might be doing things, we might hypothesise around why that might be.

I ok, so all the psychology is very explicit, in terms of being very clear about it to the coachee, there is not any hidden psychology as it where?

C no and I do that on purpose because I think it is important for us to be very explicit about the psychology we are bringing in, otherwise I think there is a worry that people think we haven't done anything (laughs) and the fact that these conversations are built on skills and processes and knowledge and psychology I think that it is important that, that that is fed back to the coachee so that they. I did have a coachee once who could not get past that. He kept saying, " why is this so helpful, what are you doing that's so helpful (laughs) and that was becoming a little bit, it became a barrier after about the third session when he was saying, what are you doing that is so helpful? I did, there is an element where actually we need to stop now me explaining to you what I am doing, because there was an element where it was getting in the way of his thought processes, he kept tripping himself up wondering why it was so helpful.

I right! Ok.

C Um, that was an interesting one

I yes it sounds it! Yes. Shall we move onto the next question? Unless there are any other aspects of psychology you want to talk about?

C ok. Um. Well, the sort of Deci and Ryan self-determination thing is absolutely key. I wouldn't necessarily explain that overtly I suppose but I would say that its really important that you, that you decide what you are going to take forward because it needs to be the unique, answers for you and the answers for you in this situation aren't going to be the same as somebody else in this situation so I am, I am and I would probably say, yeah I probably would say that self-determination and motivation, we know that from research and that's why the coaching sessions were about that yeah. Yeah. Probably the main ones I can think of.

I Ok, thankyou. (Pause)

I oh and the Egan thing, I must talk about that to. Because of the whole rapport building, I know I said humanistic psychology, but I wasn't clear with that, the attentive listening, but the very, very empathetic active listening type phrasing the clarifying, reframing that must be there. Ill stop now.

C no, that's fine, the more you want to talk the better, so that is absolutely fine. (laughs). Um, we maybe talked a little bit about this, but is there a typical structure to your coaching sessions?

I Yeah and I think I've answered that already, did you mean more, what do you mean by the process?

C I think by process I meant the underpinnings of the sessions really so that's fine.

I Ok we will move on then, that's fine! I guess one of the things that I am interested in is the ending of a coaching period of time, how would that be structured for you?

C do you mean the ending of a session or like a period?

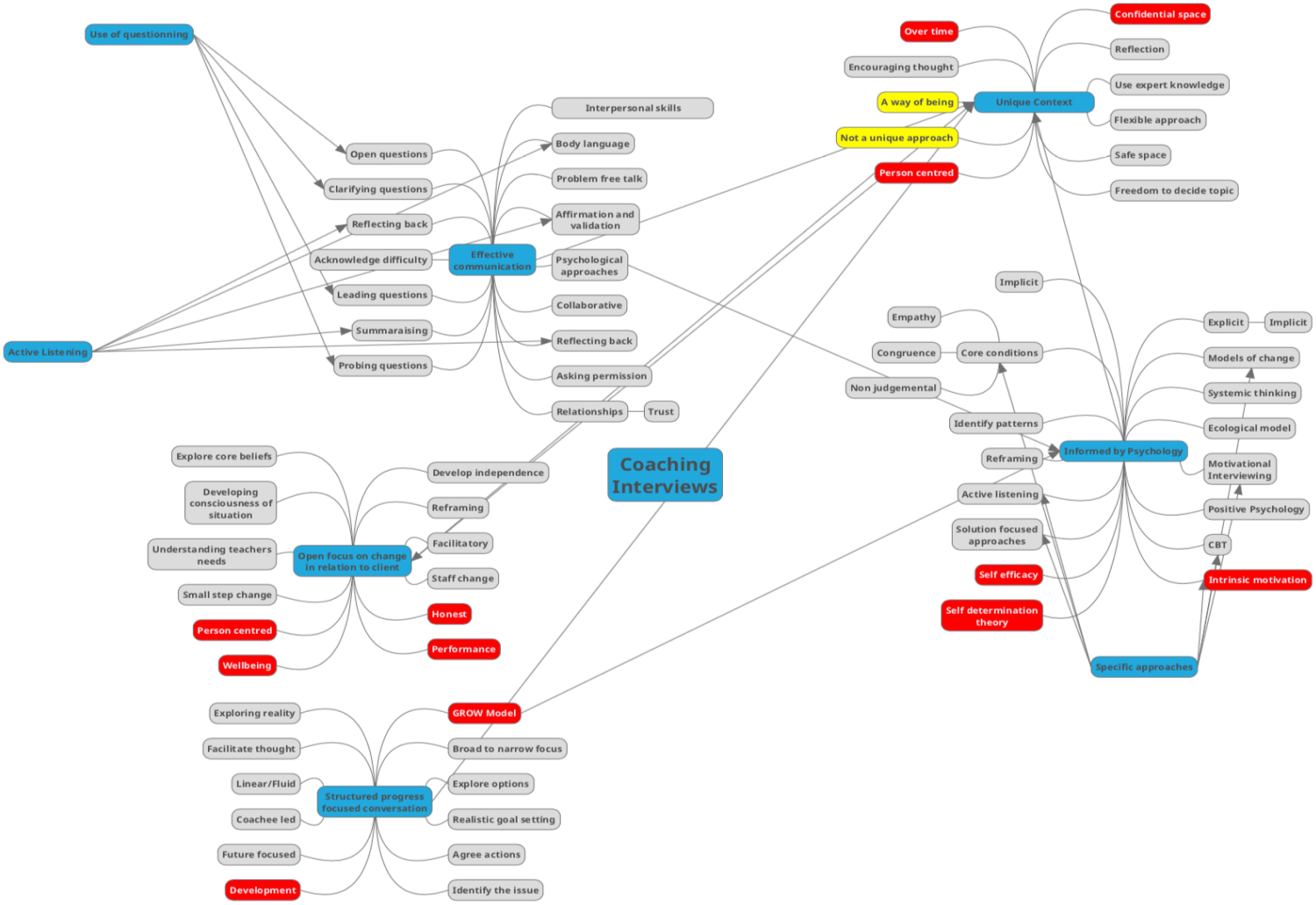
I I suppose the period, as you have talked about it being ongoing

C Interesting one. Uh. I am trying to think of someone I've coached with where I've actually finished.

I I mean is it an ongoing process with no clear ending then? For you?

C Yes, it does seem to be doesn't it yes? Um, but no I have done coaching where I have gone in and I've coached in a faculty for all the science faculty and um, so what would try to do there is coach people individual and then draw out the themes and give them back to the faculty. But the coaching sessions themselves, would be individual to that teacher, what they want to bring, what they want to take away. Um. So I suppose the most important thing about when it finishes there is that everybody knows its finishing and that its. There is a proper closure shall we say. When I've coached young people I have done that by, having a summarising activity that. Again, might be a scale or something to show how far they have come. I did a sort of mind map with this young person about what sorts of things he had said he wanted to achieve and then we sort of mind mapped all the things we'd talked

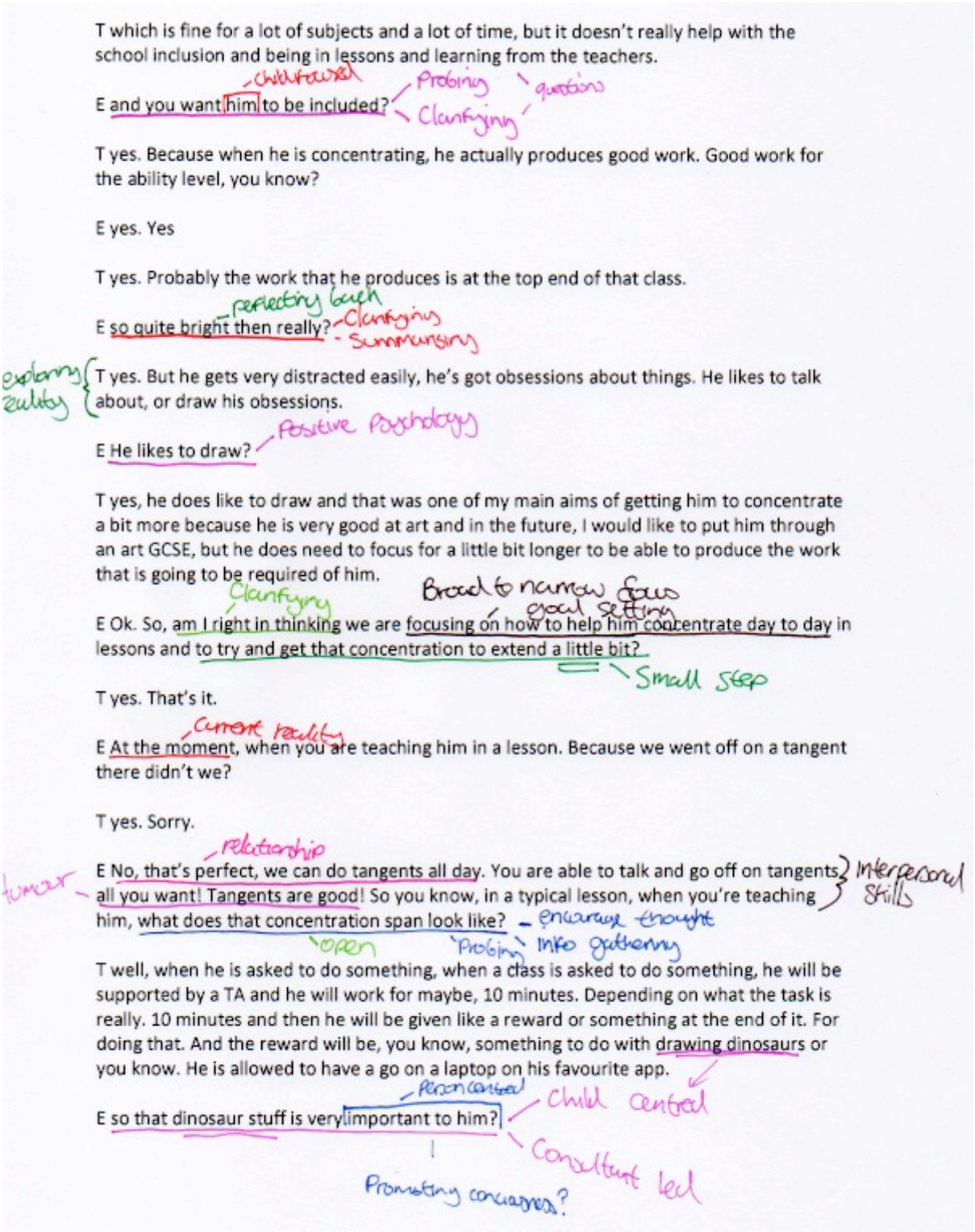
Example of a thematic map at the stage of combining codes to form themes



Latent analysis

Excerpt of transcript at coding stage

N.B all names are fictional,



T which is fine for a lot of subjects and a lot of time, but it doesn't really help with the school inclusion and being in lessons and learning from the teachers.

E and you want him to be included?

T yes. Because when he is concentrating, he actually produces good work. Good work for the ability level, you know?

E yes. Yes

T yes. Probably the work that he produces is at the top end of that class.

E so quite bright then really?

T yes. But he gets very distracted easily, he's got obsessions about things. He likes to talk about, or draw his obsessions.

E He likes to draw?

T yes, he does like to draw and that was one of my main aims of getting him to concentrate a bit more because he is very good at art and in the future, I would like to put him through an art GCSE, but he does need to focus for a little bit longer to be able to produce the work that is going to be required of him.

E Ok. So, am I right in thinking we are focusing on how to help him concentrate day to day in lessons and to try and get that concentration to extend a little bit?

T yes. That's it.

E At the moment, when you are teaching him in a lesson. Because we went off on a tangent there didn't we?

T yes. Sorry.

E No, that's perfect, we can do tangents all day. You are able to talk and go off on tangents all you want! Tangents are good! So you know, in a typical lesson, when you're teaching him, what does that concentration span look like?

T well, when he is asked to do something, when a class is asked to do something, he will be supported by a TA and he will work for maybe, 10 minutes. Depending on what the task is really. 10 minutes and then he will be given like a reward or something at the end of it. For doing that. And the reward will be, you know, something to do with drawing dinosaurs or you know. He is allowed to have a go on a laptop on his favourite app.

E so that dinosaur stuff is very important to him?

T It is yes. And so, I would say concentration is around about 10 minutes, but then it is very sporadic. Sometimes he will come in and do that for 10 minutes, sometimes he won't do anything. And the people around him affect him quite a bit, so if someone else isn't working, he will stop then too.

E so 10 minutes in a lesson is a good day really? What does the best day look like?

T yes and it could be 10 minutes, a break for half an hour and then concentrate for another 10 minutes again at the end if you are lucky. And it tends to be that for the first 15 minutes he doesn't do anything. Only when people are settled. And then you get that 10 minutes.

E Ok. so, what is that 15 minutes leading up to it like? What is happening there?

T well at the start a bit it's always a bit noisy, but everyone else settles quickly.

E and James doesn't?

T no. no. James is the last one to settle down and get any work done.

E I wonder how he is feeling going in?

T quite agitated going in. A lot affects him.

E so it's taking him more time to settle down and get on with anything.

T yes.

E when is he at his best, with the concentration?

T um

E Because you have talked about the things that stop him, but what have you noticed that really helps him with concentration?

T Um, just trying to think really.

E yes and that's fine, we said, take that time (pause 5 seconds).

T obviously the rewards definitely help him. When he can see that there is something at the end of it. Um

E ok, so if there is that clear.

T yes clear boundaries of how long he is expected to work.

E clear boundaries for how long he is expected to work for but also the clear idea of what he is going to get at the end?

T yes.

E ok. Hmm.

T I think, the work that he is doing, he questions it a lot. He needs to have a clear idea.

E why do you think he is doing that?

T I think, it needs to be relevant to him. If he sees it as pointless, then he is reluctant to do it. So it needs to be relevant to him too. He needs to know how it will benefit him. So when we are doing English for example and we are doing work on a poem and he doesn't want to engage with that at all because he really does find it difficult, the concepts in poems, the content, the feelings and emotions that he finds difficult, so if he finds it a bit pointless, he will find it hard to engage with it, whereas that's why, the route, I get the most concentration out of him because he enjoys doing that. Yeah. Its. (Pause 3 seconds)

E So clear ideas of rewards, clear boundaries of what's expected and learning that is relevant to him.

T yes. Definitely. Now you say it like that.

E we have talked about how he is doing now. On that scale, that line in front of you, concentration. Bad and great at the other end. Where is he now? Where would you put him on that scale?

T I'd say because it's so sporadic and it's not regular, it would be like a 2. He can do it on rare occasions.

E so that's what stopped you from giving him a 0 then? that he can do it sometimes.

T yes.

E and that is quite important isn't it, because it shows he has the (interrupted)

T the capacity to do it yes.

E yes. When these conditions are good, there is a little bit of that. And where would you want him to get to, realistically?

T well realistically I would like him at a 6 or something if that's possible. (silence) that is quite a big jump. That is a big jump.

E That is a big jump it is isn't it!? I wonder if we just try and get to a 3 first, a small jump. What do you think?

T yes. That would help, it'd be more realistic to have those expectations of him.

E yes. And that might carry on then. But let's try and get from a 2 to a 3, do you think?

T yes. Definitely.

E Ok. (pause 2 seconds). If you had the clear boundaries, the clear idea of reward and it was relevant to him in a task, where would it be then on that scale?

T well if all of those things were in play at the same time, he'd be a 3 probably. It's a case of finding some really good strategies that kind of embody those.

E Tell me more?

T Thinking about. He does a lot of the time have the um, the what he gets at the end. That is something that his LSA does quite a lot, to get him to work. But uh, clear boundaries that are, obviously he has got a lot of teachers because we are in a secondary school. I teach him for a few subjects because I am the ALN teacher. So the one who teaches him the most, but I think having that consistent approach, those things we do in my lessons, if it is a more whole school, consistent approach then that would help.

E how would you go about doing that?

T that would have to be the SENCo, an email coming from her, to explain. This is how we work with James, a set of rules that are agreed with him, mum, teachers. Well actually we only require you to do. For example, 20 minutes of the lesson and this is what you are expected/ I am just trying to think of those strategies.

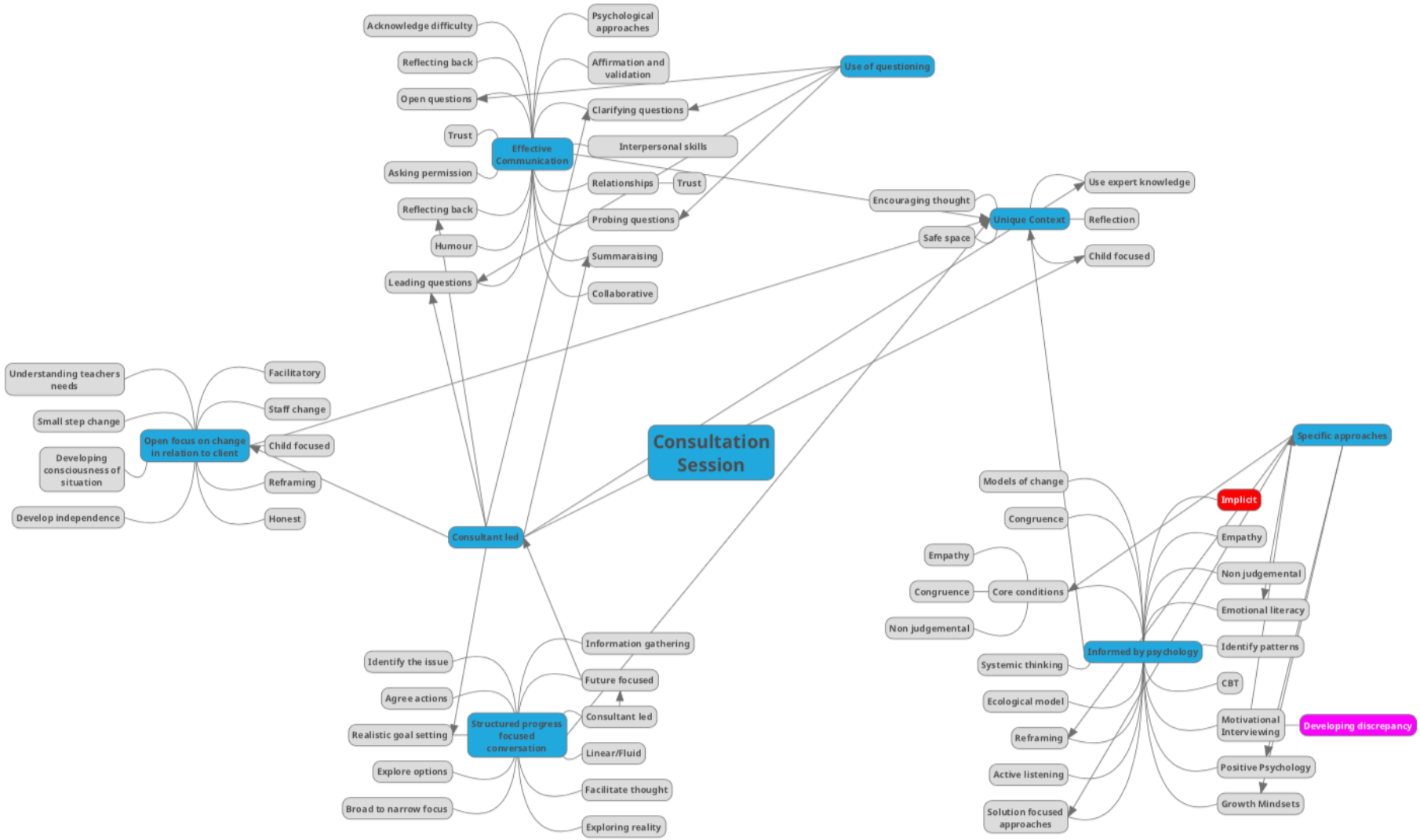
E yes I like that.

T because at the moment it is a bit, oh we go to this lesson, but we don't always get to this lesson, so. Yes.

E So I wonder whether something around a passport for him where all the teachers are aware that these are the things that need to happen, to help him concentrate?

T Yes I think that'd help a lot. We do have an IDP for him, but it is, there is too much on there and I think it can confuse teachers and they just won't look at it. So maybe it's just being clear about those 3 things and getting teachers to use those approaches. And getting him on board with those too.

E and it sounds to me from what you're saying that when you are working with him, you have got quite a good idea of what is helping and what is going to help him move from a 2 to a 3, by doing those things as consistently as possible is going to be useful. And I suppose there are ways of making things more relevant to him

T yes, taking the time to tell him how it will help him.

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