PERSON CENTRED ANNUAL REVIEWS: A VEHICLE TO FOSTER STUDENT ENGAGEMENT? AN EXPLORATION INTO STUDENTS', PARENTS/CARERS' AND SCHOOL STAFF'S PERSPECTIVES OF PERSON CENTRED ANNUAL REVIEWS AND THEIR IMPACT UPON STUDENT ENGAGEMENT

A thesis submitted of the requirements of the University of Cardiff for the Professional Doctorate in Educational Psychology

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I would like to thank all the people who have helped, inspired and motivated me leading up to, and throughout, my journey to become an educational psychologist.

Person Centred Annual Reviews: a vehicle to foster student engagement? An exploration into students', parents'/carers' and school staff's perspectives of person centred annual reviews and their impact upon student engagement.

Summary

This thesis is divided into three distinctive parts. Part 1 takes the form of a literature review, reviewing the literature in relation to the broad contextual changes in legislation for children and young people identified as having special educational needs or additional needs. It focuses specifically on the annual review process and the introduction of a new methodology; person centred annual reviews. The origins, the psychological underpinnings and the limited research in this area is presented, discussed and critiqued. Attention is then paid to the psychological construct of student engagement, its notion of being a multi-dimensional conceptualisation, the implications of the construct and how it is measured are presented. In the latter part of the literature review, the two areas of person centred annual reviews and the construct of student engagement are brought together as the basis for further research. The implications of bringing these two areas and ideas together are discussed specifically in relation to the role of the educational psychologist and the implications for professional practice. Finally, research questions are presented aiming to explore the impact of the new methodology of person centred annual reviews, using student engagement as an explorative lens. The literature review is not exhaustive, but aims to give a clear overview of contextual factors, including changes in legislation and policy, as well as the rationale to the research by guiding the reader through a narrative towards the current research area and questions.

Part 2 of the thesis outlines the empirical study. It provides an overview of the current literature, the epistemology underpinning the research and outlines the methodology used. The findings are then reported and discussed, highlighting limitations of the research and areas for further research. Furthermore, attention is paid to the implications of the educational psychologist and for professional practice.

Part 3 of the thesis, the major reflective account, discusses the contribution to knowledge the current research and findings have provided. Furthermore, a critical account of the research practitioner will be presented. Reference will be made particularly in relation to the role of the educational psychologist and professional practice for those using or planning on using the approach. In addition, with the advantage of hindsight, changes to the decisions and processes made will be outlined and discussed, leading to potential areas of further research.

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Part 1: Literature Review

Part 2: Empirical Study

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List of Terms and Abbreviations

ALN: Additional Learning Needs

AN :   Additional Needs

ANCo: Additional Needs Coordinator

AR: Annual Review

COP: Code of Practice

CYP: Children and Young People

EP: Educational Psychologist

DoH: Department of Health

PCP: Person Centred Planning

PCR: Person Centred Review

PCAR: Person Centred Annual Review

SEN: Special Educational Needs

SENCo: Special Educational Needs Coordinator

TEP: Trainee Educational Psychologist

WAG: Welsh Assembly Government

WG: Welsh Government

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Part 1: Literature Review
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Person Centred Annual Reviews: a vehicle to foster student engagement?

An exploration into students', parents'/carers' and school staff's perspectives of person centred annual reviews and their impact upon student engagement.

1.0. Introduction

Since the United Nations Convention on the Rights of the Child (UNCRC) (UNCRC, 1989), there has been a vast increase in the amount of legislation and literature in the U.K. surrounding the participation and exploration of children and young people's (CYP's) views (Department for Education and Skills [DfES], 2001a; 2001b; HM Government, 2003; 2004; Welsh Government (WG); 2012). These documents advocate not only that CYP's views are sought, are also heard, listened to, taken into consideration, and acted upon wherever possible. In 2010, the Welsh Government (WG) adopted the child's voice at the heart of all of its legislation, making this a statutory requirement for all those working with CYP. Furthermore, inspection frameworks for schools (Estyn in Wales and Ofsted in England) have incorporated seeking pupils' views and opinions into their inspection procedure, viewing the voice of the child as a key element of a successful learning environment (Estyn, 2008).

The advantages of involving children with Special Educational Needs (SEN) in assessment, planning and review processes have been documented in the literature (Harding & Atkinson, 2009; Roller, 1998). Benefits reported here included increased motivation, independence, and perception of personal control, together with the development of meta learning skills such as reflection, planning and monitoring. Knowledge of learning styles and individual strengths and difficulties, personal responsibility for progress, a greater responsibility for change, boosting confidence and self image are also reported (Gersch, 1996; Harding & Atkinson, 2009; Roller, 1998). The procedures supporting CYP with SEN or additional needs (AN) are outlined within the Code of Practice (CoP) (DfES, 2001a; WAG, 2004) and the SEN toolkit - Enabling Pupil Participation (DfES, 2001b). These procedures follow a graduated response resulting in the implementation of an individual education plan (IEP), outlining the targets the CYP are working towards. The CoP states that CYP, together with school staff and parents, should be involved in the development and reviewing of these working documents. Research exploring how children were

involved in developing and contributing to their IEPs suggested that students do have a 'unique knowledge' of their own learning and needs, suggesting that this has a positive impact on pupil participation through their engagement with their learning (Goepel, 2009). Gersch (1996) notes that it is negotiating and involving the student in their learning which enhances a sense of ownership for the student contributing to successful outcomes. Furthermore, those whose voice is overlooked are in danger of becoming disengaged from learning (Goepel, 2009). Thus, it is not surprising that there is a drive through policy and legislation to involve and further engage students in their learning and education today.

Despite these benefits, as well as the legislative and moral imperative in increasing the participation of CYP, research suggests that gaining CYP's views does not always occur (Armstrong, Galloway & Tomlinson, 1993), with too few children participating and being involved in their education (Vis, Strandbu, Holtan & Thomas, 2011). It has been suggested that young people are being passive beneficiaries of services by adults, silenced by professional discourses (Armstrong, 2007; Fernandez, 2011; MacConville, 2006) being done 'to' rather than collaboratively 'with' them (Greig, Taylor & Mackay, 2013). One group of individuals who have been acknowledged as underrepresented within the literature is CYP with SEN or AN (Armstrong et al., 1993, Harding & Atkinson, 2009).

1.1. Annual Reviews

As part of the graduated response outlined in the CoP (DfES, 2001; WAG, 2004), those students whose needs require additional support are assessed by the local authority and may be issued a Statement of SEN. The Statement outlines the students' needs and objectives of how their needs are to be met. Students with a Statement of their SEN are required currently, by law, in both England and Wales, to have an Annual Review (AR) of their Statement (DfES, 2001; WAG, 2004), which has been described as *"a critical event in the child's year"* (Jones & Swain, 2001, *p.60*). The process, requirements and aims of the AR are outlined in each countries respective CoP, and includes gathering and sharing progress information of the focus student by all those involved, such as parents/carers, school staff and other

professionals (DfES, 2001; WAG, 2004). Jones and Swain (2001) report that parents are often blinded by *"jargon and education speak"* (*p.60*), sometimes feeling that their views of their children are not being listened to. This in turn impacts upon their perception of feeling valued in principle and being devalued in practice. Addressing this, along with improving other areas of practice, are the aims of current changes in legislation (DfE, 2011, 2012, 2013; WG, 2012a). These will be presented later within the literature review.

As previously articulated, there is a clear and strong message identifying the valuable and unique contribution of student participation (Armstrong et al., 1993; Aston & Lambert, 2010; Goepel, 2009). This is also documented within the CYP's contribution to the AR process: *"Wherever possible, pupils should also be actively involved in the review process, attending all or part of the review meeting. They should be encouraged to give their views on their progress during the previous year; discuss any difficulties encountered; and share their hopes and aspirations for the future."* (DfES, 2001, 9:19).

Aston and Lambert (2010), in their longitudinal research in a large educational psychology service, ascertained young people's views on their involvement in decision-making of their education and future. Their findings suggest that the meetings currently in place to enable CYP to participate were not conducive for them to be able to make a valuable contribution, *"Meetings are rarely set up so that the young person can make a contribution"* (*p.46*). Aston and Lambert (2010) suggest the use of "person centred" practices in order to enable the young person's participation, as well as, a broader focus to ensure CYP are fully included in decision making-processes which affect them.

1.2. Current Policy

As previously noted, the assessment and procedures for CYP identified as having SEN are changing in both Wales and England. In Wales, the WG have set out proposals for the reform of the legislative framework for SEN (WG, 2012a). The proposals were made due to current legislation of the statutory process being over

30 years old, out of date and not engaging CYP and their families fully in the process (WG, 2012a). The reform aims to build upon existing good practice, based upon the United Nations Convention on the Rights of Children and Young Persons (Wales) Measure (2011), and will be introduced on a phased basis. There are numerous proposed changes aiming to improve outcomes for CYP and their families. These are outlined in the consultation document: 'Forward in partnership for children and young people with additional needs: proposals for reform of the legislative framework for special educational needs' (WG, 2012a). Within this document, point 1.13 proposes "*We intend to replace the framework for the assessment and planning of provision for children and young people with SEN with a simpler more person-centred system*" (WG, 2012a, *p.4*). Key aspects of a person centred approach, and how they aim to achieve this way of working, are also presented within the document, and will be discussed later in this literature review. In addition to this consultation document, the WG have produced a young people-friendly document (WG, 2012a) outlining what improvements will be made, which is accessible for CYP themselves. These improvements include: CYP can take part in their education, and be the best they can be; CYP can take part in the plans and decisions that affect their lives; planning and information is easy to use, understand, and obtain, and flexible for everyone, including parents/carers and professionals (WG, 2012b).

In England, the Green Paper, 'Support and Aspiration: a new approach to SEN and disability' produced by the Department for Education (DfE, 2011,2012), along with the Children's and Families Bill (2013), present Government plans for an integrated assessment of SEN and disability, including an Education, Health and Care Plan (EHCP). This process aims to link support across services, and reflect the family's ambitions for their child (DfE, 2011, 2012; 2013). It aims to promote the involvement of children, young people and parents at the heart of legislation, through the use of person-centred practices, focusing more specifically on their views and wishes through the development and focus on clear outcomes.

Therefore, in both England and Wales, changes are being made through the relevant policies and documentation, aiming to improve outcomes for CYP and their families. Common themes and desired outcomes can be identified across the two countries in improving the processes and procedures for CYP with SEN. These include creating

conditions that encourage innovative and collaborative ways of providing better support; focusing on positive aspects; and building on the success of the CYP, and truly involving them and those important to them in the process. It is proposed in both countries that this will be achieved through the use of person centred systems and approaches. The use of these person-centred systems and approaches forms the basis for this literature review.

1.3. The Search Criteria

In order to produce this literature review, databases including PSYCHINFO, PsychArticles, ERIC, and Google Scholar were searched for relevant literature relating to the research focus until December 2013. The searches focused upon two lines of enquiry: studies investigating person centred reviews and studies on student engagement. The first search criteria included keywords such as "person centred reviews", "person centred meetings" and "person centred planning". The second search criteria included keywords such as "student engagement" and "school engagement". Both searches focused upon research with CYP, however, due to limited research to date found, relevant adult research is also presented to guide the reader to the focus of the current research area proposed. In addition to the literature search presented, further articles were identified through an organic process of inspection of the references of articles identified, and obtaining further literature.

2.0. Person Centred Planning

Person Centred Planning (PCP) originated in North America (NA) in the late 1980's (Robertson et al., 2005). It was initially introduced in the UK within the health profession, particularly with those working with adults identified as having a learning disability (LD). Its use has been translated into, and advocated within, relevant guidance and legislation, such as 'The Valuing People' white paper (Department of Health [DoH], 2001) and 'Aiming High For Disabled Children: Better support for families' (DfES, 2007). Despite the longstanding existence of PCP, there is no universal definition of it (Claes, van-Hove, Vandevelde, van Loon & Schalock, 2010). It has been described as a selection of tools and approaches based upon shared values used to plan 'with' the focus individual, not 'for' them. PCP is conducted

collaboratively focusing on community presence, community participation, positive relationships, and the respect and competence of the focus individual (Claes et al., 2010). It aims to promote inclusion, ensuring that the needs and aspirations of the focus individual are heard, and collaboratively worked towards by those important to and supporting the individual. It also ensures that they are treated as a valued participant in the process, rather than a service user or beneficiary (Harman & Sanderson, 2008). It is a step to enabling the effective inclusion of the participants whatever their needs and abilities, whilst having genuine regard for their views, and ultimately empowering them through the process.

Sanderson (2000) outlines five key features that are recognisable in all PCP approaches and practices:

1. the person is at the centre;
2. family members and friends are partners in planning;
3. the plan reflects what is important to the individual, their capacities, and what support they require;
4. the plan results in actions that are about life, not just services, and reflect what is possible, not just what is available; and,
5. the plan results in ongoing listening, learning, and further action.

Numerous tools have been developed in order to facilitate this way of working, and to ensure that the aims of the approach are met. Such tools include PATH (Planning Alternative Tomorrows with Hope), MAPS (Making Action Plans), communication charts, one-page profiles (OPP) and learning logs (Falvey, Forest, Pearpoint & Rowenberg, 2003; Murray & Sanderson, 2007; Sanderson, 2010; Sanderson, Mathiesen & Erwin, 2006). A full exploration and description of all the tools available is beyond the constraints of this literature review.

Despite the development of these tools, Carl Rogers who strongly advocated the use of person centred approaches suggests that working in a person centred way, aims to establish a context that will enable the focus person to express his/her wishes and values. This suggests that the use of the tools and approaches alone are not sufficient, requiring an understanding of the philosophy underpinning and aims of

working in such a way. Furthermore, Taylor-Brown (2012) suggests that from a humanistic perspective, 'person centred' is *not a technique, tool or strategy but a way of thinking, approaching and relating to the world'* (p. 55). She refers to person-centred definitions incorporating both a philosophy and the tools. Therefore, it appears PCP is a way of thinking, an empowering philosophy underpinning the way people work with service users as equals, a process not a single event, which can be facilitated and assisted through the use of person centred tools and approaches, such as those outlined above.

In addition to these key features and psychological underpinnings of PCP, there is an argument that PCP has philosophical underpinnings based upon the Human Rights and Disabilities movement which both focus upon and advocate equality. It is beyond the scope of the current literature review to discuss these philosophical underpinnings and therefore will focus wholly upon the psychological underpinnings alone of PCP.

2.1. Effectiveness of PCP

Despite the use of PCP in the U.K. today, and the existence of a considerable amount of literature and legislation advocating its use (DfE, 2011, 2012, 2013; DfES, 2007; DoH, 2001; WG, 2012), there has been little research conducted to date, exploring its effectiveness (Claes et al., 2010). Furthermore, the published research has mainly focused on adults with intellectual and developmental disabilities with little being published on its impact or usefulness with CYP (Warner, 2012). Attention is now drawn to the current research published on PCP, outlining procedures and findings which will be critiqued before focusing more specifically on PCP approaches with CYP and its use within education.

Robertson et al., (2005) were commissioned by the DoH to conduct a project evaluating the impact of the introduction of PCP on the life experiences of people with LDs. They were also to consider the nature and costs of the support provided; and to identify personal, contextual and organisational factors which appeared to either facilitate or impede the introduction and effectiveness of PCP. The results of this longitudinal, large scale study pointed to PCP tending to improve the life experiences for people with LDs. Improvements were found in community

involvement, contact with friends, contact with family and choice in their lives. However, findings varied across the participants' domains of 'quality of life' in both a positive and negative direction (Robertson et al., 2005, *p. iii*). There was no apparent impact on inclusive social networks, employment, physical activity and medication. Furthermore, physical health and emotional and behavioural needs suggested a change in a negative direction. Within the project, it identified differences and inequalities of the implementation of plans, depending upon the area of individual needs and across different contexts. People with mental health, emotional or behavioural problems were less likely to receive a plan, as were those diagnosed with autism. Contextual factors were also reported to impact upon the associated benefits of PCP. The existence of more person centred practices prior to the project was associated with increased chances of getting PCP. Furthermore, living nearer to one's family also increased the chances of its implementation. From the findings, implications from policy and practice were suggested. These recommendations included: the maintenance and investment in PCP; the development of systems for monitoring the delivery and impact of PCP, ensuring that services have the capacity and systems for delivering PCP; and to continue learning about the conditions under which PCP delivers the maximum benefit for people with learning disabilities. Overall. the findings of the project indicated that PCP improves the life experiences of people with learning disabilities, without any significant additional service costs. There are differences in the associated benefits depending upon the disability of the individual along with contextual factors. Furthermore, organisational factors were identified which required attendance to facilitate successful implementation of the approach.

The generalisability of Robertson et al's (2005) findings is limited to those who participated within the research, focusing specifically upon an adult population (16 years - 86 years). As the research was conducted during the early implementation stages of the approach, it could be argued that as the approaches and philosophy become more embedded within practice, additional implications, benefits and/or limitations of PCP may become apparent. In addition, no control group was used within the research, therefore, it is not possible to make comparisons to other approaches of supporting adults identified with LDs. Furthermore, it should be noted that as the research was commissioned by the DoH, the researchers' active

participation and investment in the delivery and implementation of the approach could raise concerns of possible researcher biases, due to potential motivation to find supporting/positive findings in favour of the approach.

Building upon the overall positive findings from Robertson et al.'s, (2005) research, a review of the status of effectiveness research related to PCP was conducted by Claes et al. (2010) through a meta-analysis of current research. These findings provided less positive results. The three objectives of the research were: (a) to review the current status of research into the effectiveness of PCP, (b) to describe the effectiveness of PCP in terms of outcomes or results, and (c) to discuss the effectiveness of PCP in relation to evidence-based practices. Their systematic literature review identified 15 articles matching their inclusion criteria. The studies used within this meta-analysis included mainly quantitative studies with few participants. Furthermore, there was no clear definition of PCP across the studies raising difficulties in the measurement of its effectiveness and comparisons between studies. Their findings suggested that this way of planning has a positive, but moderate impact on personal outcomes for individuals within this population. However, the evidence is weak in relation to criteria for evidence-based research.

From the literature presented, looking into the effectiveness of PCP, the research demonstrates some moderate, positive improvements for adults with LD involved in PCP approaches (Claes et al., 2010; Robertson et al., 2005), mainly adopting a quantitative methodology (Claes et al., 2010). These improvements can, however, vary depending upon contextual factors, and the area of need of the focus individual (Robertson et al., 2005). Despite the limited published research into the effectiveness PCP with CYP (Warner, 2012), whilst drawing upon the documented benefits of participation for CYP (Harding & Atkinson, 2009; Roller, 1998), it could be hypothesised that similar benefits as those associated for adults, such as improvement in social inclusion and ability to make choice, may be applicable for CYP. As documented, contextual factors may have an important bearing on the impact of PCP and its implementation and, therefore, attention will now be drawn to the important influence the school context can have for CYP using PCP approaches.

2.2. PCP in Education

The use of PCP and associated approaches with CYP in education has been documented for children with varying needs. These needs include those with multi-sensory impairment (Taylor, 2007), visual impairment (Hayes, 2005), and those with social and emotional difficulties (SEBD) (Taylor-Brown, 2012). Numerous tools and techniques to enhance professionals' work using PCP approaches have been identified (Sanderson, Acraman & Short, *n.d*). Some of these approaches include the use of OPP and person centred reviews (PCRs) (Sanderson & Mathiesen, *n.d.,* Taylor-Brown, 2012; Warner, 2012). However, these practices are relatively new and research within this area is limited. PCRs have been developed and adapted from essential lifestyle planning with adults with learning disabilities (Smull & Sanderson, 2001), and were initially introduced into transition reviews for students in Year 9 in preparation for post-school as part of a national programme (Wertheimer, 2007). The PCRs build upon, and use PCP approaches to ensure that the student is the focus of the meeting, is at the centre, and is an active participant, sharing information and contributing to the decision making process.

PCRs have been described as:

"a powerful approach that fosters a spirit of willingness to participate; supports positive and productive review outcomes and helps people go away feeling their contribution is valued" (Sanderson & Mathiesen, *n.d., p.1*).

PCRs differ in structure to 'traditional' AR meetings. The PCR is modified slightly to accommodate and address the needs of those present within the meeting. Although PCRs are adapted to suit the individual in question, generally speaking they follow a specific format. Within the WG proposals for legislative change for CYP identified as having SEN, key aspects of using a person centred approach, specifically focusing upon the PCRs, have been reported (WG, 2012a). These key aspects are:

- it considers the 'whole person' and not just their diagnosis or what they cannot do; it considers all aspects of their lives;
- children and their parents/carers are partners in the planning process;

- it identifies issues and what action is needed to address them, by whom and by when;
- it is based upon the following key questions:
  - what is important to the CYP?
  - what is important for the CYP?
  - what is working well?
  - what is not working?
  - what are the child's or young person's strengths?
  - what challenges does the child or young person face?

(WG, 2012a, *p.21*).

One model which has been implemented into schools is that the PCR is chaired by a 'facilitator', as advocated and provided by Helen Sanderson Associates. This 'facilitator' may be a member of school staff or a professional from an external agency. Eight large blank sheets are pinned to the walls of the room, and all attendees are invited to write on these sheets throughout the meeting. Attendees are given the opportunity to prepare for the meeting prior to attendance by being given the different headings for discussions. The students are active participants in the preparation of the meeting, being given the decision as to who is invited, the refreshments available and which music is played prior to the meeting commencing. The students also play an active role as participants within the meeting themselves by sharing information gathered for their OPP and other preparatory work. This is often achieved through the student delivering a speech, a PowerPoint presentation, or documentation at the beginning of a person centred annual review (PCAR). The students are also encouraged to participate in the discussions and contributions made to the different headings on the papers on the walls throughout the review. PCARs are collaborative, with equal chance for participation, aiming to ensure that everyone is given the opportunity to share their views. The facilitator takes the communication level of the young person and their family into account, and presents information in an accessible way (Hayes, 2004). Additionally, it has been suggested that these types of meetings may support the individuals concerned to participate in a meaningful way (Taylor-Brown, 2012).

Further adaptations are documented including those for students with visual impairment (Hayes, 2004) and young people with social emotional and behavioural

difficulties (SEBD) (Taylor-Brown, 2012). In addition, different techniques, such as the use of solution-orientated approaches, have been incorporated to help facilitate the review process (Taylor-Brown, 2012).

2.3. Psychological Underpinning of PCRs

Two main areas of psychology have been identified within the literature as underpinning the PCR process. These two areas are: humanistic psychology (Taylor-Brown, 2012; Warner, 2012) and positive psychology (Warner, 2012).

2.3.1.Humanistic Psychology

Central to humanistic psychology is the work of Carl Rogers who believes that individuals have vast resources within themselves to facilitate change (Rogers, 1957). Rogers wrote about the importance of relationships between individuals, focusing mainly on the relationship between the therapist and client. However, he reported the importance of this relationship within different contexts. Rogers suggests three core conditions which assist with the development of this relationship or *'therapeutic alliance'.* The first condition is related to *'genuineness, realness, or congruence'* (Rogers, 1979, *p.1*). Rogers describes the importance of demonstrating collaborative working or congruence with the client in a genuine way. The second condition is that of unconditional positive regard whereby the therapist maintains an interest and caring attitude, regardless of what the client has shared, e.g., even if the therapist does not agree with the client. Rogers proposes the final condition to be empathy. He proposes that this can be achieved through the discussion of emotions, describing the perceived feelings of the individual being and reporting it back to them, and finds this has a positive impact on promoting change. Rogers believes that if these three elements are adhered to, it facilitates change through the individual developing a more caring attitude towards themselves.

Arguably, these factors can be linked to PCRs, as the reviews place the student at the centre of the process, providing them with the opportunity to share their views, and to ensure that their views are heard. This aims to provide an opportunity where the student is able to view themselves as important in the process. It promotes unconditional positive regard through the exploration of what others 'like and admire' about the focus student, and through sharing these thoughts and feelings with the student. Furthermore, it is also developed through viewing the student as a whole; looking holistically and enquiring about their life outside of school; and by giving them the choice of some fundamental aspects of the meeting, for example, who attends and how it is arranged.

2.3.2. Positive Psychology

The term 'positive psychology' is relatively new. It originated from Martin Seligman who argued that historically psychology has been interested in, and concerned with mental illness and treating and alleviating disorders, and proposed that, in contrast, we should be interested in what makes life worth living. Positive psychology has been presented as relevant for educationalists (Swinson & Harrop, 2012), and has impacted on educational psychology in recent years (Joseph, 2008). This has led to a shift from deficit-based definitions of learning difficulties to a focus on positives, e.g., what is going well, successes and mastery of skills. Building upon children's positive qualities, in order to promote his/her well-being, development and learning have been proposed (Joseph, 2008).

Positive psychology has been suggested as an underpinning theory for PCP. Through asking attendees what they *'like and admire'* about the student, the meeting begins in a positive manner, focusing upon positive attributes, rather than what their difficulties or deficiencies are. Furthermore, the focus upon *'what is working'* currently for the student, enables attendees to build upon the current strategies and support in place to further assist them. Therefore, this methodology again focuses upon positive aspects and successes currently in place, ensuring they are identified and recognised, allowing them to be built upon and developed further wherever possible.

2.4. Research on Person Centred Reviews

To date there is limited research into the effectiveness of PCRs. Two research papers conducted in the U.K. were identified within the literature, focusing specifically upon transitional meetings (Taylor-Brown, 2012; Warner, 2012). From this limited research base, the findings suggest a positive attitude towards PCRs with them being described as *'better'* than traditional AR meetings (Taylor-Brown, 2012, *p.63*). Attention will now be paid to the research on PCRs. The findings of the studies reported are presented, critiqued and considered in the context of the aims and implications of the current research.

Taylor-Brown (2012), in her small scale qualitative study, explored how young people identified as presenting with SEBD experienced the process of person-centred transition review meetings. The findings reported a reduction in power imbalances, enabling the young people and their family members to participate fully in the meeting; the young people being viewed in a holistic way, thus, enabling new narratives to be shared; and positive experiences of the process, suggesting the ability to participate in formal discussions. Overall her research suggests that PCR meetings may support the meaningful participation of CYP alongside those who are important to them. One limitation of the research is that it focused on a small population of three students with SEBD all of the same age (Year 9) as well as attending the same provision. Therefore, the generalisability of the findings is limited due to homogenous group and small sample size. Furthermore, the methodology used (semi-structured interviews) and the data analysis (interpretive phenomenological analysis [IPA]) further reduce the generalisability of the results. Further limitations of the findings may be inferred because of the preparatory work and facilitator role within the PCR being conducted by a senior educational psychologist (SEP). Arguably the SEP, as a facilitator, may possess a different skill set (due to the training required for the profession and the psychology underpinning the approach) than other professionals working within schools, enabling her to facilitate the meeting more effectively. This may provide a bias in the findings based upon the skills of the facilitator rather than upon the approach itself. In addition, the research is conducted by an educational psychologist (EP) and since the relationship between the EP and SEP is not known, the possible seniority relationship may

provide researcher biases within the research. Consideration should therefore be paid to these limitations when interpreting the results and findings. Taylor-Brown (2012) articulates and reinforces the perception that 'person-centredness' is dependent upon a philosophy, rather than a specific set of tools, a process not a single event, as previously documented within this literature review.

Warner (2012) in her doctoral research also looked at transition PCRs, exploring the views of students and their parents/carers. The participants included 16 students: 14 of whom were in Year 6 (10-11 years old); 1 in Year 8 (12-13 years old); and 1 in Year 9 (13-14 years old). The sample of student participants was male dominant with a ratio of 12:4 male:female participants. She adopted a mixed-methods methodology, using qualitative methods to explore student and parental views of the PCR, and quantitative methods to measure students' locus of control. The measure of student's locus of control used a self-report measure and, therefore, limits the objectivity of conclusions made. Both measures were conducted before and after the PCR, enabling comparisons to be made. The research findings conclude that the PCR were perceived as a constructive and reassuring process for both parents and students, with the sharing of information in a relaxed and informal yet organised, structured process. No significant differences in the locus of control measure pre and post PCR for students were found, suggesting that the PCR did not impact upon students sense of control. Warner (2012) notes limitations of her research and identifies future research areas. Due to the focus within one local authority, on transitional reviews, the under-representation of female participants, and all students speaking English as a first language, the generalisability of the findings is limited. Furthermore, although acknowledged, Warner's research could arguably have a bias due to the investment of EPs in the process of the PCR and her placement within the LA where the research was conducted. Future research should be mindful of these issues. Additionally, as the research only sought parental and pupil views a suggestion for future research was to triangulate the research by exploring the perspective of school staff as well as to include students with English as an additional language (EAL).

2.5. Gaps in the literature

As previously articulated, although more recently there has been more interest in the use of PCP through PCRs with CYP, there is a dearth of research in this area (Taylor- Brown, 2012; Warner, 2012). This raises concerns about its implementation and its effectiveness for ensuring the participation of CYP, along with collaborative working with home and school. To date the limited research conducted has focused primarily on the process of PCRs from student (Taylor-Brown, 2012, Warner, 2012) and parental (Warner, 2012) perspectives. This research has been presented and critiqued as part of this literature review, with limitations suggested around potential researcher biases; difficulties associated with the generalisability of the findings, due to the populations used within the research, and the skill set of the facilitator of the PCRs; and the methodology used to obtain the data and results. In order to overcome these limitations, further research has been advocated in ensuring the representation of students with EAL, a variety of SEN, an ethnically-diverse sample and the triangulation of perspectives through obtaining school staff views (Warner, 2012). Building upon the areas of further research identified, due to the imminent implementation of the use of PCRs within schools in England and Wales due to the changes in legislation (DfE, 2011, 2012, 2013; WG, 2012a), it is argued that it would be beneficial to research the wider impact of PCRs. Since research suggests pupil participation increases engagement (Goepel, 2009), it could be suggested that through the aims and techniques used within PCRs to encourage and enable pupil participation, PCRs may impact upon engagement. Therefore, exploring the engagement of students within their PCRs and within school is potentially an informative and relevant area of research to pursue.

The following section of the literature review introduces the concept of student engagement as a framework to explore and investigate the wider impact of the PCR for participating students. This construct was decided as more appropriate than other engagement terms such as "school engagement" and "engagement" as it is based upon the notion that student engagement is an interactive process between the individual and the school systems around them, suggesting that practices and situations external to the student can foster engaging climates (Appleton, Christenson & Furlong, 2008). Therefore, it is felt that it is applicable in terms of

viewing PCRs as potential situations/systems which may impact upon and potentially foster student engagement. Furthermore, the construct of 'student engagement' provides a research focus on variables which may be malleable, unlike other variables such as socioeconomic status. This, provides an element of 'hope', control and focus, as in comparison to other researched predictors of academic and student success that are static. There is support for the idea that student engagement is malleable, and that this potentially can lead to the facilitation of positive educational outcomes for all students (Appleton et al., 2008; Christenson, Sinclair, Lehr & Godher, 2001).

Attention is now given to the differing conceptualisations of student engagement, the notion of the construct being multidimensional, how it is measured and how it can be increased.

3.0. Student Engagement

Student engagement has been identified within the literature as key to improving desirable schooling outcomes (Kortering & Braziel, 2008) and a predictor of academic performance (Appleton et al., 2008). It has been suggested that being more engaged in their education and learning is *"vital to a student's educational success and subsequent development into a competent member of society"* (Wang & Peck, 2012, *p.1*), with those more engaged achieving higher grades and success (Li & Lerner, 2011).

Research supports the connection between engagement, achievement and school behaviour across different levels of economic and social advantage and disadvantage (Appleton, et al., 2008; Klem & Connell, 2004). Data obtained from the 2006 High School Survey of Student Engagement (HSSE) (Yazzie-Mintz, 2007, based upon responses from 81,499 students in grades 9 to 12 from 110 schools in 26 states across the USA, illustrates the applicability of the engagement construct to all students (Yazzie-Mintz, 2007). This is further supported by Appleton et al. (2008) and Christenson et al. (2012). Furthermore, building upon the applicability to all students, (Appleton et al., 2008; Yazzie-Mintz, 2007) the data obtained from the HSSE identified specific populations of students who were less engaged than their peers (Yazzie-Mintz, 2007). Students who were identified as being less engaged

across all high schools included male students, students from an ethnic minority, students from a lower socioeconomic level, or students who were in special education. Therefore, since student engagement has been identified as a key determinant of educational success for all students, with specific populations being identified as more likely to be less engaged, determining and addressing ways to engage these identified vulnerable populations is arguably a key area in which researchers, politicians and educators should be interested. Saying this, in order to be able to attribute and measure students' successes, or failures to their engagement, or lack of it, within school, it is important to understand what is meant and understood by the term and psychological construct of 'student engagement' (Carter, Reschly, Lovelace, Appleton & Thompson, 2012).

3.1. What is student engagement anyway?

The concept of student engagement has a relatively short history (Appleton et al., 2008). It was first identified within the literature of school-drop-out (Kortering & Baziel, 2008), attempting to identify ways in which to reduce the number of student drop-outs from schools. However, more recently, exploring ways to enhance student engagement, as a means of understanding student behaviour and performance, and for addressing student needs, has become an area of interest for researchers. Published journals (California School Psychologist, 2003, 8) and books (Christenson, Reschly, & Wylie, 2013) are now dedicated to the topic. Despite the increase in interest in the area, there is considerable inconsistency in the definition and construction of 'student engagement' (Appleton, Christenson, Kim, & Reschly, 2006; Appleton et al., 2008; Eccles & Wang, 2013; Fredricks, Blumenfeld & Paris, 2004). A myriad of different conceptualisations, describing definitional similarities and differences exist within the literature (Appleton, et al., 2008; Eccles & Wang, 2013). These numerous perspectives are apparent from within several fields, both within, and outside of psychology (Eccles & Wang, 2013). Reschly & Christenson, (2012) believe this has resulted in the broadening of the definition and a *'conceptual haziness'* (Appleton et al., 2008) of the conceptualisation. Appleton et al., (2008) collated and presented the varying names for the engagement construct, providing corresponding definitions used by researchers. As one may expect, these differing

perspectives and interpretations of the construct have numerous implications for its use, operationalisation and measurement (Appleton et al., 2008). Greater clarity and a clear definition of the construct has been described as beneficial and necessary within this topic area (Appleton et al., 2008; Reschly & Christenson, 2012).

One explanation of the breadth of the conceptualisation of student engagement, consistent with the previously presented avenues of research, could be that as explained by Eccles & Wang (2013). They postulate there being two avenues in which research relating to student engagement has taken within the past 20-30 years. The first being work surrounding drop-out prevention and 'at-risk' populations and second, the work grounded in psychological motivation theory which is more closely linked to academic motivation, achievement and outcomes.

3.2. Engagement as a multidimensional construct

One consistent theme identified across the myriad of definitions and constructs of student engagement is the notion that it is multidimensional, with numerous components, aspects or subtypes contributing (Appleton, et. al., 2006, 2008; Fredricks, Blumenfeld & Paris, 2004; Furlong et al., 2003). Typically, student engagement is described as consisting of two or three components (Appleton et. al., 2008). Those researchers espousing a two-component subtype include a behavioural and an emotional or affective subtype. Positive conduct, effort and participation in academic and extracurricular activities are believed to contribute to, and make up the behavioural subtype (Carter et al., 2012). Interest, identification, belonging, positive attitude about learning, and connection to the school environment are believed to contribute to the emotional or affective subtype (Appleton, et al., 2008; Carter, et al., 2012). In more recent reviews of the literature a tripartite conceptulatisation has been suggested. This third subtype; cognitive factors, are believed to contribute to the construct (Fredricks et al., 2004) including self-regulation, learning goals and investment in learning (Appleton et al., 2008; Carter, et al., 2012).

Furthermore, more recently, researchers have also been interested in another dimension, suggesting a fourth subtype; academic (Appleton et al., 2006). This forth

subtype includes variables such as time on task, credits and homework completion (Appleton & Lawrenz, 2011). The four subtypes conceptualisation brings together many separate lines of research, e.g. belonging, behaviour, participation and motivation (Appleton et. al., 2008), and link with important aspects within schools today (Kortering & Braziel, 2008). The four subtype taxonomy aims to provide understanding of students' level of engagement taking into consideration the learning environment and other contributory factors which impact upon the quality of the fit between the student, the learning environment and the factors that influence that fit (Appleton et al. 2008). Figure 1 depicts the four subtypes, the contextual factors influencing them, and examples of their respective indicators as proposed by Appleton et al., (2006), and the potential outcomes. Furthermore, it demonstrates indicators for each subtype. For example, academic engagement consists of variables such as time on task, credits earned and homework completion. Attendance, suspensions, voluntary classroom participation and extra-curricular participation are indicators of behavioural engagement. Appleton et al., (2006, 2008) propose that both the academic and behavioural aspects are observable and information surrounding these can be obtained from school staff. However, cognitive and psychological engagements include less observable, more internal indicators. These include self-regulation; relevance of school work to future endeavours; value of learning and personal goals and autonomy, for cognitive engagement; and feelings of identification or belonging, and relationships with teachers and peers for psychological engagement (Appleton et al., 2006). This four type-taxonomy aims to not only understand student levels of engagement, but also to explore the associations between the student and contextual factors (Appleton et al., 2006).
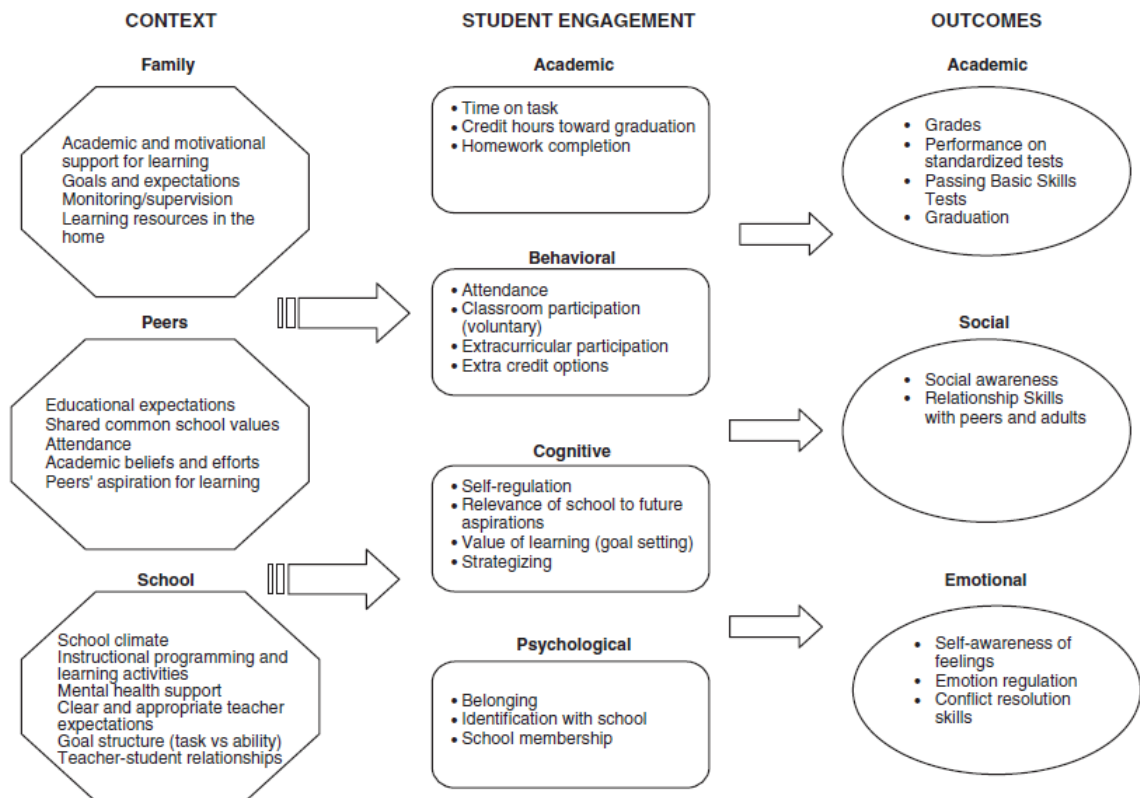
Figure 1.0. Student Engagement Model as proposed by Appleton et al., (2006)

3.3 .Underpinnings of the Four sub-type of Student Engagement

As previously articulated, student engagement is built upon psychological theories of belonging, behaviour, participation and motivation together (Appleton, et al., 2006). Self-determination theory (SDT) (Ryan & Deci, 2000) provides a theoretical framework for which this construct of student engagement can be built upon and clarified (Appleton et. al., 2008). It moves away from looking solely at motivation as the key determining factor of student engagement, and acknowledges many other factors, mainly external to oneself, which may act as catalysts, impacting through facilitation or hindering student engagement (Ryan & Deci, 2000; Reschly et al., 2008).

SDT identifies the importance of contextual factors and the students' experiences and their own perceptions of these, linking closely with other psychological theories, such as ecological systems theory (Bronfenbrenner, 1992). Therefore, student engagement is not conceptualised as an attribute of the student themselves, something which is innate, but rather refers to a state of being which takes into

consideration the impact and influences of contextual factors (Appleton et al., 2006 2008; Reschly et al., 2008). It is believed that these contextual factors such as home, school and peers can have a highly influential impact upon student engagement (Furlong & Christenson, 2008). Furthermore, it views motivation as a precursor of engagement rather than a 'part' of engagement, with engagement mediating the relationship between motivation and school success (Eccles & Wang, 2013). This suggests that motivation is necessary ,but not sufficient for student engagement (Appleton et al., 2006). SDT proposes three innate psychological needs: competence, autonomy and relatedness; proposing that through experiencing these needs and ensuring they are met, the individual will foster greater internal motivation and therefore, engagement in activities (Ryan & Deci, 2000). By aiming to identify and build upon the precursors and contextual factors of student engagement, SDT assumes that positive engagement is most likely to occur when the contextual factors provide opportunities for students to fulfil their needs for competence, belonging and autonomy (Eccles & Wang, 2013). Therefore looking beyond the student themselves, and identifying and modifying external contributory factors which may be impacting upon their engagement, is important in order to facilitate engagement. Furthermore, a cyclical process has been suggested in that the reciprocal interactions between supportive contexts and student engagement result in a cyclical process, in increasing both the perceived support of the context, and subsequently student engagement (Appleton et al., 2006).

3.4. Measuring Student Engagement

As would be suggestive of the varying definitions and constructs of student engagement, there are also numerous measures reflecting these, along with the different disciplinary perspectives and theoretical frameworks in which they originate (Fredricks, McColskey, Meli, Mordica, Montrosse, & Mooney, 2011). To date, the majority of the research on student engagement focuses on more observable indicators suggestive of the behavioural and academic subtypes of the engagement concept (Furlong & Christenson, 2008). This is despite evidence suggesting the importance of the cognitive and psychological subtypes (Appleton et. al., 2008). Appleton et al., (2006) propose that student self-measures may be the most valid

and reliable way to capture the cognitive and psychological subtypes of the construct.

A systematic review of the literature searching for student engagement instruments was conducted by the National Center for Education Evaluation and Regional Assistance (Fredricks et al., 2011). In their report, they identified within the literature twenty one different measures of student engagement which met their inclusion criteria. They identified three different types of measurement methods: student self-reports, teacher reports and observational measures. The student self-reports involved the student responding to items presented using likert scales, for example, rating from 'strongly agree' to 'strongly disagree'. Teacher reports used similar rating scales as the student self-reports, however, are based on teachers' perceptions of the students. The observational measures involve direct observations of individual's behaviour. This was achieved through coding systems to record observations and was conducted systematically. The observations were conducted by a trained observer. For a more in-depth description of the different types of measures and an overview of them in turn, see Fredricks et al. (2011). Of the twenty one measures reported by Fredricks et. al, (2011), fourteen were student self-report reports. Of these student self-reports, five assess three dimensions of engagement, five assess two dimensions of engagement, and four assess one dimension. Nine of the measures were worded to explore engagement in school in general and five explored engagement at a class level.

It has been suggested that there is a great need for better measures and methods of study of student engagement (Eccles & Wang, 2013), as it is not possible to gauge if student engagement is improving unless it can be measured *'accurately and appropriately'* (Eccles and Wang, 2013 p.136). Eccles & Wang (2013) advocate the use of multiple methods (e.g. survey and interviews) from multiple informants (e.g. teacher, student and parent) in order to obtain data and evidence of the different components of the construct. They suggest that in doing so it would *'offer a more comprehensive and diverse perspective' (Eccles & Wang, 2013, p.137).* Furthermore, it has been noted that there is a notable lack of 'student voice' or student perspectives in the literature on student engagement (Taylor and Parsons, 2011).

3.5. Increasing Student Engagement

It has been suggested that student engagement is malleable (Appleton et al., 2008), and that with the correct mediation student engagement can develop and increase. However, the development and delivery of interventions to increase, ensure and maintain student engagement in schools has been described as "*the single most important challenge for our schools"* (Korterin & Braziel, 2008, *p.464*). It is believed that effective interventions address student engagement comprehensively, incorporating all aspects of the construct; academic, behavioural, cognitive and psychological (Appleton et al., 2006). Within this, the social, interpersonal aspects of school, ensuring the supportive connections to key adults and peers are also addressed (Furlong & Christenson, 2008). Furlong and Christenson (2008) postulate that providing opportunities for success in schoolwork and communicating the relevance of schooling experiences to students' future endeavours are necessary to help students meet academic goals. In addition, it is equally important to create a caring and supportive environment and to help students with personal problems, and these are necessary conditions to facilitate students reaching social goals (Furlong & Christenson, 2008). Students' engagement is influenced by the context, including instructional support from teachers as well as the support from home; both academically, and motivationally (Christenson & Thurlow, 2004). Therefore, it is proposed that by manipulating factors within the school environment, other contexts, and the interaction between home and school, it is possible to target different aspects of the student engagement construct which will in turn impact upon student engagement (Carter, et al., 2012).

Furlong and Christenson (2008) discuss facilitators and indicators of engagement as providing the conceptual base for creating an assessment to intervention link for students who are showing signs of disengagement. Indicators of engagement convey a student's degree or level of connection with school and learning, such as attendance patterns, accrual or credits, and perceived competence. Facilitators of engagement are contextual factors that influence the strength of the student connection with the school. Facilitators of engagement have implications for intervention, identifying which aspect of the student engagement construct requires further development (Furlong & Christenson, 2008).

Significant enhancement of student engagement has been noted within the literature through the implementation of the 'Check and Connect' (Appleton et al. 2006, 2008; Reschly & Christenson, 2012) intervention. This mentoring intervention aims to promote student success and engagement through the development of relationships, problem solving, and persistence for marginalised groups (Reschly & Christenson, 2012). A key component of the intervention is the involvement of the families along with providing the student the opportunity to provide their perspectives and student goals (Appleton et al., 2008; Reschly & Christenson, 2012). Improvements have been noted in terms of attendance, reduction in truancy and parental involvement (Lehr, Sinclair, & Christenson, 2004).

In light of the theory and research reviewed, it is worth noting that the development of the construct of student engagement, along with the majority of the research conducted in the area has been conducted within America. The applicability of the construct to students within the UK is not yet known. The literature review will now bring together the two areas presented; PCARs and student engagement. Implications will be discussed in relation to these on the role of the EP.

4.0. Student Engagement and PCRs

The need for new models or theories of student engagement more specifically applicable to classroom and learning environments has been suggested within the literature (Eccles and Wang, 2013). Student engagement provides us with an element of 'hope' and control in that it enables us to focus on alterable variables including those related to the development of students' perceived competence, personal goal setting and interpersonal relationships, to offer students optimism for a positive outcome. The conceptualisation of student engagement with school is linked with systems-level theories, such as those proposed by Bronfenbrenner (1992) postulating that levels of student engagement can vary as an influence of student interactions with contexts (Reschly et al., 2008). There is reason to believe that reciprocal interactions among supportive contextual influences and student engagement result in cyclical increases in both the support perceived from educational contexts and subsequent student engagement (Reschly et al., 2008).

The four-type construct of student engagement as described by Appleton et al., (2006) uses SDT to underpin the construct, and acknowledges and emphasises the contextual and environmental factors as contributing to student engagement. By drawing upon this construct, it could be hypothesised that the PCAR process could provide students with the supportive environment required to foster student engagement. This can be assumed due to the supportive nature of the approach, the collaborative working between home and school, whilst ensuring the student is actively participating and involved in the process. Furthermore, drawing upon the 'indicators' and 'facilitators' of student engagement, as suggested by Furlong & Christenson (2008), it could be proposed that the information gathering stages of the PCR process, for example, the OPP, preparation of Powerpoint presentation, along with the information shared by parents and professionals could act as facilitators of student engagement. The collection and sharing of this information within the PCR could act as an indicator of student engagement, which could result in actions being developed to focus upon specific areas of the construct, acting as further facilitators. Since a lower level of student engagement has been identified within the literature for those in special education (Yazzie-Mintz, 2007) in using this construct, building upon current proposals for changes in legislation (DfE, 2011 2012, 2013; WG, 2012a) and practice, may increase and improve outcomes for this identified vulnerable group.

4.1. Implications for Educational Psychologists and professional practice

The implications of the literature presented within this literature review are now discussed more specifically in relation to educational psychology. Attention is paid to the role of the EP, their involvement in PCRs and the potential implications for the profession.

Since the founding of the profession of educational psychology 100 years ago (BPS, 2013) there has been a great interest and discussion surrounding the definition and 'unique contribution' of the EP role (Ashton & Roberts, 2006). Furthermore, Gersch (2009) in his paper *'a positive future for educational psychology - if the profession gets it right'* reflects upon his personal experience as an EP and discusses a way forward for the profession in ensuring that EPs *'celebrate publicly and proudly what*

they can do' (p.17). It is argued that conducting research and explicitly demonstrating a role for EPs within different practices is imperative (Fallon, Woods & Rooney, 2010). Defining and demonstrating the role of the EP with the assessing and reviewing of students identified with SEN is timely with the current reform in both England (DfE, 2011, 2012, 2013) and Wales (WG, 2012a) for CYP with SEN or AN.

Arguably, the process of PCRs compliments and aligns with the practice of educational psychology. This can be identified through numerous aspects of the PCAR approach. Firstly, PCARs have a psychological underpinning(Warner, 2012), which as applied psychologists, EPs also draw upon psychological theory, literature and research to inform their practice. Secondly, PCRs work systemically, facilitating collaborative working between home and school. MacKay (2006) proposes that *'the EP is uniquely placed, in collaboration with others, to provide generic child psychology services, and that it is time for the profession to claim its natural heartland of holistic services to children and young people across the settings of home, school and community'* (p. 14). Furthermore, working with parents was one area which SENCo's identified as an aspect of the EP role which they valued (Ashton & Roberts, 2006).

The use of person centred practices have been documented, Aston and Lambert (2010) suggest that '*EPs must ... look beyond supporting schools to access young people's views through better organised and more "person centred" review procedures. Indeed, they are arguably very well placed to assist local authorities to develop supportive "cultures", "attitudes", "environments" and "systems"' (p.50).* Furthermore, Warner (2012) identifies from her exploration of students and their parents'/carers' views on PCRs, numerous implications for the profession of educational psychology. Her research is based upon the role for EPs in being facilitators in PCRs, however, she also suggests a more systemic role for EPs in the delivery of training, in order to develop the skills of alternative facilitators. Moreover, Warner (2012) advocates the importance of engaging students within the process, and collaborative working as both of these aims are relevant and congruent with the ethical, philosophical and theoretical underpinnings of the EP profession, which seeks to promote inclusion and access to support through empowering families (Warner, 2012, *p.123*).

Finally, PCRs aim to engage the student as an active participant in the process. Valuing pupils' views was one aspect identified by EPs as valuable to schools when questioned about their role (Ashton & Roberts, 2006). Furthermore, according to the Educational Psychology Service Report of the Working Group (DfEE, 2000) EPs are well placed to ensure that children's views are both elicited in a neutral way and included in plans being proposed for them.

Building upon one of the aims of working in a PCP way, through ensuring the voice of the focus individual is heard, there is considerable debate as to how the voice of the child is achieved, the best tools available (Aston & Lambert, 2010), and how EPs report the voice of the child (Harding & Atkinson, 2009). Hobbs, Todd & Taylor (2000) propose that a key concern for all EPs should be how to develop professional practice that genuinely enables the views of children and young people to be heard. Furthermore, Gersch (1996) considers that the genuine involvement of pupils is impossible without appropriate 'vehicles' for children to convey their beliefs and views. EPs as research practitioners should be interested in exploring best practice in order to achieve student involvement in their education. Therefore, the use of PCARs increases the participation of students in their education and potentially acts as an appropriate vehicle for students' beliefs and views to be expressed. Furthermore, EP involvement in the process enables EPs to apply psychology across the settings of home, school and the community.

Since EPs aim to improve outcomes for all students, CYP, engaging students with their education should be an area of interest for EPs. The construct of student engagement has become a topic of surmounting interest to EPs (Carter et al., 2012), and its use has been identified as a beneficial construct for school and EPs to draw upon to inform their work (Appleton et al., 2006; Betts, Appleton, Reschly, Christenson, & Huebner, 2010).

In conclusion, EPs are trained to understand the learning and development of CYP. Furthermore, they are aware of, and have a deep understanding of educational contexts, environments and systems. Therefore, by drawing upon this knowledge, understanding and skills and for the reasons outlined, the current research is applicable and valuable to the role of the EP.

5.0. Focus of Current Research

Drawing together all of the research presented within this literature review, the focus for the current study is now presented. Due to the limited research conducted on PCRs in schools, and the previous focus exploring pupil and parent perspectives with the exclusion of school staff, it is proposed that it would be beneficial to explore further the perceptions of person centred annual review (PCAR) process through a triangulation of participants as recommended by Warner (2012). This can be achieved through obtaining students', parents'/carers' and school staff's views and perspectives, focusing on all students involved, not just transitional reviews as in previous research conducted (Taylor-Brown, 2012; Warner, 2012). In addition to this, the research aims to build upon the previous research into the wider impact of the PCAR process, such as locus of control (Warner, 2012), by exploring a different psychological construct. Due to the connections previously articulated, between participation and student engagement (Goepel, 2009), the psychological construct of student engagement will be the additional focus of the current research. This literature review poses two distinct research areas for further exploration:

(1) to explore perceptions of PCAR process; and,

(2) to explore perceptions as to whether there is an impact of PCAR on student engagement.

These research areas aim to improve our understanding through exploring students', parents/carers' and school staff's views and perspectives of the PCAR process. Through exploring the multiple stakeholders perspectives, it aims to gain a clearer understanding of the use of PCARs in supporting positive outcomes for CYP. Exploring these views through the student engagement construct enables the exploration as to whether participants feel the PCAR has impacted upon student engagement, using the four-subtype construct as suggested by Appleton et al., (2006). Furthermore, the aims of the research will enable the consideration of the implications for future practice and research. Therefore, this literature review poses two distinct research questions for further exploration, in order to address the research aims. Both research questions are broad and exploratory in nature due to limited research conducted and published to date. These are:

1). What are the views and perceptions of students, parents/carers and school staff of the PCAR process?

2). Do students, parents/carers and school staff feel the PCAR has impacted upon student engagement?

It is hypothesised that if the PCARs are viewed positively by those involved, particularly the students themselves, providing them with the opportunity to share their views and ensure that their voice is heard, as well as engage those important to them in the process, this will have a positive impact upon student engagement. Exploring this would help to illuminate whether PCARs can foster student engagement and act as a vehicle to increase student engagement. From the data obtained in the exploration of these research questions, it is envisaged that future research and implications for EPs will be identified and discussed.

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Person Centred Annual Reviews: a vehicle to foster student engagement?
AN EXPLORATION INTO STUDENTS', PARENTS'/CARERS' AND SCHOOL
STAFF'S PERSPECTIVES OF PERSON CENTRED ANNUAL REVIEWS AND
THEIR IMPACT UPON STUDENT ENGAGEMENT

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Person Centred Annual Reviews: a vehicle to foster student engagement?

An exploration into students', parents'/carers' and school staff's perspectives of person centred annual reviews and their impact upon student engagement.

Abstract

This exploratory study examines the views and experiences of students, parents/carers and school staff of person centred annual reviews (PCARs). Furthermore, the impact of this process is explored in terms of student engagement. Focus groups were held with students to elicit their views. Parents'/carers' and school staff's views were obtained through semi-structured interviews. The data demonstrated positive attitudes towards the PCARs across all participant groups and the themes identified were applicable to Appleton et al's (2006) construct and model of student engagement. Findings suggests that PCARs can foster student engagement. The relevance of the findings and research areas are discussed with regards to the role of the educational psychologist and professional practice.

Introduction

It is highly acknowledged that listening and taking into consideration the views and opinions of children and young people (CYP) is important (UNCRC, 1989*).* EPs themselves identified the contribution they provided in valuing students' views (Ashton & Roberts, 2006). However, it is noted within the literature that true participation and the listening of student are often provided through second hand accounts given by professionals and parents (Armstrong, 2007). The progress of meaningful participation of CYP is described as *'patchy, unsystematic and slow'* (Gersch, 2001. p.228).

Current changes in policy and legislation for children with special educational needs (SEN) in both England, (DfE, 2011, 2012, 2013), and Wales (WG, 2012) are aiming to improve the participation of both students themselves, in decisions of their education, as well as those people who are important to them. This is advocated through the use of person centred planning (PCP). Sanderson (2000) outlines five key features that are recognisable in all PCP approaches and practices (see figure 2.0).

PCP was originally introduced in the U.K. for adults with learning disabilities and is supported by governmental guidance and legislation such as *Valuing People* (DoH, 2001) with benefits for the individual being documented within the literature (Robertson et al., 2005). Despite this, a review of the literature shows little research conducted into the effectiveness of the approach (Claes, van-Hove, Vandevelde, van Loon & Schalock, 2010).

The five key features of PCP:

1. the person is at the centre;
2. family members and friends are partners in planning;
3. the plan reflects what is important to the person, their capacities, and what support they require;
4. the plan results in actions that are about life, not just services, and reflect what is possible, not just what is available; and,
5. the plan results in ongoing listening, learning, and further action.

Figure 2.0. Sanderson's (2000) five key features of PCP.

Notwithstanding the drive for its use with CYP, little published research has been conducted with this population (Warner, 2012). The use of PCP with CYP through the use of person centred reviews (PCRs) fulfils the legal requirement of annual reviews (ARs) and is advocated as an effective process (Weitheimer, 2007). However, although this process has been documented in the literature, highlighting the psychological underpinnings of humanistic and positive psychology (Warner, 2012) the research is limited (Taylor-Brown, 2012; Warner, 2012). The Welsh Government (WG) have proposed guidelines on PCRs (WG, 2012) (See Figure 2.1). Two research papers conducted in the U.K. were identified within the literature, focusing specifically upon transitional meetings (Taylor-Brown, 2012; Warner, 2012). The research findings suggest positive attitudes towards the approach and have been described as *'better'* than traditional AR meetings (Taylor-Brown, 2012, *p.63*), albeit, the research has focused upon students' and parents' perspectives.

These key aspects are:

- it considers the 'whole person' and not just their diagnosis or what they cannot do; it considers all aspects of their lives;
- children and their parents/carers are partners in the planning process;
- it identifies issues and what action is needed to address them, by whom and by when;
- it is based upon the following key questions:
    - what is important to the CYP?
    - what is important for the CYP?
    - what is working well?
    - what is not working?
    - what are the child's or young person's strengths?
    - what challenges does the child or young person face?

Figure 2.1. Welsh Government proposals for structure of PCR (WG, 2012)

Gersch (1996) notes that it is the negotiation and involvement of the student in their learning which enhances a sense of ownership for them, contributing to successful outcomes. Furthermore, those whose voice is overlooked are said to be in danger of becoming disengaged from learning (Goepel, 2009).

Student engagement has been identified within the literature as key to improving desirable schooling outcomes (Kortering & Braziel, 2008) and has been described as "*the single most important challenge for our schools"* (Korterin & Braziel, 2008, *p.464*). It is believed that effective interventions addressing the psychological construct of student engagement, incorporating all aspects of: academic, behavioural, cognitive and psychological subtypes (Appleton et al., 2006) (See figure 2.2) can improve student outcomes. Since it is a key aim of PCP practices, and in particular PCARS, to truly involve students and their families, ensuring that their voices are heard, it could be proposed that the process of PCARs may impact upon student engagement acting as an effective intervention to promote it.

CONTEXT

Family

Academic and motivational
support for learning
Goals and expectations
Monitoring/supervision
Learning resources in the
home

Peers

Educational expectations
Shared common school values
Attendance
Academic beliefs and efforts
Peers' aspiration for learning

School

School climate
Instructional programming and
learning activities
Mental health support
Clear and appropriate teacher
expectations
Goal structure (task vs ability)
Teacher-student relationships

STUDENT ENGAGEMENT

Academic

- Time on task
- Credit hours toward graduation
- Homework completion

Behavioral

- Attendance
- Classroom participation
  (voluntary)
- Extracurricular participation
- Extra credit options

Cognitive

- Self-regulation
- Relevance of school to future
  aspirations
- Value of learning (goal setting)
- Strategizing

Psychological

- Belonging
- Identification with school
- School membership

OUTCOMES

Academic

- Grades
- Performance on
  standardized tests
- Passing Basic Skills
  Tests
- Graduation

Social

- Social awareness
- Relationship Skills
  with peers and adults

Emotional

- Self-awareness of
  feelings
- Emotion regulation
- Conflict resolution
  skills

Fig. 1. Engagement subtypes, indicators and outcomes.

Figure 2.2. Appleton et al's (2006) model of Student Engagement

Purpose

The aim of the study was to explore students', parents'/carers' and school staff's perspectives of the PCAR process and its impact upon student engagement. The first research questions were broad, allowing the researcher to study perspectives on PCARs in a general and open way, without direction or bias from pre-formed hypotheses. The researcher then explored student's perceptions of the impact of their PCAR on their engagement drawing upon the four-type construct as suggested by Appleton et al., (2006). The multiple qualitative methods and triangulation of data gathering methods used, enabled and offered a more comprehensive and diverse perspective, gaining a deeper understanding and enhancing the credibility of conclusions drawn as suggested by Eccles & Wang (2013).

Method

Methodological Rationale

The dearth of research into PCARs (Warner, 2012) and student engagement in the UK, along with the reported difficulty with standard methods of evaluation not lending themselves to PCP approaches, presents the rationale for adopting an explorative research design (Combes, Hardy & Buchan, 2004). This enables a deeper understanding of the participants' perceptions. This exploratory method design aligns with the theory of social constructionism (Burr, 1995), with the current research having an underlying social constructionist epistemology. Qualitative methodology was considered the most appropriate, as both PCARs and qualitative methods are concerned with eliciting participants' perspectives.

Gersch (1996) suggests that children must be provided with suitable vehicles to express their beliefs and views, otherwise their genuine involvement is not possible. Great consideration was given when choosing the most suitable method for gaining the students' views. The focus group (FG) methodology has been used by a number of researchers to gain pupils' constructions related to their education within a school environment (Horowitz, Vessey, Carlson, Bradley, Montoya & McCullough, 2003; Reid et al., 2010), and is advocated as an effective methodology for eliciting views of young people (Britten, 2002).

FGs are flexible enough to accommodate a wide range of children's needs (Horowitz et al., 2003), and also provide an interactive and evaluative perspective to child centred research (Kennedy et al., 2001). FGs can also reduce demand characteristics which can arise between an adult and child in an individual interview context, due to their interactive and participatory nature (Kennedy et al*.,* 2001). Therefore, FGs were chosen as a suitable methodology to elicit the views and perceptions of the students.

Semi-structured interviews were chosen to elicit and obtain parents'/carers' and school staff's perspectives, due to their flexible nature, allowing the researcher to clarify information shared by participants. Techniques, such as non-verbal communication and reflection of answers given, were adopted to assist with the fluidity of the process (Robson, 2011).

Context

A convenience sampling method was used to obtain participants and was developed opportunistically. The research was based within two LAs in the U.K.: one in South England and one in South Wales. Mainstream schools were identified within each local authority (LA) where the implementation of PCARs were being promoted at a LA level. Both schools had been recognised by PCP leads within the respective LAs as effectively delivering the PCAR approach to a high standard. Gatekeeper letters were sent to the two schools to obtain interest and consent for participation in the research (See appendix 1).

Participants

Responsibility for the selection of students from within each school was placed with the SENCo, who was asked to select a group of students from a range of ages with a range of abilities. All students were required to be in possession of a Statement of SEN, and to have participated within their PCAR within a minimum of 5 months previously. This was to enable a period of time for the actions developed within the review to be implemented, and an exploration of the impact of the review for the student. Students were not restricted to English being a first language, nor were the areas of need as outlined on the Statement a pre-requisite, as within previous research (Taylor-Brown, 2012; Warner, 2012). However, the inclusion criteria speculated that English and the students' ability were to a standard which would allow participation. Although the researcher is not certain that the participants were selected based on these requirements and inclusion criteria, it was judged that they were appropriately representative of the needs and ages of the students with SEN within the school. Furthermore, the research focused on all ARs, not just transitional ARs as previous research has focused upon (Taylor-Brown, 2012; Warner, 2012). SENCo's also identified members of staff who were involved in the PCAR process and who could be interviewed. Information sheets inviting parents/carers were sent out to all students within the schools with a Statement of SEN, requesting volunteers to participate in the research (See appendix 2).

Within the student participants, three were female and sixteen male. Of the participants, nine were in year eight, five were in year nine, two in year ten, and three

in year eleven (See appendix 3 for population data for the student participants). Three members of school staff were identified as suitable to interview and three parents/carers volunteered to participate: one father, one mother and one carer.

Ethics

Prior to data collection, the research was granted ethical approval by the University ethics board. It adhered to the ethical guidelines outlined by the British Psychological Society (BPS, 2006) and the Health Professionals Council (HPC, 2008). Information sheets were sent to participants (see appendix 1 for school staff and appendix 2 for parents/carers) outlining the aims and objectives of the research along with contact details for further information. Opt-out parental consent forms were used for student participation (see appendix 2). Written consent was obtained for all parent/carer and school staff participants on the day of data collection (See appendix 4). A student assent form was used with visual representations to accommodate the needs of the students (See appendix 5).

Methodology

In line with the focus of the research, person centred approaches were adopted to ensure participants felt comfortable and welcome. Prior to data collection, an informal chat was held with participants with refreshments available. The aims and objectives of the research were discussed allowing for any questions to be answered, and enabling verbal and written informed assent to be obtained from all participants. Furthermore, this enabled the development of a therapeutic alliance (Green, 2006) to be developed, and for the researcher to gauge the ability and support required for the FGs.

FGs were held to elicit student voice, sharing their personal experiences and views of their PCARs. Prompts were used by the researcher to guide the discussions. The structure of the FG took into consideration the varying needs and abilities of the students (See appendix 6 for additional information). Four FGs were conducted: two

in each school, with an average of five participants in each group. Introductions and the completion of the assent forms were conducted initially, followed by two ice-breaker activities. Subsequently, students were required to work in partnership to discuss their views, before reporting back to the whole group. A post-it note activity enabled those who were less verbal to share their views. Finally, a voting activity took place where students were asked whether they would like to participate in their PCAR in the future. The researcher made herself available for those who needed assistance with written responses.

The semi-structured interviews with parents/carers and school staff were held individually and lasted approximately 30 minutes on average. The researcher used a pre-prepared prompt script to guide the broad questions posed (see appendix 7 for parent/carer prompt and appendix 8 for school staff prompt). Following the interviews, participants were provided with a debrief form (see appendix 9 for school staff debrief form and appendix 10 for parent/carer debrief form).

The questions posed in both the FGs and semi-structured interviews were broad in nature to explore participants' perceptions. They explored perceptions of the participants' views of the PCAR, differences in student's behaviour, learning, feelings/emotional wellbeing following the PCAR process, and the impact of the PCAR for parents/carers and school staff (See appendix for prompts of questions used).

Data collection and analysis

The FGs and semi-structured interviews were audio-taped, and post data collection, were transcribed verbatim as recommended by Robson (2011). The data analysis process took the form of three separate sequential stages. Stage One involved the transcriptions being analysed using thematic analysis (TA). The six phases of TA as outlined by Braun & Clarke (2006) (See Appendix 11) were used offering an accessible and theoretically-flexible approach to analysing qualitative data (Braun & Clarke, 2006, *p. 2*). Consideration was also paid to the 15-Point checklist of criteria for good TA (Braun & Clarke, 2006) (see appendix 12). The data was analysed looking at themes from students', parents'/carers' and school staff's perspectives

separately. At this point, themes generated were checked by an independent individual to increase validity. TA was chosen due to its ability to describe the rich data set and its interpretation of the identified themes (Braun & Clarke, 2006). Furthermore, it was consistent with the social constructionist epistemology of the research (Burr, 1995). Stage two of the data analysis involved comparisons being made between the three participant groups. Stage three of the process involved a latent analysis. This involved a level of interpretative analysis of the data by the researcher, generating and drawing inferences in relation to the student engagement construct. The researcher acknowledges the results obtained are based upon her interpretation of the data.

Results

Stage 1 of Analysis

The themes identified for each participant group will be presented and discussed briefly in turn. Visual representation of the themes identified are presented in the final theme maps (see figure 2 for the students final theme map, figure 3 for parents'/carers' final theme map and figure 4 for school staff's final theme map).

What are the key themes that were elicited from the students' perspective?

The following themes described are based on the views expressed by the students, all of whom reported that they would want to participate again in their PCAR in the future. Initially seventeen sub-themes were identified; these sub-themes were then refined to form the final four themes of collaborative working, outcomes, affect and positive change. (See figure 2.3 for final theme map). Examples of data extracts for each theme are given in table 2.0. Each will be outlined in turn.

Theme 1: Collaborative Working

Within this theme the subthemes of voice of the student, joint working, parental involvement, supported, positive focus, information sharing and preparation were identified. The students identified joint working between home, school and their contribution to the process as being positive. They referred to the process of the PCAR itself in facilitating this way of working. The students felt listened to and

supported by both school staff and their parents/carers. The sub-theme of information sharing focuses upon different stages within the process: prior to the PCAR, during the PCAR, and what happens with the information as a result. Students expressed their reluctance for information from the PCAR being shared with peers.

Theme 2: Outcomes

This theme focuses upon the outcomes or actions of the PCAR. These are in relation to both the agreed actions identified within the meeting as well as those resulting as a consequence of the PCAR. This theme is built upon the following subthemes; target setting, learning, behaviour, the future, transitions and outcomes. A large proportion of the data set focused on the future and transition of the students. Students referred to ways in which they themselves had changed along with their parents/carers and school staff which they felt was a result of their PCAR. Personal examples were given by the students.

Theme 3: Affect

Within this theme the subthemes of positive emotions, negative emotions, enjoyment, and ownership were identified from the data. Students reported numerous feelings and emotions as a result of their PCAR, both personally, along with their perceptions of the emotions experienced by their parents/carers and school staff. The negative emotions were in relation to nerves and uncertainty of not knowing what was expected by the students and their parents/carers prior to the PCAR. Overall, the positive emotions appeared to outweigh the negative emotions.

Theme 4: Positive

Within this theme, the subthemes of positive focus, supported, positive emotions and enjoyment were identified. All students spoke positively of the PCAR process, noting that they would want to participate in them again in the future. However, some students shared their discomfort surrounding the emphasis placed upon positive aspects of school and their life.
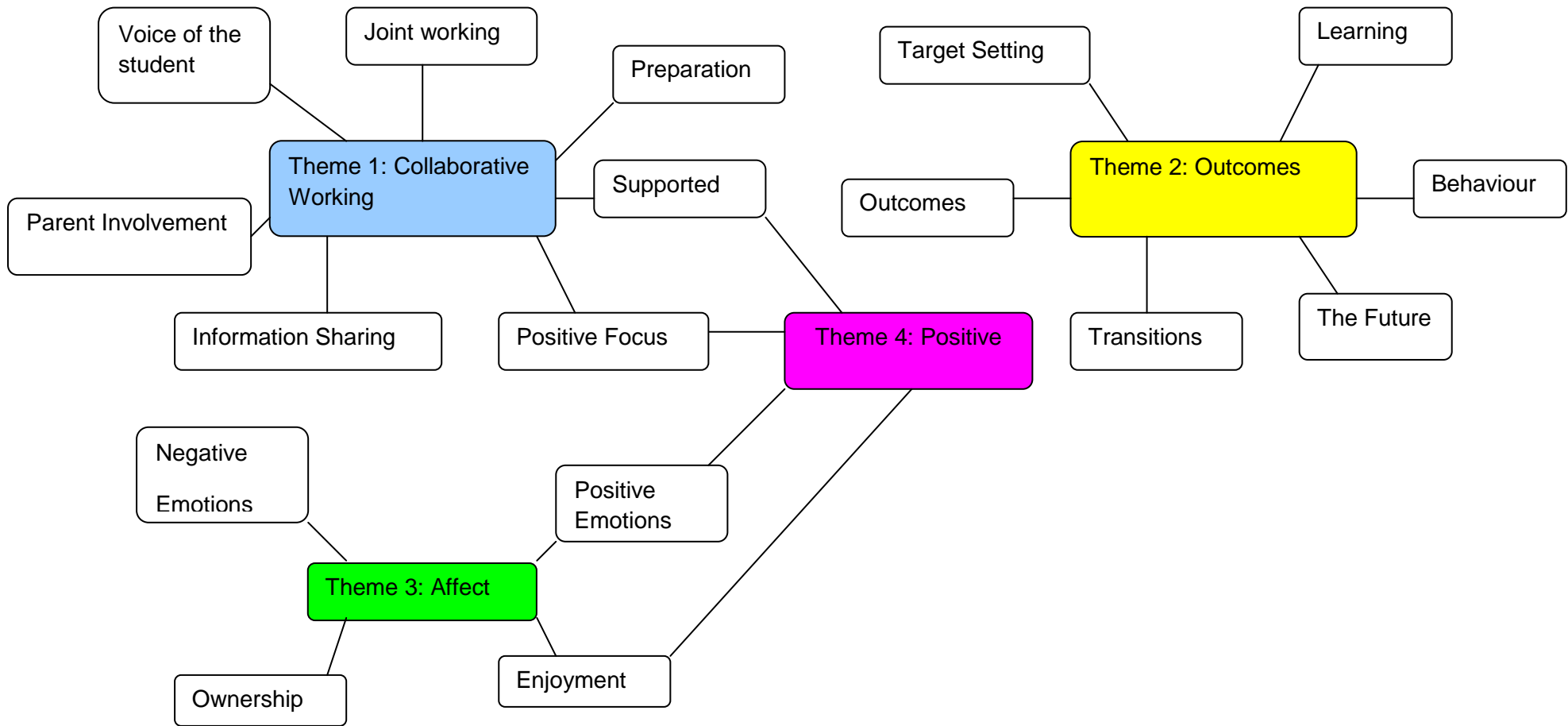
Figure 2.3 Students Final Theme Map

Table 2.0. Examples of data extracts from Student participants

Theme	Examples from data set
Collaborative Working	*" it explains everything to everyone"* *" my social worker said she found out loads of things she never knew"* *"No, I not told them nothing about it, they didn't even know I was having anything"* *" I think it helps hearing the good things teachers were saying about me"*
Outcomes	*" teachers like know how to treat me now like better than they did before my annual review"* *"after the meeting, my behaviour and record has changed. everything really. Coz I was bad in Year 7 but now I am good in Year 8"* *"coz I was in the meeting I can learn from my mistakes"*
Affect	*" I found it nerve-racking"* *"It made me feel happy"* *" I found it really helpful"* *"They were listening and not telling me what to do and... like it made me think that they do care and it is for me that they do like"* *"I've gone more confident with like my work and learning and stuff... and that has helped coz of the presentation in the meeting and stuff"*
Positive	*" what my strengths are and that"* *"I thought about what works, what works well and stuff like that"* *"Good positive stuff was said like"* *"they only talk about the good stuff"*

What are the key themes that were elicited from the parents'/carers' perspective?

The following themes described are based on the views expressed by parents/carers. Initially fourteen sub-themes were identified from the data set, these sub-themes were then refined to form the final four themes of positive change, outcomes, implementation of PCARs and collaborative working (See figure 2.4 for final theme map). Examples of data extracts for each theme are given in table 2.1 Each theme will be briefly discussed in turn.

Theme 1: Positive

All parents/carers viewed the PCAR process more positively, with some making comparisons to traditional ARs. Within this theme, the sub-themes of positive focus, positive emotions and relationships were identified. Parents/carers reported the impact of the PCARs on themselves as parents, and the development of better relationships with school staff for themselves and the students.

Theme 2: Outcomes

Within this theme the sub-themes of targets, relationships and outcomes were identified. Parents/carers discussed the targets made as a result of the PCAR along with further associated outcomes, for example, students talking more about school than previously. Furthermore, these outcomes related to changes for the students, parents/carers themselves, and aspects within school.

Theme 3: Implementation

Within this theme the sub-themes of the meeting, practical issues and monitoring were identified. Reference was made to the introduction of the approach being new and it being improved as time went on, with a few 'teething problems'. Parents/carers felt that the meeting was different, less jargonised and more informative. They were able to identify ways of improving the process in relation to further monitoring of agreed targets, and the sharing of information between teachers from the school, and extending attendees to key people within the community. Concerns were expressed in relation to the process becoming 'tokenistic' due to practical issues within schools.
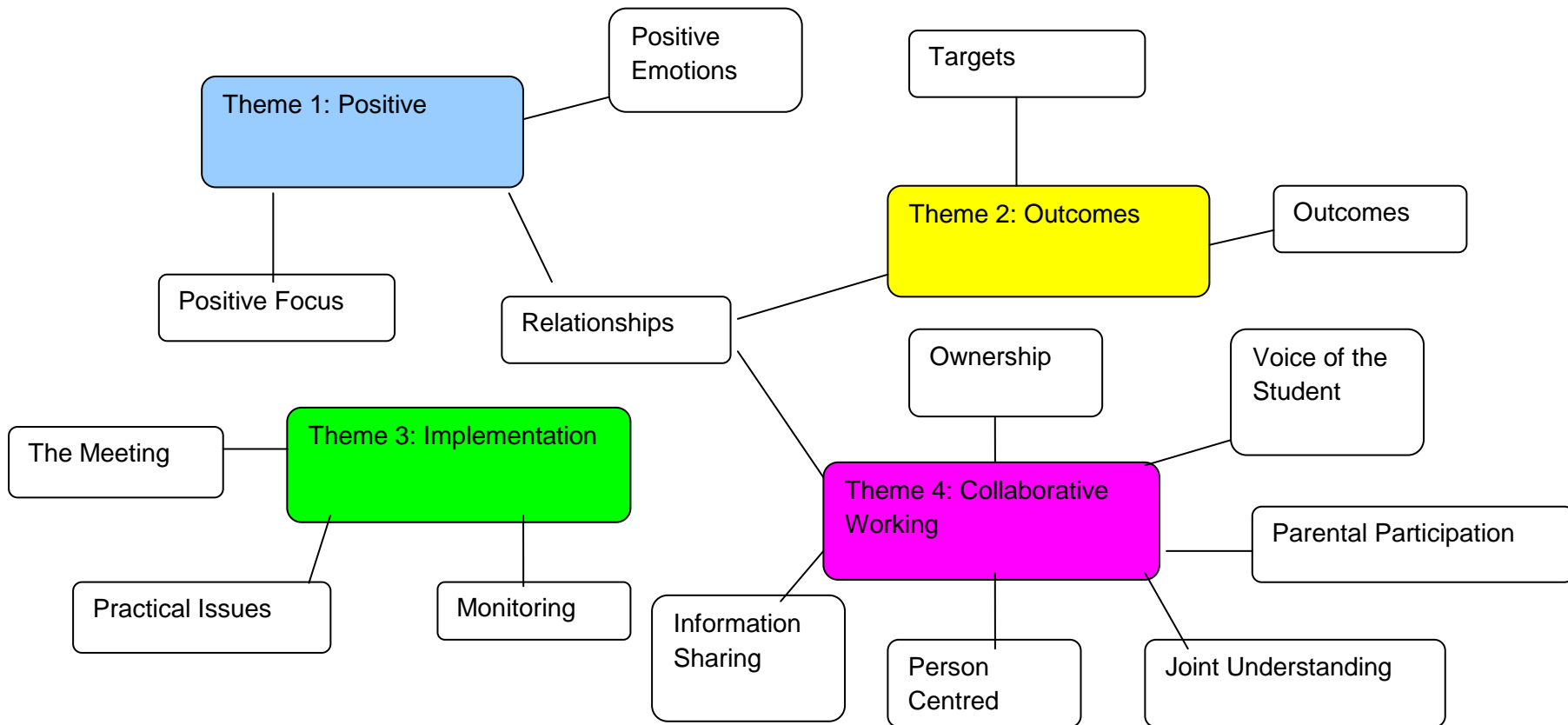
Figure 3. Parents Final Theme Map

Table 2.1. Examples of data extracts from Parents/Carers participants

Theme	Examples from data set
Positive	*" changes the direction in a very positive way"* *" I just think the new process is wonderful"* *" more friendly atmosphere"* *" from parents point of view I think it is a really significant step forward"* *" we were really excited to be honest with you"*
Outcomes	*" I think it takes down barriers"* *" I've seen her confidence grow"* *" it's good to see gosh she does have goals, they may not be goals that we would see them, but there are things that she wants to achieve too and it really is important, and lovely, you really feel like they are getting somewhere"* *" they buy into the outcomes of that meeting because it started from them"*
Implementation	*" I was looking at it purely from an educational side as was probably the teachers are as well and sometimes that's not what is important"* *" I think it would've been helpful to have had some information before it"* *" It was a lot more interactive"* *" there are a few teething problems"* *" I don't think we were fully prepared for the format of that change"* *" I think there will be a stage where maybe it's still a bit tokenistic"*
Collaborative Working	*" the meeting is about him and his future"* *" my concept of what I think my * wants and the reality when she is involved with it actually proved to be quite different"* *" and I definitely feel more included with *s whole education and life together"* *" it was much less jargonised"* *" also he felt a bigger part of it because in previous statement reviews he has just been brought in for five minutes or ten minutes at the end so he hasn't known what has gone on before, nobody has actually filled him in"* *" more open for everyone to be involved"* *" it puts him right in the middle of the whole ... of everybody and he is right in the middle"* *" we all kind of explored with him then ... what does that mean, what does that look like, where are you going with that and he started to say"*

Theme 4: Collaborative working

This theme focuses upon the collaborative working between home, school and the student. The sub-themes identified were ownership, voice of the student, parental participation, joint understanding, relationships, information sharing and person centred. Within this theme, parents/carers suggested that the PCAR enabled more collaborative working in comparison to traditional ARs, including an increase in their involvement. Furthermore, they shared the students' view that there was an increased emphasis placed upon the true involvement and participation of the student, and the subsequent impact of control and responsibility.

What are the key themes that were elicited from the school staff's perspective?

The following themes described are based on the views expressed by the school staff. Initially seventeen sub-themes were identified from the data, these sub-themes were then refined to form the final four themes of collaborative working, outcomes, practical implementation and positive change (See figure 2.5 for final theme map). Examples of data extracts for each theme are given in table 2.2. These themes will be discussed in turn.

Theme 1: Collaborative Working

Within this theme, the sub-themes of person centred, student participation, parental participation and information sharing were identified. School staff identified and made comparisons between the increase in participation of parents and students within PCARs, compared to traditional ARs. Furthermore, school staff reported gaining a better understanding of the student through the sharing of information.

Theme 2: Outcomes

Within this theme, the sub-themes of home-school link, relationships, behaviour, future, targets, outcomes, learning and enjoyment were generated. School staff referred to the targets agreed as part of the PCAR, along with positive outcomes in terms of behaviour, learning and enthusiasm for school. Suggestions were made for the follow-up and improvement of target setting. The development of home-school links and relationships with parents/carers was viewed positively.

Theme 3: Implementation

Within this theme the sub-themes of training, practical issues, workload and monitoring were identified. The data demonstrated school staff's concerns and challenges in relation to the initial implementation of the approach, and reflections were made upon how it could be improved. The training was suggested as beneficial, incorporating both theory and practical activities to aid understanding and its implementation. Despite the practical implementations discussed, all participants viewed the changes and implementation as beneficial.

Theme 4: Positive

Overall, the school staff participant group spoke positively of the PCAR process, in comparison to previous ARs. They welcomed the changes and advocated the approach. Within this theme, the following sub-themes were identified positive, relationships, enjoyment, and student centred. Reference was made by one member of staff to the solution-focused approaches used within the PCAR.

Stage 2 of Analysis

The second stage of analysis involved revisiting and making comparisons between the themes identified from the data set for the three participant groups. As presented within the final theme maps for each participant group, overall, the data generated homogeneity in the themes generated. Therefore, for the final stage of analysis, it was decided to collate the themes, and identify whether the themes generated were applicable within the psychological construct of student engagement as proposed by Appleton et al. (2006).
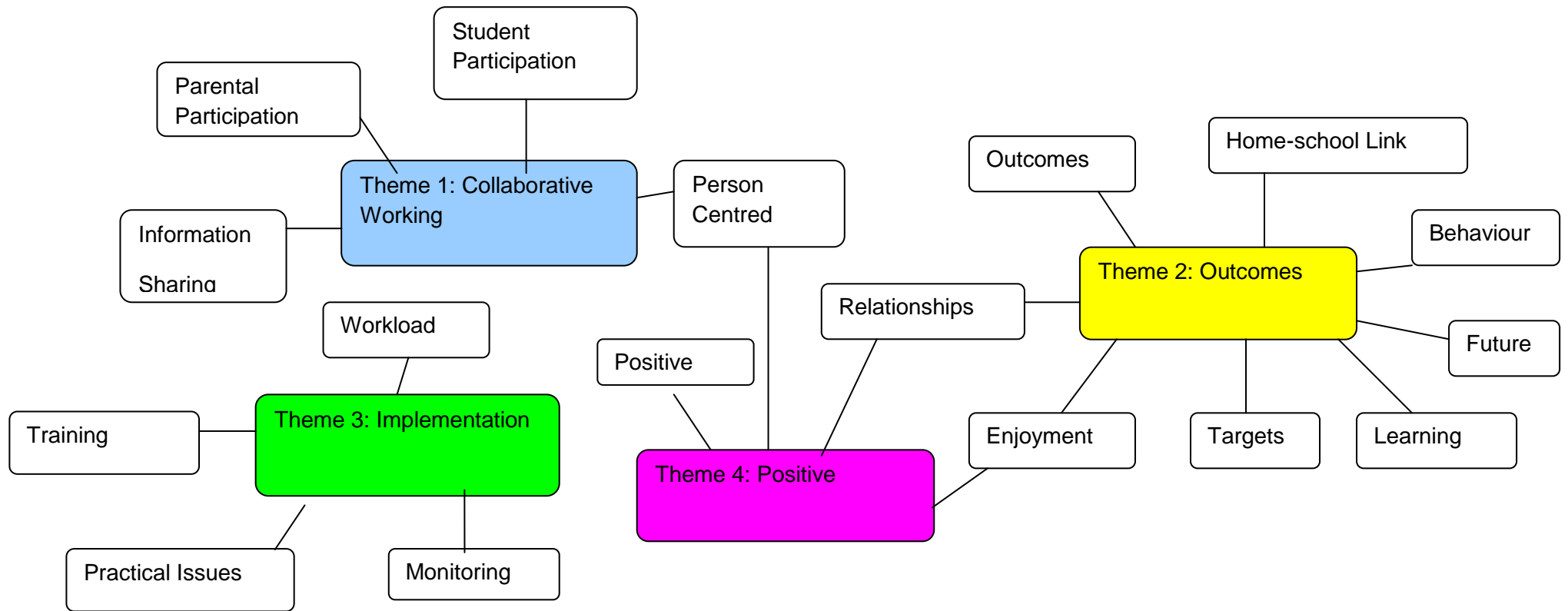
Figure 2.5. School Staff Final Theme Map

Table 2.2. Examples of data extracts from School Staff participants

Theme	Examples from data set
Collaborative Working	*" it is all about the child"* *" an immediate way of getting everyone in the room to get to know that person really, really well"* *" I feel they [parents] are really really onboard"* *" Well the targets are set by the pupil and the parents and whoever else is in the meeting"* *" they [student] have more ownership of the process as well"*
Outcomes	*"have a much better relationship and school does with their parents and families"* *" he is telling lies much less often than he was before"* *" life skills programme has been changed as a result of everything that they have said"* *" their confidence has grown lots and lots"*
Implementation	*" it is a lot more paperwork ... it is worth it in the end I think"* *" then I am the person who will follow up the targets and another member of staff, we follow up the targets every so often and check are they on task"* *" It is just that the practical issue again, it can take a long time to chase it up"*
Positive	*" I'm a massive advocate for it and I think it is outstanding"* *" Much, much more positive as a whole experience"* *" so quite excited about lots of things have come out"* *"I think it has had a positive impact on them" [students]* *" very solution focused"* *" they [students] have certainly seemed to have enjoyed them yea really enjoyed them"*

Stage 3 of Analysis

What are the key themes elicited from all participants viewed through the student engagement lens?

The third and final stage of data analysis involved analysing the themes through the lens of the four sub-type psychological construct of student engagement (Appleton et al., 2006). As previously articulated, the findings across the different participant groups yielded fairly consistent themes, therefore, the decision was made to compare the themes with the student engagement model. Figure 2.6 provides a visual representation as to where the identified sub-themes may fit within the student engagement model. The PCAR is presented as the context bringing together family and school. All of the sub-themes generated were not viewed as appropriate to include within the model. Preparation, practical issues, monitoring, training and workload were not included, however, they are noted within the visual representation.

Context

Student Engagement

Outcomes

Family & School

Parental participation & Involvement

Student participation

Information sharing

Joint working

Supported

Positive Focus

The meeting

Target setting

Relationships

Joint understanding

Home-school links

Person-centred

Sub-themes not included within the model:

- Preparation
- Practical Issues
- Monitoring
- Training
- Workload

Academic
- Learning
- Outcomes
- Target setting
- Future

Behavioural
- Relationships
- Behaviour
- Outcomes
- Targets

Cognitive
- Targets
- Outcomes
- Future
- Transitions

Psychological
- Ownership
- Voice of the Student
- Enjoyment
- Positive Focus
- Emotions

Academic
- **Future**
- **Targets**
- **Outcomes**

Social
- **Relationships**
- **Outcomes**
- **Behaviour**

Emotional
- **Positive affect**
- **Ownership**
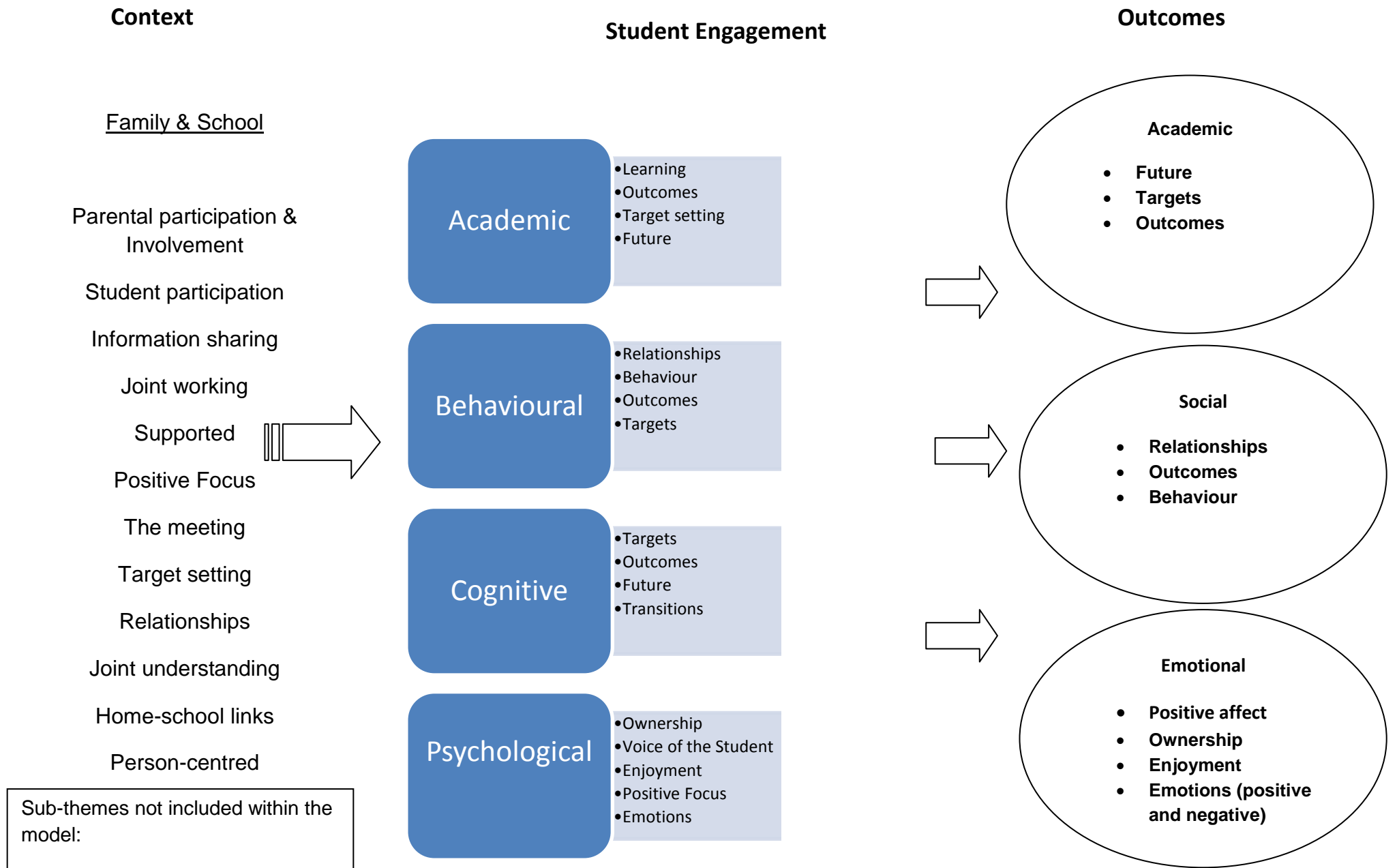- **Enjoyment**
- **Emotions (positive and negative)**

Figure 2.6. Visual representation of the themes identified from the research placed within Appleton et al's (2006) student engagement model.

Discussion

The aims of the current research were two-fold. Firstly, the research aimed to explore perceptions of the new PCAR process from students', parents'/carers' and school staff's perspectives. Secondly, the research sought to explore the impact of PCARs on the psychological construct of student engagement as proposed by Appleton et al., (2006), aiming to determine whether the PCAR process can be used as a vehicle to foster student engagement.

Particular attention was paid to the methodology used with the students, to ensure full participation, regardless of age, identified category of SEN (as outlined in Statement of SEN), academic ability, or first language of the student. Furthermore, the use of multiple informants: students, parents/carers and school staff, enabled the triangulation of the findings. This, along with multiple qualitative methods- focus groups and semi-structured interviews- provided a depth of information. This methodology provided a more comprehensive and diverse perspective into PCARs as described as necessary by Warner (2012), as well as in terms of student engagement by Eccles & Wang (2013).

As previously articulated, stage one of the data analysis generated codes, then sub-themes which were refined to final themes using the six stage process of thematic analysis advocated by Braun & Clarke (2006). This was conducted for each participant group independently. Homogeneity of themes across the participant groups was identified within stage two of the data analysis. The consistency of themes identified suggests similar experiences and views of the PCAR process across the three participant groups. Building on this, the findings support previous research suggesting that CYP have the ability to provide their insight and a valuable evaluation of their experiences, supporting the importance in consulting with them surrounding their involvement in decision making processes (UNCRC, 1989). One explanation for the similarities and homogeneity of themes identified between the different participant groups could be attributed to the underlying aims and objective of PCP as presented by Sanderson (2000) and WG (WG, 2012). By accepting this explanation, it could be suggested, that the espoused theory of PCARs was the theory in use (Argysis & Schon, 1974) for those experienced by the participants in

the current study. However, it is not possible to make this assumption and further exploration would need to be conducted in order to determine whether this is the case.

The homogeneity of themes across the participant groups included 'Positive', 'Collaborative Working' and 'Outcomes', with students identifying 'Affect' and parents/carers and school staff identifying 'Implementation'. Overall, as outlined within the 'Positive' theme, all participant groups shared positive experiences and attitudes towards the PCAR process. All students reported that they would want to participate in the same process in the future. Furthermore, perspectives obtained from school staff and parents/carers made comparisons between the PCAR process and the traditional AR process, favouring the PCAR process. They described it as *'more positive'* and '*better*', further supporting previous research findings (Taylor-Brown, 2012; Warner, 2012).

Within 'Collaborative Working', reference was made to the increased participation of both students and parents/carers. All participant groups viewed this positively and as beneficial. The reduction of '*jargonised*' language was identified by the parent/carer group, enabling further participation. Interestingly, this was an area identified in previous research as a problem with ARs (Jones & Swain, 2001). Furthermore, this is one of the aims of the changes proposed by WG (WG, 2012). The sharing of information was viewed as positive within the meeting, however, the data obtained suggests an improvement as regards the sharing of information prior to the meeting to ensure a clear understanding for both the student and parents/carers as to what to expect within the PCAR. This lack of knowledge was noted as a contributing factor towards the negative emotions reported. Furthermore, the sharing of information with others whom are not present within the meeting was identified. Students did not want their peers to know about the meeting or its content and parents/carers were not aware of if, and how, the information was shared with other members of staff within the school. Therefore, information sharing was an area identified for further development. School staff reflected upon the current practice and identified improvements including the monitoring of agreed actions.

In relation to the theme of 'Outcomes', reference was made in terms of the action plan developed within the meeting and further outcomes which subsequently

developed, for example, the development of relationships as a result of working in a PCP way. Examples were given of specific outcomes and targets for students, and all appeared to be generated to the specific needs and interests of that individual, supporting the purpose of the PCAR (Sanderson. 2000; Warner, 2012; WG, 2012).

Interestingly, the theme 'Affect' was generated only by the student participant group. This theme referred to emotions experienced by the students themselves and their perception of how others felt about the PCAR. This supports Appleton et al., (2006, 2008) who advocate the importance of consulting with the students themselves in order to determine the less observable sub-types of the student engagement construct. In comparison, both school staff and parents/carers referred to the 'Implementation' of the approach which was not identified by the students. The time implications of introducing and delivering the approach, as well as workload were discussed by school staff, whereas, parents/carers expressed concerns surrounding the process potentially becoming '*tokenistic',* and not feeling prepared or knowing what to expect within the PCAR.

When interpreting the findings, the PCAR is viewed as a context which brings together important people for the focus individual, in the case of this research family and school. The involvement of peers was identified by students and parents/carers; however, interesting perceptions of peer involvement varied between these two participant groups. Students did not want information to be shared with their peers, whereas, it was suggested by parents/carers, that it may be beneficial to involve the student's peer group. The rationale behind why the students did not want peers to be involved was not obtained and this may be an area for further exploration.

The research considered the impact of PCARs on student engagement drawing inferences from the data obtained and interpreting it using Appleton et al's (2006) model of the psychological construct of student engagement. From the themes identified, it was possible to incorporate them into the four sub-types of the construct and the associated outcomes(see figure 5). In doing so, it is possible to suggest that PCARs do impact upon student engagement. The extent to which it impacts on student engagement cannot be inferred from the findings due to the methodology adopted, however, inferences from the themes identified from the data set and their applicability to the construct suggest a positive relationship. This suggests that

PCARs can act as a vehicle to foster student engagement. Saying this, not all themes identified within the data were included within the model; those which were not included focused more specifically on practical issues and the implementation of the approach within school.

The current research is a precursor to broader experimental evaluation of student engagement and PCARs. Although inferences have been made from the results suggesting a positive relationship between PCARs and student engagement, the effect to which this occurs cannot be determined. Furthermore, the researcher acknowledges limitations to the current research, which may have impacted upon the results obtained. Attention will now be paid to these limitations and areas for further research will be presented.

Limitations of current study and recommendations for future research

A number of limitations should be considered when interpreting the results presented. Readers are encouraged to consider the research context and other contributory factors which may illuminate the research findings. Attention will now be paid to some of these limitations.

The data gathered was not contemporaneous to the PCAR, in some cases the data collection was a few months following the PCAR. Therefore, the accounts from participants may have been influenced more by a consolidated common narrative around the process of PCARs, rather than by their perspectives, and insights, if gathered nearer the time of the PCAR. Despite this proposed limitation, it may also be viewed as a strength as it has enabled the participants to reflect upon the process and given them the ability to provide their perspectives of the impact of the PCAR in the months following.

Consideration should be paid to whether the findings reflect the participants' views on PCARs, or whether they reflect their views on the facilitator conducting the PCARs or the particular techniques adopted in preparation and use during the PCAR. Building upon this, the fidelity of the PCARs, in comparison to the espoused model, was based upon the recommendations from the LAs and was not measured

within this research. It may be beneficial for future research to incorporate a measure of fidelity into the PCARs enabling greater reliability of results. Furthermore, it may enable identification of specific techniques which are beneficial in the process, which could be built upon and developed further to identify best practice. Despite this limitation, as previously discussed, the homogeneity of themes generated through the triangulation process suggests that the aims of PCARs as proposed by Sanderson (2000) and WG (WG, 2012) are 'theory in action' (Argysis & Schon, 1974).

The research added the novel area of exploring school staff's perspectives of the approach; however, focused upon those actively involved in the process. The data obtained raised questions surrounding how the information obtained within the PCARs was shared with other school staff. It would be interesting to explore this further and obtain their perceptions of the approach. Furthermore, other professionals' perspectives would provide a richer understanding of the approach.

Although the aim of the research was not to make comparisons between PCARs and traditional ARs, the findings suggest that participants preferred the PCAR process to traditional ARs. It may be beneficial for future research to have a control group in order to explore perceptions of the process as well as to explore student engagement through the traditional AR process. This would help illuminate whether traditional 'ARs' also foster student engagement.

Additional limitations resulted from practical considerations. The LA and schools were identified based upon their commitment to and interest in the approach and use of PCARs. Different results may have been obtained from LAs with less inclination to the approach. Furthermore, the number of participants for both the school staff and parent/carer participation groups were small in number (n = 3), and were obtained from two schools. In addition, the participants volunteered to participate, which may have implications for the findings. These factors limit the generalisability of the findings. As previously articulated, the method of triangulation increases the validity and reliability of the findings, however, it may be beneficial to explore other professionals' perspectives to add an additional dimension to the research perspective.

The data analysis methods adopted generated themes based upon the researcher's interpretation and constructions of the data set and do not represent statements of fact. This critique is, however, consistent with the social constructionist epistemology of the research. As reported, a number of techniques were employed to reduce the impact of researcher bias.

As this research was a novel area, it focused upon all four sub-types of the student engagement construct. As the findings suggest that PCARs do impact upon student engagement it would be interesting to explore in greater depth the different subtypes identifying ways in which they can be promoted. Furthermore, the use of a measure, such as the Student Engagement Instrument [SEI] (Appleton et al., 2008) would allow for a comparison to be made pre and post PCAR to enable determination of the extent to which student engagement changes, and whether the difference is significant.

Implications for professional practice

This qualitative research explored students', parents'/carers' and school staff's perspectives of PCARs and their impact on student engagement. The research addressed gaps in published research conducted through exploring school staff's perspectives, as well as drawing together the areas of PCP and student engagement. The findings of the current research pose interesting implications for those involved with CYP with SEN, including parents, school staff and professionals of all disciplines. They are applicable to the professional practice of EP in terms of PCARs and use of the student engagement construct. It is felt that this role could be applicable at different levels: systemically at an organisational level, working at a LA level or with whole school systems, as well as at an individual level working with individual cases or students. Furthermore, given the widely accepted role of the EP as a scientist-practitioner (Fallon, Woods & Rooney, 2010), this research demonstrates the role of the EP as a scientist-practitioner in conducting research to evaluate approaches and initiatives enabling best practice to be evident within our schools. Each of these will be discussed briefly in turn.

Firstly, EPs are in a suitable position, in terms of their training, remit and position within LAs, to contribute strategically to facilitate change in implementing initiatives effectively. EPs possess the skills and knowledge of educational systems and organisational change, as well as psychological knowledge to assist with the planning, delivery and implementation of initiatives, such as PCARs. Building on this, other professionals such as social workers and advisory teachers, who also have knowledge and understanding of school systems and person centred planning could facilitate the training of other professionals in person centred approaches. Arguably, it may be beneficial and complimentary for professionals from different disciplines to deliver training together enabling them to draw upon their own specialities and constructs of the underpinnings of the approach.

Building on this, due to the psychological underpinning of the approach and the idea that PCP is a philosophy, not just tools or approaches (Taylor-Brown, 2012), the delivery of training of PCP and PCARs by non-psychologists would arguably struggle to share the psychological underpinnings of the approach. Richards (1994) argues that EPs are *'giving psychology away'* to colleagues in schools and other settings, and suggests the development of an appropriate model in order to transfer these psychological skills. The development of such a model could possibly be achieved through the implementation of PCARs by EPs.

Building upon the EP as a scientist-practitioner, the research findings presented pose potential further research in terms of supporting the systemic, organisational work reported. Arguably, due to the positive perceptions of PCARs and the optimistic view presented in the ability to foster student engagement, further research conducted could build upon positive psychological underpinnings. It is proposed that the use of approaches such as appreciative inquiry (AI) (Passmore & Hain, 2005) may be beneficial in facilitating organisational change. The use of this strengths-based, organisational change model has been advocated for EPs (Doggett & Lewis, 2013).

Furthermore, drawing upon the concerns of the approach becoming 'tokenistic', along with the implementation issues, EPs could be involved with supporting school staff with the implementation and longevity and fidelity of the approach. Embedding the appropriate skills within schools takes time, and consideration must be given to

how staff are supported to develop new skills. In addition to the initial training, ongoing support and supervision could be offered to ensure the fidelity of PCARs. This is supported by Callicot & Leadbetter (2013) who advocate that EPs are in a good position to provide supervision for other professionals.

The potential use of the construct of student engagement by EPs has previously been advocated (Betts et al., 2010; Carter et al., 2012), and is further supported by the findings of the current research. Therefore, by incorporating the construct within EP practice, as well as within PCARs, using the model as a tool to inform thinking and exploring best practices to engage students in their learning further.

Overall, the findings support the importance of engaging students in their development and learning. EPs are well placed to further develop and lead the way in demonstrating the positive practices of PCAR and the construct of student engagement in the best interest of our students.

Acknowledgements

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Appendicies

Appendix 1. Gatekeeper Letter

Appendix 2. Parent/Carer Information Sheet

Appendix 3. Student Population Data

Appendix 4. Parent/Carer & School Staff Consent Form

Appendix 5. Student Assent form

Appendix 6. Student Focus Group Prompt

Appendix 7. Parent/Carer semi-structured interview schedule

Appendix 8. School Staff semi-structured interview schedule

Appendix 9. Debrief School Staff

Appendix 10. Debrief Parents/Carers

Appendix 11. Phases of Thematic Analysis

Appendix 12. 15-Point Checklist for Thematic Analysis

Appendix 13. Student Themes, Sub-themes and Codes

Appendix 14. Parent/Carer Themes, Sub-themes and Codes

Appendix 15. School staff Themes, Sub-themes and Codes

Appendix 16. Student Codes

Appendix 17. Parent/Carer Codes

Appendix 18. School Staff Codes

Appendix 19. Example Transcript Student

Appendix 20. Example Transcript Parent/Carer

Appendix 21. Example Transcript School Staff

Appendix 1: Gatekeeper Letter

Information Sheet - school staff

Dear School Staff,

I am currently a trainee educational psychologist. As part of my training I am carrying out some research to gain an understanding of students with special educational needs engagement in school. I am interested in gathering their views on school life and the annual review process.

A focus group will be held with a random sample of students to gain information as to their views. Additionally, I will be carrying out some semi-structured interviews with key members of school staff to gain their perspective of the engagement of these students.

All information collected will be kept confidential and will be anonymised in October 2013, so that it can not be linked to the student. Parents and students will be aware of the research prior to conducting it and will be informed of their right to withdraw.

This research study has been authorised by Cardiff University's Ethics Committee. If you wish to discuss any aspect of the study or require more information you are welcome to contact me, or my supervisor, Dr Simon Griffey, at the university. Once I have collected the information I need, all students and their parents, along with school staff will be debriefed about the background of the research.

Yours Sincerely,

Rhian Griffiths

Trainee Educational Psychologist
School of Psychology,
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Griffithsrc1@cardiff.ac.uk

Dr Simon Griffey (Supervisor)

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CF10 3AT
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GriffeySJ@cardiff.ac.uk

Appendix 2: Information Sheet for Parents/Carers

Information Sheet

Dear Parent/Carer,

I am currently a trainee educational psychologist studying at Cardiff University. As part of my training I am carrying out some research to gain an understanding of student engagement in school. The research is focusing on students with a statement of special educational needs. As your child has a statement of special educational need I would be interested in their engagement in school and gaining their views on the annual review process.

The information will be gathered through a small group situation conducted during school time. The students will be asked their views on their annual review process and their engagement in the process and in school in general.

All information collected will be kept confidential and will be anonymised, so that it cannot be linked to your child in any way. This research study has been authorised

by Cardiff University's Ethics Committee. If you wish to discuss any aspect of the study or require more information you are welcome to contact me or my supervisor Dr Simon Griffey, at the university. Once I have collected the information I need, I will send home with your child a debrief about the background of the research.

If you do not wish your child to participate in this research then please complete the attached form and return to school by ****.

Thank you for taking the time to read this letter.

Yours Sincerely

Rhian Griffiths   Dr Simon Griffey (Supervisor)

Trainee Educational Psychologist   School of Psychology,
School of Psychology,   Cardiff University,
Cardiff University,   Tower Building,
Tower Building,   Park Place.
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CF10 3AT   Tel:029 20870366

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I have read the information regarding the research being conducted on student engagement in child's schools.

I do not wish my son/daughter ....(name) to participate in the research.

Please return to school no later than ***********

Signed   ....

Print   ....

Date   ....

Appendix 3: Student Population Data

Table 2.4 Summary of Student Population

Participant	Year Group	Ethnicity	English as a first language? Yes/No	Looked After Child? Yes/No	Main area of need on Statement (*)	Male /Female
1	9	White - British	Yes	No	SP	m
2	8	White - British	Yes	No	CL	f
3	8	White - British	Yes	No	CL	m
4	11	Asian Pakistani	No -Urdu	No	CL	m
5	9	Indian	No	No	BES	m
6	11	Other Black African	No -Lingala	No	CL	m
7	10	Asian Pakistani	No -Gujarati	No	BES	m
8	8	White - British	Yes	Yes	BES	m
9	8	White - British	Yes	No	CL	m
10	8	White -	Yes	No	CL	m

		British				
11	8	Black African (Somali)	No -Somali	No	BES	M
12	8	White - British	Yes	No	CL	M
13	9	White - British	Yes	Yes	BES	M
14	9	White - Polish	Yes	No	CL	M
15	11	Asian Pakistani	No -Urdu	No	CL	f
16	8	White - British	Yes	No	CL	M
17	8	White - British	Yes	No	BES	M
18	10	White - Polish	Yes	No	SP	M
19	9	White - British	Yes	Yes	CL	f

(*) Main area of need on statement -

- Cognition and learning (CL)

- behavioural, emotional and social (BES)

- communication and interaction (CI)

- sensory and/or physical (SP)

Table 2.5 Students Year Groups

Year 8	Year 9	Year 10	Year 11
9	5	2	3

Table 2.6 Ethnicity of Student Participants

White British	White Polish	Indian	Asian - Pakistani	Black African (Somali)	Other (Black African)
11	2	1	3	1	1

Table 2.7. No. of Student Participants with English as a first Language

Yes	No
13	6

Table 2.8 .No of LAC Student Participants

LAC	Not LAC
3	16

Table 2.9 . Area of Need as outlined within Student's Statement of SEN

Cognition and Learning	Behavioural, emotion and social	Communication & Interaction	Sensory and/or physical
11	6	0	2

Table 2.10 Gender of Student Participants

Male	Female
16	3

Appendix 4: Parent/Carer & School staff consent form

Consent Form

I understand that the information provided by me will be held confidentially, such that only the Experimenter can trace this information back to me individually. I understand that my data will be anonymised a week after the interview and that after this point no-one will be able to trace my information back to me. The information will be retained for up to six months when it will be deleted/destroyed. I understand that I can ask for the information I provide to be deleted/destroyed at any time up until the data has been anonymised, which will be in July, and I can have access to the information up until the data has been anonymised.

I also understand that at the end of the study I will be provided with additional information and feedback about the purpose of the study.

I, _____(NAME) consent to participate in the study conducted by Rhian Griffiths, School of Psychology, Cardiff University with the supervision of Simon Griffey.

Signed:

Date:

Appendix 5: Student Assent Form
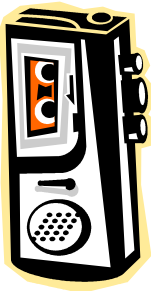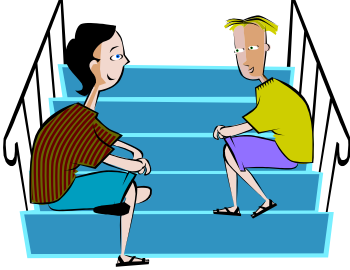
Student's Perspectives and experiences of their annual review

Please tick if you understand

	I want to take part in this study and share my views on my annual review.	
	I know I can say 'NO' to any questions that I don't want to answer. I know I can say 'NO' at any time. I know I don't have to speak if I don't want to.	
	I know that the chat we have will be tape-recorded. I know I can say 'NO' if I don't want to be taped.	

	I am happy to share my experience. I am happy for my experience to be shared with others.	
	I know that my name will not be used when my experiences are reported. We might use a made-up name instead.	
	I know who to talk to if I want help or more information.	
	I understand all of these things. Yes! I want to join in!	

Name:

Signature:

Date:

Student Focus Group Prompt

Activity	Time
<u>Refreshments</u> Drinks and biscuits available. Everyone to make a name badge.	10mins
<u>Introductions</u> Refer to the assent forms and information sheet. We are here today to talk about your annual review process. We will be making notes and recording- assent	5 mins
Rules - generate rules as a group.	5 mins
<u>Circle Time Activity</u>- Favourite food, chocolate bar. (Establish that there is no right or wrong answer & that people will have different opinions). Tell the group their partners name and something they enjoy doing.	5mins 10 mins
<u>Paired Work</u> What do you think about your person centred annual review process? Three things.	Pairs- 5mins

(Write it down on flipchart) Discussion in whole group Thank you for your ideas, you have come up with lots of great ideas. Is there anything else that anyone can think of or is there something on the board that someone wants to talk a bit more about?	Discussion – 15mins
<u>Post-it Note Activity</u> Do you think your behaviour has changed since preparing for and being part of your annual review? (prompts if needed) - attendance - classroom participation - extracurricular participation Is anyone willing to share with the group what they wrote down Any other comments? Do you think anything has changed with your learning since preparing for your annual review? (prompts if needed) - Homework completed - Future aspirations - Goal Setting - The outcomes of your meeting? - What was important for you? Is anyone willing to share with the group what they wrote down? Any other comments? Have your feelings about school changed since being part of your annual review? (prompts if needed) - Belonging - Identification with school - School membership Is anyone willing to share with the group what they wrote down? Any other comments? What do you think your parents/carers would say about your review?	5 mins 5 mins 10mins

What do you think your teachers would say about your review?	
<u>Any Questions?</u>	10mins
<u>Debrief</u> Thank everyone, hand out debriefs.	5 mins

Appendix 7: Parent/Carer semi-structured interview prompt

Parent/Carer Semi-structured Interview Prompt

1. What are your initial thoughts on PCARs?

   - for the child,

   - parents,

   - school staff,

2. Have you noticed a difference in your child's behaviour since having PCP approaches?

   - Attendance

   - Extracurricular Participation

3. Have you noticed a difference in your child's learning since having PCP approaches?

   - Time of task
   - Homework completed
   - Self-regulation
   - Future Aspirations
   - Goal Setting

4. Have you noticed a difference in your child's psychological wellbeing since having the PCAR?
   - Belonging
   - Identification with school
   - School membership

5. Do you think the PCAR has impacted upon you as a parent? If so, how?

6. Any other comments?

Appendix 8: School staff semi-structured interview prompt

School Staff Semi-structured Interview Prompt

1. What are your initial thoughts on PCARs?
   - for the child,
   - parents,
   - school staff,
   - Other professionals/school staff.

2. Have you noticed a difference in the students behaviour since having PCP approaches?

   - Attendance

   - Extracurricular Participation

   - Time on Task

3. Have you noticed a difference in the students learning since having PCP approaches?

   - Time of task

   - Homework completed

   - Self-regulation

   - Future Aspirations

   - Goal Setting

4. Have you noticed a difference in the students psychological wellbeing since having the PCAR?
   - Belonging
   - Identification with school
   - School membership

5. Have there been any issues/concerns about the implementation of the PCAR process?

   - parent engagement

6. Any other comments?

Appendix 9: Debrief for school staff

<u>Debrief for School staff</u>

Thank you very much for agreeing to take part in the research

The aim of the research was to explore student's engagement in school and their perspectives and experiences of their annual review.

I would like to take this opportunity to assure you that all the information gathered will be held confidentially and anonymised when all collected. You have the right to withdraw from the piece of research at any time up until data is anonymised (in July) without further explanation.

Thank you very much for your time, your cooperation is very much appreciated!

Rhian Griffiths
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Debrief for Parents/Carers

Thank you very much for agreeing for your child to take part in the research.

The aim of the research was to explore students' engagement in school and their perspectives and experiences of their annual review.

I would like to take this opportunity to assure you that all the information gathered will be held confidentially and anonymised when all collected. You have the right to withdraw your child from the piece of research at any time up until data is anonymised (in **) without further explanation.

Thank you very much for your time, your cooperation is very much appreciated!

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Appendix 11: Phases of Thematic Analysis (as proposed by Braun & Clarke, 2006)

Phases of Thematic Analysis (as proposed by Braun & Clarke, 2006)

Phase	Description of the process
1. Familiarising yourself with your data:	Transcribing data (if necessary), reading and rereading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking in the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2),generating a thematic "map" of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Appendix 12: A 15-Point Checklist of Criteria for Good Thematic Analysis (as proposed by Braun & Clarke, 2006)

15 Point-Checklist of Criteria for Good Thematic Analysis (as proposed by Braun & Clarke, 2006)

Process	No.	Criteria
Transcription	1	The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for "accuracy".
Coding	2	Each data item has been given equal attention in the coding process.
	3	Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.
	4	All relevant extracts for all each theme have been collated.
	5	Themes have been checked against each other and back to the original data set.
	6	Themes are internally coherent, consistent, and distinctive.
Analysis	7	Data have been analysed – interpreted, made sense of - rather than just paraphrased or described.
	8	Analysis and data match each other – the extracts illustrate the analytic claims.
	9	Analysis tells a convincing and well-organised story about the data and topic.

	10	A good balance between analytic narrative and illustrative extracts is provided.
Overall	11	Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.
Written Report	12	The assumptions about, and specific approach to, thematic analysis are clearly explicated.
	13	There is a good fit between what you claim you do, and what you show you have done – i.e., described method and reported analysis are consistent.
	14	The language and concepts used in the report are consistent with the epistemological position of the analysis.
	15	The researcher is positioned as *active* in the research process; themes do not just "emerge".

Appendix 13: Student data themes, subthemes and Codes

Student data themes, subthemes and Codes

Theme 1: Collaborative Working

Theme	Sub Theme	Codes
Theme 1: Collaborative Working	Voice of the Student	PCAR unique opportunity for student to share views Listening and focusing on Student Student participation Student listened to Student delivered Powerpoint Student perspective of what is working Giving Student opportunity to share their views Student engagement
	Joint Working	Understanding Student School staff sharing information with parents Positive feedback from school staff to student Sorting out Student problems Equal opportunities for participation Development of relationships between student and school staff Equal participation during meeting
	Parental Involvement	Parental involvement Parental enjoyment Parental participation Parental support
	Supported	Reassurance that people are there to help student Supportive having family members attending Parental support

		Student strengths
	Positive Focus	Positive style of PCAR
		Focus on the good things
		Sharing what is going well
		Positive information shared
	Information Sharing	Remembering what has been learned
		Give opinions
		Sharing personal information
		Explaining PCAR
		Clarification of information
		Sharing information with college
		Getting to know the student
		Learning about the Student outside of school
		Sharing of information following PCAR
		Outside agencies learning about Student
		Sharing personal information
		Resistance sharing information
		Sharing information about everything about the student
		Information Shared interesting and surprising
		Reviewing student progress
		Sharing information with school staff
		Reluctance sharing information
		Opportunity to find out information
		Teachers know students better
	Preparation	Enjoyed preparation work
		Technical problems
		No understanding of reasoning behind PCAR
		Student planning music for PCAR
		Understood rationale behind PCAR beforehand

Theme 2: Outcomes

Theme	Sub Theme	Codes
Theme 2: Outcomes	Target Setting	Target setting Described PCAR as Helpful in generating targets
	Learning	Concentrating in lessons Responsibility at home Personal outcomes relating to learning
	Behaviour	Changes in behaviour outside of school Improvement in attitude towards school Improvement in behaviour following PCAR. Increase in homework Improvement in behaviour following PCAR Improvement in behaviour No change in behaviour following PCAR Improvement in behaviour No change in behaviour following PCAR Deterioration in behaviour following PCAR No longer lying following PCAR
	Future	Thinking about the future Future Planning Planning for the future Planning for employment Planning for progress Planning for the future
	Transitions	Planning for the future Thinking ahead Sharing information with the college

	Outcomes	Acting upon student views Treated differently by teachers Increased independence outside of school Teachers more supportive Teachers have not changed Increase in Confidence

Theme 3: Affect

Theme	Sub Theme	Codes
Theme 3: Affect	Positive Emotions	Student feeling of happiness Improved emotional wellbeing Positive Emotions experienced by parents PCAR described as better PCAR was decent
	Negative Emotions	Nerve-racking Nervous Conscious of writing during the PCAR Negative emotions due to lack of understanding of PCAR. Student was nervous Embarrassed hearing positive information Scared Negative Emotions experienced by parents

	Enjoyment	Humorous Enjoyable Good Laughing Enjoyed meeting PCAR process good The PCAR as helpful Described PCAR as good Fan of the approach
	Ownership	Information in meeting prompting student control and decision making Learning from mistakes Increase in work motivation Self-reflection Student participation Student Control Changes in attitude and motivation towards school and work

Theme 4: Positive

Theme	Sub Theme	Codes
Theme 4: Positive	Positive Focus	Student strengths Positive style of PCAR Focus on the good things Sharing what is going well Positive information shared

	Supported	Reassurance that people are there to help student Supportive having family members attending Parental support
	Positive Emotions	Student feeling of happiness Improved emotional wellbeing Positive Emotions experienced by parents PCAR described as better PCAR was decent
	Enjoyment	Humorous Enjoyable Laughing Enjoyed meeting Described process as nice PCAR process good The PCAR as helpful Described PCAR as good Fan of the approach

Appendix 14: Parents/Carers themes, subthemes and data Codes

Parents/Carers themes, subthemes and Codes

Theme 1: Positive

Theme	Sub Theme	Codes
Theme 1: Positive	Positive focus	PCAR have a positive focus Will see positive results Planning a way forward Student being the focus is very powerful PCAR positive change in reviewing student progress PCARs as an improvement
	Positive Emotions	Positive emotions experienced by student Excitement experienced by parents Student taking himself more seriously Student feeling more control Student feeling less anxious Positive emotions for parents PCAR was more interesting and informative than previous annual reviews PCAR interesting PCAR more relaxed than old reviews PCAR friendlier atmosphere PCAR produce more relaxed attitude Enjoyment in learning Student enjoyment in participation Feeling proud of student participation
	Relationships	Importance of building relationships with key people Joint working between home and school Developing relationships between home and school Development of social club for the students

		Development of relationships between home and school
		Informing and sharing information with those who are important to the student
		Learning process which works two ways

Theme 2: Outcomes

Theme	Sub Theme	Codes
Theme 2: Outcomes	Targets	Action planning to reach the targets set Identified area of progress to make friends Targets focusing on life skills Targets focus on student becoming more independent Learning life skills Increase in participation of targets Targets agreed upon within the PCAR
	Relationships	Importance of building relationships with key people Joint working between home and school Developing relationships between home and school Development of social club for the students Development of relationships between home and school Informing and sharing information with those who are important to the student Learning process which works two ways
	Outcomes	New approach, seeing students aspirations Planning for the future Future employment as one element of PCAR Fewer behavioural outbursts No behavioural changes following PCAR Information shared impacted upon how you deal with student Socialising outside of school Students increase in confidence Socialising with others more Student talking about school at home

		Student appears more animated
		Preparation for the future
		Planning for the future

Theme 3: Implementation

Theme	Sub Theme	Codes
Theme 3: Implementation	The meeting	PCARs are a significant step forward PCAR isn't going to change things on its own, part of the process of change Difference between surface level changes and underpinning changes Structure of meeting enables participation Structure of meeting allows for openess Improvements to the process to include key members of the community Ensuring appropriate professionals attend the PCAR PCAR different to previous annual review PCAR was more interactive than previous annual review Accessible structure of PCAR Written communication following the meeting Useful to increase attendees to people outside of school.
	Practical Issues	Previous involvement of student 'tokenistic', PCAR are about the student. Initially new way a challenge for school staff There is a potential for PCAR to become tokenistic Identified difficulties with the process Difficulties sharing sensitive information with student present Useful to have information prior to meeting Not aware of the format before the PCAR Parents not prepared before PCAR Student not clear on purpose of PCAR

		Student resistant initially at participating with written element of PCAR Student can find it difficult to get her point of view across Sharing information with student present
	Monitoring	Sharing of information with other school staff following PCAR Difficulty attributing changes to PCAR Not aware of monitoring of student on day to day basis

Theme 4: Collaborative Working

Theme	Sub Theme	Codes
Theme 4: Collaborative Working	Ownership	New approach, seeing students aspirations Planning for the future Future employment as one element of PCAR Fewer behavioural outbursts No behavioural changes following PCAR Information shared impacted upon how you deal with student Socialising outside of school Students increase in confidence Socialising with others more Student talking about school at home Student appears more animated Preparation for the future Planning for the future
	Voice of the Student	Genuine interest in students views and participation Crucial change is actually listening to student The importance of listening to the voice of the child New insight into students aspirations

		Student identifying and sharing the problem
		Students have good insight into their lives
		Powerpoint tool to share student views
		Written element enabled student to share views
		Student able to share his views
		Useful providing student opportunity to share their views
		Greater insight of students perspective
		Child knows best
		Hearing child's views
	Parental Participation	Parental involvement at home
		Parental involvement
		Parental contribution
		Increased parental involvement in the PCAR
		Greater parental participation in PCAR
		Flexibility enabled parental participation
		Parental views and focus on education
		Parental views of content of review
		Increased awareness for parents
		Parental involvement increased
	Joint Understanding	Sharing of information between parents and school staff
		Communication between those involved in students life
		Joint exploration of ways to achieve aspirations
		Equal opportunity to contribute for all attendees
		Language used more easily understood
		Greater understanding of student by school staff
		Gaining a deeper insight of student
		Student appreciates school staff support
		Working together home and school
		Development of relationships between home and school
		Understanding the Student better
		Sharing information and working together
		Understanding the student
		Connections being made by student between home and school

		Working together
		Home and School working together
	Relationships	Importance of building relationships with key people
		Joint working between home and school
		Developing relationships between home and school
		Development of social club for the students
		Development of relationships between home and school
		Informing and sharing information with those who are important to the student
		Learning process which works two ways
	Information Sharing	Student contribution through a presentation
		Those important in the students life working together
		Student participation
		Identifying solutions to problems discussed in the PCAR
		Active participation of all attendees
		Student not sharing information prior to PCAR
		New insight to child views
		Gaining student views, gaining new information
		Discussions school focused
		Sharing information between home and school
		Finding out about the whole family
		School staff learn about the students family and who is important to them
		Sharing information and working together
		Knowing about situations outside of school is important
		Getting an update on progress of student
		Sharing thing from home with school
	Person Centred	Focus on child's aspirations
		Student focused
		Change in focus from education to the whole child
		Student is focus of the process
		Student insight into how they like to learn
		All aspects of student life
		New focus not just on education
		Viewing all aspects of the child's life and what is important to them

| | | Supporting the focus child |
| | | Finding out about all aspects of the students life |

Appendix 15: School staff themes, subthemes and data Codes.

School Staff themes, subthemes and Codes

Theme 1: Collaborative Working

Theme	Sub Theme	Codes
Theme 1: Collaborative Working	Person Centred	Focusing upon student needs Talking about the whole child Looking at all aspects of the child Teaching focused on individual needs Person Centred Child centred Holistic focus of the child Adapting lessons to reflect the students interests Adaptations made to aid learning for the student
	Student participation	Students have a greater understanding of what is going on Students have a greater ownership of the process Choice for Student participation Student feels more valued Student part of the process Listening to students opinions and views Students present information Students share their opinions Students identifying what is important to them Student is active participant in setting appropriate targets Student identifies areas for further development

		Students willing to participate
	Parental Participation	100% Parental attendance Exploring parental perspectives Parental engagement Parental participation Parents learn about children's interests Parents are onboard Parents less nervous with PCAR process Parents more comfortable sharing information with school staff
	Information Sharing	Opportunity to share information with parents and student School staff working with students towards their targets Gain a deeper knowledge of the child Immediate way to learn about the student Professionals find out a lot about the student in a short period of time Finding out a lot of information Sharing information from home to school Sharing information with appropriate school staff Joint working to generate targets Preparation work supports PCAR Everyone able to access everything in the PCAR Sharing of information from PCAR to other members of staff within school. Students receive feedback from parents Understanding pupils due to PCAR process

Theme 2: Outcomes

Theme	Sub Theme	Codes
Theme 2: Outcomes	Home-school Link	Development of relationships between home and school. Joint working between home and school Development of relationships between school staff and students
	Relationships	Students feel more supported Development of relationships between home and school. Joint working between home and school Development of relationships between school staff and students Students aware of school staff and parents relationships The development of relationships with people at home is important Students know they have someone to speak to in school Development of relationships between school staff and students
	Behaviour	Increase in confidence Negative impact upon attendance of one student Behavioural incidents calm quicker Increase in confidence Improvement in student behaviour
	Future	Acting upon what the student has said Preparation for the future, post school Additional visits arranged to support transition
	Targets	Sense of ownership for the students Joint working to generate targets Students motivated to work towards their own targets

	Outcomes	Excited by the outcomes of the PCAR Personal outcome of reduction in lying One outcome is the development of a social club
	Learning	Development in social skills The development of social targets
	Enjoyment	Enjoyment of participation Positive emotions experienced by parents Students more interested in school Successes increases motivation of the students

Theme 3: Implementation

Theme	Sub Theme	Codes
Theme 3: Implementation	Training	Could train members of staff about the approach Training covered theory and putting it into practice Identifying non-educational targets can be difficult
	Practical Issues	Timetabling issues in ensuring appropriate people attend PCAR Information obtained from teaching staff prior to PCAR Practical issues within school, preventing implementation of PCAR Some school staff do not understand the new PCAR process Parents unsure of PCAR process
	Workload	Time implications initially for school staff Increased workload Joining up annual reviews with LAC reviews More paperwork at the initial stages, but not anymore Reducing workload by combining meetings with PCARs
	Monitoring	Difficulty in monitoring agreed actions School staff monitor progress of targets Joint responsibility between home and school

Theme 4:
Positive

Theme	Sub Theme	Data Extract
Theme4:\n\nPositive	Positive	More positive experience PCAR is focusing upon the positives Students have a positive attitude towards learning School staff excited by the new approach PCP new way of working School staff feel it is a better way of reviewing statements Structure of PCAR is visual Advocate for the PCAR process PCAR process as more positive
	Relationships	Students feel more supported Development of relationships between home and school. Joint working between home and school Development of relationships between school staff and students Students aware of school staff and parents relationships The development of relationships with people at home is important Students know they have someone to speak to in school Development of relationships between school staff and students
	Enjoyment	Enjoyment of participation Positive emotions experienced by parents Students more interested in school Successes increases motivation of the students
		Focusing upon student needs Talking about the whole child

	Person Centred	Looking at all aspects of the child Teaching focused on individual needs Person Centred Child centred Holistic focus of the child Adapting lessons to reflect the students interests Adaptations made to aid learning for the student

Appendix 16. Student Codes

<u>Student Codes</u>

1. Humorous
2. Remembering what has been learned
3. Thinking about the future
4. Future Planning
5. Target setting
6. Give opinions
7. Acting upon student views
8. PCAR unique opportunity for student to share views
9. Changes in behaviour outside of school
10. Sharing personal information
11. Enjoyable
12. Listening and focusing on focus Student
13. Explaining PCAR
14. Clarification of information
15. Planning for the future
16. Described PCAR process as Good
17. Described PCAR process as Helpful in generating targets
18. Laughing during PCAR
19. Treated differently by teachers
20. Described PCAR process as Better
21. Improvement in attitude towards school
22. Understanding Student
23. Student participation
24. Enjoyed meeting
25. Student listened to
26. Sharing information with college
27. Student strengths
28. Getting to know the student
29. Nerve-racking
30. Learning about the Student outside of school
31. Sharing of information following PCAR
32. Fan of the approach
33. Outside agencies learning about Student
34. Enjoyed preparation work
35. Technical problems
36. Student planning refreshments for PCAR
37. Positive style of PCAR
38. No understanding of reasoning behind PCAR
39. Student planning music for PCAR
40. Understood rationale behind PCAR beforehand
41. Parental involvement
42. Described PCAR process as nice
43. Student delivered Powerpoint

44. Sharing personal information
45. Planning for employment
46. Nervous
47. Resistance sharing information
48. Conscious of writing during the PCAR
49. Student perspective of what is working
50. Student feeling of happiness
51. School staff sharing information with parents
52. Positive feedback from school staff to student
53. Sorting out Student problems
54. Negative emotions due to lack of understanding of PCAR.
55. Focus on the good things
56. PCAR process good
57. Sharing what is going well
58. Planning for the future
59. Equal opportunities for participation
60. Giving Student opportunity to share their views
61. Sharing information about everything about the student
62. Improvement in behaviour following PCAR.
63. Information in meeting prompting student control and decision making
64. Increase in homework
65. Improvement in behaviour following PCAR
66. Learning from mistakes
67. The PCAR as helpful
68. Information Shared interesting and surprising
69. Increase in work motivation
70. Positive style of PCAR
71. Concentrating in lessons
72. Development of relationships between student and school staff
73. PCAR was decent
74. Reviewing student progress
75. Described PCAR as good
76. Positive information shared
77. Parental enjoyment
78. Planning for progress
79. Improved emotional wellbeing
80. Parental participation
81. Reassurance that people are there to help student
82. Thinking ahead
83. Equal participation during meeting
84. Sharing information with the college
85. Student was nervous
86. Supportive having family members attending
87. Student engagement
88. Embarrassed hearing positive information
89. Self-reflection
90. Student participation

91. Sharing information with school staff
92. Reluctance sharing information
93. Scared
94. Opportunity to find out information
95. Improvement in behaviour
96. Planning for the future
97. Student Control
98. Increase in Confidence
99. No change in behaviour following PCAR
100. Changes in attitude and motivation towards school and work
101. Improvement in behaviour
102. Responsibility at home
103. No change in behaviour following PCAR
104. Deterioration in behaviour following PCAR
105. Personal outcomes relating to learning
106. No longer lying following PCAR
107. Increased independence outside of school
108. Positive Emotions experienced by parents
109. Negative Emotions experienced by parents
110. Parental support
111. Teachers know students better
112. Teachers more supportive
113. Teachers have not changed

Appendix 17. Parent/Carer Codes

Parent Codes

1. PCARs as an improvement
2. Child knows best
3. Hearing child's views
4. Giving child chance to make decisions
5. New insight to child views
6. New focus, not just on education
7. Parental views and focus on education
8. Gaining student views, gaining new information
9. Parental views of content of review
10. Viewing all aspects of the child's life and what is important to them
11. Supporting the focus child
12. Discussions school focused
13. Socialising outside of school
14. Development of social club for the students
15. Identified area of progress to make friends
16. PCAR more relaxed than old reviews
17. PCAR friendlier atmosphere
18. PCAR produce more relaxed attitude
19. Working together home and school
20. Sharing information between home and school
21. Development of relationships between home and school
22. Finding out about the whole family
23. School staff learn about the students family and who is important to them
24. Understanding the Student better
25. Sharing information and working together
26. Informing and sharing information with those who are important to the student
27. Knowing about situations outside of school is important
28. Getting an update on progress of student
29. Finding out about all aspects of the students life
30. Students increase in confidence
31. Student feels she has input into decisions
32. Student feels she has been listened to.
33. Student can find it difficult to get her point of view across
34. Understanding the student
35. Socialising with others more
36. Student talking about school at home
37. Student appears more animated
38. Connections being made by student between home and school
39. Targets focusing on life skills
40. Targets focus on student becoming more independent
41. Learning life skills
42. Preparation for the future
43. Enjoyment in learning
44. Sharing thing from home with school
45. Learning process which works two ways
46. Increase in participation of targets
47. Targets agreed upon within the PCAR
48. Increased interest due to participation
49. Student enjoyment in participation

50. Increased interest in school work and learning
51. Sharing information with student present
52. Working together
53. Planning for the future
54. Increased awareness for parents
55. Parental involvement increased
56. Home and School working together
57. Feeling proud of student participation
58. Student setting their own goals
59. PCAR different to previous annual review
60. Useful to have information prior to meeting
61. Not aware of the format before the PCAR
62. PCAR was more interactive than previous annual review
63. Increased parental involvement in the PCAR
64. Language used more easily understood
65. PCAR was more interesting and informative than previous annual reviews
66. Parents not prepared before PCAR
67. Greater parental participation in PCAR
68. Student feeling bigger part of PCAR
69. PCAR interesting
70. Student not clear on purpose of PCAR
71. PCAR increasing student participation and interest
72. Greater understanding of student by school staff
73. Developing relationships between home and school
74. Active participation of all attendees
75. Flexibility enabled parental participation
76. Powerpoint tool to share student views
77. Student not sharing information prior to PCAR
78. Gaining a deeper insight of student
79. Student resistant initially at participating with written element of PCAR
80. Written element enabled student to share views
81. No behavioural changes following PCAR
82. Accessible structure of PCAR
83. Sharing of information with other school staff following PCAR
84. Student able to share his views
85. Useful providing student opportunity to share their views
86. Difficulty attributing changes to PCAR
87. Student appreciates school staff support
88. Not aware of monitoring of student on day to day basis
89. Student taking control
90. Greater insight of students perspective
91. Student insight into how they like to learn
92. Information shared impacted upon how you deal with student
93. All aspects of student life
94. Written communication following the meeting
95. Useful to increase attendees to people outside of school.
96. PCARs are a significant step forward
97. Focus on child's aspirations
98. PCAR have a positive focus
99. Student contribution through a presentation
100.   Student focused
101.   Parental involvement at home
102.   Positive emotions experienced by student
103.   Student actively involved in the planning and preparation
104.   Previous involvement of student 'tokenistic', PCAR are about the student.
105.   Initially new way a challenge for school staff
106.   Will see positive results
107.   Importance of building relationships with key people
108.   New approach, seeing students aspirations

109. There is a potential for PCAR to become tokenistic
110. Genuine interest in students views and participation
111. Crucial change is actually listening to student
112. Student had bought into the PCAR process
113. Targets and Outcomes are generated by student
114. The importance of listening to the voice of the child
115. PCAR isn't going to change things on its own, part of the process of change
116. Parental involvement
117. Planning for the future
118. Joint working between home and school
119. Sharing of information between parents and school staff
120. Change in focus from education to the whole child
121. Communication between those involved in students life
122. Student is focus of the process
123. Those important in the students life working together
124. Future employment as one element of PCAR
125. New insight into students aspirations
126. Joint exploration of ways to achieve aspirations
127. Student participation
128. Planning a way forward
129. Student identifying and sharing the problem
130. Truly engaging student in process
131. Providing choice to the student
132. Action planning to reach the targets set
133. Student being the focus is very powerful
134. Student identifying solutions
135. PCAR positive change in reviewing student progress
136. Excitement experienced by parents
137. Student has ownership of changes made
138. Difference between surface level changes and underpinning changes
139. Identified difficulties with the process
140. Students have good insight into their lives
141. Difficulties sharing sensitive information with student present
142. Equal opportunity to contribute for all attendees
143. Parental contribution
144. Structure of meeting enables participation
145. Structure of meeting allows for openess
146. Student taking responsibility of learning
147. Student taking himself more seriously
148. Student feeling more control
149. Student feeling less anxious
150. Identifying solutions to problems discussed in the PCAR
151. Fewer behavioural outbursts
152. Positive emotions for parents
153. Improvements to the process to include key members of the community
154. Ensuring appropriate professionals attend the PCAR

Appendix 18. School Staff Codes

School Staff Codes

1. Increased workload
2. Person Centred
3. Child centred
4. Holistic focus of the child
5. Student feels more valued
6. Student part of the process
7. Listening to students opinions and views
8. Acting upon what the student has said
9. Parents unsure of PCAR process
10. Parents learn about children's interests
11. Students present information
12. Immediate way to learn about the student
13. Joining up annual reviews with LAC reviews
14. More paperwork at the initial stages, but not anymore
15. Parents are onboard
16. PCP new way of working
17. Identifying non-educational targets can be difficult
18. School staff feel it is a better way of reviewing statements
19. Professionals find out a lot about the student in a short period of time
20. Reducing workload by combining meetings with PCARs
21. Finding out a lot of information
22. Development of relationships between home and school.
23. Joint working between home and school
24. Personal outcome of reduction in lying
25. Development of relationships between school staff and students
26. Students share their opinions
27. Adapting lessons to reflect the students interests
28. Students more interested in school
29. Students identifying what is important to them
30. Behavioural incidents calm quicker
31. Sharing information from home to school
32. Sharing information with appropriate school staff
33. Students aware of school staff and parents relationships
34. Adaptations made to aid learning for the student
35. Successes increases motivation of the students
36. Preparation for the future, post school
37. Additional visits arranged to support transition
38. Joint working to generate targets
39. Joint working to generate targets
40. Student is active participant in setting appropriate targets
41. Preparation work supports PCAR
42. Student identifies areas for further development
43. Students motivated to work towards their own targets
44. School staff monitor progress of targets
45. Joint responsibility between home and school
46. The development of relationships with people at home is important
47. The development of social targets

48. One outcome is the development of a social club
49. Increase in confidence
50. Students know they have someone to speak to in school
51. Parents less nervous with PCAR process
52. Parents more comfortable sharing information with school staff
53. Structure of PCAR is visual
54. Everyone able to access everything in the PCAR
55. Students willing to participate
56. Sharing of information from PCAR to other members of staff within school.
57. Students receive feedback from parents
58. Improvement in student behaviour
59. Advocate for the PCAR process
60. PCAR process as more positive
61. Development of relationships between school staff and students
62. Understanding pupils due to PCAR process
63. Time implications initially for school staff
64. School staff working with students towards their targets
65. Excited by the outcomes of the PCAR
66. Looking at all aspects of the child
67. Development in social skills
68. Some school staff do not understand the new PCAR process
69. Gain a deeper knowledge of the child
70. Teaching focused on individual needs
71. Sense of ownership for the students
72. Parental participation
73. More positive experience
74. PCAR is focusing upon the positives
75. Students have a greater understanding of what is going on
76. Students have a greater ownership of the process
77. Timetabling issues in ensuring appropriate people attend PCAR
78. Could train members of staff about the approach
79. Information obtained from teaching staff prior to PCAR
80. Practical issues within school, preventing implementation of PCAR
81. Opportunity to share information with parents and student
82. Choice for Student participation
83. Enjoyment of participation
84. Increase in confidence
85. Students feel more supported
86. Negative impact upon attendance of one student
87. 100% Parental attendance
88. Focusing upon student needs
89. Students have a positive attitude towards learning
90. Talking about the whole child
91. Exploring parental perspectives
92. Parental engagement
93. Positive emotions experienced by parents
94. Difficulty in monitoring agreed actions
95. School staff excited by the new approach
96. Training covered theory and putting it into practice

Appendix.19. Example of Student Transcript
Example Focus Group Transcription

The following were not audio taped and therefore, not transcribed:
initial introductions, Refreshments
Name badges
Introductions
Rules

Researcher - We are going to stick to our rules, I am going to leave them there so you can all see them Ok?
Miss I can't see
Me neither
[fussing, conversations between students]
Researcher - There we go, ...now everyone can see
[fussing, chairs moving]
Researcher - OK, what I want to do to start with is, is I want you to think about your annual review, so think about that meeting when your carers were there, think about what you said in your presentation, and think about all the work you did before hand like that big sheet ...what was important to and for you , the people in your life who were important , what you like doing, remember all the things we talked about at the beginning.
Yea
Like everything
Researcher - Yes, so thinking about all of those things, everything , I want you to talk to your partner about what you thought about them. Then when you have done that for a few minutes we will come back together as a group and tell each other three things that you talked about.
[fussing]
 Researcher - OK, so talk to your partner, what did you think about your annual review, was it good, was it bad, did you enjoy it? did you not enjoy it? so all of those things, talk to your partner and I will ask you to share that with the group in 3 minutes.

[students talking to their partners - not audible]
Researcher - Ok then, right can we all come back together then please.
[Fussing]
Researcher - Can we have a volunteer please for them to tell the group what they think about their annual review?
Can I go first, I go first, he go first
[laughing]
He will
No me
Researcher - Are you happy to go first *?
yes miss
Researcher - lovely, thank you, everybody remember our rules, listen to *

I didn't mind it, urghh ... we had a couple of laughs, I remembered a few things and the annual review is nothing really, yea, ... it's just, really just for me it is just remembering things you have learnt, yea ... ummm ... that's it really.

Researcher - Thank you *,Ok, so what you are saying is in your annual review you talked about the things you had learnt? is that right?

Yea and at some point it helped me think about the future and give and show you like what you want to do and stuff like that.

Researcher - that's really interesting ...

yea, I think it helped me, yea it did [inaudible]

Researcher - how has that helped you?

ummm ... because it has helped me like, umm ... like with the targets I have set.

Researcher - Oh I see, so it has helped you with your target setting?

yea

[students talking in the background]

Researcher - Can everyone remember our rules please

[fussing]

Researcher - oh ok, and are you working towards those targets now

yea ... umm ... really I am ... kind of ... I been trying

Researcher - Oh ok, brilliant, thank you

Researcher - does anyone else want to say anything about their annual review and the work leading up to it?

[inaudible]

[laughing]

Researcher - * lovely, thank you, what would you like to say about it?

it was ok like ... umm ... 'coz you get to say like what you want to do in school and stuff, like I said I wanted to try a bit more mainstream and... we are sorting it out now like,

Researcher - oh so you were able to tell everyone in the meeting that you wanted to go into mainstream more, is that what you are saying?

yea,

Researcher - so now they know that, they

[interrupted] yea, coz otherwise they wouldn't have known

Researcher - oh ok, so if you hadn't have had the lessons and the time spent doing the work for the annual review, do you think school would have known that about you?

 No

Researcher - You don't think they would've known that about you?

no

Researcher - ok lovely thank you for sharing that with us... What about you boys, what did you talk about?

Making friends and stuff and family

Researcher - What do you mean by your friends and family then? Can you tell me a little more about that?

Like I wanted to meet up with friends more after school

Researcher - Oh ok, so by being part of the meeting you were able to say that you would like to meet up with friends.)

Yea and how many brothers and sisters

Researcher - what do you mean how many brothers and sisters sorry?

like how many you got

Researcher - do you mean that people got to know more about your family?

yea,

[turned to partner]how many brothers and sisters you got?

I got one brother , that's me and * and four sisters

Researcher - So you found out more about each other then by doing this work?

I'm one of 10

I'm one of 7

Researcher - Is that what you mean though * you learnt more about one another?

[inaudible]

Researcher - Remember our rules guys, we are going to listen to others,

what you on about

Researcher - * listen now, remember our rules, think about what we said about opinions.

yea sorry

Miss I really liked it, ... like it was all about me

Researcher - Ok, thank you for saying sorry *, so what you are saying * then is that you actually enjoyed being part of it because it was about you, is that right?

Yea

Researcher - did anybody not enjoy being part of it?

awkward [laughing]

Researcher - it's ok if you didn't enjoy it, remember only I listen to the recording and nobody will be able to know it is you.

I enjoyed it I did,

Researcher - Why did you enjoy it then * ?

Because umm ... it explains everything to everyone and they know then don't they

Researcher - So you like it because it is explained everything to everyone?

yea

Researcher - What do you mean by everything *?

Well what I like, don't like

what you want to do when you are older, stuff like that really

Researcher - is that in the meeting then or the work before the meeting?

umm ... definitely in the meeting and a bit before, so... umm both really,

Researcher - So both of them, I see, thank you *,So anyone else have anything to say?

I think it was good ummmm ...

Researcher - can you remember?

ummm

Researcher - would you like a bit more thinking time?

I liked the practice bit, I think it helped me with things and we had a laugh and its good to have a laugh sometimes.

Yea

Yea,

[laughter]

Researcher - Ok lovely thank you, has anyone else got anything else to say at this point? ... no, ok, thank you!

Post it note activity

[some students wanted to feedback to the whole group their thoughts from the post-it note activity]

Researcher - Some people have written down their feelings about the annual review but I know * wants to share his thoughts with the group. Can everyone listen to * please... * are you ready?

Umm i said umm since my annual review teachers like know how to treat me now like better than they did before my annual review

Researcher - So what are they doing differently now then?

they like speak to me calmly, instead of shouting at me coz when they used to shout at me I used to shout at me I used to shout back at em

Researcher - how does this make you feel now that things have changed?

fine, yea good ... happy. I think it is better

Researcher - lovely thank you

I think since my annual review my attitude towards school has got slightly better

Researcher - yea

and they are starting to understand me as well and I know now that I need to come to school

Researcher - so for you coming to school is difficult is it?

yea.

Researcher - Ok thank you for that * does anyone else have anything they would like to say about their feelings?

[Giggling, talking in pairs]

Researcher - Does anybody have anything else they would like to say about anything

[inaudible]

Well thank you very much for all taking part,

[Debrief]

Appendix 20. Example Parent/Carer Transcription
Parent/Carer Transcription Example
[Introductions, consent form etc not recorded and, therefore, not transcribed]
Transcription in brackets ( ) is the researcher
(Ok, so my first question is what are your initial thoughts on the new person centred annual reviews?)
I think they are an improvement ... because ... my concept of what I think my * wants and the reality when she is involved with it actually proved to be quite different, and if I don't know her as her mum (ha) then nobody has a chance really have they, so I thought it was really ... very, very good to see my *'s views then if you like, it's hard enough then for children in *'s situation to have a voice but we are making all the decisions for her basically but this gives her the chance for her to be in on the decisions and to find out what matters to * so, ...yea much much better. [sigh] I think it was more our concept of what we thought our * wanted ... what I thought and what her teacher thought which yea 8 times out of ten came together and worked fine, but there are things that my * wanted and that we hadn't even stopped to consider ... because I was looking at it purely from an educational side as was probably the teachers are as well and sometimes that's not what is important to the * then.
(Can you tell me a little more about that?)
Ummm, * wanted things like to make friends (oh right) and to have places to go after school, like 'normal' children ... whereas I wouldn't have contemplated bringing that into her review because I was looking at it as purely an educational tool and it was how has my *'s reading progressed how is this going to progress but ultimately it is the whole package really, if she has got friends and she is doing other things then she is more rounded and that is more important.
(So are you saying that you are not seeing these reviews as specifically educational reviews now) yes ... (so you are looking at different aspects of her life, like friends) yea definitely, definitely.
and I think that is very important in *'s situation because they don't go out and make friends easily and they don't fit into the stereotypical ... they need help and it is maybe something that people don't always think about you know, * comes home from school and unless I take her out she doesn't leave the house again until the following morning (yea) but now when we have talked about it and have kind of established a lot of the children feel the same way, they have now got their little social club that they have set up, there is the after school clubs that they can go to. and it is amazing the number of parents who felt the same when we stopped and thought about it.
(So would you have thought about that other than in the review?)
No, I certainly wouldn't have ... and I think you do, when you are in a school (yea) I've got an older *, when I go to his reviews all we talk about is his educational progress because he is quite capable of going out and making friends, but for my other child that is almost a learning process in itself. she has to learn how to make friends. (yea, yea) so yea that's good (ok, lovely, thank you)
(Is there anything else you think about the PCARs?
Probably the old reviews were more formal (ok) in as much as we discussed a, b and c. I feel that this is more relaxed and is a more friendly atmosphere ummm ... obviously I have done through the schools with my * and I've got to know the teachers but certainly if you were coming into it as a new parent this is a much more relaxed attitude and it gives you the opportunity to see the teachers, I treat * as a friend and you feel you know, like you can

approach them (ok) like if my * had a problem, I feel I could pick up the phone now, whereas before it would've been do you ring the school? don't you ring the school. So I think it takes down barriers then ... yea.

(Oh right, ok, so would you say you find it easier to contact the school) Yea definitely

(Brilliant, thank you, Ok, That is now from your perspective, and your *'s perspective, I was interested to hear what you think school staff think about the PCARs?

I think then that hopefully they have got to know us as well (OK) because now within the review * talks about , obviously she has talked about her family umm so they know the name of her dog, they know who her brother is and what he enjoys doing. and I think they have got to know us ... it is kind of easier to find out what makes * tick in a way because by getting to know us as a family and *'s immediate (uh huh) peers and whoever she is going to be around, they get to see what she is about and if there is a problem with * thinking 'hang on' we know about this, or we know about that and sometimes its what is going on outside of school that has the biggest effect (yea) so I think it gives them an insight into the pupils as well (yea, lovely thank you)

we normally have the Educational Psychologist that has been with * she comes in and she sees * only probably about once a year so it gives her the chance to see how my * is developing and I guess gives her an overview as well of *'s life in general. It isn't just oh well she can't do maths, she isn't very good at reading, it is the wider picture of * is starting to make friends, she is going here, i think it gives everyone a better, richer picture (yea, lovely thank you)

(Ok so moving on now to the impact of the PCAR have you noticed any difference in *'s behaviour since the PCAR. That is in school and out of school.)

I don't know whether it is a difference because of the review itself because obviously it encompasses so much but I think * is more confident around her teachers and she feels she has had an input into what she is doing ... so school hasn't ... I don't know... school isn't so rigid for * now, she looks forward to going as she knows the different things are going to happen ... I think she feels she is being listened to

(Ok, you know when you say now, I know it is difficult to say but do you have any ideas as to why that might be?)

I think it is a combination of ummm both, school and maturity ... because when she was having the old style review she was that much younger ummm she is 14 now so she is getting her own little opinions anyway. I think that whereas sometimes she finds things difficult to get her point across, because they know more about * now and they know who she is talking about if you like it has given her confidence that she can get her point across more so yea I think it is expanding things for * as well and it's not like that's miss and miss knows about maths, its miss knows about lots of things now, so yea its helped her to develop as well.

(Thank you, so just thinking about, you know you said that * wanted to go and meet more friends, has she been given that opportunity now?)

Yea... and I've seen her confidence grow and seen her socialising with others more (ok, right)

* has always loved coming to school, it's never been an issue but now she likes to discuss things that are going to be going on and she will talk to me whereas before she would come home and sit down for tea and i would ask 'school ok today then' and all I would get is 'yes' but now she will tell me we did so and so, we are going camping and we are going to do this. She is more animated now, once again it is hard to attribute it to the PCAR because as we said she is growing up but she does talk about it a bit more now because now the little social

club she goes to that is linked in to school so like the edges are getting a little bit woollier between school and outside and everything seems to fall in nicely for her.

(Ok, ummm, next question then, have you noticed a difference in *s learning since having the PCR? ... and when I say learning I don't necessarily mean just focusing on the academic side but the learning of all sorts of skills too.)

yes because now within the review we have tried to bring in and agreed that * needs to learn social skills and skills at home to allow her to go out and live her life because that was my concern was that she wouldn't be able to be independent because she isn't learning how to be independent. so with * what we decided and discussed is that she would learn how to peg out the washing and do the washing up and we are starting to learn how to do the ironing and even though she knows that she is learning she is like I know I am going to be able to do this and I can go in and tell the teachers, so whereas before she might have come home and told me that she has done her reading now she wants to go in and tell them to say I did the dishes or I helped mum peg out but (its good help for you as well) well yea, but its a learning process which is working two ways, school she brings home to tell me about and she knows that I have talked to Mrs * about * learning how to peg out the washing and she is like more willing to do it now.

(Oh I see, so she is learning social skills and independence skills)

yea and it is really good, it was decided in the meeting ... ummm, I'm trying to think ...

(sorry its not always to answer on the spot) [hahahaha]

I know in the review a lot of what * had put into it was expanding the social side of it , I think * and the academic doesn't really go hand in hand (ok) she isn't really that fussed about learning from a book (uh huh) but when it was discussed what * wanted to learn, she wanted to go out and learn the ironing and how to catch a bus and the things they are ding like the cope course and basic skills and things like that, yea she was very into finding out about that, her key words at the minute are 'I'm almost a grown up, I'm growing up now' so i think she identifies that she needs to learn certain skills and the fact that it was brought into the review, she showed an interest then (yea) because this means oh I am growing up (yea) she is quite quiet and she isn't one for big shows of 'oh I am going to learn how to do this' (yea) but if I am doing something she is certainly more interested in what is happening and she is showing a little bit more interest in school work [hahaha]

(Lovely thank you, and my next question then, have you seen a difference in *'s psychological wellbeing, so her emotions, since or being part of the reviews?)

* is ... umm ... quite hormonal shall we say at this moment in time ummm but this is something that we discussed in front of * in the reviews because * is very good at turning on tears, that is her piste de resistance, any problem and we turn on the tears or say sorry and it gets me out of anything (haha) but now, she knows that I have told Mrs * and the other teachers that she is an actress, so she knows that it won't wash and they now also will give her two minutes and then say there is no need for that so i think it has changed her in as much as she can't get away with as much because mum has keyed them up and they have keyed me up so we all know, and that is good because even though they are children with special needs they are quite canny (oh yes) they can pull the wool over your eyes [haha] at any opportunity (haha sounds like you have had experience)

[hahaha]

(So why do you think that is? do you think that has changed because of the review?)

that has been helped with the reviews because she knows that she needs to learn her independence, she has always been a happy child so I can't say she has gone from being totally insecure to, she is very secure within the family unit, she rules the roost basically

[haha] so that isn't a problem at all, but I think it has helped her to realise that she needs to move on and that she needs to start learning things and in a way that has been cemented by the school

(oh right, that's good, so it seems as if, it they help one another) yes definitely towards common goals (oh ok, and overall then, how do you think the new review has impacted on you as parents and as a family?)

[sigh] it has opened our eyes really, to what is happening, well I know what is happening, but what is happening in school, it has made it more, it has extended the family if you like, you know everyone on a much more relaxed basis, we've all heard *s point of view because she did a little presentation, telling everyone what she likes, who her friends are and what she wants to do when she is older. and i think it has helped everyone to have a better understanding of * (ok) I know what is going on in school and they know what is going on at home so i think it makes it so much easier for everybody, it is much better than going in and being told that next year she is going to be in so and so's class and she will study, here's her books goodbye, now we talk about everything (yea) so it has given us a much better view of it all and I definitely feel more included with *s whole education and life together, like they care too. id say to a parent who hadn't been to a review before to go there with an open mind and to share everything that you want to get off your chest and listen because your child is going to lead how the conversation is going to go, because it is all based around what their thoughts, perceptions are and it is amazing what these children can come out with, they can understand a lot more than we give them credit for (yea) and when we stop and listen to the children that is when we know we are getting it right (yea) we all need to listen to them right from home and in school so that we are all singing from the same hymn sheet. so yea it is much better.

(How did it feel seeing * presenting her opinions in the meeting?)

Its, its lovely, you feel really proud, it's nice to see them achieving something and some of the things she came out with were hilarious. not in as much, in as much as she has a good sense of humour. its good to see gosh she does have goals, they may not be goals that we would see them, but there are things that she wants to achieve too and it really is important, and lovely, you really feel like they are getting somewhere (ok lovely thanks)

(That are all the questions that I have got, is there anything else that you would like to add about the reviews or any other comments?)

No not really, I just think the new process is wonderful but i think where they have got someone like * where you have got a constant contact point and it is someone for the children and I think the school has achieved so much as they have listened to the parents, they have listened to the children and I think one of the biggest successes is the social club because nobody had really thought about it and then when the children started saying it we thought yea that is what they need (yea) and I think there is so much to gain from having this real openness between the schools and the family , I think that has made a really big improvement. what we were talking about is what my * wanted so I think it was more of an eye opener for everyone that * had come out with these ideas and what was great was we had to work together to accommodate what she wanted but also to steer her in a way that was appropriate. we did like a plan at home where we talked about where we put down what we perceived *s answers to be (oh ok) and that was quite nice because I filled in what my thoughts were on it and then I spoke to my * about it and a few things changed, so ultimately in that way you are prepared but in a way you are sitting down and listening to what the * wants then more than anything. Nothing came as a massive shock other than she wanted to be rich and buy shoes [hahaha] but there isn't anything that is going to be a huge shock for

you, you know your * but it is nice to see that between family and teachers you can shape what they want to do like to flow alongside the education than they need to have. (yea lovely)

(Would you have been interested if these person centred reviews if they had been introduced earlier?)
Definitely, definitely, I think even if you started as soon as she came to comprehensive or even in primary she could've said little bits and pieces where she was able to, it probably would've made life easier to know what they want to do then , it is going to be down to each child, but for me then I would've welcomed it as soon as possible because I feel I know the teachers and I feel they know us as a family now and you know my * talks about Lucy and if you listen to her you would think that was her sister,... but its the dog, [haha] but you know its little things like that ummm it makes a difference when the teachers know so yea I would do it as early as they could.
(Is there anything else you would like to say?
No, I think I have covered everything.
(Ok thank you very much for your time.)
pleasure

Appendix 21. Example School Staff Transcription

School Staff Transcription Example
[Introductions, consent form etc not recorded and, therefore, not transcribed]
Transcription in brackets ( ) is the researcher
(OK so my first question is what are your initial thoughts on the new PCAR?)
Umm, my initial thoughts are it is a lot more paperwork, haha but umm it is worth it in the end I think because errr the difference is it is centred around the person you know it is all about the child ... whereas before it was about the education of the child but now it is about the whole life of the child as a whole person, that is the major difference for me
(ok lovely, thank you, so what do you think are the differences are for the child themselves?)
well it depends, depending on each child I suppose ... but for all of them I think they probably feel more valued because they are part of the process, they are part of the system and they understand that the things they say may actually be done and may impact on their life later on and for example if they say I am enjoying it but I think I am doing better than all the class I would like to try mainstream class we look into that and if it is doable that's what we do
(lovely, ummm ... what about from parental perspective, how do you think the parents have viewed this change?)
I think originally, they didn't know what to think about it to be honest... but overtime... I think, they've, they've like the change 'coz ... like in school the children put things on their personal profiles and on the data about them and their parents would never have heard about them maybe or they didn't know that they were that passionate about maybe, and then they present that in front of their parents and other people important to them and it's an immediate way of getting everyone in the room to get to know that person really, really well. You know, so I think it has really effected them.
(Oh right, so you said they didn't know what to think in the first place, can you tell me a bit more about that please?)
Well originally we ummm we sent out data sheets for the parents to fill in and with it an adjoining letter to explain that this is ... that there is a new way of doing annual reviews and that your child is going to be more involved and we would like all your input and your children are also going to be filling in sheets and we are going to be getting their input and after sending out the letter again we spoke to the parents and they all said they were more comfortable with the way it was ... and some of them we have joined together now with other meetings now as well that would've been going on because there is so much information in them there is no need now to have an annual review, a LAC review, a meeting with social services, it is cutting down on the amount of paperwork then. so as much as at the start it seemed as if there was more paperwork, there isn't really.
(So what you are saying is in the short term there is a lot more paperwork) yes (but in the longterm)
it definitely isn't, and time and money you know its wasting people's time going to a meeting and ummm what it will do is make people not want to turn up to these meetings. if they think that they have to go to three meetings and in the meetings they are going to have to talk about the same things then the parents are not going to want to know. whereas now I feel they are really really onboard.

(Lovely, thank you, ... then looking from school staff's perspectives, you have mentioned a bit about the time but do you think that, what are your views on their perspectives of the new approach?)

I think the new approach was a big change because thinking about as a teaching member of staff things that aren't educational which is what they weren't told what to think is quite difficult. so thinking the way you think is quite hard but then realising how much it changes the person as a whole and obviously the effect is has on their home life effects their school life, realising that then ...then I think they felt it was the best thing to do. and probably if you ask every member of staff that is involved in the change now they would say it is a better way of doing things.

(Ok, lovely ... and then thinking about other professionals that are invited to the meeting, how do you think they perceive the PCARs.)

Well I think it makes their lives easier in getting to know a lot more about the pupil that much quicker and as I said if you are joining meetings then you are cutting down on paperwork and time massively ... and it is an immediate way of knowing the person that quickly rather than going lets go through the file and read this is what they said about them, this is what they said about them. This is what they are actually saying and this is what they say and this is what they like don't like, this is what makes them feel comfortable, this is what inspires them, this is what they want to do, it is brilliant for them to get them to know them really really quickly (yea, ... yea)

(Lovely, thank you, so my next question then is thinking about, have you noticed any differences in the students behaviour since having their PCAR?)

Yea I think they understand now that I have a much better relationship and school does with their parents and families, so they are aware. There was an incident last week with a little boy who lives with his carer and he knows that we have both told him that we have spoken on the phone and we are all going to work on telling lies because he tells lies quite often. He knows because he got caught out in school and he knows that someone from school would speak to his carer ... and he knew that would happen and because we have all been working together as a result he is telling lies much less often than he was before. because he knows that everyone is looking at it and also he, they ... you know on a positive note they know that if you ask any of them they know they can come and see Miss * if there is something wrong and stuff, about any issues and I know that they are comfortable to do that now and they may have thought that we wouldn't have had time and that for them before.

(Thanks, that's really interesting, ... Thinking about the students learning, do you think they are more involved in their learning in school as a result of the reviews?)

Yea definitely, I think ... as part of their reviews they get to think and give views about the lessons they love, lessons they don't like as much, things they think they not so good at, things they don't enjoy as much and from that we take and implement it into their lessons and if there is something like they enjoy doing physical things and that class then it is turned into a physical lesson. (ok) or if they say I learn better when it is big on the board then the writing size is changed on the board. The life skills programme has been changed as a result of everything that they have said. Our life skills programme has changed now to focus on the things that they have said about their life skills so they learn about travel training, passport form filling in, they learn about forms for getting a bank account, instead of you know learning to write things that they will never need to know in their life.

I think it has impacted upon their interest in school really ... because if you are doing something that is relevant then it holds your interest so when they do things that they think

is going to get them somewhere, like filling in their bus pass application form they know that it is going to be beneficial for them. So they know that if I fill it in properly I am going to get a bus pass because the kids in Year 10 have got one and (yea) they told me that they went to * last week on their bus pass and they told me they went shopping and they told me they went to the cinema so all of these things they know are important to do and not because we told them it is, because they told us that is what they want. (yea) you know

(Have you noticed, I know you mentioned before you deal with behavioural difficulties or challenges within the school too, but have you noticed a difference in the students behaviour following the PCAR?)

Yea, umm ... I think, I think that issues calm a lot quicker now than they used to (ok) because as soon as I turn up the pupil knows that I know all of the information that is going on. So unusually, for example say there is a pupil who comes in and is in a bit of a bad mood and nobody knows why. I will probably have had a discussion with his mother in the morning which will have been passed on to the girls in the meeting and the relevant information shared with the right people. to know so everybody is aware of the situation has occurred in the morning and the pupil comes in probably knowing that I have spoken to his mum because that's what happens now. and he is aware and he may come into me and he will say did you speak to mum this morning and I will say yeah and then he will tell me all about the problem and then we will talk it out for five and then he will go on with his day then you know. So him being aware that I have such good contact with home makes, makes it easier for him I think . Y'know

(So what you are saying is that you both have a better understanding then) yea definitely (as a whole person.)

Yea because as you know the children can be very different at home and in school and you need to know all of that to make a real judgement

(Lovely thank you, ... next question, have you noticed a difference in the students learning since having the new approach? so their attitude to work, the completion of work, or the completion of work?)

Well yea because ummm yea ... ummm their learning has changed because within these reviews it comes out the areas with their learning that they are struggling and why they are struggling and then it is adapted for each individual child. so they won't struggle as much, they will try harder and then have more success which in turn makes them want to do it more, so it is massive . Thinking about after school, we always concentrated on children aged 11 - 17 because that is when we had them in school but now that is completely unfair to think of someone that takes twice as long to learn something that we are going to just let them go at 16 without being prepared. So now, at 14 we start preparing our pupils for when they leave, we start preparing them, you know they have triple the college visits they used to have, we are in the process of making a brochure about the differences between school and college, the difference in size, the fact you don't call people by their last names, you know the fact there may be five canteens, different things, things you don't think of you know, the fact of the number of people that are going to be there. So they now have all of this and training on transport because all of a sudden they would leave school and then they would be expected to catch transport and they have never done it in their lives. Now they get two hours once a week on learning travel training which is brilliant for them (yea)

(so who takes responsibility for taking on board and developing and monitoring those targets?)

Well the targets are set by the pupil and the parents and whoever else is in the meeting, so the targets are set with the pupil there from things that they themselves have decided that are working or not working within their lives or from previous targets that were met or not met. From the things that we collected from the data sheet about what they want to do with their future. For example if someone wants to run their own business and they aren't very good with money they are obviously going to have to learn more money skills. so these targets come out of what the pupil wants for themselves. Then we break down targets into different areas of you know independent skills, future skills stuff like that and then they get targets that they agree on in that meeting that they are going to you know worthy of them doing. so it isn't as hard to get people to do them because actually they want to do them (yea). ummm and then I am the person who will follow up the targets and another member of staff, we follow up the targets every so often and check are they on task, so they take the bins out for example and if not why and what can we do to help with that. So it is both home and school that are taking responsibility to help reach that target, everybody takes responsibility and we work more together now and as much as possible and obviously there are some targets that don't get met, there are targets for pupils to do at home and they, they never do them and that is where relationships are important for home with whoever they live with.

(Ok, thank you, have you noticed a difference in the students psychological wellbeing since having the person centred annual review. So thinking about their emotional state, maybe their sense of belonging to school or identifying with the school or the relationships that they are having with people?)

I think it has had a massive impact on our children because the first run of these reviews, 95% of the children said they would like to see their friends more outside of school, 95% of the children didn't know how to do this. so ... nobody knew how to it, nobody knew I want to see my friends or how to start being more sociable at they wanted to be. So that was massive and to think that when you are 12 or 14 or whatever age in comprehensive school that you can't make friends that you don't have a social life outside of school, if that had happened to me I would've been devastated. (yea) we put things in place and then as a result then we have a social club, * social skills, we've done umm a term umm with them of ... as a result of all those things, their confidence has grown lots and lots and as a result of having someone to speak to .. about guidance issues about issues that they know I'm just in my office they know that if they have any problem they can come and speak to me. That wasn't the case before, they didn't have a member of staff that they could speak to, they may have to wait for that member of staff was available. Most of the time they can come and speak to me here as and when they have a problem ummm and it is always within that day even if it isn't right at that time, you know. I think it has been massive and for their social skills it has done wonders.

(Ok thank you, what about the parental engagement in the annual reviews now in comparison to before?)

Yea, I've noticed a difference in attendance. I think people, I mean parents were nervous previously. Some of the parents were nervous about disclosing too much information about home because it was kind of us and them and they believed maybe that we were going to make them do things that maybe they didn't want to do or pry into part of their life that they didn't want to share and now it is quite the opposite where they are so comfortable with your situation like I often get phone calls now from parents crying because they have had an argument with their children you know. They are happy to do that knowing that I am

not going to pass that information on, that's just a conversation that we have had so I understand where the pupil is. They know that's why, they know that we come from the same place. They know that they want the best of their son or daughter and we want the best for their son or daughter. So once they realise that, which this new process helps then they are willing to tell you anything, help you out and let you in and open up which makes everything easier as you know (yea)

(Can you tell me a bit about the structure of the PCAR meeting)

Yes, umm for parents to be able to go into a big wood meeting with lots of people that they think are cleverer than them and ... and that is the feedback that I have from the parents is not a nice feeling. Thinking that people you don't know are going to pry into your life is not great. Going somewhere where you understand everything you know that as a person that you would prefer that yourself. If you go somewhere where you understand all of the information yourself it is going to make the whole experience more enjoyable isn't it and nicer. Because it is so visual everyone can understand it and because we are jotting things on post-it notes and putting it on the wall everyone can access it, everyone can be involved in it and i think that has made a huge difference.

(Have there been any issues or concerns about the implementation of the new process?)

I don't think so, ... not that have been brought to me. I know people have asked me what is it and why has it changed and I have just explained that the new way is the new way we run things because its a better way according to everyone that has ever been involved or concerned I think. But no I haven't had any issues or huge concerns no.

No, I've never had a student not want to participate and they always have a choice but no never had a student not wanting to participate. Actually, they usually want to do more than one a year they say can we do another one, can we do another one (haha) that's what usually happens

The information that is gathered within these meetings and shared with other members of staff how, or what has been the opinion of other members of staff who perhaps aren't involved in the actual process themselves but are receiving the information as a result. What is nice is that they get to know the kids, the pupils differently I think. Ummm as a result of the new way they get feedback from parents more often than they did before because they are more open to speak to me so what is nice for me is for example last week umm a mum I spoke to said I just want you to know that I think he is in a great place and that I think that is down to a lot of your staff you know I might not have been able to speak to her about that before and now in our meetings I pass that on to our staff and obviously has a positive effect when you are passing on positive information. and i think from staff I have spoken to anyway they think it is great that they get to know more about the pupil and their attitudes have changed completely. (yea) because they understand and know people a little bit more, even though we thought we did before we didn't. You can't understand someone completely until you speak to important people in their life. You never could. SO that has been a nice thing.

(What about the staff in the mainstream side of the school? I know that the students have access to the mainstream side of the school too, have you had any feedback from them?)

Well I have had some feedback from staff and they have said it is a positive thing as they notice that their pupils are aware and that we are in more contact with home than we were before. So their behaviours maybe have gone a bit better as they may think that we might get in touch or phone my mum . They know that there is always someone here so when my pupils go to registration with their mainstream class the teacher in one of the mainstream

classes gets in touch if she has a concern about one of the pupils, like diaries not being filled in. Instead, to save six people phoning home and where the phone would just stop being answered we do stuff together, and they probably feel more supported then umm so yea I definitely think it has made a difference.

(And what about from their point of view from learning?)

Umm I don't think they would perhaps notice as much as we have seen as we see them a lot more often and we are looking at skills outside the classroom. But it has got to have made a difference because the pupils their learning is a lot more geared towards them, their enthusiasm has changed for it, so they have seen a rise in enthusiasm within the classroom definitely. (oh right ok)

(That are all my questions, is there anything else that you would like to say or add?)

No I don't think so, umm I'm a massive advocate for it and I think it is outstanding, I think watching like a young girl umm ... who left last year who lived with her Gran who couldn't access any transport who didn't have any social life, watching her go through this process and as a result seeing her getting a bus pass, going to see her friends on the weekend, going out and about shopping and stuff. THat is enough for me to prove that this is the right way to be doing things.

I think it can be used with every child, everything, when you are a child everything anything new you do is scary, if you had someone to guide you along the way to say this is the right way to do things, this is how long we wait for a bus, this is what we do if we miss the bus, this is how we greet the man, this is how we pay, these seats are kept for people if they are pregnant or elderly. If you had someone to help guide them with those steps their life would be so much easier of course it would. It would be for me now as a grownup. if someone walked me around somewhere which was new where I was going to go you know all of theses little things that we put in place because of this I think would be suitable for anybody.

(Lovely, ... thank you)

its ... its... you know what ... its ... more positive now like, I always thought we did things well here but its in the last ten years I have always cared about the people I work with but I didn't think there was something that could make this much of a difference about my relationships with my pupils. I feel like I know everything about them, sometimes too much you know [haha] but I feel like when it comes to solving a situation I know how to deal with each and every single one. I know that whereas before this process one of the pupils would've gone mad, thrown his bag and walked out of school I know that isn't going to happen now. I know that when I go and speak to him and when one of the other members of staff goes and speaks to him who knows him because of the new process that won't happen any more because it has changed his behaviour completely.

(lovely thank you very much that is everything)

No worries

[Debrief]

Part 3: Reflective Account

Word Count - 5959

Person Centred Annual Reviews: a vehicle to foster student engagement?
AN EXPLORATION INTO STUDENTS', PARENTS'/CARERS' AND SCHOOL
STAFF'S PERSPECTIVES OF PERSON CENTRED ANNUAL REVIEWS AND
THEIR IMPACT UPON STUDENT ENGAGEMENT

Rhian Griffiths

C1014484

Person Centred Annual Reviews: a vehicle to foster student engagement?
An exploration into students', parents'/carers' and school staff's perspectives of person centred annual reviews and their impact upon student engagement.

Reflective Account

This reflective account is divided up into two sections. Firstly, in Section A, attention will be paid to the contribution towards knowledge the research has provided. This will be specifically in relation to the research findings in terms of the contribution to knowledge towards person centred annual reviews (PCARs) and student engagement. Furthermore, the methodology used for the student participants will be discussed. Finally, drawing upon all these factors the contribution to knowledge in terms of implications for EPs and professional practice will be presented.

Secondly, in Section B, a critical account of the research practitioner will be presented and discussed. Different aspects of the research process will be presented, including: planning the research, the epistemological underpinnings of the research, the researcher's position, the methodology used, ethical considerations, and the impact of the research on the researchers applied work as an educational psychologist.

Within both sections, the author takes a reflective and self-reflexive position. Reflection helps thinking about past work and how this may impact future practice and self-reflexivity explores how the author's position influences her practice and how, in turn, this practice further influences beliefs and assumptions. Additionally, particular reference will be made to the role of the educational psychologist and professional practice. Furthermore, with the advantage of hindsight, changes to the decisions and processes made will be discussed, leading to potential areas of further research.

Section A: The contribution to knowledge

Why conduct research?

The importance of members of a profession carrying out research to ensure the movement and advancing of practice that it is based upon sound evidence has been documented (Greig, Taylor & Mackay, 2013). EPs have a key role in research and possess the appropriate skills in order to conduct research based upon sound scientific practices based upon the training requirements outlined by the British Psychological Society's (BPS) required competencies (Division of Educational and Child Psychology [DECP], 2002) and the Health and Care Professionals Council (HCPC) Standards of Proficiency (HCPC, 2009) for practicing EPs. These skills and requirements enable EPs to work as research practitioners as well as applied psychologists. Research carried out by EPs enables 'real world' research to be conducted drawing upon scientific, psychological practices to develop a greater knowledge, better understanding, and to ensure best practices are being used today. However, these researching skills do not appear to always be recognised by EPs themselves. Ashton and Roberts (2006) explored the unique value offered by EPs through exploring the perspectives of EPs (n=8) and special educational needs co-ordinators (SENCo's) (n=22). Their findings demonstrated a low frequency of EPs identifying research as a unique contribution (n=1), however, interestingly, EPs did not acknowledge any other agencies who could provide research as a service.

Overview of contribution to knowledge of current research

The research presented as part of this thesis has provided a new, original contribution to practical and theoretical knowledge relating to PCARs and the

psychological construct of student engagement. As presented in the literature review, Part 1 of the thesis, the knowledge of PCARs for CYP was limited and the current study built upon the limited published research to date, aiming to address the gap in the literature. Furthermore, incorporating the psychological construct of student engagement into the research added an additional dimension to the research focus by contributing to the knowledge of the impact of PCARs. In addition to this knowledge, the research has raised numerous questions and areas for further exploration in relation to these topics.

It is believed that the methodology adopted within the research, in particular the additional caution and steps taken for eliciting the student voice, has further contributed to the literature surrounding the 'unique knowledge' (Goepel, 2009), insight, and powerful contribution CYP can provide when their views are explored and appropriate methodologies are used (Gersch, 1996). It is believed that the methodology adopted within the current research provided the CYP with the opportunity to contribute their views in a meaningful way.

Drawing upon all of these factors along with the research findings, it has enabled potential implications for the role of the EP and for professional practice to be identified and reflected upon. These findings and areas will be discussed in turn within this reflective account.

Contribution to knowledge surrounding PCARs

As previously articulated, the current study built upon limited previous research conducted on PCARs with students (Taylor-Brown, 2012; Warner, 2012). The current findings support this previous research suggesting that PCARs are perceived positively and favourably by students and parents/carers (Taylor-Brown, 2012;

Warner, 2012). The triangulation of data gathered, through the exploration of school staff's perspectives, as suggested by Warner (2012), provided a novel contribution to the research area on PCARs. As reported within the findings of the empirical report, Part 2 of the thesis, school staff reported positive feelings towards the approach, with one member of school staff expressing *'I'm a massive advocate for it and I think it is outstanding'*. This insight, and additional positive perception shared by school staff, provides us with the understanding that students, parents/carers and school staff perceive the PCAR as a positive process. Building on this finding, reference and comparisons were made between previous 'traditional' ARs and PCARs by both school staff and parents/carers, with both participant groups viewing the PCARs more positively. Therefore, overall the findings are supportive of the changes in current legislation in England and Wales aiming to improve the outcomes for CYP identified with SEN or additional needs through the use of person centred practices (DfE, 2011, 2012, 2013; WG, 2012).

The school staff participant group reported more 'collaborative working' with parents, resulting in them becoming more 'onboard', as well as allowing for greater involvement and participation of students. It was believed that the students active involvement and participation impacted upon the 'ownership' of the process as a whole and, therefore, the outcomes for the student. Varying 'outcomes' were identified both explicitly in terms of targets and actions generated by attendees within the PCAR, as well as outcomes occurring coincidently, such as the development of 'better relationships' with parents and families of the focus student. Issues were raised by school staff in relation to the 'implementation' of the approach, with areas of development identified, including; the monitoring of agreed actions, ensuring

attendance of appropriate individuals, along with an increased amount of paperwork were reported.

The literature review reported that person centred planning, which includes PCARs, is more than just an approach or a *'technique but a way of thinking, approaching and relating to the world'* (Taylor-Brown, 2012, p.55). Interestingly, although alluded to by some participants, the psychological underpinnings of the approach was not made explicitly referred to by participants. One member of school staff mentioned solution-focused practices, however, this was the only reference made to any psychological underpinnings of the approach. Based upon this finding, it is questionable as to whether the approach is being used and implemented without a clear understanding of its foundations and is being thought of as a technique, tool or strategy rather than a way of thinking and relating to the world, as advocated by Rogers (1957) and Taylor-Brown (2012). If this is the case, arguably, it is not possible to carry out the approach effectively without this psychological knowledge and understanding. Although not apparent from the data obtained from the current research, ensuring that this psychological knowledge is shared with the facilitators is something that policy makers and those involved in its implementation should be mindful of. Furthermore, ensuring appropriate ways to maintain this knowledge and understanding, will hopefully reduce the likelihood of the process becoming 'tokenistic', a concern expressed within the parent participant group. The implementation of such an approach during the initial stages requires more than changes in policy, legislation, documentation and name and consideration should be paid to how this is addressed.

Moreover, the introduction of a new way of working is complex, requiring careful consideration and planning. Due to EPs knowledge and understanding of education

systems, organisational change and the psychology underpinning PCARs, the findings further support Aston and Lambert (2010) who suggest that '*EPs must ... look beyond supporting schools to access young people's views through better organised and more "person centred" review procedures. Indeed, they are arguably very well placed to assist local authorities to develop supportive "cultures", "attitudes", "environments" and "systems"' (p.50),* to ensure that practice in our schools aligns with the national and UK governments' agendas of accountability and evidenced based practice (Eodanable & Lauchlan, 2009). This will be discussed in more depth later in the reflective summary.

Overall, the findings of the current research in relation to PCARs are positive, and support the change in legislation (DfE, 2011; 2012, 2013; WG, 2012) from the students', parents'/carers' and school staff's perspective. However, the findings note some 'teething problems' and areas which could be developed further, mainly surrounding practical issues and monitoring progress.

Contribution to knowledge surrounding Student Engagement

The notion of student engagement is widely used within the U.K. today, and the use of the construct of student engagement for EPs has been documented within the literature (Betts, Appleton, Reschly, Christenson, & Huebner, 2010; Carter, Reschly, Lovelace, Appleton & Thompson, 2012) However, research published to date on the use of the psychological construct has taken place within the U.S.A. with an American population. As noted in the literature review, Part 1 of the thesis, the rationale for the choice of the construct was based upon student engagement providing us with an element of 'hope' and control. It enables us to focus on alterable

variables including those related to the development of students' perceived competence, personal goal setting and interpersonal relationships to offer students optimism for a positive outcome.

Due to the dearth of research on student engagement within the UK and the lack of research making connections with the use of PCARs, the researcher felt it was appropriate and necessary that the research took an explorative approach. In doing so, this enabled for a broad exploration of the views of students, parents/carers and school staff to be obtained. The research findings, through the themes generated from the data set and the mapping of these themes into the Appleton, Christenson and Furlong (2008) model, suggest PCARs do foster student engagement. The themes generated from the data set were applicable to all four subtypes of the student engagement construct: academic, behavioural, cognitive and psychological (Appleton, Christenson, Kim & Reschly, 2006). Saying this, due to the methodology adopted for this research the extent of the impact of PCARs on student engagement has not been measured; however, this may be an area of further research in the future.

The findings of the current study support previous research proposing the applicability of the construct of student engagement to all students (Yazzie-Mintz, 2007; Appleton et al., 2008) therefore, including those students identified with SEN or AN. Furthermore, the applicability of the themes identified within the research to Appleton's model of student engagement (Appleton et al., 2006) suggests that although the majority of research conducted to date using the construct has been conducted within America, the construct may also be applicable to students within the UK. However, further research would need to be conducted to confirm and validate its applicability to the U.K. student population.

Building upon this finding, since the findings suggest the applicability of the student engagement construct to all students (Yazzie-Mintz, 2007; Appleton et al., 2008), it could be speculated that it could be a useful measure to use preventatively to engage students potentially at risk of disengagement within the U.K.. The number of students not in education, employment or training (NEET) in the UK is a current area of concern at a national level and therefore, incorporating such a model or measure, not only into PCARs, but within whole school systems, may assist in identifying students early in their school life who may be 'at risk' of disengagement. In doing so, it may provide an opportunity to implement preventative interventions. Due to the psychological aspect of the construct, it could be argued that EPs are in a good position to be able to share this knowledge and understanding with schools to enable this to be explored, researched and implemented further.

Contribution to knowledge surrounding research methods used

The methodology adopted as part of the research, particularly in relation to eliciting student views, is a particular strength of the research. The child-centred methodology adopted was consistent with the purpose of person centred planning, ensuring that the students were fully aware of their valued contribution within the research. This message has been identified as being highly important and promotes commitment and ownership of participants (Greig et al., 2013).

As previously noted within the thesis, PCARs are underpinned by humanistic psychology (Taylor-Brown, 2012; Warner, 2012). A humanistic viewpoint favours qualitative research methods over quantitative ones, viewing the qualitative approach as a more suitable way of gathering data and interpreting it, in order to

understand the whole person. Its approach has important implications for research and practice with CYP. This methodology ensured that the research was conducted in collaboration 'with' and not 'on' or 'to' the student participants. This was demonstrated through the investment in the information sheets provided for student participants along with the student assent forms prior to data collection, and to the methodological adaptations used during data collection stage of the research process. It is felt that these efforts assisted with the rich data set obtained. Through the humanistic methodological approach used, and the incorporation of creative methods for eliciting the students views and perceptions, not only were the students listened to and heard, but students were enabled and empowered the to participate through the process. This methodology is likely to be appealing to all who are concerned with the welfare of the child or young person and in taking forward a positive agenda.

Contribution to knowledge surrounding implications for EPs and professional practice

The role of the EP has long been an area for debate. However, a common theme throughout the literature into the role is that EPs are an advocate for the child (Day, 2010; DfEE, 2000). This role, and the ability to action it, also adheres to the vast amount of legislation, literature and publications advocating the rights of the child (UNCRC, 1989). Particularly within the EP literature, key concern for all EPs should be how to develop professional practice that genuinely enables the views of children and young people to be heard (Hobbs, Todd & Taylor, 2000). The research findings support previous published literature documenting the importance of consulting with

CYP and ensuring their voice is heard (Gresch, 1996). The research proposes that engaging students with their PCARs is one way in which this can be achieved, along with other benefits as previously documented (Gersch, 1996; Roller, 1998). The homogeneity of themes identified across the three participant groups increased the validity of findings, further supporting the students' abilities to express their views. Additionally, the identification of the 'affect' theme demonstrated the ability of students to be able to articulate and express their views on topics which others, including parents/carers and school staff would not have insight to. Therefore, it is for these reasons that EPs should lead the way in ensuring person centred planning practices are embedded within their daily work, and should help support others in their use through training (Warner, 2012) and potentially other supportive means, such as supervision.

The research has demonstrated the importance of 'relationships' from all participant groups. This supports published literature identifying the importance and aim of positive relationships and respect (Claes, van-Hove, Vandevelde, van Loon, & Schalock, 2010) and is consistent with the humanistic psychological perspective underpinning the approach (Warner, 2012). Therefore, it could be proposed that EPs can learn and draw upon the importance of relationships within their daily practice in developing a therapeutic alliance (Green, 2006) with students, school staff and parents they come into contact with.

Careful consideration was paid to ensure that the students were provided with all the necessary information for them to make an informed choice for their participation in the research. This was in addition to the methodology adopted to enable them to express their views. Upon reflection, consideration was not given to how the findings of the research would be communicated back to the participants. With hindsight, it

would have been beneficial to ensure that the research findings were communicated to the student participants in an accessible way. This may have been achieved through a similar group situation as the FG with the use of visual representations. Building upon this idea, similar considerations should be made when EPs consult with CYP in their practice, for example, how is the information gathered shared and communicated with the CYP?, should the report be written for the CYP or the adults in their life? The use of therapeutic letters is one way in which EPs are communicating their work with the CYP they work with.

The research focuses on students and parents who participated in the PCAR. Although this is imperative in order to obtain greater insight into the perspectives of the approach, it would be interesting to explore the views of students who did not wish to participate as well as parents/carers. This would enable identification of ways to increase the participation of parents/carers who may be 'hard to reach'.

As previously articulated, the use of the construct of student engagement for EPs has been documented (Betts, et al., 2010; Carter et al., 2012). However, to date the research conducted using the construct within the study presented has been with students in America. The findings of the current study suggest its applicability to students in the UK. Therefore, as a psychological construct, it could be argued that it is the role of an EP to share this knowledge and way of understanding students' behaviour in order to work together and empower other professionals aiming to keep students, CYP in education.

Section B: A critical account of the research practitioner

As previously articulated, a critical account of the research practitioner will now be presented. This account will focus upon the whole research process, incorporating all stages of the research, including the planning stages of the research through to the write-up process. Furthermore, with the gift of hindsight, alterations to the process will be discussed along with the rationale for these suggestions, as well as identifying areas for further research.

Planning the research

The decision to focus upon the topic of study evolved from a growing interest in student participation and ensuring the voice of the child is heard. The researcher was keen to ensure that her research was both relevant and current, both within the educational arena and within the role of the EP, and that her research would really make a difference to the lives of CYP. Since the changes in legislation in both Wales (WG, 2012) and England (DfE, 2011, 2012, 2013) were in progress, it was felt that focusing upon PCARs would be both timely and interesting in terms of the current changes in policy and legislation taking place. The researcher became curious to explore the experiences and perceptions of those involved in the new person centred planning approaches. From identifying the limited amount of research on the topic within the educational arena (Taylor-Brown, 2012; Warner, 2012), along with the psychological underpinnings of the approach (Warner, 2012), this confirmed PCARs as an appropriate area for further research. Despite this psychological theory underpinning the approach, from discussions with colleagues, fellow trainees and during supervision sessions with her thesis supervisor, it was decided that it would

be beneficial to introduce an additional psychological dimension to the research, due to her role as an applied psychologist, as well as gaining a greater insight into the use and wider impact of PCARs. Through further exploration, and immersing herself within the literature, the researcher generated a number of possible avenues for further exploration. It was felt that building upon the underlying aims of PCARs and person centred planning, ensuring student active participation and that the student is held at the centre of the whole process (Sanderson, 2000; WG, 2012), it was decided that the psychological construct of student engagement (Appleton et al., 2006) would be an appropriate lens to explore the approach and its potential impact. Overall, this process was facilitated by a Socratic approach to thesis planning, which through guiding questions, resulted in the focus and area for the research for the thesis.

Although the research was not directly investigating the role of the EP in the process or contribution to the PCARs, it was felt that there were clear links to its importance to the role of the EP and its applicability to professional practice. Furthermore, it was felt that due to psychological dimensions introduced to the research, it provided an additional ability to discuss the findings in terms of the role of the EP.

The production of a timeline assisted with ensuring that the research was completed within the allocated timescale and in keeping with balancing both placement and University requirements. It was necessary to ensure an element of flexibility within the timeline developed due to practical issues surrounding the data collection stage of the process, as well as due to the underestimation of the time required to transcribe the data set and write-up findings.

Reflecting back upon the planning stages of the research, the vast amount of time and effort in ensuring a clear research area and vision is identified, is imperative in ensuring and assisting with the subsequent stages of the research process. With the advantage of hindsight, the researcher feels that by ensuring all data was collected prior to the summer holidays would have aided the process, by providing adequate time for the transcription of data, providing additional adequate time for data analysis and interpretation, whilst balancing placement and university requirements.

Reflections on the epistemology underpinning the research

The research paradigm was chosen to fit both the research questions and the epistemological position of the researcher. The epistemological assumptions of post-modernism and social contructionism underpin the research presented (Burnham, 2013; Snape & Spencer, 2003). This is consistent and congruent with the philosophical underpinnings of the topic of person centred planning being researched (the humanistic nature of person centred planning as described by Warner, 2012). These epistemological assumptions inform the way the researcher views the world and have influenced the current study from its conceptualisation to its conclusion. The researcher believes that there is no objective truth or reality as to whether PCARs will impact upon student engagement for all students and cases, however, each case is dependent upon each participant's personal experience and construction of the context and event. One strength of these assumptions is that it allows the researcher to explore, and attempt to understand, the multiple social constructions of meanings and knowledge relating to the PCARs, student engagement and the connection between the two. A possible weakness of this

positioning is that it did not allow a clear measure of a causal relationships to be established.

Due to these assumptions, qualitative research methods were felt most appropriate in order to explore these constructions and perspectives, and provide a greater insight into the use of PCARs. Building upon this, the researcher decided against using the student engagement instrument (Appleton et al., 2006) as a measure of student engagement, however, chose to use the model underpinning the measure as a tool to explore perceptions and constructions of the PCAR process on student engagement, in the hope of gaining a greater depth of understanding.

Due to the social constructionist epistemology underpinning the research, the researcher was mindful of her interpretation of the data. The research, instead of measuring, correlating and predicting the impact of PCARs on student engagement aimed to explore, describe and interpret participants' experiences. Greig et al. (2013) propose that reliability and validity of the knowledge gained about the world of others, including CYP, is improved by their participation as they are the best experts in their own lives. Numerous methods were adopted to ensure that the researcher stayed as neutral to the process as possible, for example, the researcher kept a reflective log, noting down reflections on the process as it unfolded, and checked interpretation of the data with a colleague. Furthermore, during the analysis stage of the process, guidelines of the thematic analysis approach were followed aiming to increase the validity of the results and findings obtained.

Reflections on the position of the researcher

The researcher, a 26 year old Trainee Educational Psychologist (TEP) in her final year of a doctoral course in educational psychology, reflected upon her position

throughout the research process. This was to ensure the objectivity of the research and to minimise any potential adverse impact on the data collected and findings. Within one of the LAs the educational psychology service was actively involved in the implementation and roll out of person centred planning approaches including PCARs within the schools. This factor, along with researcher biases of previous research conducted on the topic (as critiqued in Part 1 of this thesis), the researcher was mindful that she ensured that participants were aware of the impartial neutral nature of the research and her role. This was achieved through informing all participants of the nature and purpose of the research, and confidentiality of the information shared. Furthermore, the researcher had not conducted any previous work within either of the schools where data was collected, this removed any potential conflicts with regards to the research and the TEPs role.

Upon reflection, the researcher questioned whether it may have been beneficial to have withheld the information that she was a TEP, to potentially alleviate the potential researcher bias with the data collection. However, withholding this information the researcher feels would not have complied with ethical guidelines (BPS, 2009; HCPC, 2008). Despite this reflection, the researcher feels that the data obtained was a true reflection of the participants' constructions and opinions of the approach, and participants did not withhold information based upon the researcher's position as a trainee educational psychologist.

Reflections on the methodology adopted

In a PCAR process an assumption is made that people are experts in their own lives. Therefore, the researcher felt that due to the person-centred focus of this research

this argued strongly for a participant-centred research method to elicit their views and opinions to be used. The humanistic psychological focus of the methodology adopted, and the time spent prior to data collection through the sharing of refreshments, assisted in the development of a therapeutic alliance (Green, 2006) with participants. It is felt that this further impacted upon the ability and willingness of participants to share their views and opinions.

The research conducted to date on PCRs has focused upon certain participant groups of the focus individual, for example, those with SEBD (Taylor-Brown, 2012) and those experiencing a transitional reviews (Taylor-Brown, 2012; Warner, 2012). The current research focused upon the views and perspectives of students possessing a Statement of SEN, viewing these participants as a homogenous group, regardless of the area of need specified within their Statement of SEN, first language or year group. It was felt appropriate to approach the research in this manner, due to the nature of the PCARs taking the individual needs of the focus individual into account, regardless of their abilities or age. Saying this, previous research conducted on person centred planning with adults, suggested that individuals were not all given the same opportunity to participate with some populations less likely to be given the opportunity to participate (Robertson, et al., 2005). Although this finding cannot be generalised to students directly, it is a finding that EPs and other educationalists should be aware of. Consideration must be paid to ensuring all students, including those with similar needs to those within the adult population who were identified as less likely to receive person centred planning (e.g. those with autism or mental health diagnoses) are given the opportunity to participate and be included in PCARs. It should also be ensured that this process does not become

'tokenistic', as expressed as an area of concern expressed by the parent/carer participant group.

The consideration and attention paid to the methodology used for the FGs with the students appears to have been beneficial as it truly enabled the student's views and opinions to be sought and heard. Upon reflection, without such adaptations to the methodology, the researcher does not feel the depth and 'richness' of the data would have been obtained. Building upon the perceived benefits of the FG methodology for the students, with hindsight, it may have been beneficial to have used a similar methodology with the school staff and parent/carer participant groups. However, due to the limited number of volunteers within the parent/carer participant group this may not have been practical in reality.

Despite the considerations and measures taken to increase the validity and reliability of the research to the highest level, the researcher acknowledges a number of factors which may have had a somewhat negative impact on the validity of the findings. The researcher acknowledges that the method of SENCo judgement in identifying the student participants may have provided a bias with the participant population. In addition, the use of volunteers for the parent/carer participant group may also provide a bias in the participant sample. Furthermore, the selection of the schools used were identified by leads within the LA for implementing the approach effectively and arguably the findings may have been different if the research had been conducted in schools who perhaps had not been identified as working effectively. Notwithstanding the research aimed to identify a possible link between PCARs and student engagement and, therefore, it was felt that using schools who had been identified as using good practice would provide a better opportunity to explore the impact of the PCAR on student engagement.

As previously articulated, a number of methods were adopted aiming to increase the validity and reliability of the research findings. The use of triangulation, obtaining student, parent/carer and school staff perspectives increase the reliability. Furthermore, the use of a colleague to confirm the themes identified, as well as following the steps and procedures as outlined by Braun and Clarke (2006), further assisted.

Arguably, the positive findings of the research could be attributed to hawthorn effects. This may be due to the implementation of PCARs being a 'new initiative' and, therefore, an expectation that it was 'better'. Schools were identified as being leads at using the approach, therefore, may have wanted to demonstrate its positive impact. However, it is felt that the steps taken to overcome these biases enables the findings to be interpreted with reliability, whilst taking into consideration the limitations outlined.

The data collection being conducted within two schools across two different LAs within England and Wales strengthens the reliability and validity of the findings. Saying this, the data of the two schools were combined to form one data set. It may be useful to explore similarities and differences between the schools, however, this was not conducted within the current research due to the small sample sizes for parents/carers and school staff.

As previously articulated, the methodology was chosen based upon the underlying epistemology. It may be interesting to measure the extent to which student engagement altered over the period of which PCARs were introduced. This could be achieved using the student engagement instrument [SEI] (Appleton et al., 2006)

building upon the construct used within the current research. Furthermore, it may be interesting to explore differences of the effectiveness of the approach depending upon the way in which it has been implemented, in order to ascertain the best practice for organisational change and implementation of PCARs.

In hindsight, in addition to the aforementioned reflections on the methodology adopted, the researcher would in future research feedback tentative themes identified from the focus groups and interviews to the participants to ensure that her interpretation of the data was congruent with their views. Within the current research it may have been beneficial to have conducted this through focus groups rather than individually to participants, however, both would add validity and reliability to the research findings.

Ethical Issues

Throughout the research process, from initial planning stages through to the production of the thesis, the researcher ensured that the ethical guidelines outlined by the British Psychological Society (BPS, 2009) and the Health Professionals Council (HPC, 2008) were adhered to.

The researcher wondered what impact the student assent form had upon the students. She wondered whether by engaging in such explicit procedures to ensure informed consent from the participants whether it in turn made them as participants feel valued, which in turn may have impacted upon their willingness to share their views, as suggested by Greig et al., (2013). It is not possible to ascertain whether this was the case, however, it is something in which the researcher is mindful of with her applied work, and will be discussed in more depth within the next section of this reflective summary.

Impact of the research on the researcher's applied work

The research has impacted upon the researcher in her applied work in a number of ways. Firstly, the use of gaining informed assent from the students through the use of the student assent form, provoked thoughts around her practice as a TEP when working directly with students in schools. Her current practice was to gain written parental consent and verbal consent with the student at the first point of contact with the TEP. However, she reflected upon the engagement and impact upon asking the students to complete the student assent form and has now incorporated this into her everyday practice. To date, its use has been positive with pupils from Year 6 upwards and she is considering ways in which she can use a similar approach with younger students. In addition, the findings highlight the importance of parents/carers and students being informed prior to consultations and meetings as to their purpose. The use of information sheets is currently being explored in order to address this, ensuring that they are accessible to both parents/carers and students respectively.

Secondly, she is mindful of ensuring her role within meetings is explicit from the outset. From the literature review, the EP could potentially have different roles within the PCAR, for example, as a facilitator or providing psychological advice as an active participant. Although both roles can be viewed as appropriate for an EP, the researcher would suggest that the EP in the role as a facilitator would be very different to his/her role as an invited attendee to the PCAR. In the former role, the EP would be using his/her psychological knowledge to facilitate the PCAR, using his/her skills to work collaboratively moving people forward to agreed actions and targets. In the latter role, the EP would be providing a different perspective and providing

psychological advice based upon potentially previous meetings and work with the student. It is for this reason that the role of the EP is made explicit from the beginning of the PCAR, to eliminate any confusion as to whether the student has received educational psychology input.

Thirdly, the research has impacted upon the researcher's beliefs and opinions of the role of the EP at a systemic level. The research has highlighted the beneficial skills of the EP to facilitate change at a local authority level, as well as the benefits of his/her involvement at a higher level, for example, being consulted regarding the changes in legislation and the current reform for children with SEN or AN. Prior to participating in this research process, the TEP had not reflected upon the skills of an EP and the valuable contribution they could play in facilitating change at an organisational and systemic level, both within schools and on a wider national scale. For this reason, it is important that EPs share this knowledge and ability to ensure that best practice is being implemented in our schools today.

Finally, the research has highlighted the importance of relationships and the positive impact of truly engaging the student and family in process. The TEP views this as highly important and aims to engage them at the earliest possible opportunity during her 'everyday' practice as an EP to facilitate positive change.

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