

**Using Interpretative Phenomenological Analysis
and psychodynamic theory
to explore teachers' experiences of what they perceive as negative pupil
behaviour**

Thesis submitted for the degree of
Doctor of Psychology
at the University of Leicester

by
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Declaration

I hereby declare that this thesis and its contents are my own original work. It has been written and submitted as fulfillment of the Doctoral Degree in Psychology. I also confirm that this thesis and its contents have not been submitted for any other degree or academic qualification.

Using Interpretative Phenomenological Analysis and psychodynamic theory to explore teachers' experiences of what they perceive as negative pupil behaviour
Andrea Dennison

Thesis Abstract

Section 1: Literature Review

Literature on psychodynamics in schools, particularly transference and countertransference, is reviewed. Benefits to teachers, in exploring psychodynamics and transferential relationships, are discussed. There is little research into these unconscious dynamics that moves beyond vignettes and theoretical discussion, with only nine studies meeting the inclusion criteria: highlighting the need for more credible methods and methodology to be employed in future research.

Section 2: Research Report

Semi-structured interviews were conducted with three teachers to explore their experiences of what they perceive as negative pupil behaviour. Data was analysed using Interpretative Phenomenological Analysis. Findings highlighted convergence and divergence between participants, indicating that teacher life experiences, beliefs, personal attributes and relationships underpinned many of their responses to behaviour, how they made sense of behaviour and how they processed their emotions. Psychodynamic theory was used to further explore the teacher-pupil dynamic, illustrating transferential relationships. Implications for educational psychologists are discussed, particularly the need to explore teacher emotions and provide support and advice during consultation meetings. Future research possibilities are explored.

Section 3: Critical Appraisal

A critique of the methodology used in the research report is discussed, including research limitations. Personal and professional reflections on the research process are explored.

Section 4: Service Evaluation

Principals of all 130 schools in Barbados were emailed an online survey to explore the nature of psychological input to their school over an academic year, eliciting a 20% response rate. The 62% of schools that received input from a psychologist generally found it useful. Responses are discussed in relation to the importance of psychologists working with the eco-system around the child, particularly in collaboration with teachers and parents within the school setting. Suggestions for psychological input to schools in the future are explored. A critique of the study is provided, alongside obstacles encountered during the research.

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Contents

	Page number
Declaration.....	2
Abstract	3
Acknowledgements.....	4
Word Count.....	5
Contents.....	6
List of Tables.....	8
List of Figures	10
List of Abbreviations	12
Section 1: Literature Review	
Abstract	15
Introduction.....	16
Method	20
Findings.....	23
Discussion	36
References	39
Section 2: Research Report	
Abstract	47
Introduction.....	48
Method	57
Findings.....	66
Discussion	82
References	107
Section 3: Critical Appraisal	
Introduction.....	120
Critique of the Research Methodology	120
Reflection on the Research Process.....	137
References	146
Section 4: Service Evaluation	
Executive Summary	152
Introduction.....	154
Aim and Objectives	159
Method	159
Results.....	164
Discussion	181
Critical Appraisal.....	184
References	191

Appendices

A: Evaluation and Critical Analysis of Each Paper in the Literature Review ...	197
B: Guidelines to Authors for Journal Targeted for Literature Review*	201
C: Statement of Epistemological Position*	205
D: Chronology of the Research Process*	209
E: Semi-structured Interview Schedule and Prompt Sheet	210
F: Ethical Approval: Letters to and from the Ethics Committee*	214
G: Participant Information Sheet*	215
H: Participant Consent Form*	216
I: Notation and Coding Used in the Interview Transcripts	219
J: Emergent Themes, Sub-themes and Super-ordinate Themes for Alice	221
K: Emergent Themes, Sub-themes and Super-ordinate Themes for Bernice	225
L: Emergent Themes, Sub-themes and Super-ordinate Themes for Coral.....	231
M: Number of Students in Barbadian Schools	236
N: Questionnaire to Schools.....	237
O: Participant Information: Email Correspondence to Schools*	243
P: Questionnaire Responses to Open-ended Questions.....	246
Q: Ministry Approval Letter*	258
R: Demographic Information on Each School.....	259

Addendum:

Transcripts from Research Report presented separately on accompanying CD.

* Mandatory Appendices

List of Tables

	Page number
Section 1: Literature Review	
Table 1: The Nine Published Papers Meeting the Inclusion Criteria and a Brief Summary of the their Methodological Limitations.....	22
Section 2: Research Report	
Table 1: Description of Psychodynamic Concepts.....	51
Table 2: Published Papers Focusing on Teachers and Schools from a Psychodynamic Perspective	52
Table 3: Research Questions	54
Table 4: Consideration of Alternative Qualitative Methodologies and Reasons for Rejection	54
Table 5: Example of IPA Analysis from Phases 1 to 4: Transcription, Exploratory Comments, Emergent Themes, Sub-themes and Super-ordinate Themes	62
Table 6: Master Theme 1: The Importance and Influence of Beliefs, Life Experiences, Personal Attributes and Relationships	74
Table 7: Master Theme 2: Understanding of and Responses to Negative Pupil Behaviour	76
Table 8: Master Theme 3: The Emotions Involved and How They Are Processed.....	79
Table 9: Psychodynamic Features in the Teacher-Pupil Dynamic.....	81
Table 10: Master Themes and Related Clusters.....	82
Table 11: Research Limitations and Future Research Possibilities.....	105
Section 3: Critical Appraisal	
Table 1: Critique of the IPA Methodology used in the Research Report	129
Table 2: Forms of Triangulation.....	133
Section 4: Service Evaluation	
Table 1: A Comparison of Registrable Psychology Professions in England and Barbados.....	155
Table 2: Number of Psychologists Employed by the Barbados Government.....	155
Table 3: Questionnaire Design	161
Table 4: Frequencies and Percentages for Visits from a Psychologist	171
Table 5: Attitudes Towards Psychological Input.....	172
Table 6: Themes and Example Quotes: How Psychological Input to Schools Was Useful.....	173
Table 7: Themes and Example Quotes: How Psychological Input to Schools Was Not Useful.....	175

Table 8: Themes and Example Quotes: How Psychological Input to Schools Could be Different.....	177
Table 9: Themes and Example Quotes: What Schools Would Like More of ...	179
Table 10: Weaknesses of the Current Study and Suggestions for Improvement.....	184

Appendices

A: Evaluation and Critical Analysis of Each Paper in the Literature Review ...	197
E: Table E1: Before the Interview	210
Table E2: Introductory Vignette.....	211
Table E3: Main Interview	212
Table E4: Postscript	213
I: Table I1: Notation Used in Transcriptions of Interviews.....	219
Table I2: Coding Used in Transcriptions of Interviews	219
J: Emergent Themes, Sub-themes and Super-ordinate Themes for Alice	221
K: Emergent Themes, Sub-themes and Super-ordinate Themes for Bernice ...	225
L: Emergent Themes, Sub-themes and Super-ordinate Themes for Coral.....	231
M: Number of Students in Barbadian Schools	236
P: Questionnaire Responses to Open-Ended Questions	246
R: Demographic Information on Each School.....	259

List of Figures

	Page number
Section 1: Literature Review	
Figure 1: Search Process in Selecting the Relevant Literature	21
Section 2: Research Report	
Figure 1: The IPA Process for Each Participant.....	60
Figure 2: Emergent Themes, Sub-themes and Super-ordinate Themes for Alice	67
Figure 3: Emergent Themes, Sub-themes and Super-ordinate Themes for Bernice	69
Figure 4: Emergent Themes, Sub-themes and Super-ordinate Themes for Coral	71
Figure 5: Teacher Emotions Across all Three Participants.....	72
Figure 6: Perceived Pupil Emotions Across all Three Participants.....	72
Figure 7: Teacher Perceptions of Negative Pupil Behaviour Across all Three Participants.....	73
Figure 8: How the Three Master Themes Relate to the Primary Research Questions.....	83
Figure 9: Implications for EP Practice.....	104
Section 3: Critical Appraisal	
Figure 1: The Interrelationship Between the Main Elements of Research.....	121
Figure 2: Representation of the Research Process.....	137
Figure 3: Notes from Research Diary (Part 1).....	138
Figure 4: Notes from Research Diary (Part 2).....	139
Figure 5: Notes from Research Diary (Part 3).....	141
Section 4: Service Evaluation	
Figure 1: Flowchart of the Process of Email Correspondence to Schools.....	163
Figure 2: Demographic Information on Respondents' School Phase and Type	164
Figure 3: Role of Person in School Completing the Survey	165
Figure 4: Psychological Input According to Psychology Profession	166
Figure 5: Overall Breakdown Highlighting Which Organisation Employed the Psychologist(s) that Provided the Psychological Input.....	167
Figure 6: The Different Forms of Psychological Input to Schools.....	169
Figure 7: Areas of Need/Concern for Which Schools Received Psychological Input.....	170
Figure 8: Master Themes Illustrating Suggested Psychological Input in the Future	176

Figure 9: Areas of Need/Concern for Which Schools Would Like Psychological
Input in the Future 180

Appendices

N1: Copy of Google Forms Online Survey: “Survey on Psychological
Input into Schools.” 237

List of Abbreviations

APT	Academic and Professional Tutor
ATL	Association of Teachers and Lecturers
BPS	British Psychological Society
BSP	Barbados Society of Psychology
CAMHS	Child and Adolescent Mental Health Service
CCET	Certificate of Competence in Educational Testing
CELTA	Certificate in Teaching English to Speakers of Other Languages
CEO	Chief Executive Officer
CT	Countertransference
CQR	Consensual Qualitative Research
DCSF	Department for Children, Schools and Families
DfE	Department for Education
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
EAL	English as an Additional Language
ECM	Every Child Matters
EDMU	Education Development Management Unit
EHC	Education, Health and Care
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
ERIC	Education Resources Information Centre
FANI	Free Association Narrative Interview
FP	Female Pupil
GCSCORED	Global Center for School Counseling Outcome Research Evaluation & Development
HCPC	Health and Care Professions Council
HE	Higher Education
HEE	Health Education England
HEPS	Hampshire Educational Psychology Service
HSE	Health and Safety Executive
IPA	Interpretative Phenomenological Analysis
IT	Information Technology
LA	Local Authority
MES	Ministry of Education, Science, Technology and Innovation
MOOCs	Massive Open Online Courses
MP	Male Pupil
NAPEP	National Association of Principal Educational Psychologists
NASUWT	National Association of Schoolmasters Union of Women Teachers
NCTL	National College for Teaching and Leadership
NUT	National Union of Teachers
OECD	Organisation for Economic Cooperation and Development

OECS	Organisation of Eastern Caribbean States
OESS	OECS Education Sector Strategy
Ofsted	Office for Standards in Education
PPC	Paramedical Professions Council
PRU	Pupil Referral Unit
RADIO	Research and Development in Organisations
RTF	Regulatory Focus Theory
SEAL	Social and Emotional Aspects of Learning
SEBD	Social, Emotional and Behavioural Difficulties
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
TA	Teaching Assistant
TaMHS	Targeted Mental Health in Schools
UK	United Kingdom
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund
UWI	University of the West Indies
YP	Young Person

Section 1:
Literature Review

**Does Psychodynamic Theory Help Schools and Teachers Understand
Their Responses to Pupil Behaviour?
Unwrapping the Psychodynamics of Transference and Countertransference
in the Classroom**

Abstract

There is minimal research, beyond theoretical discussion and vignettes, to address psychodynamic theory in relation to the teacher-pupil dynamic in schools, particularly teacher responses to pupil behaviour perceived as negative. Emotional and relational aspects of teaching and learning are explored with reference to the dominant discourse concerning behaviour and its management. The psychodynamic concepts of containment, defences against anxiety, splitting and projection, and attachment are then examined in relation to the literature, with a particular focus on transference and countertransference. The review investigates whether these concepts can help schools and teachers unwrap the dynamics involved in school and classroom life, including teacher responses to pupil behaviour. Following a critical literature review and narrative approach, nine studies meeting the inclusion criteria were examined alongside other relevant literature. Credibility, transferability and trustworthiness were not typically shown. Only one of the studies examined described a clear design, methodology, method and analysis. Despite these issues, the literature suggests that psychodynamic theory, particularly transference and countertransference, can benefit schools and teachers in understanding their responses to pupil behaviour, by looking beyond the external behaviour of the child to the emotions and relationship dynamics involved. Emotional support for teachers by professionals such as educational psychologists, through consultation and supervision, is advocated. The review highlights the need for more credible methodology and methods to be used in any future research that investigates how the psychodynamics of transference and countertransference are enacted in the classroom.

Keywords: teacher, school, pupil, student, behaviour, emotions, psychodynamic, transference, countertransference

Introduction

Psychodynamic theory is “a broad approach to explaining psychological phenomena with reference to unconscious mental processes, both intrapersonal and interpersonal” (Jarvis, 2004, p. 18). This paper will review the literature to address the question of whether psychodynamic concepts, particularly transference and countertransference, can help schools and teachers understand their responses to pupil behaviour. A critical literature review will be presented, following a narrative analysis and synthesis of the literature, rather than a systematic search and review. As with other publications (Gabbard, 2005; Jarvis, 2004; Jacobs, 2010; Kegerreis, 2010), I shall use the term *psychodynamic* rather than *psychoanalytic* to emphasise the dynamic nature of a person’s psyche/internal world (feelings and thoughts) in relation to their outside or external world (behaviours and environment), and to incorporate the different schools of psychoanalytic thinking, such as from Sigmund Freud, Anna Freud and Melanie Klein, under one term.

The term *pupil behaviour* will be taken to mean perceptions that teachers and schools may have regarding the negative aspects of pupil behaviour, or those described as having behavioural difficulties. Dealing with pupil behaviour is “a complex, interactive process” (Cooper, Smith & Upton, 1994, p. 13). There are many facets of behaviour in relation to a pupil’s internal and external world. Ayres, Clarke and Murray (2000) provide a useful review of eight psychological perspectives on pupil behaviour (biological, behavioural, cognitive-behavioural, social learning, psychodynamic, humanistic, ecosystemic and ecological). The U.K. Government (Department for Education [DfE], 2012a) highlights five main theories on behaviour in its *Advanced Training Materials for Teaching Pupils with Special Educational Needs and Disability* (SEND): psychodynamic, behaviourist, cognitive, humanist and ecosystemic. All of these perspectives can be beneficial in enabling the teacher to gain an understanding of behaviour by looking at the wider context of school and

classroom life alongside the relational and emotional aspects of teaching and learning. The main purpose of this review is to explore the psychodynamic perspective. Initially, I shall introduce the wider context of school and classroom life: discussing the dominant discourse concerning behaviour and its management, in comparison to the emotional and relational aspects of teaching and learning.

Much of the educational literature, including that from the U.K. Government, concentrates on the external aspects of pupil behaviour, particularly in relation to discipline. For example, in its White Paper on *The Importance of Teaching* (DfE, 2010) the U.K. Government pays scant attention to the emotional and relational aspects of learning and behaviour and emphasises the external behavioural management of pupils. Even pupil wellbeing has been deleted from the Office for Standards in Education, Children's Services and Skills (Ofsted) inspections (Ofsted, 2012). Perhaps it is less painful to focus on the external behaviour of pupils, as Hewitt (2000) states: "A school goes to considerable lengths to counteract negative effects by instituting rules, policies, staff training and communication with parents in order to ensure that the school environment is a safe place in which to live and learn" (p. 72). Similarly, Britzman (2009) believes the use of behaviourist terminology, such as, "Behavioural goals and objectives... reduces teaching and learning to a problem of the student's reception to the teacher's efforts" (p. 85) and that although this may "help us out of the mess, they cannot help us with how the mess feels" (p. xii). The internal world and the emotions involved in school life appear to be neglected.

Whilst not criticising the need to look at the external aspects of pupil behaviour and strategies to manage it, the emotional and relational aspects of teaching and learning also need to be explored. Fortunately, over recent years, initiatives have been introduced in schools to bring awareness and intervention regarding these aspects at the organisational, group and individual level. The

Social and Emotional Aspects of Learning (SEAL) curriculum was “a comprehensive, whole-school approach to promoting... social and emotional skills” (Department for Children, Schools and Families [DCSF], 2007, p. 4) with a recognition that these skills “underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools” (DCSF, 2007, p. 4).

In 2008, a three year national project, Targeted Mental Health in Schools (TaMHS), was designed to promote positive mental health in schools: from staff training and awareness, to group and individual work with pupils. As part of the TaMHS project, some local authorities introduced Emotional Literacy Support Assistants (ELSAs) into schools: providing them with training and supervision in supporting the social and emotional needs of pupils. Other interventions, such as Nurture Groups (Bennathan & Boxall, 1996), have been developed in some schools to provide “a short term, focussed, intervention strategy, which addresses barriers to learning arising from social/emotional and or behavioural difficulties, in an inclusive, supportive manner” (Nurture Group Network, 2013, para. 1). On an individual level, as well as support from ELSAs, learning mentors have been introduced in some areas to “support, motivate and challenge pupils who are underachieving. They help pupils overcome barriers to learning caused by social, emotional and behavioural problems” (DfE, 2012b).

There are also professionals who are well placed to link the learning and behaviour of pupils to social and emotional development, such as Educational Psychologists (EPs). EPs can support schools, parents, staff and pupils at an organisational, group and individual level through staff training, consultation and therapeutic work, for example. Alongside pupil wellbeing, EPs can be pivotal in supporting teacher wellbeing (Lauchlan, Gibbs & Dunsmuir, 2012) and helping teachers to understand the complexities of the emotional and relational aspects of school life. Accordingly:

The choices teachers and other staff make in responding to children's behaviour are crucial in influencing the choices children make about how they will behave. The more these adults can be aware of and manage their own emotional responses to inappropriate behaviour, the more likely they are to be able to maintain a calm classroom atmosphere. (Department for Education and Skills [DfES], 2004a, p. 5)

Difficulties teachers may have in managing pupil behaviour and dealing with their own emotional responses may lead to stress (Rustin, 2011). In a comprehensive investigation of stress, Lazarus (1999) links stress to emotion, the management of emotion, and the ability to cope. The U.K. Health and Safety Executive (HSE) found that teaching and education professionals are second only to nurses for prevalence rates of work-related stress (HSE, 2012). The biggest teaching union in the U.K., the National Union of Teachers (NUT), produced a summary of teacher stress (NUT, 2008), stating that it is double that of most other occupations. They cite research by YouGov from 2007 where pupil indiscipline was one of five factors chiefly to blame for high stress levels (reference not given). A number of papers that look at teacher stress are cited by Mintz (2007), who stated that, "Student misbehaviour and concomitant poor quality relationships between teachers and pupils are significant factors that often contribute to teacher stress" (p. 153). Mintz (2007) looks at stress from a psychodynamic perspective:

What on the surface appears to be just pupil misbehaviour, which can be appraised as a source of stress, is often a more subtle communication about the emotional state of the child. Moreover, the process of appraisal – how the teacher reacts to the emotional state of the child, is often related to unconscious factors within the teacher. If teachers have some awareness of the transference – counter-transference dynamic within the classroom, then they are in a position to make more accurate appraisals, choose better coping strategies and thus experience less

stress. (p. 157)

The above quote highlights the importance of looking beyond behaviour and its management, to the emotional and relational aspects of school life. Despite being a marginal voice in the literature, a psychodynamic perspective can help unwrap some of the dynamics and unconscious processes involved in schools and classrooms.

Method

The purpose of the literature review is to address the question of whether psychodynamic concepts, particularly transference and countertransference, can help schools and teachers understand their responses to pupil behaviour. A variety of databases were searched using combinations of key words contained in the above sentence “to identify [the] most significant items in the field” (Grant & Booth, 2009, p. 94). Figure 1 illustrates the search process in selecting the relevant literature for the review. Application of the inclusion criteria only produced nine relevant papers, so no further screening was needed.

A detailed evaluation, critical analysis and data extraction on each of the nine papers meeting the inclusion criteria was then carried out. Appendix A (page 197) elaborates on the aims, epistemology, methodology, method, sampling and participants, data source and analysis, results, conclusions, reliability and limitations for each of these nine papers. A brief summary of the methodological limitations of these papers is provided in Table 1.

Critique of Chosen Method

There are more structured approaches to reviewing literature, such as through a systematic search and review. Using such an approach would have enabled a more standardised evaluation tool to be used. It would have provided a better-defined and more explicit process; with clearer inclusion and exclusion criteria and a more rigorous evaluation. The implementation of a systematic review would have included broadening out the literature search to

include the grey literature and literature outside the realm of psychology and education, such as hand-search of psychoanalytic journals. However, the current analysis and synthesis of the literature is presented as a critical review, being both descriptive and evaluative in purpose, following a narrative approach.

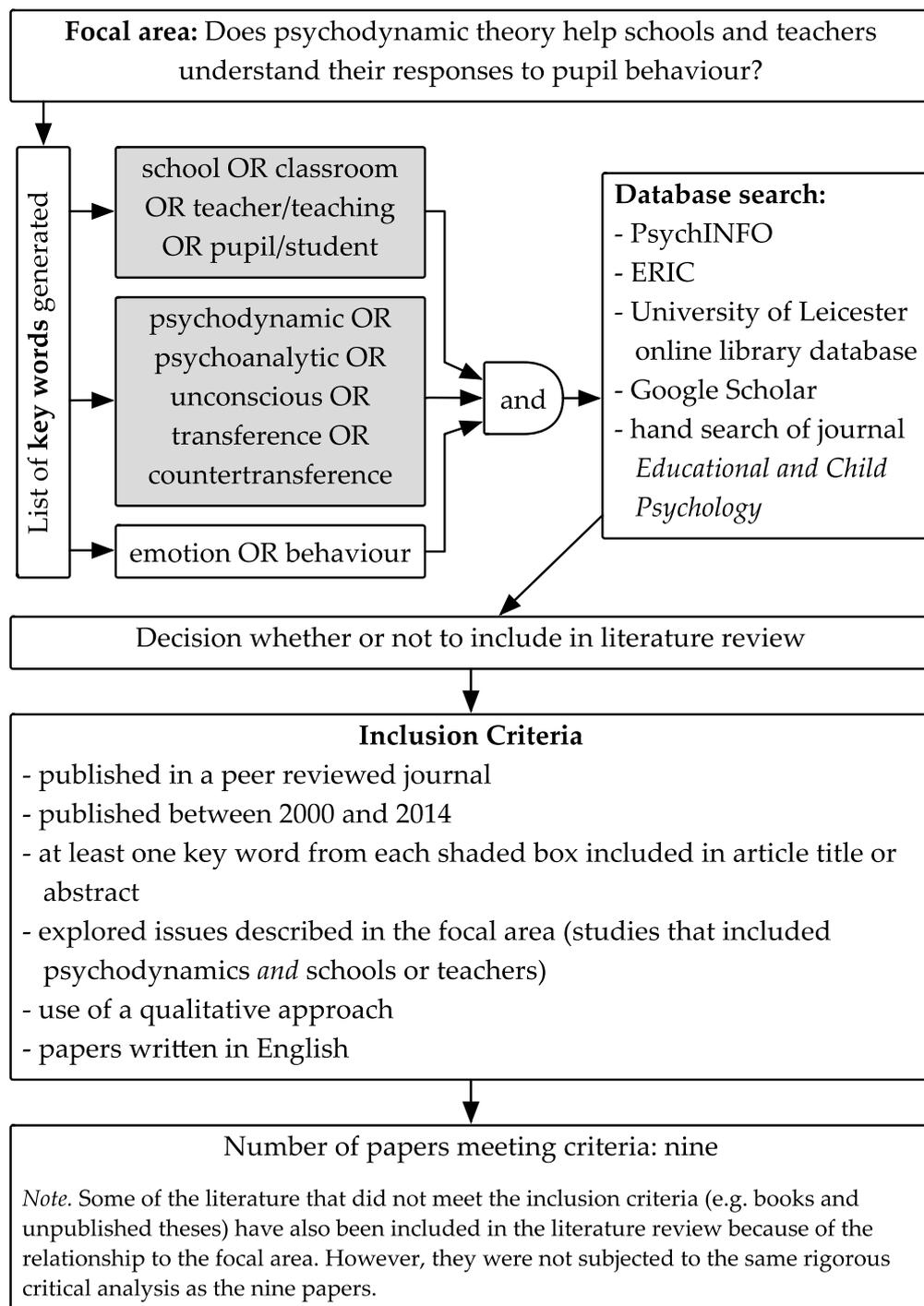


Figure 1. Search process in selecting the relevant literature.

Table 1

The Nine Published Papers Meeting the Inclusion Criteria and a Brief Summary of their Methodological Limitations

Author(s)	Research title	Methodological Limitations
Dunning, James and Jones (2005)	Splitting and projection at work in schools	Although a case-study with semi-structured interviews was employed, data analysis was not described and different forms of data collection was different across schools.
Karagiannopoulou (2011)	Revisiting learning and teaching in higher education: a psychodynamic perspective	No stated methodology or methods; reflections of her experiences of teaching.
McLoughlin (2010)	Concentric circles of containment: a psychodynamic contribution to working in pupil referral units	No stated methodology or methods; reflections of her work in a PRU.
Pelligrini (2010)	Splitting and projection: drawing on psychodynamics in educational psychology practice	No clear methodology or methods described; reflections on his work as an EP.
Price (2006)	Jumping on shadows: catching the unconscious in the classroom	No clear methods described; reflections on her work with a child.
Shim (2012)	Exploring how teachers' emotions interact with intercultural texts: a psychoanalytic perspective	Details of data analysis not described.
Slater, Veach and Li (2013)	Recognizing and managing countertransference in the college classroom: an exploration of expert teachers' inner experiences	Clear methodology and methods described.
Weiss (2002a)	How teachers' autobiographies influence their responses to children's behaviors: the psychodynamic concept of transference in classroom life: part I.	No stated method; reflections on his discussions with teachers.
Weiss (2002b)	How teachers' autobiographies influence their responses to children's behaviors: the psychodynamic concept of transference in classroom life: part II	No stated method; reflections on his consultations with teachers and dream analysis.

Note. Further evaluation and critical analysis of each paper, including data extraction information, is provided in Appendix A (page 197).

Findings

The findings of the critical review are presented as a thematic narrative analysis and synthesis of the literature. Alongside other relevant literature, the nine published papers meeting the inclusion criteria (Table 1) will be referred to. Initially, different aspects of psychodynamic theory and concepts will be examined in relation to the focal area of the review (Figure 1). The “hallmark” (Bateman & Holmes 1995, p. 95) of the psychodynamic approach, that of transference and countertransference, will then be evaluated, in relation to helping teachers understand their responses to pupil behaviour. A discussion of how the research process itself can be affected by these psychodynamics will then be explored.

Psychodynamics in Schools

Much of what goes on in education is the transference, the uncertain exchange of confusion, love, and words... students puzzle us or make us mad, and that however much we plan in advance, however clear our lesson plans feel to us, whatever beauty our syllabus design mirrors, however narcissistic we may feel in conveying knowledge or however much we attempt to convey our understanding to others or strain to receive the other's inchoate views, the pedagogical encounter and what becomes of it are radically unstable, subject to the unconscious.

(Britzman, 2009, p. xi)

Britzman (2009) is one of a small number of authors, including Bibby (2011), Rustin (2011), Salzberger-Wittenberg, Williams and Osborne (1999) and Youell (2006), who have written about education and classroom life from a psychodynamic perspective. Although not a dominant voice in the literature, there is some credence placed in the psychodynamic approach to education, as already mentioned in the introduction, such as in the *Advanced Training Materials for Teaching Pupils with SEND* (DfE, 2012a). Unfortunately, these materials place the emphasis on trained professionals, rather than teachers,

using a psychodynamic approach: placing it firmly within the remit of psychiatrists or counsellors. It also appears to regard psychoanalysis as being within-child, focusing on past events. This is not necessarily the case. Teachers too can benefit from thinking psychodynamically; acknowledged by Ayres et al. (2000) in their book on effective interventions for teachers:

The psychodynamic perspective requires a specialist training that readers may not possess. However, an understanding of the psychodynamic approach will enable the reader to reflect on how student behaviour can be affected by unconscious processes and therefore be in a position to modify their own classroom practice in accordance with some of the broader ideas. (2000, p. xiv)

Almost a century ago, Wilfred Lay (1919) discussed unconscious dynamics in schools. He examined pupil behaviour and believed that a teacher's knowledge of the unconscious could help him or her better understand the pupil. Naturally, Sigmund Freud also deliberated on education, and even suggested that teachers should have training in psychoanalysis (S. Freud, 1935).

The psychodynamics of school life continue to be discussed today. Bibby (2011), for example, highlights the importance of a psychodynamic approach because it can "give attention to the difficult bits: the fears and anxieties, the fantasies and desires, the loves and hates, the less than rational and the strange logics of our passions and our unconscious" (p. 3). I shall demonstrate that although there is much discussion in the literature in relation to psychodynamic theory applied to schools, alongside reflection on vignettes and clinical examples, there is little research. Coming from the premise that emotions and the teacher-pupil relationship are significant factors in the learning process (Rustin, 2011; Youell, 2006), I shall now discuss different psychodynamic concepts, with reference to the literature.

Containment. Learning is an emotional experience, provoking anxieties. From infancy, the development of learning “Depends upon the baby’s experience of being thought about or having had the experience of somebody being curious or emotionally attentive to him” (Emanuel, 1998, p 45). To enable children to learn in school, both the teacher and the school as an institution need to help contain the anxieties of their pupils (Bibby, 2011; Greenhalgh, 1994; Rustin, 2011; Salzberger-Wittenberg et al., 1999; Youell, 2006). Containment is a concept originating from the work of psychoanalyst Wilfred Bion (1962) and derives from not only understanding the child’s feelings, but also having the capacity to tolerate and manage them (Rustin, 2011). McLoughlin (2010) discusses her practice with clinical examples and vignettes in relation to containment, when working as part of a Child and Adolescent Mental Health Service (CAMHS) outreach service at a Pupil Referral Unit (PRU) in London. She uses Rustin’s image of “concentric circles of containment” to work on multiple levels with pupils, parents and staff, particularly highlighting the need for a “secure and containing forum” (p. 238) for staff to make sense of their emotions. If emotional containment does not occur, anxiety will increase (Bion, 1962).

Defences against anxiety. Ego defence mechanisms are defences against anxiety. Melanie Klein (1932) believed that, “One of the greatest, if not *the* greatest psychological task which the child has to achieve, and which takes up the larger part of its mental energy, is the mastering of anxiety” (p. 50). Similarly, Youell (2006) states that learning cannot exist without some element of anxiety. There are many defences that can be made against anxiety, in both teachers and pupils, such as repression, displacement, denial, projective identification and intellectualisation; including transference (A. Freud, 1936). Some defences are adaptive or helpful, such as altruism and humour. Karagiannopoulou (2011) discusses the defence mechanisms of regression and narcissism in her experiences as a psychology tutor in a higher education

institution in Greece. She concludes that tutors need to take note of the psychodynamics of teaching rather than solely imparting knowledge in a didactic way. Karagiannopoulou's paper, like many others (see Appendix A) reflects on her own teaching and uses vignettes to support her arguments, with no stated design or methodology.

Splitting and projection. When feelings and thoughts that cannot be contained, or even tolerated, by the individual, they may be split and projected, or located, in another person. An example would be a pupil who feels they are not very intelligent: they may not be able to tolerate this negative feeling, so split it off and locate it in someone else, by saying "She's an idiot." The ego defences of splitting and projection, considered principally by Melanie Klein (1946), are also linked to containment. If individuals are not feeling contained, splitting and projection are likely (Dunning, James & Jones, 2005).

Pelligrini (2010) uses two case studies to illustrate splitting and projection in schools. His first case study was in relation to a meeting regarding a pupil, "G," using splitting and projection as a working hypothesis to inform his thinking and better understand his work. He hypothesised that negative feelings and anxieties the parents had about their son, "G," were split off and located into the school, which was seen as "bad." Interestingly, writers in the area tend to consider splitting and projection as part of the wider school system. Dennison, McBay and Shaldon (2006) discuss their experience of splitting and projection that can occur in teams in schools, stating that, "If the team is not functioning in a healthy way, individuals may use splitting and projection to protect themselves. This can lead to blame, scapegoating and bullying in the team" (p. 81). Their experiences are discussed in relation to not only a psychodynamic approach, but also to a social constructionist and systemic approach, which the authors view as complementary to each other. This is because they involve co-constructed meanings and focus on the relationships between and within people (and, incidentally, all lend themselves

well to the constructivist-interpretivist epistemology). Similarly, Solomon (2009) also focussed on splitting and projection alongside a systemic approach, when discussing pupil behaviour and exclusion from school.

Dunning et al. (2005) go beyond reflections of experiences to examine splitting and projection in understanding school leadership, management and change. They implemented a case study approach in three secondary schools in Wales, through interviews with school leadership teams and subject leaders. Interpretations of the interviews in relation to splitting and projection were given, although unfortunately, the method of data analysis was not described. Moreover, different data collection techniques were implemented across the three schools. Given this critique, at least some form of methodology was employed other than a theoretical discussion or reflections on experiences, as in the other papers highlighted so far. Their findings showed a relationship between splitting and projection and institutional stress, lack of understanding of teacher role, and blame, bullying and scapegoating across all three schools. Their conclusions highlighted the importance of schools managing boundaries and defining roles. They also highlighted that:

The ability of those involved to transform projections, that is, to accept them, contain them, change them into benign and acceptable forms, and then to return them whilst not introjecting them, is crucial to minimising the individual and organisational impact of splitting and projection and ensuring that it does not grow into more dangerous organisational phenomena. (Dunning et al., p. 257)

Attachment. Attachment is a “lasting psychological connectedness between human beings” (Bowlby, 1969, p 194). Although not specifically within the remit of a psychodynamic approach, Attachment Theory originated in the work of John Bowlby (1969, 1973, 1980), who was supervised by Melanie Klein during his analytic training, before he abandoned psychoanalysis due to differences in views about the child’s relationship with the mother (where

Bowlby placed more emphasis on real-life experiences rather than the unconscious). Attachment Theory highlights the importance of early child-carer interactions and uses concepts of a secure base, empathic attunement, attachment behaviours, internal working models and secure and insecure attachment styles in relation to the social and emotional development of the child.

Attachment theory can enable teachers to think about the connection between attachment, relationships, emotions, behaviour and learning. Geddes (2006) explores how secure and insecure attachment styles manifest themselves in the classroom. Using the concept of a *learning triangle* she highlights how learning is an interplay between the pupil, the task and the teacher, and focuses on how the attachment style of the child can affect their responses to the task and the teacher. She uses vignettes to illustrate her points and gives references to some research. Although a very readable and practical book, Geddes does not examine responses of teachers to pupil behaviour, other than discussing that dealing with children with insecure attachment styles and concomitant negative behaviours can lead to teacher stress. She also mentions that a lack of containment in early childhood can lead to splitting and projection in the pupil, as a defence against anxiety, and that, "These projections of unwanted feelings can permeate school cultures and be very destructive" (p. 131). Geddes also alludes to the countertransference of teachers and the feelings of being overwhelmed, and advocates the importance of schools being a secure base for children. To enable this, Geddes (2006) suggests that staff need "a capacity to reflect on difficulties when they arise, rather than react in an unthinking way" (p. 140). Similarly, the quote from the DfES (2004b) is apposite: "The more adults can be aware of and manage their own emotional responses to inappropriate behaviour, the more likely they are to be able to maintain a calm classroom" (p. 26). Transference and countertransference are two concepts that are implicit within this quote and will now be explored further.

Transference and Countertransference in the Classroom

Transference. Essentially, transference is feelings that a person has experienced in a past or present relationship, transferred to the current relationship. Transference can provoke negative emotions, but can include more positive transferences. An example of this in schools would be where a nursery pupil calls his teacher, “mummy”: the feelings of love, dependency and warmth experienced from the mother, are transferred to the present relationship with the teacher.

Sigmund Freud first used the term in 1905 to be something that interfered with the therapeutic relationship (S. Freud, 1905/1953). It was subsequently realised that transference, as well as countertransference, is present in all human interactions, and is unavoidable (Clarkson, 1995). In the psychodynamic literature there is agreement that transference exists, with a debate about what it actually is (Bateman & Holmes, 1995). Bateman and Holmes (1995) compare classical and modern aspects of transference. From a classical perspective, the client acts towards the therapist as if they were a significant person from their past experiences; typically a family member. The past is projected onto the present: an earlier, usually negative, relationship is replayed. The client is unaware that these feelings are in the past and experiences them as in the present, but “knowing that such feelings are transferred from the past may help... to look at the situation more objectively” (Salzberger-Wittenberg, 1970, pp. 15-16). Modern views of transference postulate that the current relationship is merely influenced by the past.

Transference in the teacher-pupil relationship. The concept of transference can help teachers reflect on and understand their own emotional responses to pupil behaviour. All teachers have experienced being taught. Therefore “the classroom invites transference relations because, for teachers, it is such a familiar place, one that seems to welcome reenactments of childhood memories” (Britzman and Pitt, 1996, p. 117). Two key papers which specifically

address school teacher transference (Appendix A) are from Weiss (2002a, 2002b), who states that, “the professional literature has given minimal consideration to the importance of transference for understanding classroom dynamics” (2002a, p. 9). In both his papers, Weiss (2002a, 2002b) used case studies to illustrate how teachers’ autobiographies influence their responses to pupil behaviours, by projecting their thoughts, emotions and experiences onto the pupil through transference.

He postulates that many teachers will not be aware that their responses to children will be influenced by the way in which they themselves dealt with issues in the past. Using a vignette of Robbie, a four year old child who started spitting at nursery when his mother left to go to work, Weiss (2002a) explored teacher responses to this situation. There were a variety of ways that teachers reacted to Robbie’s behaviour: some believed that Robbie should be given some space to process his emotions; others suggested a more direct response, of letting Robbie know that spitting was an unacceptable behaviour. Through discussions with the teachers, Weiss found that responses were often related to teachers’ own life histories, or autobiographies: “Robbie evoked particular responses based upon each teacher’s view of their life experiences as a child with adults and as an adult with children” (Weiss, 2002a, p. 11). Current relationships may be distorted through the experiences of previous relationships (Stearn, 1994; Weiss, 2002b), which can lead to inappropriate responses to pupil behaviour, particularly if the teacher is not aware of this transference.

In his conclusion, Weiss states that: “Teachers need to understand the emotions aroused in themselves by children’s behaviour. As teachers become more self-aware, they develop greater understanding of their own and others’ behaviors. Consequently, there is greater likelihood that transference dynamics will be appreciated” (2002b, p. 125). He suggests that teachers should follow the path of self-reflection, self-awareness, recognition of transference dynamics,

empathy and finally intervention strategies to make a positive impact. He proposes two interventions to enable this, which he describes through a single case study. The first, a “psychodynamic consultation” with a teacher, occurred fortnightly over a period of six months. The second was dream analysis. Although Weiss adds to the discussion on transference and countertransference in the classroom, he only uses vignettes from his professional practice. There is also the matter regarding whether the interventions he suggests could be realistically implemented in schools.

Other papers on transference with regard to teachers tend to be discussions of vignettes. For instance, Hargadon (1966) gives an example of transference in the classroom and uses it to provide advice to teachers on responses to pupil behaviours in his paper. Perhaps reflecting the era in which it was written, the paper does not present any critical appraisal, it has only one reference, and could be seen as condescending to teachers in the rudimentary language that it uses.

Robertson (1999) provides fifteen practical examples of what transference looks like in relation to college teachers and students in the U.S.A., such as: “The student has an intense reaction to you—either positive (e.g., loves you), negative (e.g., hates you), or neutral (e.g., holds steadfastly indifferent to you, ignores your personhood)” (p.159). Robertson also states that from his analysis of the literature, there is discussion into the conceptualisation of transference in the teacher-student relationship, but far less discussion on how teachers should manage this. He therefore posed nine recommendations to college teachers on how to manage transference, such as enabling teachers to reflect on the stance they take in the classroom: are they “the motherly type, the fatherly type, soft and nurturing, fierce and intimidating, nunlike, priest-like, traditional lecturer, de-centered colearner” (p. 163). He suggests that teachers should consider their stance and the types of transferences it may provoke.

Countertransference. The term was first used by Sigmund Freud in 1910. Essentially, countertransference is an emotional response provoked in a person in relation to another person. It can provide that person with some idea of how the other is feeling. For example, a teacher may feel annoyed with a pupil, which may reflect the pupil's annoyance with his or her self. Similarly to transference, Freud initially viewed it as an interference (S. Freud, 1910/1957). Again, similarly to transference, there is a debate about what countertransference actually is. Jeffrey Hayes has researched and written extensively on the nature of countertransference (Hayes, 1995; Hayes, 2004; Hayes, Gelso & Hummel, 2011; Hayes et al., 1998). In psychoanalysis, countertransference is where unresolved conflicts in the therapist are stirred up through the client's transference. Through reflecting on these, it may enable the therapist to understand the client's feelings and subsequently help them. Wiener (2009), a Jungian analyst, states that countertransference is, "The feelings and thoughts arising in the analyst directly from patients' transferences" (p. 60). Aichhorn (1935), whose book on "Wayward Youth" was famously foreworded by S. Freud (1935), describes countertransference as, "...the emotional attitude of the teacher toward the pupil" (p. 118). That is to say: the emotional responses provoked in the teacher by the pupil, which may also be based on the teacher's own unresolved internal conflicts.

Countertransference in the teacher-pupil relationship. Countertransference can provide teachers with an indication of how the pupil may be experiencing their world and what they may be communicating. The key is in the self-awareness of the teacher: "Given the potency of some of the projections experienced when working with children... the adult needs to be keenly aware of the feelings aroused in him/herself, and what happens to those feelings" (Greenhalgh, 1994, p. 90). Weiss (2002b) also states that, "experience suggests that the more intense the teacher's reaction, the more complex are the factors behind the countertransference" (Weiss, 2002b, p. 118).

In her ethnographic research, of reflecting on her process notes of working with a 7 year old girl “Lufta,” Price (2006) discusses how focusing on her own countertransference helped her understanding of the child. Although its roots lie in anthropology and sociology, Frosh and Young (2010) suggest that ethnographic research lends itself well to “transference material” (p. 114) as the approach enables a deeper emotional relationship between the researcher and the participant to be formed. Price (2006) gained detailed descriptions through her process notes to show that the teacher–pupil dynamics in the classroom were re-enacted between her and Lufta during their sessions together. Although Price states that her reason for the paper was to see if countertransference could help inform her research into children’s learning, disappointingly she did not discuss whether or not she reported back her work with Lufta to the teachers, to see whether it enabled them to gain a deeper understanding of the pupil.

In her unpublished Master’s thesis, Burris (2008) investigates the emotional experiences of five teachers in the U.S.A. She used semi-structured interviews, self-report measures and diaries to gather information on teacher emotions and whether a support group enabled them to have more awareness and understanding of these emotions. Experiences of transference and countertransference of the teachers were woven throughout her paper. However, although countertransference in particular was evident, she admits that the scope of her study did not enable this to be analysed further, adding that countertransference is central to teachers’ experiences and should be explored in further studies.

Slater, Veach and Li (2013) investigated the countertransference experiences of 14 teachers in the college classroom in the U.S.A. Following Hayes (1995) integrative definition of countertransference and his structural theory of countertransference (breaking it down into the domains of origins, triggers, manifestations, effects and management) they found a number of

triggers to countertransference when teaching, including students' behaviour. Teacher responses to their countertransference were excessive and often had "negative consequences on their relationships with students and the learning environment" (Slater et al., 2013, p. 16).

Just like other psychodynamic concepts such as splitting and projection, countertransference can be unwrapped further, at a group and organisational level. In his second case study, Pellegrini (2010) was able to name his countertransference to help Teaching Assistants (TAs) understand the possible splitting and projection that occurred during some training he was undertaking with them. Dennison et al. (2006) provided a pragmatic example of an EP's understanding and use of countertransference within a team at a school:

If I enter a meeting feeling fine, but within a few minutes start to feel anxious or angry, I may think: are the feelings I am feeling my own feelings, or have they been projected on me by other members of the team? As a practitioner, I am aware of counter-transference and have learnt to question powerful feelings that do not seem to originally be part of me. I have also found that if these powerful feelings are named in a group setting, it has often enabled a pause to be made, for feelings to be aired, and the emotional climate of the team to change. (p. 81)

Understanding possible countertransference dynamics can help teachers unwrap the emotions provoked in them by the pupils they teach. It may provide insight into how the pupil is feeling, and enable teachers to reflect on unresolved issues in their own life, think differently about the situation and subsequently respond to pupil behaviour more constructively.

Transference and Countertransference in the Process of Research

Within the process of research, axiology (the values and role of the researcher) plays an important part (Ponterotto, 2005). The papers on which I have focused in this literature review (Appendix A) are qualitative. Willig (2008) states that "Qualitative research acknowledges that the researcher

influences and shapes the research process” (p 18): known as reflexivity. Frosh and Young (2010) link reflexivity to psychoanalytic research. Ironically, there will be transference and countertransference reactions from the researcher that may affect their research when studying transference and countertransference (Clarke & Hoggett, 2009; Frosh & Young, 2010; Hunt, 1989). Price (2006) highlighted this in her research:

Making sense of the different unconscious affective dynamics in the research setting, through reflecting upon one’s own countertransference, also involves making sense of the place of reality-based judgements and moral judgements, and it is not easy to do this, or to warrant one’s interpretations. However, this work can provide the qualitative researcher with a valuable source of information about the nature of the research subjects’ inner worlds, and about the nature of affective dynamics in the research setting. (p. 159)

Shim (2012) also looked at how countertransference can affect the research process. She studied 14 teachers in three different countries with the aim of understanding cultural differences using a psychodynamic perspective, alongside postcolonial theory¹. A clear methodology was presented (see Appendix A) by looking at teachers’ emotional responses in their discussion of stories with intercultural themes. Interestingly, she reflected on how the teachers affected her emotions and memories of childhood: acknowledging that her transference affected the way she perceived the data collected. She also reflected on how this could mirror the teacher-pupil relationship in the classroom: unless teachers have some awareness of their inner world, their teaching may be more about meeting their own needs. Shim (2012) concluded that “future research should delve further into classroom indicators of teacher anxiety and frustration and into how these emotional responses may be rooted

¹ The dynamics of intercultural relations and the discourse of difference.

in the past” (p. 493) and that although it may be “difficult, messy, uncertain and even painful” (p. 493) for the researcher (as it may provoke transference and countertransference responses in them), this should not stop them.

Slater et al. (2013) used a Consensual Qualitative Research (CQR) methods approach (Hill, Thompson & Williams, 1997) through semi-structured interviews with 14 “expert” college teachers. In CQR, different members of a research team examine the interview transcripts to achieve consensus on themes arising from the data. An auditor then reviews their interpretations. Because consensus is needed, the CQR method may go some way in addressing the transference and countertransference of the researchers themselves when analysing the data, and provide more validity and investigator triangulation (Denzin, 1978) in the analysis.

Discussion

Does psychodynamic theory, particularly transference and countertransference, help schools and teachers understand their responses to pupil behaviour? From the review presented, I would suggest that there are aspects of this theory that are helpful, for example:

- Enabling the teacher to look beyond the external behaviour of the child to the emotions and relationship dynamics involved.
- Exploration of transference relationships: there may be something about the child that reminds the teacher of another person in their past or present, which may affect their response to the child.
- Enabling the teacher to focus on their own emotions, or their countertransference, which may give them some indication of how the child feels about himself or herself, and may help unwrap the strong feelings that may be provoked in the teacher.
- Enabling the teacher to reflect on the psychodynamics: to help the teacher view the child in a different way and manage or deal with the situation differently.

Much of the psychodynamic literature and papers discussed have called for either training in psychodynamics for teachers (S. Freud, 1935; Mintz, 2007; Saltzman, 2006; Slater et al., 2013) and/or some form of supervision/consultation to enable teachers to reflect on the strong emotions that may be provoked in them (Bibby, 2011; Geddes, 2006; Golland, 2002; Hanko, 1999; Mintz, 2007; Partridge, 2012; Robertson, 1999; Weiss, 2002b). As Bibby (2011) states: "Access to psychoanalytically informed supervision for teachers could be helpful" (p. 236). But, again, there is marginal evidence of this or on its impact.

A psychodynamic approach is not the only way to view a pupil's behaviour: other perspectives and approaches mentioned in the introduction can add to the rich picture of what is occurring. However, this marginal voice in the literature may help unwrap some very complex issues taking place. Unfortunately, considering the evidence, very few papers have moved beyond theoretical discussions and reflections on vignettes (see Table 1 and Appendix A). Those that have a stated research design appear to come from a constructivist-interpretivist epistemological position and use qualitative research through case studies (Dunning et al., 2005; Pelligrini, 2010; Price, 2006; Weiss, 2002a, 2002b). Sampling is small (from one to fourteen) and the specific methods employed tend to be semi-structured interviews (Dunning et al., 2005; Slater et al., 2013): the latter being the only one of the nine published studies critically reviewed, which describes how the data were analysed.

There is huge potential for future research to investigate how the psychodynamics of transference and countertransference are enacted in the classroom. Future research needs to move beyond vignettes and theoretical discussion to applying more credible methodology and methods when exploring teacher responses to pupil behaviour perceived as negative. The potential implications could enable professionals, such as EPs, to be more aware of the emotions, psychodynamics and transference relationships

involved in classroom life, and subsequently provide support to teachers in helping them process these emotions. But perhaps results will always be unsatisfactory. After all, S. Freud (1935) named teaching as one of the three impossible professions.

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Section 2:
Research Report

**Using Interpretative Phenomenological Analysis
and Psychodynamic Theory
to Explore Teachers' Experiences
of What they Perceive as Negative Pupil Behaviour**

Abstract

The behaviour of pupils and concomitant behaviour management is discussed extensively in the literature, but minimal consideration is given to how teachers experience pupil behaviour perceived as negative. The research explores the lived experiences of three teachers by focussing on how they make sense of and respond to pupil behaviour, and how they feel and process their emotions. Semi-structured interviews were carried out and analysed using interpretative phenomenological analysis, producing three master themes. Findings showed convergence between participants that reflected the existing literature regarding perceptions of negative pupil behaviour; particularly those that were authority challenging, proactive and reactive responses, and the emotions involved, particularly anxiety, stress and frustration. The analysis enabled an in-depth understanding of these experiences. Divergence between participants was highlighted in the theme of the importance and influence of teacher beliefs, life experiences, personal attributes and relationships. This underpinned many aspects of the two other themes: understanding of and responses to pupil behaviour, and the emotions involved and how they are processed. Social capital and the importance of relationships with colleagues, as well as pupils, were important throughout. Psychodynamic theory further illuminated the teacher-pupil dynamic: highlighting the transference of past experiences reenacted in the classroom, and countertransference responses in making sense of emotions, related to unresolved issues in teachers' personal lives. The research concludes by considering how educational psychologists can facilitate teacher wellbeing through consultation: exploring not only teacher perceptions of behaviour, but also their relationship with the pupil and the emotional impact on them, including problem-solving practical strategies. Possibilities for future research are discussed in light of the research limitations.

Keywords: teacher, pupil, student, behaviour, emotions, relationships, interpretative phenomenological analysis, psychodynamic

Introduction

Rationale

The aim of the research is to provide an exploration and analysis of teachers' lived experiences of what they perceive as negative pupil behaviour, including their responses to pupil behaviour, how they make sense of pupil behaviour, and the emotional impact on them. This arose from my interest in teacher-pupil dynamics in the classroom; in particular, how pupil behaviour impacts on teachers, how they make sense of and manage the emotions provoked in them by those they teach, and the impact on their wellbeing. In my role as an Educational Psychologist (EP), an approach to my work in schools is through consultation, following a process model as advocated by Wagner (1995, 2008) (see also Brown, Pryzwansky & Schulte, 2001; Conoley & Conoley, 1990; Schein, 1988): to jointly problem-solve issues that teachers may have with regard to their pupils. The consultation meetings often relate to what is perceived by teachers as negative pupil behaviour: trying to understand why a pupil is behaving in a certain way, and enabling teachers to process and unwrap the sometimes strong emotional reactions (such as frustration, upset, fear, pain, confusion, helplessness and annoyance) that are provoked in them by the pupil.

Background

There is little in the literature² concerning how it feels for teachers when dealing with negative pupil behaviour, despite the evidence that pupil behaviour is a contributing factor in teacher stress and burnout (Friedman, 2006; Tsouloupasa, Carson, Matthews, Grawitch, & Barber, 2010). In the UK there have been initiatives to promote the emotional wellbeing of pupils through national strategies (Department for Education and Skills [DfES], 2004a, 2004b, 2004c), including Social and Emotional Aspects of Learning (DfES, 2005; Department for

² When carrying out a search of the literature predominantly in relation to psychology and education, and not taking into account research from the grey literature and other professional research areas.

Children, Schools and Families [DCSF], 2007). Since the change of government in 2010, there has been more emphasis on discipline and behaviour management and less on the wellbeing of pupils, as affirmed by the archiving of these documents and deletion of pupil wellbeing from the Office for Standards in Education, Children's Services and Skills (Ofsted) inspections (Ofsted, 2012). Similarly, there has been little to promote the emotional wellbeing of staff in schools, despite continuing high stress levels (Association of Teachers and Lecturers [ATL], 2008, 2009; Health and Safety Executive [HSE], 2012; National Union of Teachers [NUT], 2008). A recent survey found that 40% of 3,500 teachers cited pupil behaviour as a concern, and 83% had reported workplace stress (Precey, 2015).

The December 2012 special issue of *Educational and Child Psychology* focused on "psychological issues related to the well-being, resilience and efficacy of teachers, [and] how these issues may be better understood" (Lauchlan, Gibbs & Dunsmuir, 2012, p. 5). Within this special issue, Roffey (2012) used focus groups and a grounded theory approach to investigate factors that promote teacher wellbeing, concluding that pupil-teacher relationships and social capital (building positive connections and trust relationships with others) are pivotal. Salter-Jones (2012) also used focus groups and grounded theory to explore teachers' and pupils' views about the implementation of pupil wellbeing initiatives, highlighting the importance of psychosocial processes in her findings. Self-efficacy was investigated in two of the papers: through a review of the literature in relation to teacher stress (Brown, 2012), and by looking at the impact on self-efficacy following a positive psychology intervention to school staff (Critchley & Gibbs, 2012). Armstrong and Hallett (2012) used a phenomenological approach to explore the written accounts of 150 teachers' conceptions of pupils with social, emotional and behavioural difficulties (SEBD), leading to themes from within-child conceptions to the effects of school/educational environment and policies. Annan and Moore (2012) described their use of an intervention

called *Staff Sharing* (Gill & Mosen, 1995, 1996) to support school staff in managing negative pupil behaviours. Whilst not disparaging the importance of these research papers, they did not directly address teachers' emotional experiences per se, but focused on either perceptions about pupils or exploration of teacher interventions.

Within the same special issue, however, two papers addressed the emotional experiences of teachers more directly. In her semi-structured interviews and thematic analysis of eight teachers experienced in teaching children exposed to domestic abuse, Ellis (2012) highlighted a theme of the emotional impact on teachers. She discussed the work of Bion (1978) and the psychodynamic concept of containment in supporting teachers with the overwhelming feelings they may have. She also highlighted the importance of helping teachers develop awareness of the unconscious psychodynamics involved in understanding their emotional responses, through projection, transference and countertransference. Partridge (2012) focused on the emotional wellbeing of pastoral school staff, using Interpretative Phenomenological Analysis (IPA) with six participants, to investigate how they felt and what they thought in relation to their role and their own emotional wellbeing. She also considered psychodynamic concepts throughout her research, including containment and projection.

Although not solely coming from a psychodynamic approach, the above two studies suggest that the use of interviews and subsequent analysis, coupled with applying psychodynamic concepts to the findings, can enable insight into how different phenomenon occurring in schools, actually feels to teachers. A psychodynamic approach can be used to explore the emotional experiences, dynamics and unconscious processes involved in schools and teaching (Bibby, 2011; Britzman, 2009; Salzberger-Wittenberg, Williams & Osborne, 1999; Youell, 2006). It can "give attention to the difficult bits" (Bibby, 2011, p. 3) and "can make a major difference to teachers in helping them to bear the myriad

projections to which they are subject” (Youell, 2006, p. 2-3).

There are many psychodynamic concepts that can be applied to schools and the experience of teaching, some of which are summarised in Table 1.

Table 1

Description of Psychodynamic Concepts

Psychodynamic concept	Description
Containment	The ability and capacity of the teacher to understand, be attentive to, tolerate, hold and manage pupil emotions. The concept originates from the work of Wilfred Bion.
Projection	Where a teacher’s thoughts, feelings and motives from their inner world are attributed (projected) to a pupil.
Splitting and projection	Where feelings and thoughts that are contradictory and uncomfortable cannot be contained, or even tolerated, by the teacher, are “split” and “projected,” or located, in the pupil. The concept originates from the work of Melanie Klein.
Transference	Where the feelings the teacher holds towards another person in their past or present life, influences their current relationship with the pupil. The feelings are transferred to the current relationship and the teacher may act as if the pupil is someone else. The concept originates from the work of Sigmund Freud.
Countertransference	The emotional response provoked in the teacher by the pupil’s transference. It can give the teacher some idea of how the pupil may be feeling (because these feelings from the pupil have been projected into the teacher), but may also be based on the teacher’s unresolved internal conflicts (because their own inner world may have been impacted). The concept originates from the work of Sigmund Freud.

Note. These are general descriptions of psychodynamic concepts that have been adapted to the school context, particularly the teacher in relation to the pupil. They can also be on other relational levels, such as pupil to teacher, or teacher to teacher. See also Bateman and Holmes (1995), Jacobs (2010) and Youell (2006) for more information on psychodynamic concepts.

Unfortunately, there is little published research that derives from this perspective per se. Most of the literature tends to be theoretical discussions and exploration of psychodynamic concepts through vignettes. A critical review of the literature produced only nine published papers since 2000 coming from a psychodynamic perspective, specifically in relation to schools and teachers, shown in Table 2.

Table 2

Published Papers Focusing on Teachers and Schools from a Psychodynamic Perspective

Author(s)	Research title
Dunning, James and Jones (2005)	Splitting and projection at work in schools
Karagiannopoulou (2011)	Revisiting learning and teaching in higher education: a psychodynamic perspective
McLoughlin (2010)	Concentric circles of containment: a psychodynamic contribution to working in pupil referral units
Pelligrini (2010)	Splitting and projection: drawing on psychodynamics in educational psychology practice
Price (2006)	Jumping on shadows: catching the unconscious in the classroom
Shim (2012)	Exploring how teachers' emotions interact with intercultural texts: a psychoanalytic perspective
Slater, Veach and Li (2013)	Recognizing and managing countertransference in the college classroom: an exploration of expert teachers' inner experiences
Weiss (2002a)	How teachers' autobiographies influence their responses to children's behaviors: the psychodynamic concept of transference in classroom life: part I.
Weiss (2002b)	How teachers' autobiographies influence their responses to children's behaviors: the psychodynamic concept of transference in classroom life: part II

Only two of the nine papers employed a stated methodology (Dunning, James & Jones, 2005; Slater, Veach & Li, 2013): that of semi-structured interviewing. Dunning et al. (2005) interviewed senior managers in three UK schools to investigate splitting and projection. Some of the interviews were

recorded and transcribed, during others only notes were made. Although themes from the interviews were generated, this process was not described. Interpretations of the discourse and themes were made from a psychodynamic perspective. Slater et al. (2013) used interviews, following the Consensual Qualitative Research method (Hill, Thompson & Williams, 1997) to specifically elicit descriptions of countertransference: triggers, manifestations, effects and management. They provided teachers with a definition of countertransference before the interview. Interview data was coded and discussed in relation to countertransference manifestations in college classrooms in the USA. In both studies, methodology was explicitly linked to extant theory: where psychodynamic thinking was used to construct and analyse the interviews.

Potential

There is little research that investigates how phenomenon in schools, particularly pupil behaviour perceived to be negative, actually feels to teachers. Studies that do have tended to use semi-structured interviews and some form of analysis (Ellis, 2012; Partridge, 2012), such as IPA. Some studies have used a psychodynamic approach to constructing the research design and subsequent analysis (Dunning et al., 2005; Slater et al., 2013). The current research differs from the previous research as it provides an in-depth exploration of teacher experiences using IPA: how they make sense of negative pupil behaviour, how it feels to them, and how they process these emotions. Psychodynamic theory was used to further explore teacher emotions and the teacher-pupil dynamic, not as a separate methodology or method (such as psychoanalytically informed qualitative interviewing, which involves focusing on the unconscious dynamics between the researcher and interviewee), but as a separate analysis to IPA.

I believe the current research will be relevant to EPs working in schools: it may help EPs understand some of the dynamics in the classroom and may in turn help teachers consider their responses to the behaviour of pupils they teach.

Research Design and Methodology

IPA was first introduced by Smith (1996) as “an approach to qualitative, experiential and psychological research” (Smith, Flowers & Larkin, 2009, p. 11). IPA looks at the “person-in-context” (Larkin & Thompson, 2012, p. 102) focussing on sense, meaning and significance for the person in relation to a lived experience. IPA is about “identifying what *matters* to participants, and then exploring what these things *mean* to participants” (Larkin & Thompson, 2012 p. 105). It has its theoretical foundations in phenomenology, hermeneutics and ideography.

Phenomenology is an approach to describing phenomena and experiences, being both a philosophical movement and a method (Moran, 2000). It was developed by Edmund Husserl in the early 20th century. His transcendental phenomenological approach “aimed to transcend our everyday assumptions” (Larkin & Thompson, 2012, p. 102) in order to illuminate the essence of experiences. In research, this descriptive phenomenology (Giorgi, 2009) focuses on the way things are experienced. The researcher employs the phenomenological epoché, or the suspension of judgments and assumptions, along with reduction, to gain insight into phenomena and “the nature of the conscious processes themselves” (Moran, 2000, p. 12).

In the 1920s, Martin Heidegger, who was a student of Husserl, transformed phenomenology from a descriptive to a more interpretative approach, believing that we cannot be detached from experiences. As Larkin and Thompson (2012) state, “While phenomenology might be descriptive in its inclination, it can only ever be interpretative in its implementation” (p.102). Which leads to the second theoretical foundation of IPA: that of hermeneutics.

Hermeneutics is about interpretation. Through engagement in the world, the researcher decodes meaning to gain insight (Pietkiewicz & Smith, 2014). IPA places importance on both phenomenology and hermeneutics: to illuminate and to make sense of lived experiences (Smith et al., 2009). IPA is

also idiographic insofar as it focuses on the particular and is in-depth.

Appendix C (page 205) provides a detailed statement of my epistemological position, which complements the research questions posed in Table 3 and the decision to use IPA as a framework to address them.

Table 3

Research Questions

Primary research questions	Secondary research question
How do teachers respond to pupil behaviour?	To what extent can accounts of pupil behaviour and the emotional responses of teachers be explained by psychodynamic theory; particularly in relation to transference and countertransference.
How do teachers make sense of pupil behaviour?	
How do teachers feel when pupils misbehave?	
How do teachers process the emotions provoked in them?	

In deciding to use IPA methodology, other qualitative methodologies were also considered, but subsequently rejected. The rationale for this is shown in Table 4.

Table 4

Consideration of Alternative Qualitative Methodologies and Reasons for Rejection

Qualitative methodology	Brief description	Reason for rejection
Thematic analysis	Summarises themes arising from the data through coding and categorising.	I wanted to provide a more in-depth analysis of the participant's lived experience, rather than focusing on summarising themes.
Grounded theory (GT)	Explores themes arising from the data and develops a theory grounded in the data.	GT does not adequately capture the nature of lived experiences of the participant. I did not want to develop a theory or model of social processes.
Discourse analysis (discursive)	Focuses on the role of language in describing experience, by examining the nuances of language.	I wanted to focus on experiences and meaning for the participant, rather than the role of language.

Discourse analysis (Foucauldian)	Examines how language constructs different ways of seeing and being; particularly focusing on power relationships in society.	I did not want to focus on how objects and subjects are constructed in the participant's discourse in relation to power relationships.
Narrative analysis	Focuses on meaning-making through stories and accounts; particularly life stories and biographies.	I did not want to focus on the meaning and explanations of events in the participant's life. I wanted to investigate a particular phenomenon (the lived experience of pupil behaviour perceived as negative).

The primary research questions “focus on exploring participants’ accounts of lived experience” (Shinebourne, 2011, p. 53) and will be addressed through IPA. The secondary research question will adopt a different hermeneutic, that of psychodynamic psychology, to “open up a dialogue with extant theory” (Larkin and Thompson, 2012, p. 103). Although the idea of IPA is the immersion of the researcher into the lived experience of the participant, subsequently being as free as possible from importing a perspective/theory onto the analysis (Smith et al., 2009), the secondary research question clearly comes from a psychodynamic approach, which is an area of interest for me (see Appendix C, page 205). In terms of research, “psychoanalytic interpretative strategies may be able to throw light on the psychological processes, or perhaps the conscious or unconscious ‘reasons’, behind a specific individual’s investment in any rhetorical or discursive position” (Frosh & Young, 2010, p. 110). Other IPA studies have also explicitly used a particular theory in conjunction with their aims and theme generation (Butcher & Gersch, 2014; Doutre, Green & Knight-Elliott, 2013; Partridge, 2012). Throughout the research process, researcher reflexivity is of paramount importance, and will be discussed in a later section. A chronology of the whole research process is provided in Appendix D (page 209).

Context

Although the focus for the current research is on a specific group of teachers in Barbados, from my experience, pupil behaviour, the emotional factors involved in teaching, and issues of teacher wellbeing are not necessarily constrained by country or ethnicity. With regards to pupil behaviour, Miller, Sen, Malley, Burns and Owen (2009) compared education systems in England, Italy, Japan, the Russian Federation, Scotland and the USA by reviewing data from the Organisation for Economic Cooperation and Development (OECD). A sample of school principals from each country was asked questions about the frequency of certain behaviours of 13 to 14 year olds. All the countries, apart from Russia, cited classroom disturbance as the most frequently occurring problem behaviour. This suggests that there are common behaviours perceived as negative across the developed nations surveyed. Regarding teacher wellbeing, Roffey (2012) states that, "Teacher attrition is a major concern in the Western world – how teachers feel makes a difference to their ability to respond effectively to the challenges they face" (p. 8).

Barbados does not currently have the educational initiatives or the finances of the UK, but it does set educational targets in its Strategic Plan (Ministry of Finance and Economic Affairs, 2005) alongside those of the United Nations International Children's Emergency Fund and Organisation of East Caribbean States. (UNICEF & OECS, 2013). There is mention of pupil wellbeing, but no mention of teacher wellbeing.

Method

In-depth semi-structured interviews were used to collect data, which is "the most common method of data collection" in IPA (Smith, 2011, p. 10). It enables the interviewer to address the research questions, whilst also allowing for flexibility and freedom to deviate from the rigid script that would occur in a structured interview. The primary research questions led to the development of an interview schedule and prompt sheet (Appendix E, page 210). This was

designed to provide a loose agenda and to be used as a guide, so that “novel perspectives or topics, which have not been anticipated may also arise and the researcher is free to develop them” (Pietkiewicz & Smith, 2014, p. 11). Ethical guidelines and advice provided by Smith et al. (2009) were followed in the construction of the interview schedule and the interview process.

In their guidelines for producing an interview schedule, Smith et al. (2009) state that “sometimes you may need to think more creatively about how to get the interview started: it can be useful to ask participants to ... respond to an image or vignette” (Smith et al., 2009, p. 61). Given the nature of the interview questions and the emotions it may provoke, it was felt a vignette would be a safe and straightforward way in. Weiss (2002a) used a vignette of a four-year-old child called Robbie who started spitting at nursery, to elicit teacher responses on how they would deal with this situation and why. As a way into the interviews, Weiss’s description of Robbie was used as a preamble (Appendix E) to start the interview, and to subsequently to look at the secondary research question in the discussion section.

Ethics

In line with ethical guidelines (British Psychological Society [BPS], 2010), a postscript was used (Appendix E) to ensure participants’ wellbeing after the interview. Ethical approval for the research as a whole was obtained through the University of Leicester ethics committee (Appendix F, page 214).

Participants

When selecting a sample, “it seems helpful to think of a defined group of participants for whom the research questions will be meaningful” (Shinebourne, 2011, p. 50). IPA guidelines stipulate that samples should be homogenous and be selected purposefully (Shinebourne, 2011; Smith et al. 2009). Therefore, participants were selected from one particular school in Barbados, which caters for pupils between the ages of 8 and 18. It is an inclusive private mainstream school that offers a bespoke educational

experience with small classes. The sample of teachers selected were homogenous: they not only taught in the school, but who also held additional responsibilities for teaching and supporting pupils with special educational needs, including those described as having SEBD.

Four teachers meeting the above criteria, including the school principal who also teaches, were initially approached to take part in the research. They were informed about the research and given the Participant Information Sheet (Appendix G, page 215). Three of the teachers, given the pseudonyms Alice, Bernice and Coral, expressed an interest and signed the Participant Consent Form (Appendix H, page 216) before participating in the research. The teachers were all residents of Barbados and came from differing ethnic backgrounds. Their teaching experience ranged from four to twenty years. All the participants had graduate teacher status (Public Service (Teachers) Order 2008) and two held post-graduate qualifications related to special educational needs. In order to preserve anonymity, further background information on each participant is not provided.

A mutually convenient place and time was arranged for each semi-structured interview. All the participants elected to be interviewed in the staff room of the school during exam week (when most staff were off site), to ensure no interruptions or disruption to timetable commitments.

Data Collection and Analysis

Each interview was audio recorded and subsequently transcribed by myself using a verbatim transcription of semantic content (see Appendix I, page 219, and Addendum). Interviews lasted between 57 and 69 minutes.

Analysis of the interviews was carried out following a combination of analytic steps or stages, as described by Larkin and Thompson (2012), Pietkiewicz and Smith (2012), Shinebourne (2011), Smith et al. (2009), Smith and Osborn (2008) and Willig (2013).

As the process and principles of IPA do not necessitate a definitive or prescriptive approach, “there is considerable room for manoeuvre” (Smith et al., 2009, p. 80). My approach involved five phases, with the first four phases being carried out separately on each participant. Figure 1 illustrates these phases and the cyclical and multi-directional process of IPA: “cycling and recycling” (Larkin and Thompson, 2012, p. 105) through the phases, akin to a “roadmap” (Gee, 2011, p. 32) where the general direction is known, but maybe not the specific route.

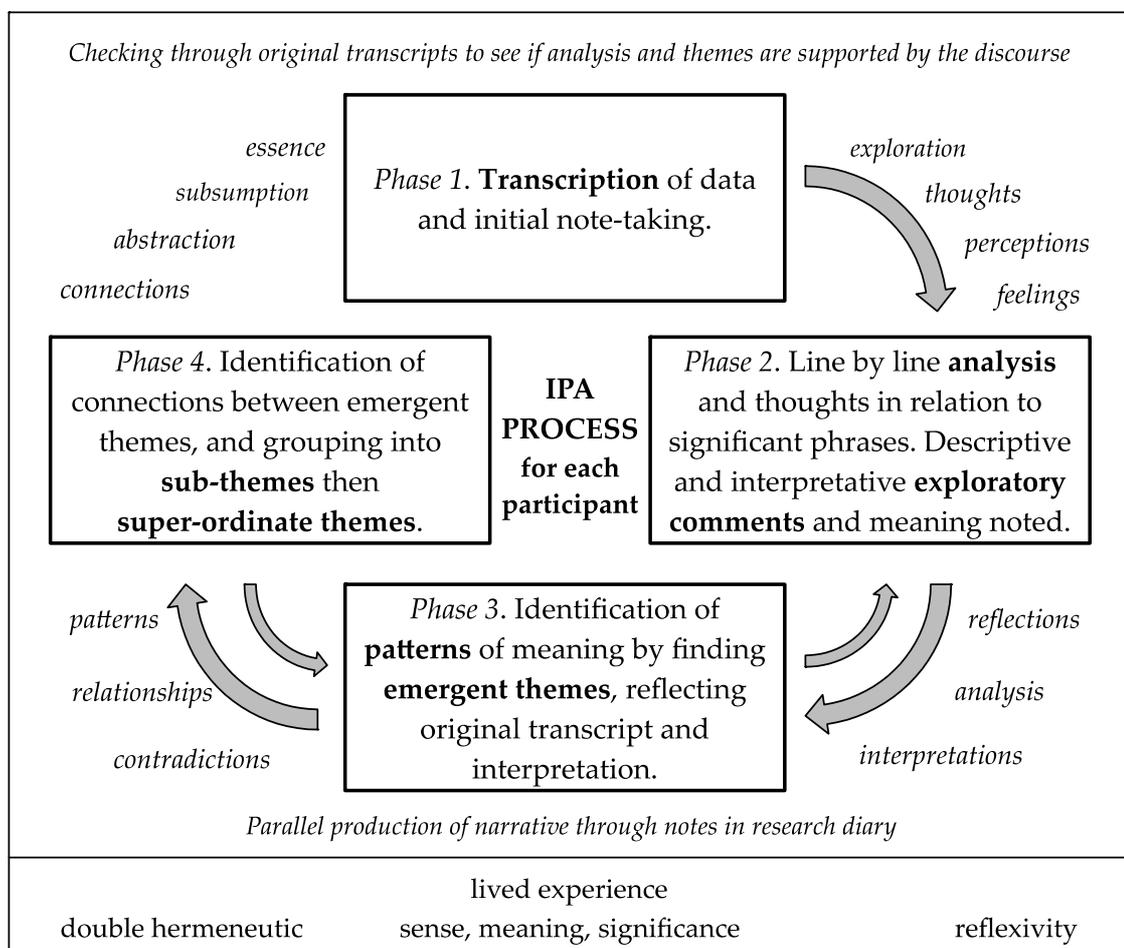


Figure 1. The IPA process for each participant. The italicised words surrounding the four-phase process represent the parallel cognitions that aided the process of IPA (including the subsequent findings and discussion). The rectangular block at the bottom represents the foundation of IPA: that of making sense of the meaning for each participant, which I needed to hold in mind throughout the process.

This four-phase IPA process enabled super-ordinate themes to be developed for each participant, which was mainly attained through a process of abstraction: “identifying patterns between emergent themes” (Smith et al., 2009, p. 96). In line with guidelines from Smith et al. (2009) some of the preliminary emergent themes in phase 3 were not carried through to phase 4 if they were not connected to the research questions. Although the emergent theme descriptors, or labels, from phase 3, related to the content, meaning and interpretation of each participant’s account, the super-ordinate theme labels in phase 4, (and subsequent labels for the master themes in phase 5) tended to summarise content. Table 5 provides an example extract of phases 1 to 4 of the IPA process for one of the participants (see addendum for complete transcripts and the four-phase IPA process for each of the participants).

The super-ordinate themes and subsequent labels, exemplified in Table 5, could have been structured differently, by using more subsumption, for example; “where an emergent theme itself acquires a super-ordinate status as it helps bring together a series of related themes” (Smith et al., 2009, p. 97). This would have enabled the super-ordinate theme labels to focus more on summarising meaning (Larkin & Thompson, 2012), using direct quotes in the theme labels to enable experiences to “come to life” (Finlay, 2014 p. 137).

The fifth phase of the IPA process involved looking for similarities (convergence) across participants and differences (divergence) between the participants, in order to produce overall master themes. IPA guidelines were followed which state that “for papers with small sample sizes (1-3), each theme should be supported with extracts from each participant” (Smith, 2011, p. 24). As a parallel, but separate process, descriptions in the transcripts that related to psychodynamic concepts and the secondary research question were highlighted bold text in Table 5 (and in red text in the Addendum).

Table 5

Example of IPA Analysis from Phases 1 to 4: Transcription, Exploratory Comments, Emergent Themes, Sub-themes and Super-ordinate Themes

	Original Transcript	Exploratory Comments	Emergent Themes	Sub-themes and SUPER-ORDINATE THEMES
66	And ... I, I ... I couldn't cope with it. And I was not prepared to pursue any kind of resolution with that kid. So I basically went and called (teacher) ... and I called her, and I said (teacher), I need you to take (MP11) out of the room ... um, and ... deal with him for this hour, because ... this is not something I can deal with.	She was overwhelmed with feelings of not being able to cope. <u>Frozen?</u> She did not want to/could not resolve the situation with the child. <u>This goes against her usual need to resolve situations (2, 8, 14, 16).</u> <i>Need (essential? required? requiring relief?)</i> She called upon another teacher for help, as she felt she could not deal with the situation.	Could not cope Could not resolve situation Asked for help	Teacher EMOTION – initial response to behaviour Problem-solving – BEHAVIOUR
67	I: Something in him that you recognised.			
68	C: Absolutely. Absolutely.	<u>Confirmation</u>		
69	I: How do you recognise it. Is it a thought you had? A feeling?			
70	Um, it was, it was ... the body language was the same. The latent, pent up anger and darkness, and dark negative energy was the same ... Um, the [break]. I, I knew where he was coming from. I knew where he was coming from. I knew he	The body language of the pupil was the same as her former partner. <i>Latent, pent-up anger. <u>Not visible – she felt it</u></i> The darkness, negative energy and emotions she was picking up on from the pupil, were the same as her former partner. <i>Repetition of phrases – <u>like repetition of the experience</u></i>	Familiarity of emotion Countertransference Experiences of former partner felt Pent-up anger Understood pupil as	Processing of – EMOTION Pupil – EMOTION Processing of –

<p>needed a moment. I, knew he. I knew he needed what I couldn't give him. He probably needed ... um, a very powerful hug. Probably needed, um ... a quiet room, and ... and silence, and maybe, or some music or whatever. And I couldn't even take him out of there and put him somewhere, to give him what he needed, because ... um, and it wasn't because... The other two kids that I had were doing their own work, it wasn't so much that. It was that, I just, I ... I had lived with that kind of ... negative, hateful ... energy ... in which the, the energy that it took from me to try and come to a resolution ... was so great, I was not prepared to invest that anymore. That was my first person story ... but usually when the kids come to me, I'm the third person ... So I can deal with it.</p>	<p><i>in her life?</i> <u>Her past experiences led her to perceiving that she understood where the pupil was coming from – acting as if he was her former partner?</u> She felt she was unable to give the pupil what he needed (a moment, a powerful hug, a quiet room, silence). Frozen (66). Wanted to resolve the situation, but could not remove him or give him what she perceived he <i>needed</i>. <u>Did pupil require relief? It wasn't because? Trailed off</u> The other kids were OK; the pupil was not affecting them by his behaviour. She had past experience of living with a person with negative, <i>hateful (powerful word)</i> energy. It took <i>her</i> energy in dealing with it (i.e. to come to a resolution), so she was not prepared to invest anymore. <u>Who is she talking about here: the former partner or the pupil, or both (feelings from the former partner provoked in her by similarities in the pupil).</u> Could not deal with it in the 1st person (can deal with it in the 3rd person: <u>removed from issue: relief</u>). <u>Importance of whether she feels the behaviour has been done to her personally (62).</u></p>	<p>similar to former partner Transference/ Countertransference Could not give pupil what he needed Frozen: Could not resolve situation Pupil needed relief Other pupils not affected by pupil's behaviour Negative impact of former partner Too much energy invested in resolving situation Transference 1st/3rd person: cannot deal with 1st person situation</p>	<p>EMOTION EMOTION – initial response to behaviour Problem-solving – BEHAVIOUR SELF – experiences Processing of – EMOTION Processing of – EMOTION</p>
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Note. The exploratory comments in column 2 (phase 2 of the IPA process) followed the process suggested by Smith et al. (2009): that of descriptive comments (normal text), linguistic comments on language use (italicised text) and conceptual/interrogative comments at a more interpretative level (underlined text). Numbers in brackets, such as "(66)," are paragraph numbers and link the exploratory comments to other similar comments in previous or subsequent paragraphs. MP11 refers to Male Pupil (the 11th male pupil discussed in the interviews). Comments in bold text highlight interpretations that relate to psychodynamic theory.

Researcher Reflexivity

Within the origins of phenomenology, *epoché*, or bracketing, is a significant concept that relates to the importance of reflexivity: the act of focussing on the experience and suspending judgements and assumptions. It is difficult to suspend all presuppositions when studying phenomena (Spinelli, 1989), so the hermeneutic aspect of IPA allows for interpretation. Within this, researcher reflexivity is paramount: “understanding how research is affected, in terms of outcomes and process, by one’s own position as a researcher” (Fox, Martin & Green, 2007, p. 186). Willig (2013) highlights personal and epistemological reflexivity as being important in qualitative research.

Personal reflexivity. I am a white British woman in my 40s, working and carrying out research in Barbados, where I currently reside. Although I believe that emotions and the teacher-pupil relationship are significant factors in the learning process, I was mindful throughout the process of IPA not to impose my values, beliefs and experiences onto the analysis and interpretations, as much as consciously possible. This is of particular significance because my cultural background differed from that of the participants. I strived “not assume any commonality of experience” (Finlay, 2014, p. 124), especially because I used to be a teacher of pupils with SEBD.

I work as an EP in the school from which the participants were selected, so I perceived myself to have *insider status*, being a “member” of a “specified group” (Merton, 1972, p. 21). This enabled me to have a rapport with the participants before the interview process. All the participants had previously discussed issues or pupils during consultation meetings. Our shared reference helped during the interviews as it gave me a deeper understanding of their experiences, as I had my own experiences of the same issues or pupils that may have been mentioned in the interviews. However, my position could also be seen as negative as I may have had preconceptions about the participants and the pupils they discussed. Additionally, the participants may not have been

willing to share information with such a familiar person. I also needed to be mindful of my position of seniority within the school.

Epistemological reflexivity. In IPA, “the analysis is both phenomenological (i.e. it aims to represent the participant’s view of the world) and interpretative (i.e. it is dependent on the researcher’s own conceptions and standpoint” (Willig, 2013, p. 97). My epistemological position is interpretative, based in hermeneutic phenomenology (such as from Hans-Georg Gadamer and Martin Heidegger) and psychodynamic psychology (see Appendix C, page 205). This means my experiences cannot be easily separated from the research process.

The hermeneutic cycle. Ricoeur (1974) discussed the hermeneutics of empathy and suspicion. In IPA, the hermeneutics of empathy are of primary importance in understanding each participant’s world, and come from within the text of the interview: to gain meaning and understanding for the participant. The hermeneutics of suspicion come from without: incorporating extant theory to “shed light on the phenomenon” (Smith et al., 2009, p. 36). A third hermeneutic position, that of questioning, enables the more interpretative aspect of IPA. I was mindful of the hermeneutics of empathy and questioning during the five phases of the IPA process: enabling interpretation from within the text. As Smith et al. (2009) state, “What is important is that the interpretation was inspired by, and arose from, attending to the participant’s words, rather than being imported from outside” (p. 90). The hermeneutics of suspicion, that of interpretations from without (using psychodynamic concepts), were investigated separately. It is possible to exhibit these differing hermeneutic positions as long as they are presented separately (Smith et al., 2009).

The foregoing paragraph underlines the importance of on-going reflexivity throughout the whole research process and the double hermeneutic involved. In IPA, the double hermeneutic is “the participant is trying to make

sense of their personal and social world; [and] the researcher is trying to make sense of the participant trying to make sense of their personal and social world” (Smith, 2004, p. 40). Alexandrov (2009) postulated a triple hermeneutic involved in psychodynamic research: that of awareness of the “unconscious dimension ... [which] introduces another layer of interpretation and analysis” (p. 46).

In trying to make sense of each participant’s world and lived experience, I needed to be mindful of my axiological position; hence the importance of epistemological and personal reflexivity, thereby ensuring my focus was on the phenomenon under analysis and the meaning for each participant.

Findings

The findings highlight three teachers’ lived experiences of what they perceive as negative pupil behaviour. Although not a deliberately conscious decision, some of the descriptors for the super-ordinate themes related directly to the research questions. Alongside the themes presented for each participant (Figures 2 to 4) a brief descriptive summary, or pen portrait, of each interview is provided, to enable the reader to grasp the essence of each interview: highlighting the developing double hermeneutic and the hermeneutics of empathy and questioning in the search for common themes and inevitable divergence.

To enable further clarity and discussion of the specific emotions and behaviours arising from all three interviews, word clouds have been presented in Figures 5 to 7 to highlight salient teacher emotions, perceived pupil emotions, and teacher perceptions of what constitutes negative pupil behaviour, respectively.

Following from this, master themes (an amalgamation of the super-ordinate themes, and their constituent sub-themes, from each participant) are presented in Tables 6 to 8, with example quotes and descriptions of convergence and divergence within and between participants. To enable

discussion of the secondary research question, extracts from the interviews that highlight psychodynamic features are presented in Table 9.

Themes for Each Participant

Alice. The IPA process for Alice revealed three super-ordinate themes (illustrated in Figure 2, and presented in more detail in Appendix J, page 221).

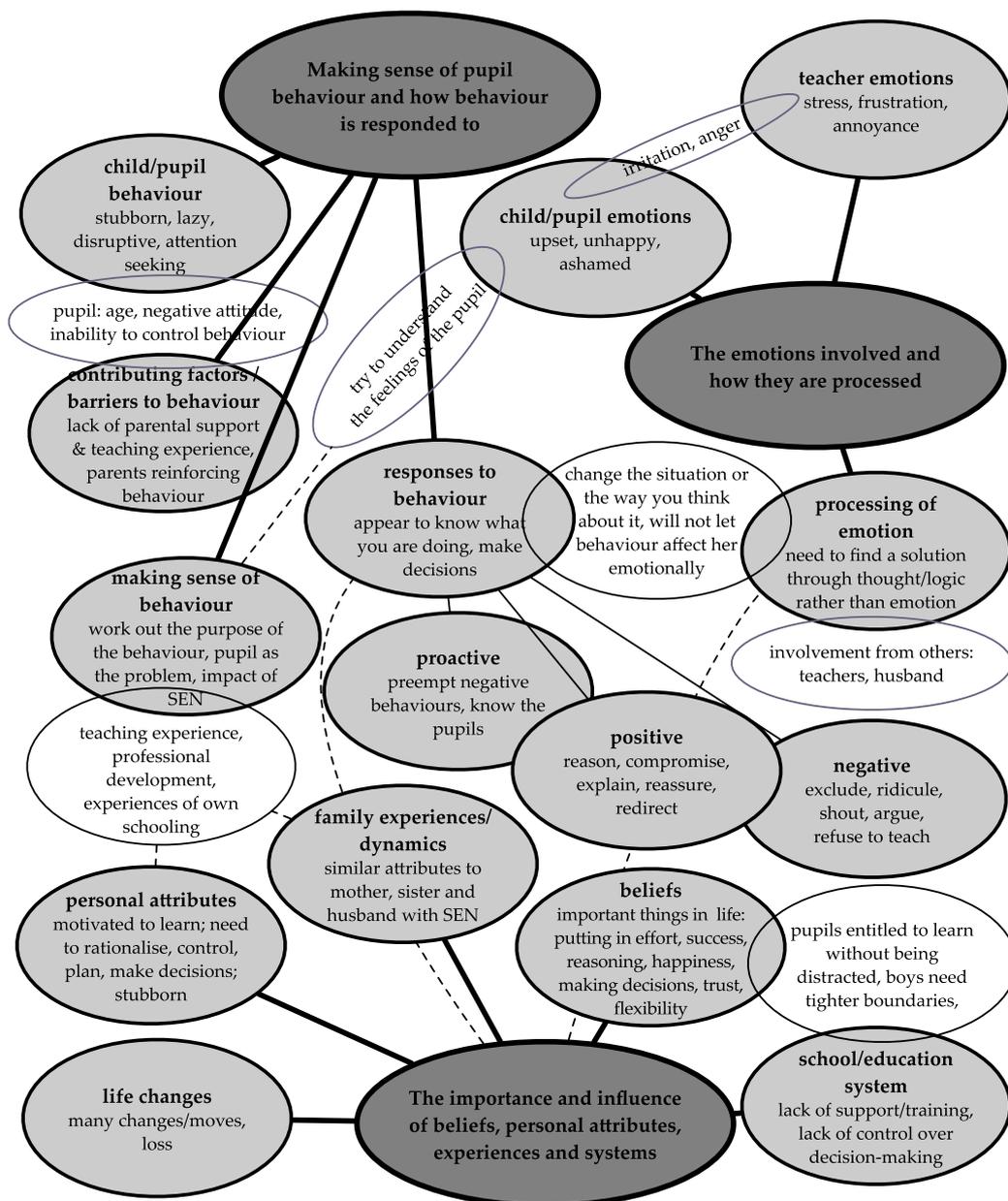


Figure 2. Emergent Themes, Sub-themes and Super-ordinate Themes for Alice. Each super-ordinate theme is presented in bold text and highlighted with dark shading. Each sub-theme is linked to the super-ordinate theme by a bold line, and is presented in bold text and highlighted with light shading. Some examples of emerging themes are presented in regular text, to enable the essence of the sub-themes to be grasped.

The superordinate themes for Alice were:

- The importance and influence of beliefs, personal attributes, experiences and systems.
- Making sense of pupil behaviour and how behaviour is responded to.
- The emotions involved and how they are processed.

Alice's way of dealing with negative pupil behaviour was through making plans, making decisions and finding solutions. Control appeared to be an important factor. She seemed to be a person who was driven by thought and logic rather than affect: it wasn't so much about how she processed emotions, but was more about thinking how to deal with the situation.

Bernice. The IPA process for Bernice revealed four super-ordinate themes (illustrated in Figure 3 and presented in more detail in Appendix K, page 225):

- The importance and influence of beliefs.
- The importance of the pupil-teacher relationship.
- Making sense of pupil behaviour and how behaviour is responded to.
- The emotions involved and how they are processed.

On first observation, Figure 3 appears more complex than that of Alice. There was greater overlap and relationship between themes. I pondered whether this was reflection of the importance she placed on relationships with the pupils. Whereas Alice's dialogue was based more on logic than affect, Bernice's dialogue was much more relational. The pupil-teacher relationship and concomitant awareness and knowledge of her pupils, alongside the need for nurturing responses and enabling pupils to find their own solutions, were pivotal in her responses to behaviour and the emotions involved.

Along with the importance of relationships, another thread that ran through all the themes for Bernice, was that her mood was a significant factor in how she responded to the pupils displaying negative behaviour and how she processed the emotions provoked in her.

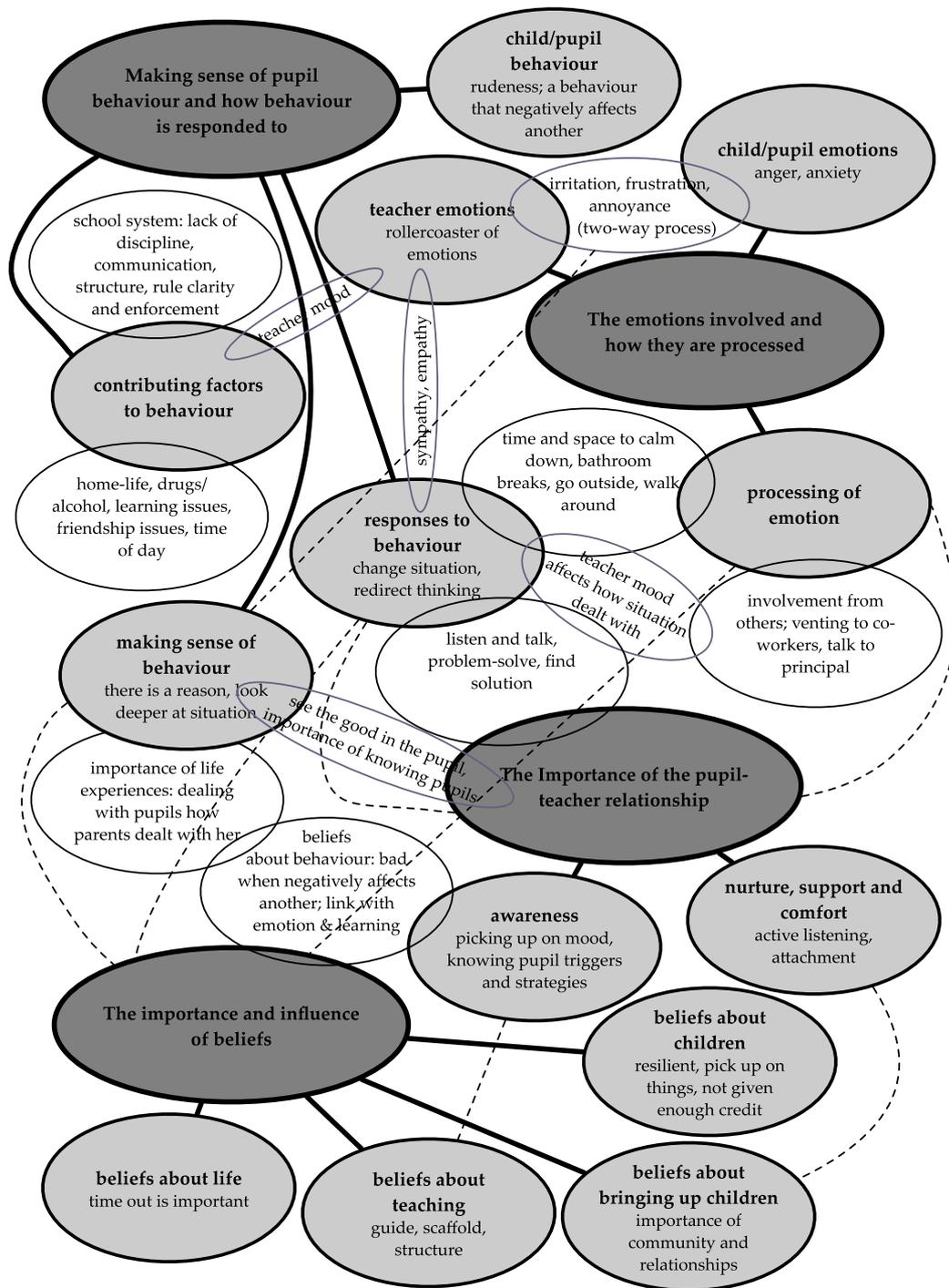


Figure 3. Emergent Themes, Sub-themes and Super-ordinate Themes for Bernice. Each super-ordinate theme is presented in bold text and highlighted with dark shading. Each sub-theme is linked to the super-ordinate theme by a bold line, and is presented in bold text and highlighted with light shading. Some examples of emerging themes are presented in regular text, to enable the essence of the sub-themes to be grasped.

One of Bernice’s super-ordinate themes related to beliefs. Although this was a relatively small theme for Bernice, I subsumed it as a separate super-

ordinate theme, because, like with Alice, it seemed to be an important factor in relation to how she responded to and made sense of pupil behaviour perceived as negative.

Coral. The IPA process for Coral revealed three super-ordinate themes (illustrated in Figure 4 and presented in more detail in Appendix L, page 231):

- The importance and influence of aspects of self.
- The cycle of understanding and responding to pupil behaviour.
- The emotions involved and how they are processed.

Like Alice, Coral described many aspects of herself as important factors when dealing with negative pupil behaviours, including gut instinct. Of paramount importance were her experiences, which had a big effect on how she understood and responded to behaviours, and more importantly how she processed the emotions involved.

Coral chose to talk about two situations with one pupil in detail. In the first situation, she could not cope, but in the second, support and advice from a colleague was important in helping her respond to the pupil's negative behaviour. Threads of wanting to resolve the situation and seeing the positives in situations ran through the dialogue.

I found her analogy in relation to *first* and *third* person interesting; in that pupil behaviour is only likely to have an effect on her if she feels personally attacked (first person) and feels de-skilled, which subsequently provoked emotions in her from previous experiences. Although being the first person was a rare occurrence for her, thinking that she lacked skills to deal with such situations caused much anxiety. Anxiety was a thread that ran through the interview.

Coral's discourse presented as more cyclical than that of Alice or Bernice: seemingly mirroring the repetition of experiences in her life. Similar issues arose again and again. It was almost as if she was providing herself with a guide in how to resolve situations; describing each step in detail and reiterating the significance of gut instinct, experiences and beliefs.

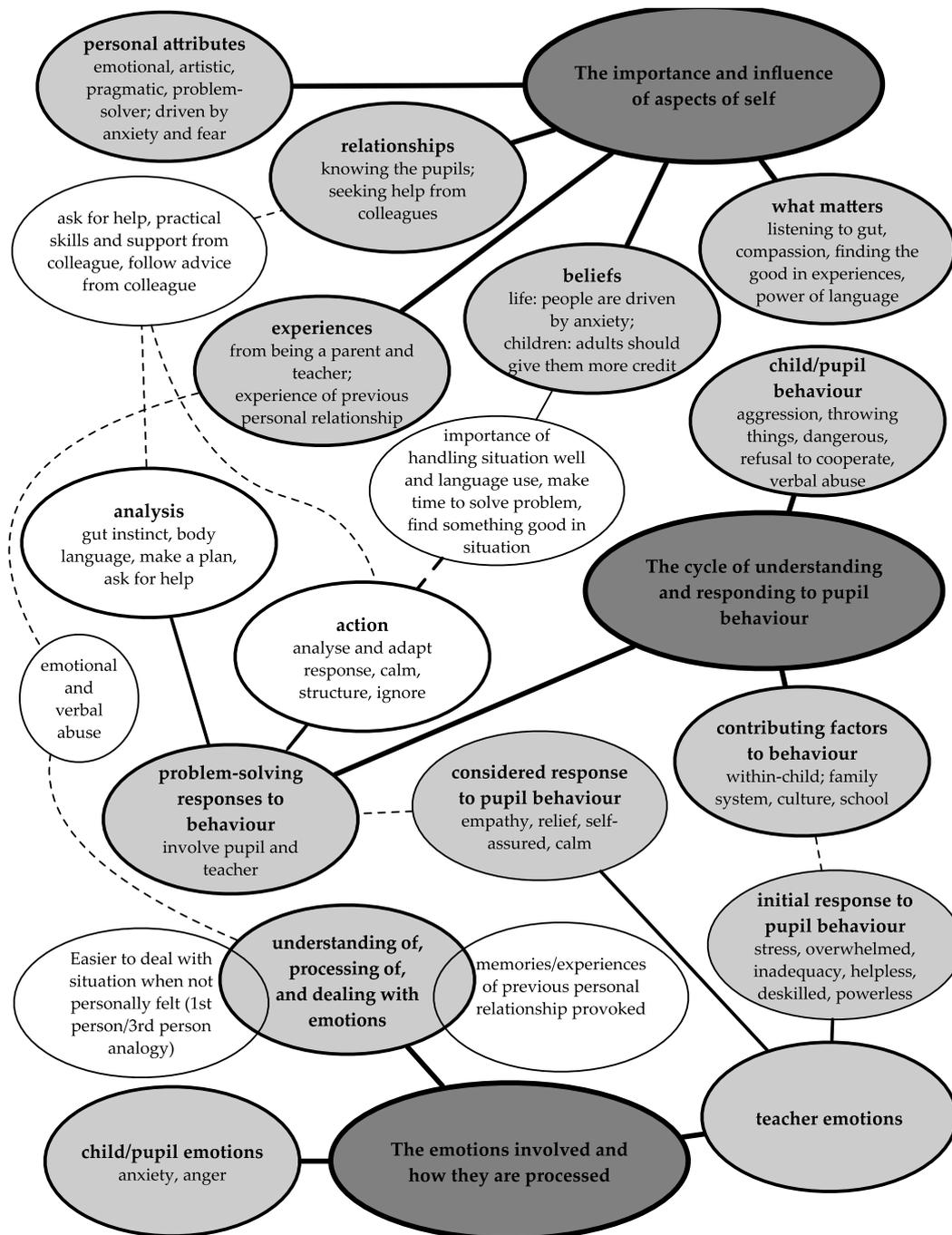


Figure 4. Emergent Themes, Sub-themes and Super-ordinate Themes for Coral. Each super-ordinate theme is presented in bold text and highlighted with dark shading. Each sub-theme is linked to the super-ordinate theme by a bold line, and is presented in bold text and highlighted with light shading. Some examples of emerging themes are presented in regular text, to enable the essence of the sub-themes to be grasped.

The Emotions and Behaviours Involved

Figures 5 to 7 present word clouds of the emotions and descriptors of negative pupil behaviour, outlined in the *emerging themes* column (phase 3 of

IPA process). Figure 5 illustrates frustration as a prominent teacher emotion: particularly for Alice and Bernice. Stress, or anxiety, was the second most common emotion, and was of particular significance for Coral.

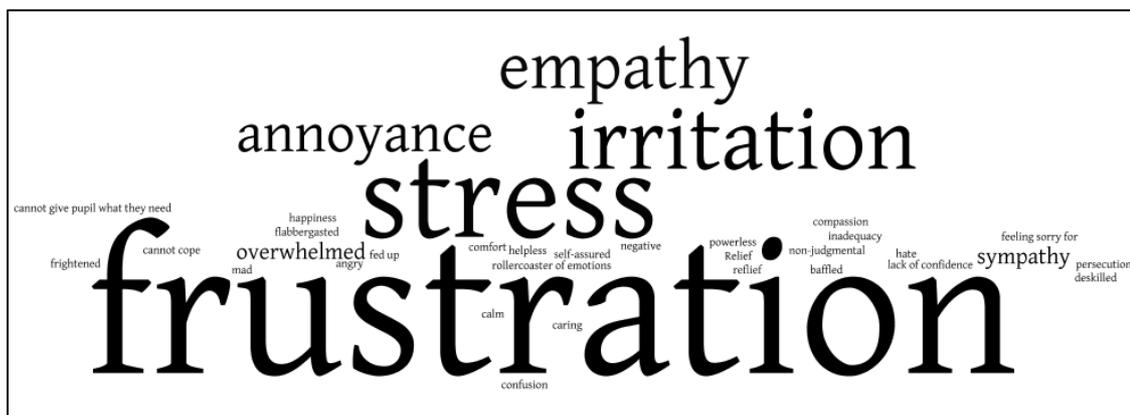


Figure 5. Teacher emotions across all three participants. Greater prominence is given to words that appear more frequently in the text and IPA analysis.

Figure 6 illustrates that anxiety and anger were the two most frequent emotions the teachers, particularly Bernice and Coral, perceived the pupils to have. The overlap between anger, irritation, frustration, annoyance and anxiety (or stress) can be seen in Figures 5 and 6, suggesting a mirroring or relationship between the emotions felt by both teachers and pupils.

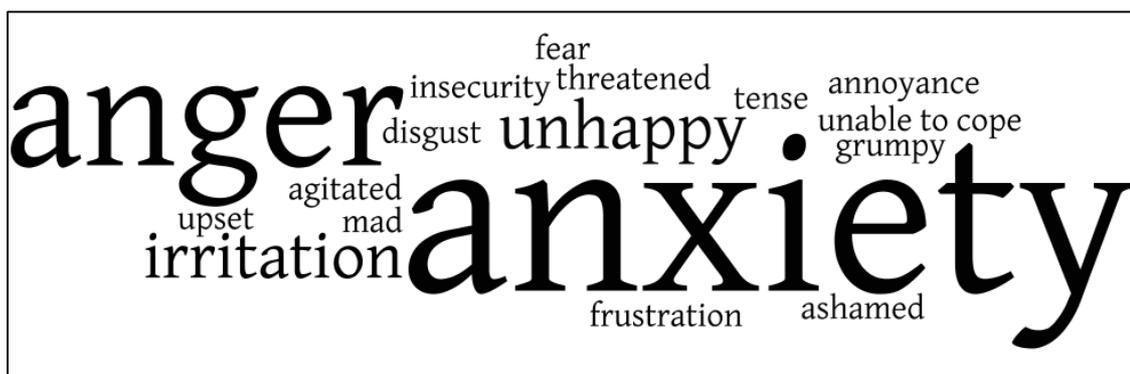


Figure 6. Perceived pupil emotions across all three participants. Greater prominence is given to words that appear more frequently in the text and IPA analysis.

Figure 7 illustrates pupil behaviours the teachers perceived to be negative. The ones that appear as more conspicuous were mentioned a numerous times by Alice: hence their prominence in the figure.



Figure 7. Teacher perceptions of negative pupil behaviour across all three participants. Greater prominence is given to words that appear more frequently in the text and IPA analysis.

Master Themes for all Participants

Super-ordinate themes (including associated sub-themes and emergent themes) from each participant were amalgamated into three overall master themes:

- The importance and influence of beliefs, experiences, personal attributes and relationships.
- Understanding of, and responses to, negative pupil behaviour.
- The emotions involved and how they are processed.

Tables 6 to 8 highlight each master theme, respectively, and the clusters that make up each theme. Example quotes from each participant’s transcript are provided, alongside comments on convergence and divergence of themes within each cluster. Master theme 1 underpinned some of the clusters in master themes 2 and 3.

Table 6

Master Theme 1: The Importance and Influence of Beliefs, Life Experiences, Personal Attributes and Relationships

Cluster	Convergence and divergence of themes within cluster ^a	Example quotes ^b
Beliefs - about life	Alice: importance of effort, success, making decisions Bernice: importance of time out Coral: importance of listening to gut instinct; people are driven by anxiety	A: ... you have to ... you have to put the <i>effort</i> in to a situation to make it happen ... (168) B: Coz sometimes ... I'm assuming most people are like me here and need a little bit of a time out. (186) C: I believe that ... people are by, by nature good and they're kind, and they're community spirited, and that whatever they do is driven by some kind of anxiety. (54)
- about children	Bernice and Coral highlighted adults not giving children enough credit. Bernice also highlighted the importance of community when bringing up children.	B: ... you know that saying it takes a village to raise a child? I do, I very firmly believe it. It takes a village to raise a child ... Might not necessarily be mom and dad, but aunty and uncle, teacher, neighbour and everything ... especially if there's so many outside factors that play a role (70) C: I don't believe you should lie to them, for example, and I don't believe their opinions should be discounted ... um, and I believe that they have every right to ... try and prove to themselves that they were wrong. (32)
- about pupil behaviour	Alice: pupils are entitled to learn without being distracted Bernice: emotions and behaviour affect learning; behaviour is negative when it affects another Coral: importance of making time to analyse and solve the problem.	A: students should be able to come to school and learn without being distracted ... if they want to learn they should be able to do that. They should be able to have space and the time to focus and do their work and listen to whatever I'm saying without being distracted by other people ... (70) B: but what I would consider very ... for use of a better word ... bad behaviours, if you're putting damage to yourself or somebody else. (82) C: but I know deep down that bandaging a situation ... just ... puts it off for another day. And often it's worse. So I try to drop what I'm doing and make the time, so that ... you invest your time wisely, so that the situation then starts to improve, so it's not just deferred for another day. (8)
Life experiences	All participants highlighted their family experiences. For Alice, it was mainly experiences with her mother and sister. For Bernice,	A: my solution instead of shouting, is to do what my mother does, which is to freeze them out [laughs] (256) B: But again, my parents would kinda analyse. They've always been the type to analyse the situation ... uh now, if I'm just, you know, being a teenager or being outright disrespectful they would deal with the

	her parents, and for Coral, her former partner and being a mother.	situation accordingly. (298) C: ... I bring a lot of maternal experience to the table ... so ... that usually kicks in ... and my, the experience which has given me insight, is what I think I basically use ... to deal with the situation. (32)
	Other experiences were also important: Alice: her own schooling Bernice: similar experiences to that of the pupils Coral: personal experiences of being hurt	A: And it was ... small classes, really friendly teachers that you called by their first names, and lots of ... crafts and arts and music and ... it was a lot like this. So, I'm very comfortable in this environment, coz that's what I remember. (140) B: ... everything these kids experience, most of the time that you have in some time of your life, somewhat experienced something similar ... so take that into perspective. (324) C: being ... called the worst names ... and being emotionally abused ... I know what it feels like to be hurt ... (56)
Personal attributes	Alice: motivated to learn, need to be in control and to plan; stubborn Bernice: mood-driven Coral: relies on gut instinct, pragmatic, observer, communicator, driven by fear/anxiety/panic	A: ... I have a <i>plan</i> for <i>every</i> ... thing ... if ... something changes ... then I feel very stressed for about 20 minutes until I get a piece of paper and write a new plan ... it's, not so much about <i>following</i> the plan ... it's about <i>having</i> the plan. It's the back up. So that's what I do in my classes. (54) B: And sometimes I just ignore it. I say, alright, that's the way it is...again, it depends on my mood.(282) C: So I think I am that strange dichotomy where I'm ... impulsive and creative, but I'm also balanced by being a problem-solver who is, is pragmatic... Um, the compassion, I think, and the gut instinct come because I'm ... I'm an emotional person ... and, I guess I can recognise high emotion in others (12)
Relationships with pupils	All participants highlighted the importance of relationships and knowing the pupils. Bernice: importance of nurture, support and comfort	A: ... you spend a lot of time with them, so you learn what they normally look like ... and then you learn what isn't normal. (120) B: Yeah, you have to know your kids. Their various personalities and ... you know, what works for one does not work for the other. (216) C: I enjoy pretty good relationships with the children. (38) B: I mean, he was a nice kid in a really crappy situation ... I kinda wanted to adopt him, I'm not gonna lie. I just wanted to take him home and ... see what he could become. (34)

^aConvergence: where all participants shared similar aspects of the themes within the cluster. Divergence: "the particular way in which these themes play out for individuals" (Smith, 2011, p. 10).

^bLetters relate to participant names (A=Alice, B=Bernice, C=Coral). Numbers in brackets, such as "(168)" refer to the paragraph number in the participant's transcript (see Addendum).

Table 7

Master Theme 2: Understanding of and Responses to Negative Pupil Behaviour

Cluster	Convergence and divergence of themes within cluster ^a	Example quotes ^b
Child/pupil behaviours perceived as negative	Authority challenging behaviours (non-cooperation and refusal to do work) were behaviours perceived as negative by all participants. ^c	A: He's just stubborn and lazy (204) B: And then he would lie down and he would sleep and then ... downright refuse to do anything (24) C: Passive aggression ... um ... angry mumbling under your breath ... um ... refusal to ... um ... cooperate, take part ... um ... um ... angry. Very angry words ... chucking things down. Pushing things away ... (122)
Contributing factors to negative pupil behaviour	All participants highlighted: - within-child factors (e.g. SEN, age, inability to control behaviour, substance abuse) - family system factors (e.g. divorce, lack of parental support, abuse) - teacher factors (e.g. stress, skills/experience, mood)	A: So, um (MP1) <i>obviously</i> has <i>problems</i> , even if they're not medically acknowledged ... uh ... he has genuine issues that prevent him from doing certain things. (204) B: I had a teenage boy ... [coughs] ... lovely boy with a very unstable home life ... um, dad not in the picture. Mum, not around. Physically there, but not supportive ... and he was very involved in ... a drug lifestyle. (20) C: It maybe that they're under stress with curriculum. They're under stress preparing for an exam, or whatever. Or maybe they just don't have, have the skills, they don't know how ... So in a situation like this, the teacher did not have the skills ... (26)
	Alice and Bernice highlighted the school/education system. Bernice and Coral highlighted time of day, particularly break times and lunchtimes.	A: but I didn't get any initial training here to deal with a lot of problems that we get. (24) B: There are rules, but they're not followed. There are rules, but the kids know that they, OK, you know ... what I'm trying to say ... is there has to be follow through. There is no follow through. (242) C: ... but the thing is, is that it was right after lunch, and sometimes, and his ... sometimes he brought whatever happened at lunch into the classroom. (66)
How negative pupil behaviour is made sense of ^d	All participants highlighted analysing and problem solving, particularly Coral.	A: ... you can see the difference when he is ... actually angry and when he is seeking attention (40) B: and I'd figure out what's going on, one by one (88) C: ... Because ... you're you're analysing a situation. You're often analysing what's not being said ... I analyse where they're at ... (48)

	<p>Alice and Coral highlighted professional development (online courses and reading). For Bernice, life experiences were more important.</p>	<p>A: ... they put a free course online and there's like forums you can discuss problems ... I've taken ones on virtual learning ... um, on behavioural problems ... I've been educating <i>myself</i> ... until I can afford to do my Masters degree. (32) B: You mean we've done like done classroom management class, you know ... courses and ... but generally everything comes with life experience. (334) C: ... the first books I ever read, I read as a parent, not actually as a, as a teacher. ... And basically it taught me the power ... of the language you use ... (127)</p>
<p>Responses to negative pupil behaviour^d</p>	<p>All participants highlighted positive and proactive responses (e.g. giving pupil space, reassurance, changing the situation, involving the pupil).</p>	<p>A: I take him out of the situation <i>straight away</i> ... and I sit down on that couch out there and I say what happened... (44) B: I always emphasise, when you're ready ... to give them a little sense of responsibility. When you're ready. (204) C: but I know deep down that bandaging a situation ... just ... puts it off for another day. And often it's worse. So I try to drop what I'm doing and make the time, so that ... you invest your time wisely, so that the situation then starts to improve, so it's not just deferred for another day. (8)</p>
	<p>All participants highlighted process. For Alice, this was making decisions and plans. Bernice and Coral focused more on problem-solving responses and finding solutions, particularly Coral, with emphasis on analysis and action.</p>	<p>A: You have to ... decide you're doing something. And then you have to <i>do</i> it. (168) B: I try to ... bring some sort of reflection in what happened ... well why do you think he did that, and was it on purpose ... I kinda wanna teach them the problem solving skills ... I don't want them to be 35 and like, he stole this ... (100) C: you've got to be instantly analysing where that response is coming from. And then you've got to be changing tack ... (48)</p>
	<p>Bernice and Coral also highlighted seeking help from others.</p>	<p>B: Sometimes you realise that ... maybe you as a teacher, or you as a person in general are not fit for this situation. Maybe somebody else might be a better fit ... (62) C: So I basically went and called (teacher) ... and I called her, and I said (teacher), I need you to take (MP11) out of the room ... um, and ... deal with him for this hour, because ... this is not something I can deal with. (66)</p>
	<p>There were also negative responses to behaviour,</p>	<p>A: And then if <i>that</i> doesn't work, the next thing is I, I shout at one particular student ... and call them, or whatever it is they're doing ... and I send them outside ... and, they just sit out there and they look like</p>

particularly from Alice.	really sad puppies that you just kicked ... and then like 2 or 3 minutes later they come knock on the door and can I come in? And I'm like, no [laughs] ... and they go back outside and after about 5 minutes, can I come in please ... [laughs] (250)
For Bernice, many of her responses were related to what works for her personally.	B: Bathroom breaks ... and as much as he needed the breaks, I needed to breaks as well, so I kind of enjoyed sitting outside. I kind of gave myself, lets do this for ten minutes, and then lets go outside. Which was kind of, for both him and me as well [laughs]. (46)

^aConvergence: where all participants shared similar aspects of the themes within the cluster. Divergence: “the particular way in which these themes play out for individuals” (Smith, 2011, p. 10).

^bLetters relate to participant names (A=Alice, B=Bernice, C=Coral). Numbers in brackets, such as “(72)” refer to the paragraph number in the participant’s transcript (see Addendum). MP# refers to Male Pupil (numbered from 1 to 11)

^cSee also Figure 7 (Teacher perceptions of negative pupil behaviours across all three participants).

^dMaster Theme 1 underpinned some aspects of the cluster, so will not be repeated here.

Table 8

Master Theme 3: The Emotions Involved and How They Are Processed

Cluster	Convergence and divergence of themes within cluster ^a	Example quotes ^b
Perceived child/pupil emotions	All participants highlighted anger. Bernice and Coral highlighted anxiety. Alice and Bernice highlighted irritation. ^c	A: ...I respect that if he's <i>angry</i> , he's angry ... but I'm not going to take the <i>stupidness</i> (46) B: ... pretty much other kids are irritating them, and they just like want a little alone time. (198) C: You know, whether they're anxious about communicating. Whether something's happened at home. Whether they're feeling insecure. Whether they're feeling threatened. Um, whether they're feeling unable to cope. (54)
Teacher emotions	All participants highlighted stress. Alice and Bernice highlighted frustration and annoyance. Bernice and Coral showed sympathy and empathy. Coral's emotions differed in her initial response to her considered response.	A: ... it's <i>very</i> frustrating for me to see him being so stubborn (174) B: You can start the day <i>fabulously</i> and end the day miserably. (150) C: I felt helpless ... to ... deal with the situation, as, it should be dealt with. (132) B: I felt tremendously sorry for him and my heart went out to him. (22) C: Um, but I do come at it from a point of view of enormous compassion ... (54) C: So my initial, my initial thought is, oh god ... all my work is now put on hold ... It does make me feel stressed, I have to tell you ... but, after I sit down and I put everything aside, and I deal with the situation, there is a huge sense of relief because I know it's going to be quite a while before that situation knocks at my door again. (22)
Processing of emotions (self) ^e	Alice: changing the situation through thought rather than affect Bernice: changing mood through self-calming strategies Coral: recognising the mirroring of previous experiences	A: Yeah. Its obviously, my feelings are a reflection of whatever's happening ... and if I can change what is <i>happening</i> , then I will change my feelings ... (188) B: Yeah, I will go and take bathroom breaks and just walk around ... take ten deep breaths and go back in, and y'know. (42) C: What was happening, was that, although I could recognise it was not personally aimed at me ... I was having a resurgence of my same kind of stressful response, because the behaviour was similar. Although the point of origin was quite different. (90)

Processing of emotions (involvement from others)	All participants highlighted involvement from colleagues (e.g. through support, advice, problem-solving and venting). Alice involved a family member.	<p>A: You would like to be able to keep work and life separate but that does not happen in this job because you take all your work home ... and I might have to discuss, not mentioning any students or anything, not breaking our confidentiality thing, but I might ask for opinions from, you know, if somebody did this in class, would find this helpful or not helpful. (108)</p> <p>B: ... Um ... I will moan and groan to my co-workers at times ... or there have been times when I go and I [knocks on table] (Principal) what's going on? (266)</p> <p>C: And ... I did try to ... you know, to, to deal with him. Um, but I didn't have the skills. ... Because what happened after this situation, I realised how I was, dealing with him, was not appropriate for his needs. So when (colleague), when she came back, um, I told her about it (94)</p>
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^aConvergence: where all participants shared similar aspects of the themes within the cluster. Divergence: “the particular way in which these themes play out for individuals” (Smith, 2011, p. 10).

^bLetters relate to participant names (A=Alice, B=Bernice, C=Coral). Numbers in brackets, such as “(46)” refer to the paragraph number in the participant’s transcript (see Addendum).

^cSee also Figure 6 (Perceived pupil emotions across all three participants).

^dSee also Figure 5 (Teacher emotions across all three participants).

^eMaster Theme 1 underpinned many aspects of this cluster.

Table 9

Psychodynamic Features in the Teacher-Pupil Dynamic

Psychodynamic concept	Example quotes ^a
Containment	<p>A: Yep ... he knows how far I'll let him go ... and he knows that he can be honest with me. I'm not going to be mad at him if he's angry ... its not his problem, but he knows that I'm not going to take ... him being silly. (48)</p> <p>B: Sometimes you can tell they wanna talk. You kinda have to feel it, prompt it out a little bit ... do you wanna chat. What happened, What's bothering you. Sometimes they don't wanna talk to you at all, so then you just say, OK, well, you know what, let's play a game ... And you build a puzzle or something, and many times when you're building a puzzle and ... they just start chatting and let it all out. Your job is to not judge, your job is to go, OK, yeah, ah-ha. And then ... many times they'll say, oh thanks, thanks for the lesson, not realising that ... you know, the whole hour's gone by and we haven't written anything down, but they've done ... they've accomplished something. Then they go off to their next lesson with a less heavy heart. (162)</p>
Splitting and Projection	<p>A: ... I, again, I'm very stubborn. "(222) And it's <i>very</i> frustrating for me to see him being so stubborn and <i>determined</i> to stay one place, when I'm determined for him to move forward. (174)</p>
Transference	<p>A: ... my opposite alternative is, I've tried, my solution instead of shouting is to do what my mother does, which is to freeze them out [laughs] And when she gets mad, her words get very <i>clipped</i> and she'll sit very quietly ... and it like just emanates uncomfortableness ... and I'll just sit there and I'll just stare at them all ... and they'll just get creeped out ... (256)</p>
Counter transference	<p>B: I kinda see my kids as mirror images of myself ... you know, so weird. They have crappy days too and they have ... personal issues too, and they're probably hungry too, and, so you kinda have to take everything into perspective. (322)</p> <p>C: I knew where he was coming from. I knew where he was coming from. I knew he needed a moment. I, knew he. I knew he needed what I couldn't give him. It was that, I just, I ... I had lived with that kind of ... negative, hateful ... energy ... in which the, the energy that it took from me to try and come to a resolution ... was so great, I was not prepared to invest that anymore. (70)</p> <p>C: What was happening, was was that, although I could recognise it was not personally aimed at me ... I was having a resurgence of my same kind of stressful response, because the behaviour was similar. Although the point of origin was quite different. (90)</p>

^aLetters relate to participant names (A=Alice, B=Bernice, C=Coral). Numbers in brackets, such as "(48)" refer to the paragraph number in the participant's transcript (see Addendum)

Psychodynamic Features

Table 9 provides example quotes to highlight some of the psychodynamic concepts in Table 1, focussing on the teacher in relation to the pupil(s).

Discussion

The aim of the research was to explore teachers' experiences of what they perceive as negative pupil behaviour. Three teachers from one school (who have additional responsibilities for teaching and supporting pupils described as having SEBD) were interviewed. The process of IPA generated super-ordinate themes for each participant. These were then amalgamated to form three master themes, with associated clusters, summarised in Table 10.

Table 10

Master Themes and Related Clusters

Master theme	Clusters
1. The importance and influence of beliefs, life experiences, personal attributes and relationships	<ul style="list-style-type: none">▪ Beliefs: about life, about children, about pupil behaviour▪ Life experiences (particularly family and relationships)▪ Personal Attributes▪ Relationships (with pupils)
2. Understanding of and responses to negative pupil behaviour	<ul style="list-style-type: none">▪ Child/pupil behaviour perceived as negative (particularly authority-challenging behaviour)▪ Contributing factors to negative pupil behaviour (within-child and systems)▪ How negative pupil behaviour is made sense of (particularly through analysing and problem-solving)▪ Responses to negative pupil behaviour (proactive, reactive and problem-solving)
3. The emotions involved and how they are processed	<ul style="list-style-type: none">▪ Perceived child/pupil emotions (particularly anger)▪ Teacher emotions (particularly stress/anxiety)▪ Processing of emotions (self)▪ Processing of emotions (involvement from others)

The discussion focuses on the primary research questions (in connection with the three master themes, shown in Figure 8) and the secondary research question, focusing on psychodynamic features. Implications for EP practice and potential areas for future research will also be identified.

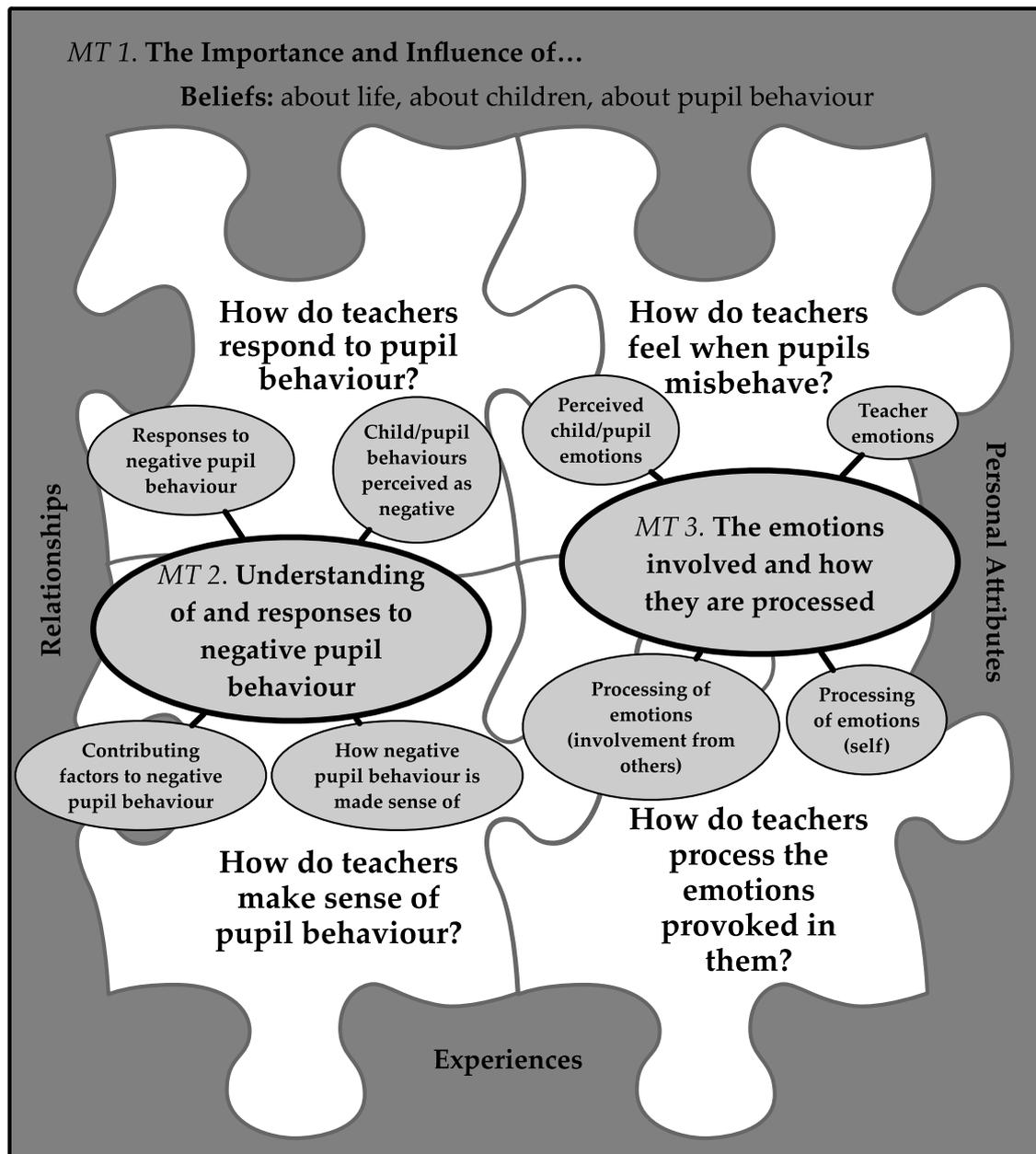


Figure 8. How the three master themes relate to the primary research questions. The four primary research questions are represented by each of the four white jigsaw pieces. Master theme 1 (MT1) is in dark shading and forms the background, to represent how it underpins some of the clusters in master themes 2 (MT2) and 3 (MT3). Master themes 2 and 3 (and associated clusters) are highlighted with lighter shading.

How Do Teachers Respond To Pupil Behaviour?

Before discussing how teachers respond to pupil behaviour, we must first have an understanding of what they perceive to be negative pupil behaviour. There were similarities between teacher perceptions of negative behaviour in the current research to surveys by teaching unions and existing academic research on behaviour in schools (Cameron, 1998; DfE, 2012). All the teachers in the current research perceived authority-challenging behaviour as being the most common negative behaviour, particularly Bernice. Alice's discourse also featured socially disruptive and self-disruptive behaviour, and Coral highlighted more aggressive and physically disruptive behaviour.

Behaviour management. Generally, how the teachers responded to pupil behaviour perceived as negative, comes under what the literature tends to refer to as *behaviour management*, defined as "actions taken by the teacher to establish order, engage students, or elicit their cooperation" (Emmer & Stough, 2001, p. 103). Responses reflected findings in the existing literature: that proactive and reactive strategies are those typically used by teachers (Clunies-Ross, Little & Kienhuis, 2008; Wilks, 1996). "Proactive strategies are generally those that a teacher can use in an attempt to lessen the likelihood of a pupil engaging in an undesired behaviour" (DfE, 2012, p. 81). The following extract from Alice illustrates this: "I take him out of the situation *straight away* ... and I sit down on that couch out there and I say what happened? ... " (44).

All three participants used some form of process for managing behaviour. For Alice, this was making decisions and plans: "You have to ... decide you're doing something. And then you have to *do it*." (168). For Bernice and Coral this process was through problem-solving and finding solutions, as highlighted in the extract from Coral: "You've got to be instantly analysing where that response is coming from. And then you've got to be changing tack ..." (48).

Some responses, particularly from Alice, were more reactive and punitive, as illustrated in the following extract.

And then if *that* doesn't work, the next thing is I, I shout at one particular student ... and call them, or whatever it is they're doing ... and I send them outside ... and, they just sit out there and they look like really sad puppies that you just kicked ... and then like two or three minutes later they come knock on the door and can I come in? And I'm like, no [laughs] ... and they go back outside and after about five minutes, can I come in please ... [laughs]. (250)

Alice said that she had "tried everything" (254) when speaking about pupils in this particular class: not only was she displeased about the choice of pupils in the group, which was not within her control, but also "... it's not a subject that I am especially comfortable teaching" (248). It could be argued that her self-efficacy beliefs (Bandura, 1997) in this situation were poor: she did not feel comfortable or in control. Consequently, she resorted to punitive measures, in an attempt to exert control over her environment. In her systematic review of the literature into self-efficacy and burnout in teachers, Brown (2012) stated that, "a teacher who does not believe in their capabilities to teach particular children may be less likely to implement strategies and persevere when encountering obstacles" (p. 48). If shouting didn't work, then Alice used another punitive strategy that was similar to the response her mother used towards her when she was a child:

... my opposite alternative is, I've tried, my solution instead of shouting is to do what my mother does, which is to freeze them out [laughs] And when she gets mad, her words get very *clipped* and she'll sit very quietly ... and it like just emanates uncomfortableness ... and I'll just sit there and I'll just stare at them all ... and they'll just get creeped out ... (256)

Alice's recounts of her responses to pupil behaviour reflect Argyris and Schön's (1974) notion of espoused theory (the theory behind what people say) and theory-in-use (the theory behind what people do). Alice espoused the

importance of plans and solutions nearer the beginning of the interview and then contradicted herself nearer the end by resorting to these more punitive measures. She gained some awareness of this incongruence by stating, "... that's more, I guess the frustration ... that's when the frustration overrides the logical" (258): where her usual rational and logical response to negative pupil behaviour was, at the last resort, overtaken by affect.

The importance of relationships and social capital. Seeking help from colleagues was also an important factor when responding to pupil behaviour perceived as negative, particularly for Bernice and Coral. Coral's discourse focused on one particular "volatile" (66) pupil. She felt that she was not dealing with the situation appropriately, so pleaded for help from a colleague: "but, I said to her (colleague), I can't ... I need to be enab. I need, I need you to give me the, the skills. I need you to tell me what to do" (94). She needed relief from the situation. Her colleague provided this, alongside advice, which Coral executed with success: supporting the existing research on the importance of seeking advice from colleagues when responding to negative pupil behaviour (Clunies-Ross, Little & Kienhuis, 2008; Skaalvik and Skaalvik, 2007). Furthermore, the process of social capital in schools facilitates the building of positive connections, not only with colleagues, but also parents and pupils, which subsequently enables resilience and wellbeing for all involved (Roffey, 2012).

All the teachers highlighted the importance of teacher-pupil relationships in responding to pupil behaviour, particularly Bernice who stated, "Yeah, you have to know your kids. Their various personalities and ... you know, what works for one does not work for the other" (216). The importance of teacher-pupil relationships is also supported by the literature (Hattie, 2009, 2012; Marzano & Marzano, 2003; Roffey, 2010; Schutz & Zembylas, 2009). Knowing the pupils helped with the problem-solving process of managing behaviours: again, illustrated by Bernice: "but if it does not work you have to find something that works for them. Again, know your child" (214).

The importance and influence of life experiences, beliefs and personal attributes. I found it interesting that teacher responses to negative pupil behaviour were related to their personal life experiences in more ways than I initially thought when embarking on the research. I became increasingly aware that, in general, the way that Alice and Bernice dealt with negative pupil behaviour reflected the way they were dealt with by their own parents when a child themselves, or how they dealt with situations in their personal lives. This was highlighted in the previous extract from Alice: she acted towards the pupils like her mother did to her when she misbehaved. Bernice stated that her parents analysed situations, "But again, my parents would kinda analyse. They've always been the type to analyse the situation ... uh now, if I'm just, you know, being a teenager or being outright disrespectful they would deal with the situation accordingly." (298). This reflected how Bernice approached the behaviour management of her pupils: "Is a love of logic, [laughs] cross out what doesn't work and pick up on what does" (202). For Coral, her experiences of being a mother were an important influence on how she responded to pupil behaviour: "... I bring a lot of maternal experience to the table ... so ... that usually kicks in ... and my, the experience which has given me insight, is what I think I basically use ... to deal with the situation" (32).

The participants' responses to pupil behaviour were also strongly linked to their beliefs about life, children and pupil behaviour, and their personal attributes. This was also found by Schutz, Aultman, and Williams-Johnson (2009) in their discussion and review of the literature on teacher emotions. Roffey (2010) also stated that teacher beliefs have a powerful impact on not only the way they respond to negative pupil behaviour, but also in the development of positive relationships with pupils. Regulatory Focus Theory (RFT) (Higgins, 1997, 1998) can also be used to explain how beliefs and attributes of teachers have a bearing on their responses to pupils. RFT is where a person pursues goals that maintain their own personal beliefs and values. Leung and Lam (2003) used teacher

attributes to explain and predict behaviour management strategies through RFT, which also explains Alice's responses to pupil behaviour. Alice's personal attributes and beliefs were about the importance of effort, success and making decisions, which reflected the way she dealt with pupil behaviour:

... I have a *plan* for *every* ... thing ... if ... something changes ... then I feel very stressed for about 20 minutes until I get a piece of paper and write a new plan ... it's, not so much about *following* the plan ... it's about *having* the plan. It's the back up. So that's what I do in my classes.
(54)

Bernice's responses to pupil behaviour were very much related to the strategies she used personally, as highlighted in the following extract:

As much as he needed the breaks, I needed to breaks as well, so I kind of enjoyed sitting outside. I kind of gave myself, let's do this for ten minutes, and then let's go outside. Which was kind of, for both him and me as well [laughs]. (46)

Bernice also recognised that her mood had an impact on how she responded to negative pupil behaviour, for example: "and sometimes I just ignore it. I say, alright, that's the way it is...again, it depends on my mood" (282). Her mood impacted on whether she ignored certain behaviour or took time to intervene and help problem solve: "and then sometimes I say, try to figure out what happened" (122).

How Do Teachers Make Sense Of Pupil Behaviour?

All the participants attributed factors that could contribute to negative behaviour, ranging from within-child to systemic factors. Each participant's beliefs, life experiences and personal attributes also impacted on how they made sense of behaviour.

Contributing factors to negative pupil behaviour. Alice highlighted more within-child factors as contributing to negative pupil behaviour than Bernice or

Coral: for example: “so, um (MP1) *obviously* has *problems*” (204). There is a body of evidence (Araújo, 2005; Galloway, Armstrong & Tomlinson, 1994; Watkins & Wagner, 2000) that suggests that many teachers locate negative pupil behaviour as occurring within-child:

Teacher behaviour/perceptions of behavioural difficulties are predicated on a belief that behaviour is innate to a child’s personality and it is often associated with the rationalisation by educators that ‘behavioural issues’ are wholly ‘within-child’ and not, to any extent, due to a wider set of difficult (dyadic: child-teacher; or triadic child-teacher-parent)

relationships at or around school. (Armstrong and Hallett, 2012, p. 79)

Bernice and Coral were aware of this dyadic and triadic relationship. Even Alice recognised the wider system, particularly the pupils’ parents, as being a possible contributing factor to negative behaviour. Bernice made the following comment about a pupil she worked with: “He was, on the *outside* a really ... rotten kid, but when you really got to the core of it, poor fellow, he was just *so* neglected at home ... just kind of reaching out ... he *needed* something” (56). This further highlights the importance of teachers developing positive and understanding relationships with their pupils. Bernice recognised a need in the student, which I interpreted as a need for a relationship, or attachment: she didn’t want to give up on him like other significant adults in his life had. Attachment theory (Bowlby, 1969) can be applied to the learning environment and can not only help teachers reframe negative pupil behaviours and understand them in a more constructive manner, but can also highlight the importance of schools and teachers being a secure base (Geddes, 2006).

The wider school system was also seen as a contributing factor to behaviour, particularly by Bernice. She stated that although there are rules, “... what I’m trying to say ... is there has to be follow through. There is no follow through” (242). She highlighted difficulties in communication and consistency in decisions about school rules their implementation. Her discourse reflected the

fine balance between enabling freedom, whilst ensuring clear structures and consequences for behaviour. She alluded to pupils taking advantage of their freedom; making an analogy between slackness of the rules, slackness of the tongue and slackness of pupil behaviour. As a teacher, she saw her role as developing characters, and felt this was made more difficult owing to a lack of agreed and consistent consequences to behaviour in the school system: “and you’re trying to ... develop these kids’ characters, but there’s no ... I mean structure is not the best word, but it’s the word I can think of” (148). I pondered over the importance placed on this and wondered whether it was related to the previously discussed comment about her parents: where their approach to her behaviour as a child was structured and consistent. She then appeared to contradict herself by saying that each issue needed to be dealt with according to the situation “how to deal with it depends on the situation” (250). I wondered if underlying this was control. Her annoyance at the school system may have been that she was not able to control this aspect and was not part of the decision-making process about school rules. The literature also highlights that the school system can be a contributing factor to pupil misbehaviour (Araújo, 2005; Ayres, Clarke & Murray, 2000; Cooper, Smith & Upton, 1994; Hargreaves, 1998, 2000). In her research into secondary schools, Salter-Jones’s (2012) highlighted the importance of developing a positive school environment, alongside whole school behaviour management programmes, in promoting emotional wellbeing.

The importance and influence of life experiences, beliefs and personal attributes. All the participants talked about professional development in connection with helping them make sense of behaviour. Although for Bernice, it was her life experience that was more important: “we’ve done like done classroom management class, you know ... courses and ... but generally everything comes with life experience.” (334). Coral listed some of the many books she had read and Alice stated, “I’ve been educating myself ... until I can

afford to do my Masters degree" (32). Exploring this further, I got the sense that this was more to do with Alice's life plan, personal beliefs and attributes than helping her making sense of pupil behaviour. She stated, "I am a learner ... I learn ... it's what I do best" (36), and "... I need lots of things to do, coz I like the structure and I like the push" (38). Alice's way of making sense of behaviour was to analyse, because that fitted her personal attributes of plans, control and making decisions. Such processes, when making sense of negative behaviour, were common to all participants, as with their problem-solving responses to behaviour, already discussed. This was particularly true for Coral who said "you're you're analysing a situation. You're often analysing what's not being said" (48), suggesting that she looks at other aspects of communication, beyond the words spoken.

Other factors were more divergent, as they related to issues of personal beliefs, life experiences and personal attributes. This also complements the findings of Armstrong and Hallett (2012); that making sense of behaviour is related to teachers' sense of personal and professional self and their beliefs and attributions, summed up in the following extract from Coral:

So I think I am that strange dichotomy where I'm ... impulsive and creative, but I'm also balanced by being a problem-solver who is, is pragmatic... Um, the compassion, I think, and the gut instinct come because I'm ... I'm an emotional person ... and, I guess I can recognise high emotion in others. (12)

I sensed that Coral's perception about herself dictated how she made sense of pupil behaviour. She described herself as being an emotional person, which may have contributed to the intense feelings provoked in her when talking about one particular pupil, which will be discussed further in the remaining sections.

How Do Teachers Feel When Pupils Misbehave?

There were common emotions provoked in all three participants from

experiencing pupil behaviour perceived as negative, particularly stress, or anxiety. As Coral stated: "So my initial, my initial thought is, oh god ... all my work is now put on hold ... It does make me feel stressed, I have to tell you ..." (22), commenting on her feelings when having to deal with an issue involving a pupil's behaviour. The literature and existing research reflect this: that pupil behaviour and teacher stress is linked, and that pupil behaviour is a contributing factor in teacher stress and burnout (Friedman, 2006; Tsouloupasa et al., 2010). For Coral, her stress arose from not only being overwhelmed, but also from a sense of not being in control. Speaking about the particular pupil she focused on, where she had overwhelming feelings of stress, she said, "That was one that really stuck in my mind, because I was the one who was supposed to be, you know, in charge of the class" (116).

Frustration was the most frequent emotion cited, probably because it was mentioned eleven times by Alice, who felt frustrated with behaviours such as eye rolling, stubbornness and laziness. For example: "it's usually frustration, because ... whenever somebody behaves ... misbehaves in a class, then its time out of my attention with the other kids. It's time out of attention for whatever it is I'm trying to teach." (62). Alice also seemed frustrated when pupils did not exhibit the qualities she held as important: "And it's *very* frustrating for me to see him being so stubborn and *determined* to stay one place, when I'm determined for him to move forward" (174).

There were also more positive emotions involved, particularly for Bernice and Coral. As already highlighted, Bernice was aware of the importance of the dyadic and triadic nature of relationships in making sense of behaviour, particularly the pupil-teacher relationship. This may be why her sympathy and empathy were more apparent than in the other two participants. When talking about the pupil with an unstable home life, she stated, "I felt tremendously sorry for him and my heart went out to him" (22). Coral, too, was aware of her empathy, stating, "I think that my empathy is productive" (62).

The rollercoaster of teacher emotion was aptly summed up by the following comment from Bernice: “Yeah. Big time ups and downs. You can start the day *fabulously* and end the day miserably” (150). For Bernice, this rollercoaster of emotion seemed to depend not just on the relational aspect to the pupils, but also her mood. For Coral, there was a difference between her feelings towards pupils and her feelings towards their behaviour. She gave the impression of feeling love and compassion towards the pupils, stating “but I do come at it from a point of view of enormous compassion” (54) but anxiety towards their behaviour. She too had emotional shifts like Bernice, but this was less related to mood and more through the process of problem solving. Coral’s initial responses to negative pupil behaviour were peppered with feeling overwhelmed, inadequate, helpless, de-skilled and, at times, frightened. The whole problem-solving process was “very exhausting” (48). After a time, she had a more considered response and her emotions generally turned to those of relief, compassion and feeling more self-assured, as highlighted in the following extract: “...I was ... self-assured because I had a plan. I didn’t have a back-up plan, so there was a little bit of stress, but I had a plan” (96). To help with her plan, Coral sought advice from a colleague, which again highlights the importance of relationships: not just with the pupils themselves, as emphasised by Bernice, but also with colleagues. As a researcher and educational advisor, Andy Hargreaves has written extensively about the emotions of teaching, albeit from a more systems perspective focusing on educational change, stating, “Emotions are located not just in the individual mind; they are embedded and expressed in human interactions and relationships” (Hargreaves, 2000, p. 824).

How Do Teachers Process The Emotions Provoked In Them?

Teachers processed the emotions provoked in them by negative pupil behaviour on two levels: involvement from others and the self.

Involvement from others. There was more convergence across the participants when it came to involving others, typically colleagues and/or family

members, in processing the emotions provoked in them. Advice was sought from colleagues when responding to negative pupil behaviour, and for emotional support. Bernice “felt a little better” (270) after offloading to colleagues, although acknowledged that this didn’t help change the situation, suggesting that teachers not only need emotional support, but also assistance in problem-solving the issue (Skaalvik and Skaalvik, 2007). Partridge (2012) also highlighted the importance of emotional support from colleagues and other people in teachers’ personal lives.

The self. Exploring the ways in which the participants themselves processed the emotions provoked in them proved to be the most divergent, and all related to master theme 1.

Coral used an analogy of the first and third person. The use of the word *third* suggested that she was in a position removed from the situation, and therefore better able to process her emotions: “... but usually when the kids come to me, I’m the third person ... So I can deal with it” (70). She also displayed more empathy, which appeared to help her process the emotions involved: “I’m dealing with a situation where those words have been said to *someone else* ... So I can be an empathetic guide to resolve that. They haven’t actually been said to me” (62). In contrast, first person situations were those that directly impacted on her, where “the energy that it took from me to try and come to a resolution ... was so great” (70). She talked about one particular pupil at great length, which was a first person situation. This was because the pupil displayed behaviours that reminded her of her former partner: “... I recognise, that feelings were coming back, of when I was in that situation.” (66) and “I, I, knew that I was powerless ... I knew I was powerless to ... um ... to bring him *out of* ... what he was in. I didn’t have the skills to do it.” (112). Fortunately, this became a third person situation because she had been “given the skills” (94) by a colleague, which consisted of a plan of what to do. She needed relief from the situation, in the same way as the pupil needed relief from the situation. Emotional support and advice about what to do enabled her to process the

emotions provoked in her: it made her more “self-assured” (96). She needed advice on developing a plan because she perceived this to be an attribute she lacked: “I’m not a strategist. Strategy is my, if I had to say I had a weakest point, it’s my weakest point ...” (48) and “I have to take a more emotional approach” (48): if this emotional approach was too painful (in a first person situation) then she needed support and relief to bridge the affect into a practical strategy.

Bernice’s mood affected her responses to negative pupil behaviour. By way of example, she was available to deal with situations when in a good mood, by helping pupils resolve the situation. To help process her mood, she would use self-calming strategies to change her mood: “Yeah, I will go and take bathroom breaks and just walk around ... take ten deep breaths and go back in” (42). This is termed as *tension reduction* by Schutz, DiStefano, Benson and Davis (2004) and is seen as an important bridge in moving from the emotional impact of a situation to responding to it through problem-solving: “For a teacher experiencing hostility from a student, it may be necessary for the teachers to cope with their own and the students’ emotions first and then deal with the actual problem that brought on the anger” (Chang and Davis, 2009, p. 110).

For Alice, processing emotion was more through cognition than affect. Her most frequent emotion was frustration. She processed this by finding a solution: “Oh, but my solution would be ... finding a solution for him, and then he moves forward, and I would no longer be frustrated” (186). Changing the situation involved finding a solution which then affected how she felt: “Yeah. Yeah. It’s obviously, my feelings are a reflection of whatever’s happening ... and if I can change what is *happening*, then I will change my feelings ...” (188).

To What Extent Can Accounts of Pupil Behaviour and the Emotional Responses of Teachers be Explained by Psychodynamic Theory?

Although Weiss's (2002a) vignette of a child called Robbie who started spitting at nursery was used as a preamble to begin the interview in a safe and straightforward way (Appendix E, page 210), it was also added to the interview schedule to explore this secondary research question. When Weiss presented his vignette to a group of practicing teachers at a seminar in New York, he asked them how they would feel if they were the teacher, what should happen with Robbie, and why. Despite attending similar courses in educational psychology and child development to gain their teachers' license, responses varied from empathy with Robbie's situation to putting punitive measures in place: teachers interpreted and responded to the situation, in part, in relation to their own life events and experiences: "All pupils and teachers project their personal life stories, filled with memories, beliefs and associated thoughts and feelings, into every classroom situation" (Weiss, 2002a, p. 11). This posture was also established in the current research, where the master theme of *The importance and influence of beliefs, life experiences, personal attributes and relationships* underpinned all the other themes. Interestingly, the vignette of Robbie used at the beginning of the interviews produced responses that set the tone and pattern for the participants' subsequent discourse.

Coral's initial reaction to the vignette about Robbie was his anxiety: "Um, well I'd recognise high anxiety" (2). Threaded throughout Coral's discourse were references to anxiety, feeling insecure and threatened, in both her professional and personal life. Coral even stated "and that whatever they [people] do is driven by some kind of anxiety" (54). She spoke about feeling targeted by a former partner and recognised those similar powerful emotions projected into her from the pupil she chose to talk about in detail.

Alice responded to the vignette of Robbie, by talking about his mother: "He just hates that he's away from his mother" (4). There were four occasions

that Alice talked about her own mother (whereas Bernice directly referred to her parents twice and Coral to her own mother once) and I wondered about the importance of Alice's mother to her. Alice's frustration with her students if they didn't follow her plan appeared to be direct transference from her own mother when she was a child: "... so it's always been, you *will* do this ... and so we *did* [laughs]." (230). Alice's mother became part of an important sub-theme: *family experiences/dynamics*. For Bernice, her initial reaction to the vignette of Robbie was, "My first instinct was I would feel that something's going on at home" (2). Issues of home-life subsequently transpired in her discourse and became a significant part of her sub-theme of *contributing factors to behaviour*.

Teacher responses to the vignette of Robbie can be explained by the psychodynamic concepts of transference and countertransference: transference of Robbie's feelings about his mother being projected onto the teacher, but also how the transference and countertransference feelings provoked in the teacher affected their reactions to the child's behaviour.

Transference and countertransference. Coral's discourse about one particular pupil highlighted the development and repetition of transference relationships. The pupil she discussed in detail needed to be in control, just as she perceived that her former partner needed to be in control. She felt stress and exhaustion, was powerless and frightened, just as she did in previous personal situations. This was highlighted in the following extract: "... I was having a resurgence of my same kind of stressful response, because the behaviour was similar. Although the point of origin was quite different" (91). The behaviour of the pupil provoked anxiety in Coral because the feelings from her former partner's behaviour were transferred to the current situation. Although recognising that the two situations were different, so strong was her countertransference reaction, that she felt she did not have the skills to deal with the pupil: "I, I, knew that I was powerless ... I knew I was powerless to ... um ... to bring him *out* of ... what he was in. I didn't have the skills to do it"

(112). This was her first person analogy: she felt the child's aggression personally, and was unable to deal with it, as illustrated in the extract:

... but I, you know the difference is that ... (MP11)'s responses, as negative and as similar as they were to [the former partner] ... They did not come from a point of spite. He was not doing it to ... um, he was doing it and trying to control his, his little situation. But it was not personal. It wasn't personal. And I recognised that ... I, I couldn't personally deal with it. But I recognised it was not personal. But I felt it personally because ... it was very very similar behaviours. (88)

Coral wanted to solve the problem, but only felt she could do so by seeking support and advice from a colleague. Slater et al. (2013) also found that seeking social support helped teachers in managing countertransference responses which "occurred regardless of type of academic disciplines, active learning setting, class size, student status ... and years of teaching experience" (p. 12). They also found a relationship between teacher awareness of countertransference and their use of strategies: suggesting the more aware teachers are of countertransference triggers and reactions, the better they are at managing pupil behaviour, which is likely to lead to less stress (Mintz, 2007).

Bernice was also aware of transferential relations: her mood affected the pupils' mood and she could be affected by their mood: "so I know for sure that I give off some sort of ... yeah good, or not so good today." (130). She was aware of this projection, and that the pupils noticed it too, maybe through their own countertransference. Towards the end of the interview, Bernice also seemed realise that this was related to her wider personal experiences: the way in which she acted towards her pupils was connected to how her own family members reacted her to and how she currently reacts towards family members. I asked Bernice "How does all that [in relation to experiences] impact on your teaching?" (321), to which she replied:

It obviously shows that life experiences affect you ... professionally. Um

[break]. I kinda see my kids as mirror images of myself ... you know, so weird. They have crappy days too and they have ... personal issues too, and they're probably hungry too, and, so you kinda have to take everything into perspective. (322)

Empathy is "the function by which we attempt to perceive and understand what is happening in other people" (Greenhalgh, 1994, p. 87) and is related to countertransference: being "two sides of the same analytic coin" (Levine, 1994, p. 669). The extract above not only highlights Bernice's empathy, where she sensed and appreciated the feelings of others, but also her countertransference: in that her sense of how the pupils felt was also based on her own unresolved personal issues. My interpretation of her last comment about taking everything into perspective was her realisation that both pupil and teacher behaviours are linked to emotions and life experiences. When I asked "And when you said you see them as mirror images of yourself... describe that a bit more" (323), Bernice replied:

Coz I, I was once a 10 year old little girl ... I was once a 10 year old, and I was once ... um ... struggling with math, and I was once, you know [break] hitting puberty, and ... pressures on boys, and wanting to have friends and you ... everything these kids experience, most of the time that you have in some time of your life, somewhat experienced something similar ... so take that into perspective. (324)

Alice too summed up this mirroring by stating, "I guess what I do is a reflection of what everybody else does" (90), which highlights the cycle of transference and countertransference, as well as the mirroring of the emotions of anger, irritation, frustration, annoyance and anxiety (or stress) experienced by teachers and pupils alike.

Projection and splitting. Alice projected the qualities that were important to her onto her pupils, including motivation to learn, and the importance of planning, making decisions and finding solutions: "I'm pretty comfortable with

the fact that if I do something, I'm gonna be successful ... and I think that does rub off on other people" (234), also highlighting their subsequent introjection. Alice's parents had high expectations and would decide things for her, just as she made decisions for her pupils. Interestingly, she perceived her parents making decisions for her enabled her to "*literally* do anything" (232). However, when pupils did not exhibit the positive qualities she held as important, she got frustrated, as highlighted in the following extract: "And it's *very* frustrating for me to see him being so stubborn and *determined* to stay one place, when I'm determined for him to move forward" (174). Alice described herself as stubborn on a number of occasions, but did not like that attribute in her pupils. This is an example of splitting and projection: she did not like her attribute of being stubborn, so split it off and located it into one of her pupils. She appeared to be aware of the incongruence between this, as illustrated below:

And, so ... and there are certain things that I don't like about other people and I try not to do those kinds of behaviours ... because I find them irritating and rude ... so I try not to do that. I always try. I try very hard. [laughs] ... I'm not sure if it works all the time." (116)

I interpreted her laughing as the realisation of this incongruence. Similarly, Weiss (2002b) found that "teachers may hate certain traits in themselves and become particularly strict with children who exhibit similar characteristics" (p. 118).

Containment. All the teachers in the current research displayed containment of pupil emotions. "I'm not going to be mad at him if he's angry" (48), commented Alice, emphasising her ability to contain the feelings of anger being projected into her. Bernice discussed the importance of enabling time and space for pupils to talk about any issues they had: "sometimes you can tell they wanna talk" (162). After providing an emotionally containing space for this to occur she stated, "then they go off to their next lesson with a less heavy heart" (162). Bernice appeared to recognise that pupils would be better able to access

their learning if their emotions were attended to, understood, held and managed. As Waddell (1998) stated, “Emotional factors affect the individual’s capacity to think, to learn and to understand ... the capacity genuinely to take things in” (p. 107). Within this section of her discourse, Bernice talked about enabling a space for pupils to talk by doing a shared activity:

Sometimes they don’t wanna talk to you at all, so then you just say, OK, well, you know what, let’s play a game ... And you build a puzzle or something, and many times when you’re building a puzzle and ... they just start chatting and let it all out.” (162)

I wondered if this was a metaphor for enabling the pupils to find the pieces of the puzzle to solve their problem.

Emotional support, or containment, of the teachers themselves was also important: providing a receptive person to offload or vent to. Bernice recognised that although this did not help her with finding a solution to the situation with a pupil, “...It helps me feel a little better” (272). This reflects McLoughlin’s (2010) research, which highlighted the importance of concentric circles of containment in learning environments: applying the concept of containment on multiple levels. This “onion-like phenomenon” (Rustin, 2011, p. 2) when applied to the current research exemplified the containment of pupils from their teachers and containment of teachers by their colleagues or family members: highlighting the importance of positive relationships. In her IPA research of pastoral staff in a school, Partridge (2012) also found relationships were central to the staff being able to contain the anxieties of pupils, reflecting the general psychodynamic literature regarding schools: that effective learning occurs when pupil anxieties are contained (Bibby, 2011; Greenhalgh, 1994; Rustin, 2011; Salzberger-Wittenberg et al., 1999; Youell, 2006). I would also stipulate that effective teaching occurs when teacher anxieties are contained.

Conclusions and Implications For EP Practice

Although the current research is specific to a particular context, the process of IPA has enabled an understanding of how teachers respond to and make sense of negative pupil behaviour, how it feels to them, and how they process these emotions. Reflecting the existing literature, there were common themes regarding perceptions of negative pupil behaviour, particularly those that were authority challenging, and the emotions involved, particularly anxiety, stress and frustration. Most of the responses to pupil behaviour were through proactive behaviour management strategies and problem solving. The more reactive responses related to personal attributes and poor self-efficacy, where affect transcended the ability to effectively problem-solve.

To make sense of pupil behaviour perceived as negative, teachers attributed a range of within-child to systemic factors. Differences between teachers related to their personality or attributes, beliefs and life experiences. Towards the end of their interviews the teachers themselves became aware that these factors influenced their current experiences.

Social capital and the importance of relationships with colleagues, as well as pupils, were important throughout. Schools are dynamic social contexts pervaded by transference relations. Past experiences can be provoked on an emotional level, where teachers may act towards the pupils as if they were someone from their past or present life. Countertransference reactions provided teachers with information on how the pupil might be feeling, and were often related to unresolved issues in their own personal lives. Sometimes this countertransference reaction led to feeling powerless and being unable to control the situation. Before being able to resolve the situation, teachers needed to process their emotions through tension reduction and support and advice from colleagues and family members. This support not only provided a containing function, to enable the teacher to offload and feel relief, but also needed to involve some form of problem-solving to change the situation. If teachers were

unable to process their emotions through these mechanisms, then they tended to respond with more punitive measures.

Accordingly, the emotions of teachers need to be contained, just as teachers need to contain the emotions of pupils, to enable effective learning and teaching. Pivotal to this are the building of positive and enabling relationships. Professionals, such as EPs are ideally placed to not only have the behaviour of the pupil as the focus, but to also help teachers explore their relationships with pupils and the emotions involved. EPs can facilitate teacher wellbeing through supporting school staff in processing and unwrapping the strong emotions provoked in them, alongside problem-solving and advice to assist in enabling change in the situations they encounter. In conjunction with this, EPs need to bear in mind the significance of a teacher's ontological and epistemological position, including how a teacher's current experience is shaped by their beliefs, personal attributes and life experiences; particularly past and present relationships that may be reenacted in the classroom.

Psychodynamic concepts, illuminated in the current research, can be used by EPs to help teachers explore the emotional and relational aspects of teaching through staff training, consultation and supervision (Bibby, 2011; Bombèr, 2011; Ellis, 2012; Geddes, 2006; Golland, 2002; Hanko, 1999; Mintz, 2007; Partridge, 2012; Robertson, 1999; Weiss, 2002b). Conceptualisations discussed, with respect to theories and research on self-efficacy, espoused theory and theory-in-use, social capital, RFT, attachment theory and systemic thinking, can also provide EPs and teachers with some insight into experiences of pupil behaviour perceived as negative. Figure 9 summarises how the findings from the current research can be applied by EPs in their consultative work with teachers, with regard to pupil behaviour perceived as negative.

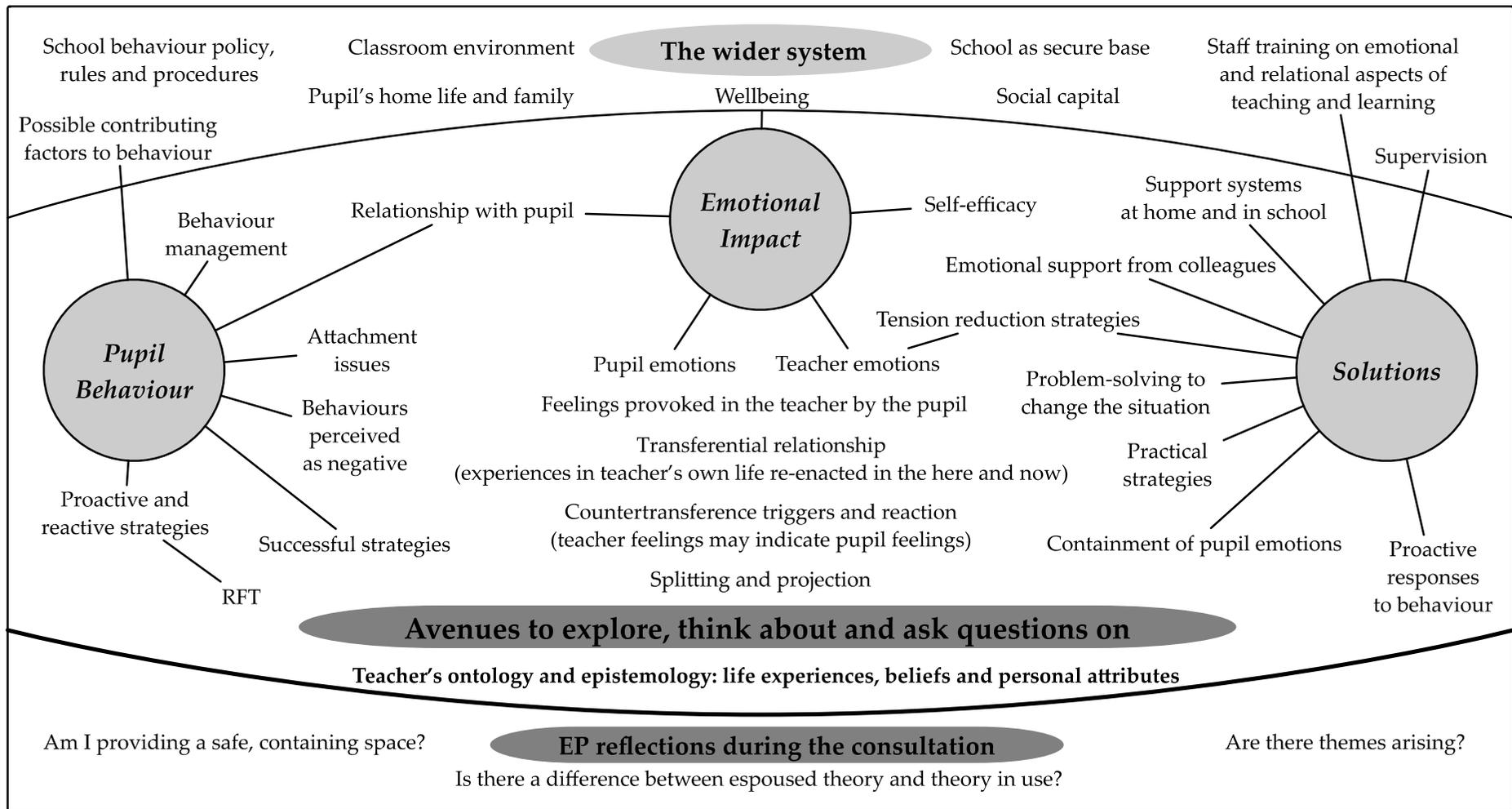


Figure 9. Implications for EP practice. How the findings from the current research can be applied by EPs in their work, through process consultation with a teacher (Wagner, 1995, 2008) regarding pupil behaviour perceived as negative.

Future Research Strands and Opportunities

The critical appraisal discusses the limitations of the current research.

Table 11 addresses these limitations by considering future research possibilities.

Table 11

Research Limitations and Future Research Possibilities

Limitations	Future Possibilities
Sampling	<ul style="list-style-type: none"> ▪ Increase the number of participants and include male teachers. ▪ Interview teachers who do not have additional training/experience in special educational needs. ▪ Interview teachers in government schools with larger class sizes. ▪ Interview teachers with formal teacher training and qualified teacher status.
Scope of the research	<ul style="list-style-type: none"> ▪ Interview pupils about their perception and experiences of their behaviour, including emotional and relational aspects. ▪ Investigate the impact of EPs providing staff training, consultation and/or supervision on how teachers make sense of behaviour and process the emotions involved (using pre- and post-intervention interviews). ▪ Further investigate the wider influence of context, particularly the school system, on experiences of negative pupil behaviour. ▪ Investigate the impact of the epistemological and ontological positions of teachers, given the pivotal importance and influence of beliefs, experiences, personal attributes and relationships on their experiences and perceptions of negative pupil behaviour. ▪ Investigate the potential benefits to teachers in thinking in a psychodynamic way: can it help them understand their responses to pupil behaviour, manage the emotions provoked in them by the pupils they teach, and inform effective intervention. ▪ Investigate the emotions and relationships involved, including psychodynamics, in the wider school system.
Research design	<ul style="list-style-type: none"> ▪ Use a mixed-methods design to enable methodological triangulation (such as using diaries, journals, focus groups or questionnaires with teachers, in addition to interviewing). ▪ Use a multiple-perspective design to explore the dynamics of shared experiences between teachers, pupils and parents. ▪ Use psychoanalytically informed interviewing as a psychosocial method to explore psychodynamic features further and to examine the countertransference of the researcher.

Although findings from the current research are specific to a particular context, the exploration and analysis of teachers' lived experiences of pupil behaviour perceived as negative, has made a contribution to the research. It has enabled an in-depth understanding of how teachers make sense of negative pupil behaviour, how it feels to them, and how they process these emotions.

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Section 3:
Critical Appraisal

Introduction

A detailed critique of the research methodology will be made, including the choice of research methodology, comparison to other methodologies, reflections on the use of psychodynamic psychology, critique of the chosen methodology (Interpretative Phenomenological Analysis) and the limitations of the current research. I shall then reflect on the research process as a whole and what I have learnt throughout the process, both as a researcher and in relation to my professional practice. Extracts from my research diary and reflexive thinking will be included throughout.

Critique of the Research Methodology

In any research, the choice of methodology is related not only to the purpose of the research, but also to wider issues regarding the nature of reality and how we gain knowledge about the world around us. Three important epistemological questions were developed by Willig (2013), which I found useful in thinking about these wider issues and the research being undertaken:

1. What kind of knowledge does the research aim to produce?
2. What assumptions does it make about the world?
3. What is the role of the researcher?

I initially used these questions to guide the formulation of the research questions that I wanted to answer and the subsequent methodological approach taken. The aim of my research was to explore teachers' experiences of what they perceive as negative pupil behaviour. The purpose was to produce in-depth analysis: that illuminated and explored the real and lived experiences of teachers. This developed from the assumption that in order to understand phenomena, it was essential that I immersed myself into each participant's world to gain some sense of how it feels for them. It is therefore subjective in nature. My role, as a researcher, was integral to this: to capture a shared understanding of the issues being discussed, to analyse and interpret what was being said, whilst being aware that my understanding of the participants' experiences would also be

influenced by my own values and experiences.

In answering these epistemological questions, it became clear they not only related to the choice of research methodology, but also ontology and axiology. Figure 1 represents the interrelationship between these elements of research and shows that my epistemological position is subjective and based in constructivism, social constructionism, phenomenology, hermeneutics and psychodynamic psychology. This epistemological stance also highlights the importance of reflexivity throughout the research process.

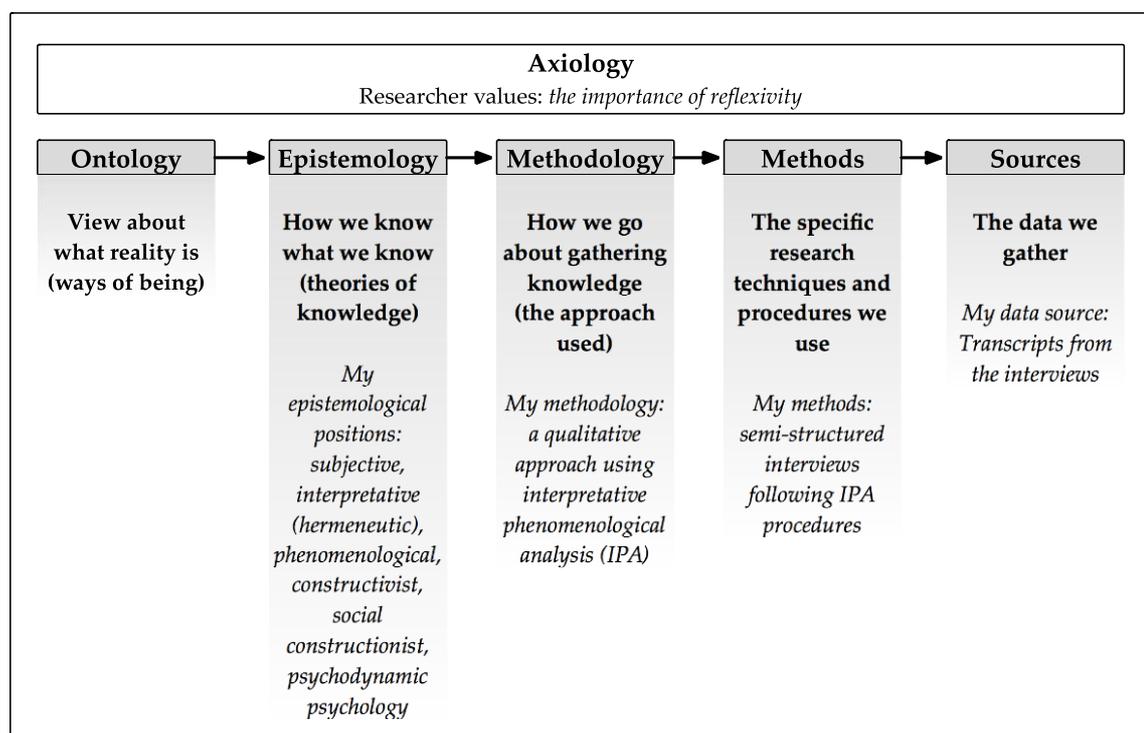


Figure 1. The interrelationship between the main elements of research. Although the figure is presented in linear form, it is designed to represent the underpinning of the research process as a whole and is not intended to be directly causal or unidirectional. Text in italics represents my stance. Adapted with permission from “Educational Psychology Practice as Research: A Little Regarded Aspect of Cyril Burt’s Legacy,” by R. Parker, 2013, *Educational and Child Psychology*, 30, p. 90. Copyright 2013 by The British Psychological Society, and “Introducing Students to the Generic Terminology of Social Research,” by J. Grix, 2002, *Politics*, 22, p. 180. Copyright 2002 by SAGE Publications.

Comparison of Interpretative Phenomenological Analysis (IPA) to other Qualitative Methodologies

Along with the research questions and aim of providing an exploration and analysis of teachers' lived experiences of pupil behaviour perceived as negative, my epistemological stance lends itself to a qualitative methodology: "Research in the objective world usually involves quantitative research, whereas research in the socially or individually constructed world usually involves qualitative research" (Fox, Martin & Green, 2007, p. 17).

There are a number of possible methodologies in qualitative research within psychology that have been outlined by Biggerstaff (2012), Frost (2011) and Willig (2013). These include thematic analysis, grounded theory, discourse analysis, narrative analysis, and IPA, which stem from differing epistemological positions. IPA was chosen as the most appropriate methodology in the current research in order to answer the primary research questions. A brief comparison of IPA to other qualitative methodologies will be presented and then a more detailed rationale and critique of the use of IPA will be provided. A critique of psychodynamic theory will also be made, as this related to the secondary research question.

Thematic analysis, sometimes referred to as content analysis, appears to be one of the more rudimentary approaches. It consists of coding, categorising and summarising themes, so in this respect it is similar to IPA. However, it does not employ an in-depth analysis and is a specific method than a methodological approach.

Grounded theory (Glaser & Strauss, 1967) is a methodological approach. Similarly to IPA, it explores themes arising from the data and is more rigorous than a thematic analysis. It differs from IPA in that it does not require a homogenous sample. Whereas IPA provides an interpretative analysis, grounded theory provides an explanatory account, facilitating the development of a theory grounded in the data. IPA is more specifically rooted within

psychology, whereas grounded theory has more of an emphasis on social processes and a sociological approach (Willig, 2013). There are several versions of grounded theory, varying from a critical realist position to the social constructionist approach of Kathy Charmaz (Charmaz, 2000).

Narrative approaches and discourse analysis are two other qualitative approaches, which place more emphasis on people's stories and accounts (in the former) and the language used by participants (in the latter), whereas IPA places more emphasis on meaning (Biggerstaff & Thompson, 2008). Willig (2013) states there are two main versions of discourse analysis: discursive psychology and Foucauldian discourse analysis. In discursive psychology, the focus is on the analysis of language and how language is used. Foucauldian discourse analysis examines language and how it constructs different ways of seeing and ways of being. Rather than grouping data into themes, discourse analysis looks at how objects and subjects are constructed in participants' discourse. Biggerstaff (2012) states that discourse analysis "aims to examine the *role* of language in describing a person's experience, whereas IPA intends to explore how people may ascribe *meaning* to their experiences" (p. 192). Discourse analysis therefore comes from a more social constructionist epistemological position. Narrative analysis focuses on the accounts and stories that people use to make meaning about their world, and typically examines life stories and biographies. IPA is therefore a more experiential form of qualitative methodology, in contrast to the more discursive methodologies, which are more concerned with the linguistic discourse and accounts of experience, rather than actually making sense of participants' experiences (Smith, 2011).

None of these qualitative approaches were considered to be an appropriate methodology to answer the primary research questions, because of the points discussed above. My decision to use IPA in the research report complements the title of the research, the research questions and the methodological approach used: it seeks to explore lived experiences and focuses

on sense, meaning and significance for each participant of the phenomenon under investigation. It seeks to explore teachers' experiences of what they perceive to be negative pupil behaviour, including their responses to pupil behaviour, how they make sense of pupil behaviour, and the emotional impact on them.

Psychodynamic Psychology

Psychodynamic psychology was also included in the research report to answer the secondary research question of *To what extent can accounts of pupil behaviour and the emotional responses of teachers be explained by psychodynamic theory; particularly in relation to transference and countertransference?* Care was taken in the research report to separate this analysis from the IPA analysis, owing to the different hermeneutic aspects. Psychodynamic interpretations could be seen from coming from *without*: reading an existing theory into the text and IPA coming from *within* the text (Smith, Flowers & Larkin, 2009). However, in her doctoral thesis using IPA, Nolan (2011), whose background is in psychoanalysis, stated:

My belief that, despite a body of protestations to the contrary, psychoanalysis comes less from 'without' and IPA comes less from 'within' than is popularly portrayed in IPA textbooks remains intact. I appreciate the danger of using pre-formed concepts but also the danger of definitively applying any constructs after a single interview. (p. 112)

I concur with Nolan (2011). Additionally, although I tried to separate the two hermeneutic aspects, the mere fact that psychodynamic psychology is part of my epistemological view of the world made it difficult in reality to separate them. As I was aware of this, I was more cautious when reflecting on my interpretations and of what I brought to the process.

Both IPA and psychodynamic psychology are from similar epistemological positions: being subjective, phenomenological and interpretative. Indeed, processes in qualitative research could be seen as similar to

the way that Sigmund Freud developed his descriptions of cases, such as “changing and evolving understandings, built up out of constant interplay between data and the emerging hypotheses – while recognising that no observation is ever ‘neutral’” (Midgley, 2006, p. 215-216). This may be the case, but in the current research, psychodynamic psychology was not used as a specific methodology or a method, as embodied in the psychosocial approaches that have emerged in the last two decades (Clarke & Hoggett, 2009a; Hollway & Jefferson, 2000). A psychosocial researcher focuses on the psychodynamics during the period of the interview, in a similar way to how a psychoanalytic psychotherapist would focus on the psychodynamics in a therapy session with a client. Psychoanalytically informed qualitative interviewing, such as the Free Association Narrative Interview (FANI) method, is often used in psychosocial research, which “allows the researcher to look at various forms of unconscious communication, of transference, countertransference, and projective identifications that are present in the interview relationship” (Clarke & Hoggett, 2009b, p. 9). This type of method was not appropriate in addressing the research questions. Rather than focusing on the psychodynamics during the interview, the research report explored whether psychodynamic theory can help explain the accounts of teachers when discussing their responses to pupil behaviour perceived as negative.

Of course, it is possible that as the researcher, my countertransference could tell me something about the teacher-pupil relationship. This brings to mind my role as a supervisor of trainee EPs (TEPs): my countertransference can provide information about the TEP-client relationship, where the supervision process can parallel or mirror the TEP’s session with the client (Hawkins, 1985; Hawkins & Shohet, 2000). But it was not the aim to focus on my countertransference. Psychodynamic thinking was only used to highlight how concepts such as transference and countertransference exist in teacher-pupil dynamics, just as other research, reviewed by Suszek, Wegner and Maliszewski

(2015), has evidenced the existence of transference.

No psychoanalytic formulations about the participants were made, which they would have been if psychoanalytically informed qualitative interviewing was my approach. For psychoanalytic formulations to take place, some knowledge of the client's/participant's personal biography is needed (Frosh & Young, 2010) which was not explicitly gathered in the current research. Nevertheless, all the participants, particularly Coral, provided some autobiographical data from their personal histories and family dynamics, which helped enrich the understanding of the narrative in psychodynamic terms. For example, Coral talked about a situation that she felt unable to deal with: where a pupil's behaviour provoked similar emotions to those experienced from her former partner. This was discussed in psychodynamic terms using the concept of countertransference. Other theories could have provided alternative explanations of Coral's account. Social learning theory could have been used to discuss poor self-efficacy in her beliefs about being able to control the situation. Cognitive psychology could have been used to identify the patterns of negative thinking. Systemic theory could have been used to examine the communication, relationship and patterns between her and the pupil that maintained the problem. Because dealing with pupil behaviour is "a complex, interactive process" (Cooper, Smith & Upton, 1994, p. 13), differing theories can be beneficial in understanding teacher experiences. However, I believe that psychodynamic thinking enables a deeper exploration of the emotions and dynamics involved in the teacher-pupil relationship, and the secondary research question aimed to provide evidence for this. Other psychological theories were applied to the primary research questions in the discussion section. It could be argued that the explicit use of psychodynamic thinking, in addition to IPA, provided theoretical triangulation.

Critique of IPA

Phenomenological psychology explores peoples lived experiences and

their meaning. The origins of phenomenology are from the works of Edmund Husserl during the first half of the 20th century. His phenomenological method enabled “a knowledge of the world as it appears to us in our engagement with it” (Willig, 2013, p. 84). As with many other methodologies, such as grounded theory, there are different approaches, emphases and methods.

Phenomenology can be broadly divided into descriptive and interpretative approaches (Willig, 2013). Descriptive phenomenology remains pure to the original transcendental approach of Husserl where the epoché is of paramount importance: the act of focussing on the experience and the researcher suspending judgements and assumptions. Interpretative phenomenology, originating with Martin Heidegger, combines phenomenology with hermeneutics, or interpretation. IPA, a form of phenomenology that recognises this hermeneutic element, originated from Jonathan Smith in the 1990s. Smith (1996) introduced IPA as a qualitative approach in psychology, particularly health psychology. The methodology provided an avenue to view illness from the patient’s experiences, rather than the dominant quantitative focus on treatment outcomes (Biggerstaff & Thompson, 2008).

There are a number of limitations of using quantitative approaches in general, including IPA. Such approaches are small-scale and investigate a particular phenomenon at a particular moment in time: results cannot be generalised, as they are specific to the situation. Willig (2013) offers three main limitations of IPA specifically: the role of language, the suitability of accounts and explanation versus description. I shall now reflect upon each of these limitations.

The role of language. IPA assumes that language is a valid way to represent phenomenon, but language may be seen to construct reality, rather than describe it. Therefore IPA, through the medium of language, may not allow the researcher to truly grasp the meaning of phenomenon for each

participant, but only the essence of the way in which they talk about it.

The suitability of accounts. This is related to the role of language: are participants successful in being able to communicate the detail and richness of their experiences to the researcher? Harper (2012) uses an example of a participant stating, "I am happy." He goes on to say that this assumes they have an understanding of their emotional state, they are being honest about their feelings, their words reflect their body language and facial expression, and they may be espousing those words when they actually are intending to communicate something completely different, such as avoiding saying what they really feel, or wanting to move the interview on.

I became increasingly aware of the above two limitations whilst carrying out the analysis of the transcripts. I agree with Willig's (2007, 2013) sentiment that some aspects of the discourse could be "left unexplored" (Willig, 2007, p. 216) owing to the process of translating and interpreting language used. Whether this can ever be counteracted is questionable. The very nature of IPA necessitates interpretation from the researcher, and as much as the researcher is aware of their axiological position, the double hermeneutic and the focus on gaining meaning for the participant, the role of language will always be an issue. As Willig (2007) herself concedes: "Language facilitates as well as limits the expression of experience; it is both necessary for phenomenological understanding and yet it also constitutes an obstacle to it. There is no way around this problem" (p. 223).

Explanation versus description. Willig (2013) states that IPA is good at enabling descriptions of participants' experiences, but cannot be used to explain them. She highlights an important aspect of there being a history to people's descriptions that may have led to those experiences, which IPA is unable to address or explore. I have some disagreement with this sentiment. Although the use of a sole interview, as in the current research, does not provide adequate time to explore the history behind the dialogue, some

autobiographical information was provided by participants, which enabled information to be gained on the impact of their life experiences on the phenomena being discussed. Of course, it did “not tell us what causes x , or whether y works” (Larkin & Thompson, 2012, p. 114) but I believe it did provide some explanation and interpretation of x .

Critique of IPA used in the Research Report

In critiquing the current research, I used a guide to evaluating IPA research developed by Smith (2011), who carried out a systemic review of published IPA studies between 1996 and 2008, examining 51 of 293 of them in depth. The core features of what makes a good IPA paper from this systematic review are outlined in Table 1, alongside my reflections about the current research.

Table 1

Critique of the IPA Methodology used in the Research Report

Good practice guidelines	Self-reflection of my research report in relation to the good practice guidelines
A clear focus: in-depth analysis of a specific topic	I focussed on a specific and homogenous sample of three teachers in the same school, who have additional responsibility for working with children with social, emotional and behavioural difficulties. The focus of the research was a specific topic: exploring teachers' experiences of negative pupil behaviour, which allows for each participant's sense and meaning to be analysed in depth: to explore their lived experiences.
Strong data; good interviewing skills	As an experienced practicing psychologist and researcher, I perceive my interview skills to be good. As an applied psychologist, as well as establishing rapport, active listening is a crucial part of my work. I believe I have many other traits that enabled the interviews to be successful, and was mindful of the extensive interviewing guidelines summarised by Cohen, Manion and Morrison (2011) during the interviews.
Rigorous: breadth and depth to each theme, supported	I was aware throughout the whole process that I would have to provide a more in-depth analysis of each participant owing to the relatively small sample size. I

by extracts from each participant (for sample sizes of 1 to 3)	ensured that “extracts should be selected to give some indication of convergence and divergence, representativeness and variability” (Smith, 2011, p. 24).
Sufficient space given to the elaboration of each theme	Smith suggested that rather than presenting each theme superficially, one or more themes may require an “extended and elaborate account” (p. 24). In my view, the findings and discussion sections of the report provide a detailed account of the themes for each participant and the overall master themes, within the bounds of the word limit; although I would have liked to have elaborated further on the cluster theme of wider systems being a contributing factor to pupil behaviour (within the master theme of <i>Understanding of and responses to negative pupil behaviour</i>).
Interpretative analysis, and not just descriptive	Throughout the IPA process, I provided descriptive comments as well as more conceptual/ interrogative comments at an interpretative level. I was also mindful to include interpretations alongside some of the extracts presented in the discussion section of the research report.
Convergence and divergence in analysis: looking at patterns between participants and the uniqueness of each	The findings section of the research report enabled the reader to gain a visual representation of the themes for each participant. The master themes highlighted convergence and divergence between the participants. Smith states, “The unfolding narrative for a theme thus provides a careful interpretative analysis of how participants manifest the same theme in particular and different ways” (p. 24). This quote guided me when writing the discussion section.
Carefully written paper	I believe the research report reflects each participant’s experiences of pupil behaviour perceived as negative. I believe it engages the reader and guides them through the research process in a clear way, with “credibility, transferability, and trustworthiness” (Golafshani, 2003, p. 600).

Note. In compiling the good practice guidelines, two tables from Smith (2011) were amalgamated: Table 5 *IPA quality evaluation guide* (p. 17) and Table 10 *What makes a good IPA paper?* (p. 24). Adapted with permission from “Evaluating the contribution of interpretative phenomenological analysis,” by J. A. Smith, 2011, *Health Psychology Review*, 5, p. 17 and p. 24. Copyright 2011 by Taylor & Francis.

Larkin and Thompson (2012) also provided some additional indicators for good IPA research, although these were not rooted in a systematic review of IPA research papers like that of Smith (2011). They highlighted the importance of “An analysis that: - transcends the structure of the data collection method (e.g., the schedule for a semi-structured interview). – focuses on ‘how things are understood’, rather than on ‘what happened’” (p. 112). In relation to the data analysis, I believe that the schedule for the semi-structured interview was transcended. For example, when interviewing Coral, the third participant, I noted in my research diary that, “Not until 55 minutes did I ask a question from the interview schedule! I would call this interview unstructured.” (Author’s research diary, 2015, March 12). The interaction, or dance (Finlay, 2008), between Coral and myself during the interview, enabled me to gain an insight into her experiences, in order to fulfil the research aims without actually needing to use the interview schedule to direct the questioning. With regards to focusing on how things are understood, rather than mere descriptions of what happened, many of my questions during the interview probed meaning rather than events, using comments such as, “Explain that a bit more,” “What do you mean by that?” “How did you feel?” “In what way?” “And how do you deal with that?” (see Addendum). I feel that the discussion section of the research report enabled further insights into how phenomena were understood by each of the participants.

Choice of structure and labels for super-ordinate themes. Larkin and Thompson (2012) stated that, “The most effective theme labels are usually those that clearly evoke the content of the material within them, and the meanings that are attached to that content by the participants” (p. 111). I was aware that the theme labels chosen for many of the super-ordinate (and subsequent master) themes summarised more content than meaning. I mainly used a process of abstraction (Smith et al., 2009): identifying patterns in emergent and sub-themes, in order to produce the super-ordinate themes. I believe the

emergent and sub-themes, through eidetic reduction and pattern seeking, reflected not only content, but also meaning and interpretation. However, the processes of clustering these into super-ordinate themes, and the subsequent labels chosen, may not have adequately grasped the essence of each participant's lived experience.

In the findings section of the research report, I provided descriptive summaries, or pen portraits, for each participant. Within this, I identified threads woven throughout the dialogue. For example, anxiety was a thread for Coral; mood was a thread for Bernice. In hindsight, I could have used these threads to structure the super-ordinate themes differently. Instead, I merely illustrated these threads as emergent themes or sub-themes: possibly limiting the richness of what really mattered to the participants. Shinebourne (2011) stated that, "In selecting themes it is important to take into account prevalence of data but also the richness of the extracts and their capacity to highlight the themes and enrich the account as a whole" (p. 60). Similarly, Finlay (2014) advocated theme labels that enable "participants' experience [to] come to life" displaying "fidelity to the phenomenon" (p. 137).

If I had used more subsumption, where "an emergent theme itself acquires a super-ordinate status as it helps bring together a series of related themes" (Smith et al., 2009, p. 97), rather than a focus on abstraction, then some of the super-ordinate themes and subsequent theme labels would have been different. Using the example of Bernice, the emergent theme of *mood* was clearly linked to other emergent themes and sub-themes: hence also describing it as a thread woven throughout the dialogue. What mattered to Bernice was the effect of her mood on her experiences of what she perceived as negative pupil behaviour. If I had followed a process of subsumption, *mood* could have been used as a super-ordinate theme label, illuminated with the following quote "And sometimes I just ignore it ... it depends on my mood" (282). This may have been a better way of organising and labeling the super-ordinate

themes, adhering to the sentiments of Finlay (2014), Larkin and Thompson (2012) and Shinebourne (2011) described above, and the phenomenological aspect of IPA, that of going “back to the things themselves” (Smith et al., 2009, p.12).

Despite this, some of the super-ordinate theme labels chosen reflected these sentiments and the threads in the dialogue. For example, the importance of relationships, which was also woven throughout Bernice’s dialogue, was reflected in one of her super-ordinate theme labels: that of *The importance of the teacher-pupil relationship*. In IPA there is no prescriptive way of organising the analysis (Smith et al., 2009) or clustering of themes. However, the essence of participants’ lived experiences and what mattered to them, may have been lost in the labels I chose.

Triangulation. Larkin and Thompson (2012) cite the importance of triangulation. Denzin (1978) described four types of triangulation, which are summarised in Table 2 and subsequently discussed.

Table 2

Forms of Triangulation

Form of triangulation	Description
Data	The use of the same method, applied to different settings, times or participants.
Investigator	The use of more than one researcher (including observers and interviewers) or use of a different analyst to review findings.
Methodological	The use of mixed methods.
Theory	The use of different theoretical analyses (including perspectives and hypotheses) on the same set of data.

Data triangulation. Owing to the homogenous nature of IPA, participants came from the same school setting, so this form of data triangulation was not appropriate to IPA. However, I used the same method and applied it to different participants.

Investigator triangulation. I did not have the use of peers or supervisors to audit or check the credibility of the analysis. Although my supervisor was exactly what I needed in terms of process supervision, by enabling me time and space to explore my thoughts and turn them into something more concrete and actionable, she did not directly supervise the theme generation or analysis. Larkin and Thompson (2012) highlight the importance of supervision throughout the IPA process and Biggerstaff and Thompson (2008) highlight the importance of supervision in the interpretation of emerging themes. By comparison, other researchers have not found the use of supervision in theme development to be helpful, as the following summarises:

Wagstaff considered that in this respect [developing robust themes] his academic supervisors were unable to help. All their suggestions about the development of themes reflected personal perspectives which did not match the researcher's experience of participants' data. ... supervisors can rarely be as immersed in the data as researchers themselves, and Wagstaff considers that this emphasises the key role of reflexivity in IPA. (Wagstaff et al., 2014, p. 7)

Despite this, the lack of investigator triangulation in the current research may have had implications for my interpretations of the data, as there was no supervision in reviewing the themes and findings.

Methodological and theory triangulation. IPA was used as the only methodology, grounded in interpretative and phenomenological epistemology, through the method of semi-structured interviews: consequently, there was no methodological triangulation. However, because the research involved hermeneutics, it could be viewed that interpretative research has "integrity as a singular inquiry" (Thomas, 2009, p. 111). Although not used as a separate methodology, the explicit use of psychodynamic theory in interpreting and analysing aspects of the transcript data could be seen as a form of theoretical

triangulation, which is viewed as positive by Crociani-Windland (1999) who state, "Triangulation (Denzin, 1978; Janesick, 2000) between some of the methods, concepts, and theories of psychoanalysis ... can open areas of understanding of the interaction between individuals in groups and society" (p. 75).

Limitations of the Research Design and Methodology

Some of the research limitations have already been discussed in the previous section. It needs to be borne in mind that the research was qualitative in nature: seeking to investigate the lived experiences of a homogenous sample of three teachers from one school regarding what they perceive as negative pupil behaviour. Because of this, the research was never designed to be hypothetical-deductive in methodology and the role of the researcher was always seen as integral to the process: the ontological and epistemological position was never intended to be objective.

Considering this, there are limitations of the current research within the bounds of qualitative research. Participant numbers were small. Despite this, Smith (2011) asserts that "the intensity of activity for each case means that IPA studies are usually conducted on relatively small sample sizes which are sufficient for the potential of IPA to be realized" (p. 10). I aimed to overcome the issue of the relatively small sample size by carrying out a more in-depth analysis on each participant and highlighting divergence as well as convergence between participants, and was careful to follow Smith's (2011) IPA guidelines for sample sizes of one to three. If I had a larger sample size, then some of this richness would have been lost. Holland (2012) used 13 participants in her IPA-based doctoral thesis, but this "led to data overload and resulted in a greater focus on common themes and a consequent loss of idiographic detail" (Wagstaff et al., 2014, p.8). I found The Interpretative Phenomenological Analysis Research Interest Group, an online forum, to be an invaluable resource when reflecting on sample size

(<https://groups.yahoo.com/neo/groups/ipanalysis/info>). Harris (2016) encapsulated this debate within the forum by stating, "I've learned over the years that focusing people on the *n* of participants is the wrong approach.... IPA value is achieved from the insight in joining-the-dots, not the number of people making the dots."

Additionally, IPA requires a homogenous sample. At the time of the research there were only four teachers from one particular school that were a suitable homogenous group: being teachers, but also having responsibility for teaching and supporting pupils with special educational needs (SEN), including those described as having social, emotional and behavioral difficulties. Unfortunately, one of these four opted not to take part in the interviews, so only three participants were interviewed. In addition to this, they were all female and married. They were all residents of Barbados and taught at a private school with small class sizes. To protect anonymity, I only provided very basic information on the participants, but they were of differing ages, had differing lengths of teaching experience and came from different ethnic and cultural backgrounds. Of course, they were not a representative sample from which to generalise findings. However, I was pleasantly surprised and pleased that even before undertaking any in-depth analysis and interpretation of the data, many of their responses, particularly about the types of behaviours they view as negative, how they responded to pupil behaviours and the emotions involved, related to findings in the existing literature and research. This could be seen as theoretical generalisability (Smith & Osborn, 2003; Wagstaff et al., 2014). Of course, generalisations in a quantitative methodological sense, or empirical generalisability (Smith & Osborn, 2003) are not appropriate to IPA. The findings continue to remain individual accounts of experience, and care needs to be taken not to extrapolate too much from such a small sample. For example, the findings may have been very different if teachers with no additional training or experience of SEN who teach in schools

with larger class sizes had been interviewed.

Despite the research limitations and critique of the methodology, there is very little research that focuses on how teachers experience and make sense of what they perceive to be negative pupil behaviour, or on the processing of teacher emotions and how negative pupil behaviour actually feels to teachers, particularly from a psychodynamic point of view. The research report makes an original contribution to systematically investigating the lived experience of three teachers in relation to these factors. Unfortunately, the research did not adequately address the wider influence of context, particularly the school system, despite school systems being a contributing factor to negative pupil behaviour.

Reflection on the Research Process

My purpose for embarking on the PsyD was to enhance my skills as a researcher and practitioner psychologist. Overall, I found the research process, including the literature review, enabled me to think more deeply about issues of interest to me, particularly the impact of pupil behaviour on teachers, and the dynamics involved. It also developed my research skills, and more specifically, it enabled me to immerse myself in the process of IPA.

The whole research process, including the elements in Figure 1, proved to be a complex, cyclical and time-consuming process, summarised in Figure 2.

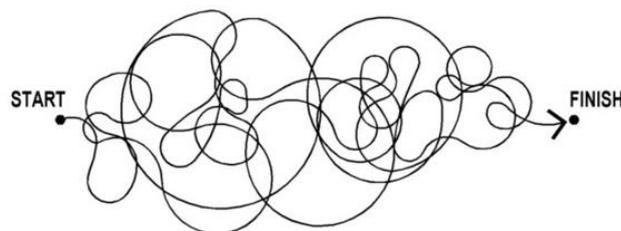


Figure 2. Representation of the research process. From Brown, J. (date not given). The many paths of design, part 1. Retrieved from http://www.houzz.com/ideabooks/6694337/list?utm_source=Houzz&utm_campaign=u220&utm_medium=email&utm_content=gallery5&ps=1.

space for checking out the researchers' responses to the research participant and thinking through what these responses might signify" (p. 113). In psychodynamic psychology, the countertransference of the researcher can be seen as similar to reflexivity (Frosh & Young, 2010). But, as already stated, it was not part of the aims or methodology to focus on my countertransference.

During the whole process, which was overwhelming at times, the words of Nolan (2011) came to mind: "drowning in a deep bowl of spaghetti" (p. 52), particularly with the double and triple hermeneutics involved, not to mention the generation of themes. Wagstaff et al. (2014) used an analogy with an accordion "to describe the ongoing process of expansion and reduction involved in developing robust themes across participants" (p. 7). These two metaphors described my feelings very well.

Figure 4 shows how my research diary reflected phase 3 of the IPA process (that of finding emergent themes) and phase 4 (that of identifying connections between the themes and grouping into sub-themes) for Coral.

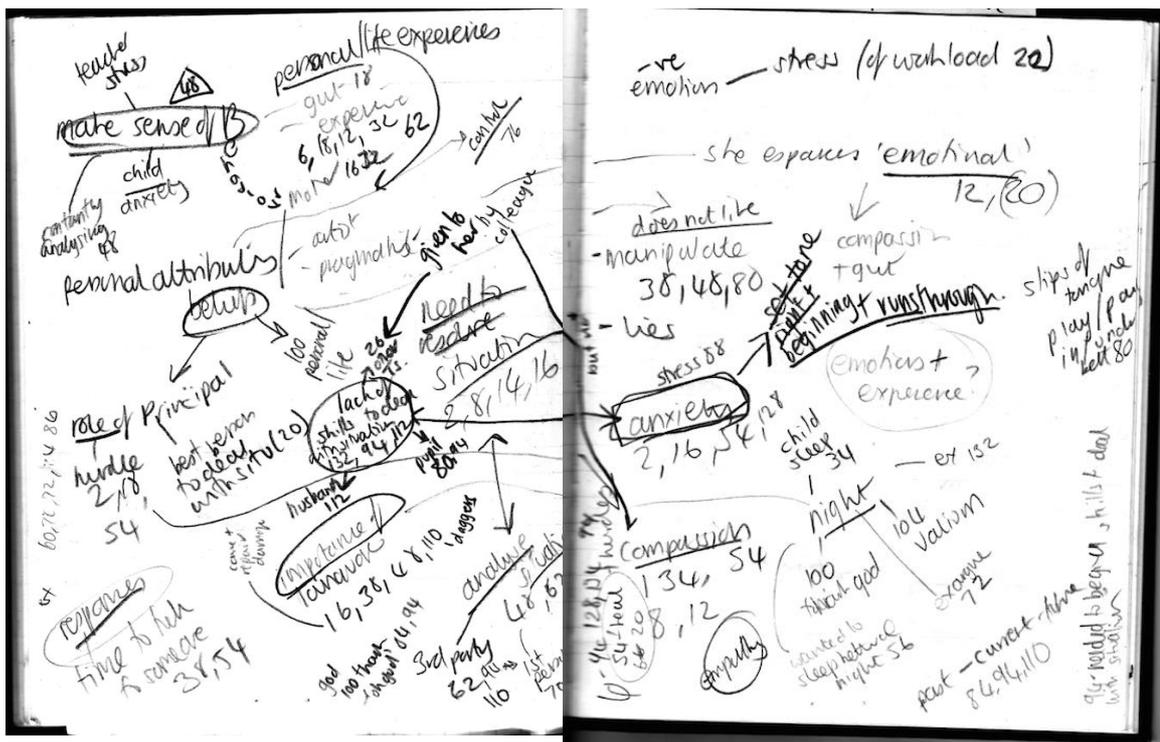


Figure 4. Notes from research diary (part 2). This is an extract from some of the notes that were made in my research diary during phase 3 of the IPA process

(that of finding emergent themes) and phase 4 (that of identifying connections between the themes and grouping into sub-themes) for Coral. Numbers relate to the paragraph numbers in the transcript (see Addendum).

The complexity and interrelation of the initial themes in this extract (Figure 4), before deciding on the final three superordinate themes, is very evident. I found the reduction of the rich text into themes a difficult process. My process notes in Figure 4, illustrate that anxiety was quite a pivotal thread running through the interview with Coral. On reflection, it is interesting why I may have chosen to include this extract here: with anxiety written in the middle of it. Maybe it is part of my reflexivity, or possibly countertransference responses, in relation to my own anxiety regarding this whole overwhelming process. Nevertheless, although anxiety appears prominently in Figure 4, it did not appear as one of the final three super-ordinate themes for Coral. However, it was subsumed under the super-ordinate theme for Coral: *The emotions involved and how they are processed*. I judged it was a thread that was weaved throughout her dialogue, rather than a specific theme: hence the accordion metaphor (Wagstaff et al., 2014). As I did not want to lose the individual essence of Coral's dialogue, and indeed those of the other two participants, I decided that in the write up of the research report, I would not only initially present the themes for each participant individually, but would also provide a descriptive summary, or pen portrait, of each participant's interview. This followed advice from Finlay (2014) who suggested looking at each transcript asking, "what three things about the lived experience as a whole stand out for you?" (p. 137). Within this descriptive summary, in the findings section of the research report, I highlighted the double hermeneutic, to enable the reader to gain an idea of the essence of each interview and the important themes and meanings emerging from the data, before looking for patterns across themes for all participants.

Figure 5 highlights the process notes from my research diary for phase 5

of the IPA process (that of looking for patterns across the themes for all the participants to produce overall master themes) between Alice and Bernice.

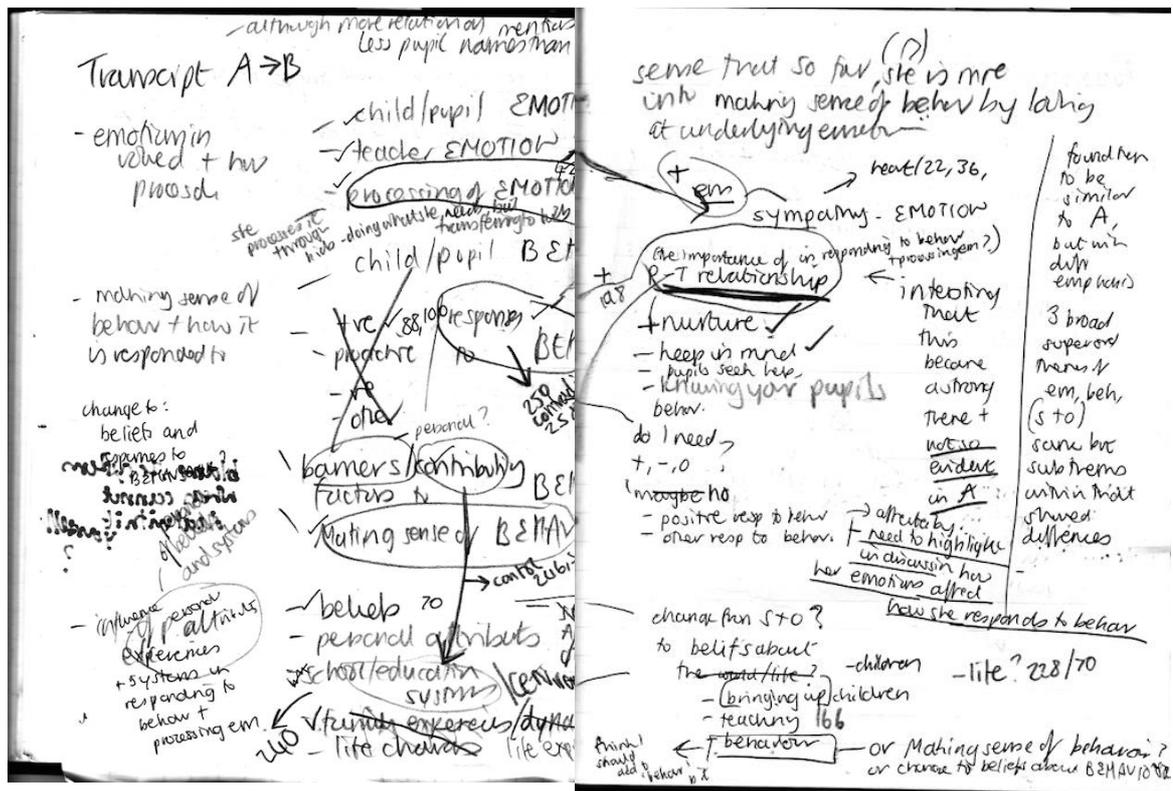


Figure 5. Notes from research diary (part 3). This is an extract from some of the notes that were made in my research diary during phase 5 of the IPA process (that of looking for patterns across the themes for all the participants to produce overall master themes) between Alice and Bernice.

I wrote down the initial super-ordinate themes (which were later adapted) and sub-themes for Alice, and began to add other themes that related to Bernice, circling the themes that appeared to be important or relate to each other. Some of the notes that can be seen in Figure 5 also highlighted my thought processes and interpretations, and show the beginnings of convergence and divergence between the accounts of Alice and Bernice. The final super-ordinate themes for Alice and Bernice showed that Bernice placed more emphasis on the importance of the teacher-pupil relationship, as highlighted in the notes presented.

It is important to note that these extracts from my research diary, shown

in Figures 3, 4 and 5, ran parallel to the phases of the IPA process that was carried out using a word-processing programme: from transcription to generating super-ordinate and master themes (see Addendum). There were times that I wondered if somebody else looked at this whether they would come to completely different thoughts and conclusions, particularly as there was no investigator triangulation. Fortunately, when writing the discussion section of the research report, it became clear that a lot of the themes and subthemes generated through the IPA process, supported many aspects of the existing literature and other studies in the general field of pupil behaviour.

What I Have Learned In Carrying Out An Independent Research Project: My Identity As A Researcher

The first entry in my research diary, read:

Starting to read Fox, M., Martin, P., & Green, G. (2007). *Doing Practitioner Research*. London: Sage. I have felt slightly anxious about getting into research again, as it has been 10 years since I completed my MSc. However, this book has been an 'easy read' (so far) and reminded me that there is a lot that I already know about research methods. It has also helped me to think about the crossover between research and my professional practice. I particularly liked the discussion in Chapter 1 about problem solving in the workplace and the need to gather information as part of this process. As an EP, this is a major part of my role. I also 'taught models of casework' as an APT at the University of Exeter, which, essentially, breaks down the practice of problem solving into stages. Research is this too! - so it has made me feel a little more relaxed that carrying out research is really an extension of what I already do. (Author's research diary, 2012, August 17)

It is now January 2016: the end of the process. I have actually enjoyed it! At the beginning I only had a theoretical understanding of concepts like hermeneutics, but by the end of the process I had almost an epiphany of the

hermeneutic circle of empathy, questioning and suspicion which helped greatly in thinking of the different levels of interpretation I had made and the justification to include psychodynamic interpretations in the research report. I have gained more knowledge and understanding not just of research methodologies, particularly IPA, but also the importance and process of research and how it relates to my ontology and epistemology (Figure 1). Interestingly, this also mirrored the findings and subsequent discussion in the research report. Each participants' view of the world, their ontological and epistemological position and axiology, had a huge influence on how they responded to and made sense of pupil behaviour, and how they processed their emotions, as borne out by one of the three master themes that underpinned the other two: *the importance and influence of beliefs, life experiences, personal attributes and relationships*.

I now find myself thinking about those I work with and for: what is their ontological and epistemological view of the world, and how is it affecting their current situation? It has particularly helped me in my teacher training work: realising that teachers may hold completely different epistemological positions from me. I am now cognisant of the importance of having discussions with teachers about how our view of the world, values and culture, shape our professional life and relationship with the pupils. The importance of beliefs and life experiences really resonated in my research report as being much more important factors than I had previously realised.

Specifically related to IPA: I really understand it now. Indeed, I was aware that by the time I was working with the third participant's transcript, I was taking more risks in letting my thoughts flow, but always being mindful of the meaning for the participant and not the meaning for me. This enabled me to revisit the transcripts, meaning and interpretations of the first two participants and use this to add further interpretations. The whole process was like Larkin and Thompson (2012) described: "cycling and recycling" (p. 105) not only

within the phases of each participant, but between the participants too. I liked the advice of Finlay (2008) who made an analogy of a dance between the researcher and each participant, where the researcher “must simultaneously embody detachment from lived experience and involvement in it” (p. 29), but still emphasising the importance of focussing on the phenomenon being studied. To me, this quote sums up the whole experience.

I was grateful to have found an online forum in the form of a Yahoo group: the Interpretative Phenomenological Analysis Research Interest Group (<https://groups.yahoo.com/neo/groups/ipanalysis/info>) who were able to answer a question on word processing versus handwritten notes on the transcripts. I opted for the former, and glad that I did, otherwise I would have been swamped with sticky notes! The Yahoo group also provided me with more reference material on previous IPA studies, and the philosophical and psychological underpinnings of them, which were constant reminders of why I chose IPA as the best approach and the importance of meaning for each participant.

Although not directly related to the process of IPA, there were times when carrying out the research, particularly during and after the interviews, phase 1 (transcription and note taking) and phase 2 (exploratory commenting) of the IPA process, that I thought about my professional practice as a psychologist. For example, Coral talked about seeing five psychologists in her life, but she felt that none of them gave her practical tools to use. It enabled me to reflect on, not only the active listening skills involved with any therapeutic work I undertake with children and their parents/carers, but also helping them with tangible, practical skills they can use, such as when dealing with anxiety or being more assertive. This subsequently enabled me to think about the process model of consultation I use in my work (Brown, Pryzwansky & Schulte, 2001; Conoley & Conoley, 1990; Schein, 1988; Wagner, 1995, 2008): it is not just about enabling teachers to process and unwrap the strong emotions

provoked in them, but also to help them understand where these emotions may be coming from and support them with practical strategies to deal with them.

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Section 4:
Service Evaluation

**An Exploration of Psychological Input into Schools in Barbados
Over an Academic Year (2014-2015).**

Executive Summary

During the summer term of 2015, a study was undertaken to investigate psychological input into all 130 primary and secondary schools in Barbados. The purpose was to ascertain whether schools had received input from a psychologist over the academic year 2014-2015, and explore the nature of any input received. Information was also gathered on future possibilities for psychological input.

An online survey was emailed to school principals. A variety of questions were asked, producing numerical and descriptive responses. Despite issues encountered with internet and email accessibility, particularly in the government schools, the study received a 20% response rate. Of the 26 schools that completed the survey, 16 had received psychological input over the academic year, primarily from counselling psychologists, but also from educational and clinical psychologists. Input did not necessarily involve a psychologist visiting a school, and the majority of schools received no visits on site: of those that did, this was typically once a year. The Barbadian government employed a third of psychologists providing input, and parents privately contracted another third.

Most of the psychological input was with regard to individual student needs: with all 16 schools receiving input in relation to social, emotional, behavioural and mental health needs, and just over half in relation to learning difficulties. Different forms of psychological input to individual students were received: particularly consultation, discussion, observation, assessment, intervention (primarily therapeutic support) and providing advice to school staff. Much less psychological input occurred regarding groups of students, parents and issues related to whole school development, such as staff training. Schools valued the psychologist being available to identify needs, and provide support and advice, through communication and collaboration with school staff and parents. It was generally agreed that psychological input received had

been positive, useful and enabled improvement in the students. However, this did not necessarily lead to more inclusion in the school environment or lead to improvements in staff skills, knowledge, or use of different teaching methods.

On the basis of the study's findings, including information gathered from all respondents on future possibilities, it is recommended that psychologists providing input should:

- Communicate with the school and work more collaboratively with school staff and parents.
- Carry out work in the school setting, when appropriate to the nature of the work.
- Provide advice to teachers on realistic strategies they can use in the classroom, including teaching methods and classroom management.
- Provide staff training, particularly in relation to learning and behaviour.
- Provide support and intervention to parents in relation to student needs.

The results of the study also have implications for the wider education system:

- Primary areas of student need relate to learning difficulties and social, emotional, behavioural and mental health needs.
- It is important for psychologists to be involved in early identification, assessment and intervention of student needs.
- It is important for psychologists to work with the ecosystem around the student, particularly school staff and parents.
- There is a need for staff training on learning difficulties, classroom management, different teaching methods, and support/further training for guidance counsellors.

Although results may not be representative of all schools in Barbados, there is a clear need for more resources to be made available in supporting students with a range of needs, including more frequent and regular access to psychologists working alongside staff and parents in the school setting.

Introduction

This evaluation explores psychological input into schools in Barbados over an academic year (2014-2015). The term *psychological input* is used throughout to mean input from a psychologist or a psychology service/group of psychologists. The term encompasses the diverse range of roles and functions that a psychologist may employ with respect to schools, such as consultation, assessment, intervention, training, and strategic development. For the current evaluation, this does not necessarily involve an actual visit to a school from a psychologist.

Rationale

The purpose is to gain a sense of what, if any, psychological input occurred in schools in Barbados over an academic year, including the nature of the input, the frequency of the input and which psychology professional was involved. The study also seeks to explore attitudes and perceptions of school principals about the psychological input and future possibilities. It is exploratory in nature, rather than evaluative, because such a study has never been undertaken in Barbados. Since “psychology is in its early stages of development in Barbados” (Maynard, 2013, p. 236) some comparisons will initially be made between Barbados and England to elucidate the local context.

Psychologists in England and Barbados: A Comparison

In England, practicing psychologists are regulated and registered by the HCPC (Health and Care Professions Council). In Barbados they are registered with the Paramedical Professions Council (PPC). Table 1 highlights the psychology professions that can be registered in both countries, and includes the most recent information available on the number of registered psychologists. In Barbados, the majority of PPC-registered psychologists are in private practice. Table 2 highlights the number of psychologists currently employed by the Barbados government.

Table 1

A Comparison of Registrable Psychology Professions in England and Barbados

Psychology profession	England		Barbados	
	Registrable	N ^a	Registrable	N ^b
Clinical psychologist	Yes	9,366	Yes	17
Counselling psychologist	Yes	--	Yes	7
Educational psychologist	Yes	2,935	Yes	2 ^c
Forensic psychologist	Yes	--	No	
Health psychologist	Yes	--	No	
Occupational psychologist	Yes	--	No	
Sport and exercise psychologist	Yes	--	No	

^aNumber of psychologists in 2016 registered with the HCPC (Health Education England & National College for Teaching and Leadership [HEE & NCTL], 2016).

^bNumber of psychologists in 2015 registered with the PPC (Barbados Government, 2015). In addition to the above, there were three psychologists registered under the generic term, "psychologist."

^cI am one of the educational psychologists

Table 2

Number of Psychologists Employed by the Barbados Government

Government ministry	Government unit	N ^a
The Ministry of Education, Science, Technology and Innovation (MES)	Student Support Services	1
The Ministry of Social Care, Constituency Empowerment and Community Development	Child Care Board	1
The Ministry of Health	Psychiatric hospital	4
	Children's Development Centre	1
Ministry of Home Affairs	Prison Department	2

^aNo information was available to me regarding whether these posts are full-time or part-time.

Psychological Input into Schools in England

Psychological input into schools in England is primarily provided by Educational Psychologists (EPs). Every school has access to an EP, typically through a process involving the school's Special Educational Needs

Coordinator (SENCO). Local authorities, which operate psychology services to schools, employ the majority of EPs in England (National Association of Principal Educational Psychologists [NAPEP], 2015). However, an increasing number of psychologists and psychology services are privately contracted or employed directly by schools and academies (HEE & NCTL, 2016). Parents whose children attend government schools pay no direct charge for EP services, unless they choose to access a private psychologist. EPs provide a statutory function: that of providing psychological advice for Education, Health and Care (EHC) plans, as outlined in the Special Educational Needs and Disability (SEND) Code of Practice (Department for Education [DfE], 2015), as well as a range of roles and functions outlined by the HCPC (HCPC, 2015).

Psychological Input into Schools in Barbados

Psychological input into schools in Barbados is not coordinated as a psychology service as would be understood in England, and is not the specific remit of EPs. The MES's Student Support Services unit, established in 1997, is responsible for "support to parents/guardians, teachers and guidance counselors to ensure that the behavioural, emotional, social and intellectual needs of children are met in a holistic way" (MES, 2015). This unit comprises one senior psychologist, two social workers and one education officer. The MES also contracts other psychologists to work with children. Access to the psychologists who work for the government is free, but waiting lists can be very long. Schools do not typically have SENCOs: referrals to the Student Support Services unit are processed through the school principal.

Barbados has a draft special needs policy (MES, 2008) but it is not "clearly articulated" (United Nations International Children's Emergency Fund [UNICEF], 2014, p. 6). Psychologists do not perform a statutory function in their work with students and schools. Each of the government secondary schools has at least one guidance counselor (GC) assigned to it. Approximately 50% of GCs have a Masters degree, some of whom have an MSc. in Counselling

Psychology offered by the University of the West Indies (UWI) in Barbados (Maynard, 2014).

Other sources of psychological input to schools come from psychologists employed directly by schools, psychologists employed by charities, or psychologists in private practice, who typically employ a fee for their services. In her review of the status of psychology in Barbados, Maynard (2013) states that “education for those children with learning disabilities, as well as developmental challenges and sensory disabilities has been slow to develop” and “the need for psychology is evident” (p. 228). Appendix M (page 238) provides information on the number of students in Barbadian schools.

Possible Methods of Data Collection, Analysis and Design

There has been no previous evaluation of psychological input into Barbadian schools, although UNICEF has undertaken research of relevance to psychologists working in schools. For example, Drakes (2014) investigated learning difficulties in 26 primary schools using questionnaires and interviews with teachers and parents to identify the possible learning challenges of a sample of 405 students aged eight to nine. UNICEF (2014) used questionnaires, observation, interviews and focus groups to provide an evaluation of special needs education in four special schools or units. UNICEF has also been involved in setting strategic imperatives for Barbados in conjunction with the Organisation of Eastern Caribbean States (OECS) and their Education Sector Strategy (OESS). The strategic imperatives include goals relevant to psychologists, such as improving teachers’ professional development and the quality of teaching and learning (UNICEF & OECS, 2013).

Because there is no existing standard in Barbados with which to evaluate psychological input to schools, I explored designs and methods of data collection and analysis used in England. Nationally, the Department for Education and Employment [DfEE] (2000) and Farrell et al. (2006) have reviewed the role and function of EPs and EP services. Workforce surveys have

been commissioned (DfE, 2014; NAPEP, 2015), and most recently, a review of training arrangements has been published (HEE & NCTL, 2016). Locally, most authorities engage in the practice of evaluating their educational psychology service (Hampshire Educational Psychology Service [HEPS], 2010). In 2010, NAPEP commissioned research into how educational psychology services evaluate themselves. From the sample of 23 services, 19 sought feedback from schools about the quality of the service that had been delivered, typically on an annual basis (HEPS, 2010). Stakeholder surveys, using online or postal questionnaires, were found to be the most common method. Questions to schools were typically designed “to gauge their perception of the service and whether promised service standards had been met” (HEPS, 2010, p. 8). To evaluate the impact of the service, nine services reported that they monitored outcomes, using some form of scaling system to ascertain whether improvement had occurred. Four services related these evaluations to the national Every Child Matters (Department for Education and Skills [DfES], 2003) outcomes, which were in use at the time. Because a survey is the most common method for collecting data on psychological input to schools, I decided this would be the most appropriate method for gathering data for the current study. Because there is no coordinated psychology service to schools in Barbados, and no standards from which to evaluate, I decided the survey would be exploratory rather than evaluative.

HEPS (2010) also found that some educational psychology services used existing models of evaluation, such as the Friedman model (Friedman, 2005) and the Research and Development in Organisations (RADIO) approach to research design (Knight & Timmins, 1995). The Friedman model was not appropriate to the current study because the aim was not to investigate accountability. The RADIO approach has been used to carry out research in schools and local authorities in England (Ashton, 2009; Timmins, Shepherd & Kelly, 2003) and I initially intended to use this approach to clarify concerns

with the MES and to subsequently agree the focus, as a starting point to designing the survey. Unfortunately this was not possible due to time commitments from staff at the Student Support Service unit, so the survey was designed to meet the objectives I identified for the study.

Aim and Objectives

Aim

- To provide an exploration of psychological input into schools in Barbados over an academic year (2014-2015).

Objectives

- To ascertain whether schools in Barbados received psychological input during the academic year 2014/2015.
- To gain information on the psychology profession of the psychologist(s) providing psychological input.
- To gain information on who employs the psychologist(s) providing psychological input.
- To ascertain the frequency of visits to a school from a psychologist.
- To explore the nature of the psychological input.
- To evaluate the attitudes and perceptions of school principals (or a member of staff in a leadership position in school) in relation to psychological input.
- To investigate future possibilities in relation to psychological input.

Method

Participants

All registered schools in Barbados providing primary and/or secondary education were included in the study. A total of 130 schools were contacted: 69 government primary schools, 23 government secondary schools, 7 special schools (government and private) and 31 private schools (some of which are assisted by the government). Only those institutions with school age children (5 to 16 years) were selected, although some of those schools included pre-school

provision or a sixth form. The decision was made not to include institutions that were solely nursery or pre-school, mainly due to the difficulties in accessing a database of these institutions. Post-secondary (from 16 years) non-tertiary and tertiary educational establishments were not included.

Measures

A questionnaire (Appendix N, page 237) was designed to answer the aim and objectives of the research, by surveying stakeholders' views about psychological input into their school. The questionnaire included closed and open-ended questions, multiple choice/response questions and rating scales to provide quantitative and qualitative information. Table 3 summarises how the questions in the survey link to the objectives of the study and to previous evaluations or sources of information.

An online survey was chosen, rather than a postal survey, primarily due to the costs involved in sending a paper-based survey to 130 schools. An investigation into different online survey tools showed *Google Forms* to be the most appropriate in relation to cost, ease of use and number of participants allowed. It also enabled me use a mail merge programme to email the survey, ensuring that each participant received a personal greeting, and for me to be notified when the email had been opened. Advice from Brewerton and Millward (2001) and Cohen, Manion and Morrison (2011) was observed in the questionnaire design and layout.

Procedure

Towards the end of the academic year 2014-2015, school principals from the 130 schools were emailed with details about the study (email 1, Appendix O, page 243) including a link to the online questionnaire. Names and email addresses of school principals were gathered from the MES (listing school emails with MES domain names for government schools), online searches and school websites, before being placed into a mail merge programme.

Table 3

Questionnaire Design

Question(s)	Link to objective	Type of question	Link to previous evaluations/information
Respondents were asked to provide demographic information on each school: the school type and education phase, the number of students on roll, and the role of the person completing the questionnaire.		Multiple choice. Open-ended in relation to number of students on roll.	All evaluations in England have included some form of demographic information of respondents.
Respondents were asked whether or not their school had received input from any of the PPC registrable psychology professions over the academic year 2014-2015 ^a	To ascertain whether schools in Barbados received psychological input during the academic year 2014/2015. To gain information on the psychology profession of the psychologist(s) providing psychological input.	Multiple choice matrix Multiple choice matrix	
Respondents were asked for information on who employs the psychologist(s).	To gain information on who employs the psychologist(s) providing psychological input.	Multiple choice matrix	Psychological input to schools in Barbados is not necessarily the specific remit of educational psychologists.
Respondents were asked how many actual visits they had received from each of the PPC registered psychologists.	To ascertain the frequency of visits to a school from a psychologist.	Multiple choice matrix	
Respondents were asked how many students had received input from a psychologist.		Open ended question on number of students	

Question(s)	Link to objective	Type of question	Link to previous evaluations/information
Respondents were provided with a list of possible forms of psychological input and asked to indicate which ones they had received.	To explore the nature of the psychological input.	Multiple response	The list of possible forms of psychological input was generated from information provided on the roles of psychologists in schools (British Psychological Society [BPS], n.d.; Barbados Society of Psychology [BSP], 2016; Her Majesties Inspectorate of Education [HMIe], 2007).
Respondents were asked to state the areas of student need/concern they had received psychological input on.	To explore the nature of the psychological input.	Multiple response	Categories were provided to respondents in relation to the SEND Code of Practice (DfE, 2015) areas of need.
Respondents were asked questions to gauge their attitude towards the psychological input received.	To evaluate the attitudes and perceptions of school principals ^b in relation to psychological input.	Six Likert scale questions	Two of the Likert scales asked about teaching methods and inclusion, which linked directly to the strategic imperative “avenues” (UNICEF & OECS, 2013, p. 53): a change in teaching methodology from rote learning to more child centred approaches, and inclusive education.
Respondents were asked questions to gain their perceptions about what had been/had not been useful about the psychological input received.	To evaluate the attitudes and perceptions of school principals ^b in relation to psychological input.	Two open-ended questions	Most surveys on psychological input to schools in England are designed to gather perceptions of the service (HEPS, 2010).
All respondents were then given the opportunity to answer four open-ended questions about possible psychological input in the future.	To investigate future possibilities in relation to psychological input.	Four open ended questions	One of the questions on specific areas of concern that the respondents would like psychological input on, provided suggestions related to the SEND Code of Practice (DfE, 2015) areas of need.

^aIf schools had not received any input, the survey then asked them questions about psychological input in the future (final section in the table).

^bOr a member of staff in a leadership position in school.

Some private schools did not have a published email address, so these schools were contacted by telephone to ask for this information. A separate email was also sent to 15 guidance counsellors (email 2(GC), Appendix O) in the government secondary schools. I did not have access to the email addresses for the remaining school guidance counsellors. A follow up email (email 2(P), Appendix O), and in some cases a telephone call, was made one to two weeks after the initial email was sent out, to schools that had not yet opened the email. A final email was then sent (email 3, Appendix O) to thank participants for their time and to give them a further opportunity to complete the survey. Figure 1 outlines the process of email correspondence to schools.

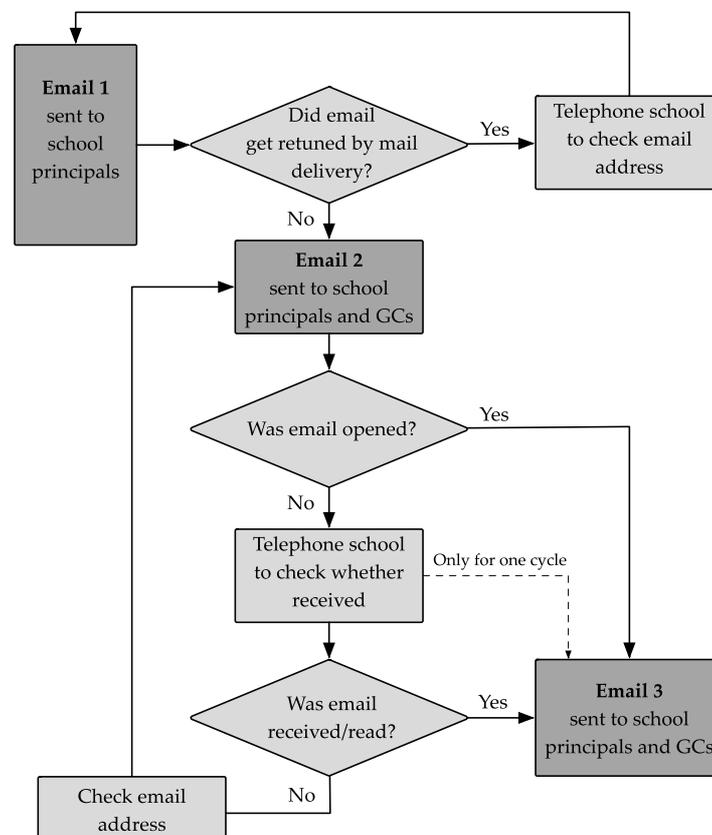


Figure 1. Flowchart of the process of email correspondence to schools. Email 1 was sent to school principals between 15th and 17th June 2015. Approximately 10 telephone calls were made due to mail delivery errors. Email 2 (a separate email for school principals and GCs) was sent between 22nd and 26th June 2015. Approximately 25 telephone calls were then made if the Google Forms service indicated that the email had not been opened. Email 3 was sent between 24th and 27th July 2015. The Barbadian school year ended on 2nd July 2015. Appendix O (page 243) displays the text used in the emails.

The data collected was automatically added to a spreadsheet by the Google Forms service and was then analysed using descriptive statistics. Thematic analysis, which is “a method for identifying and analysing patterns in qualitative data” (Clarke & Braun, 2013, p. 120), was used to examine answers from the open-ended questions. Following Braun and Clarke’s (2006) phases of thematic analysis, responses were copied verbatim and coded, before generating, reviewing and naming themes (Appendix P, page 246).

Ethical Issues

Formal approval to carry out the evaluation was gained from the Barbados Ministry of Education, Science, Technology and Innovation (Appendix Q, page 258). Information provided in the email correspondence to schools (Appendix O, page 243) assured anonymity for the participants.

Results

Demographic Profile of Respondents

A total of 130 schools were surveyed and 26 responded. This represented a response rate of 20%. Figure 2 summarises the demographic information from respondents. A further demographic breakdown is provided in Appendix R (page 259).

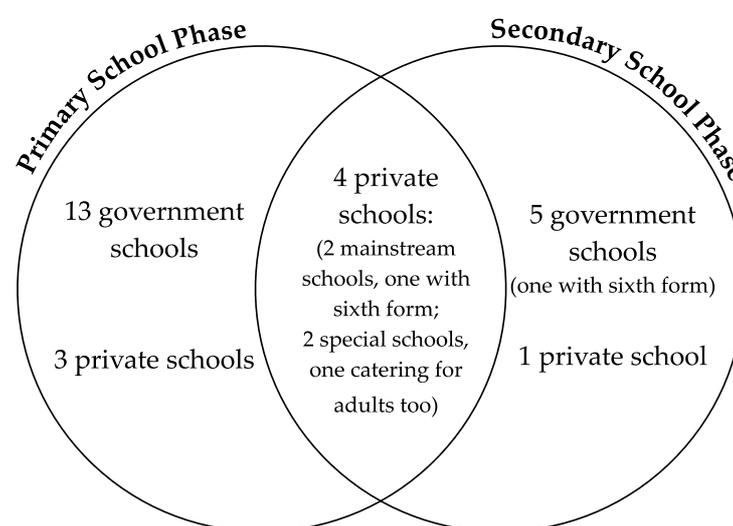


Figure 2. Demographic information on respondents’ school phase and type; N=26.

Of the 26 responses, 62% of schools were from the primary phase, 23% were from the secondary phase and 15% of schools comprised of both primary and secondary phases. The four schools comprising both phases, were all private schools: one also had a sixth form and one was a special school that also catered to sixth form students and adults. Private schools accounted for 31% of the 26 responses ($n=8$). Two of the eight private schools were special schools. Government-funded schools accounted for 69% of the responses ($n=18$). None of the government-funded schools were special schools. Figure 3 displays the role of the person in the school who completed the survey.

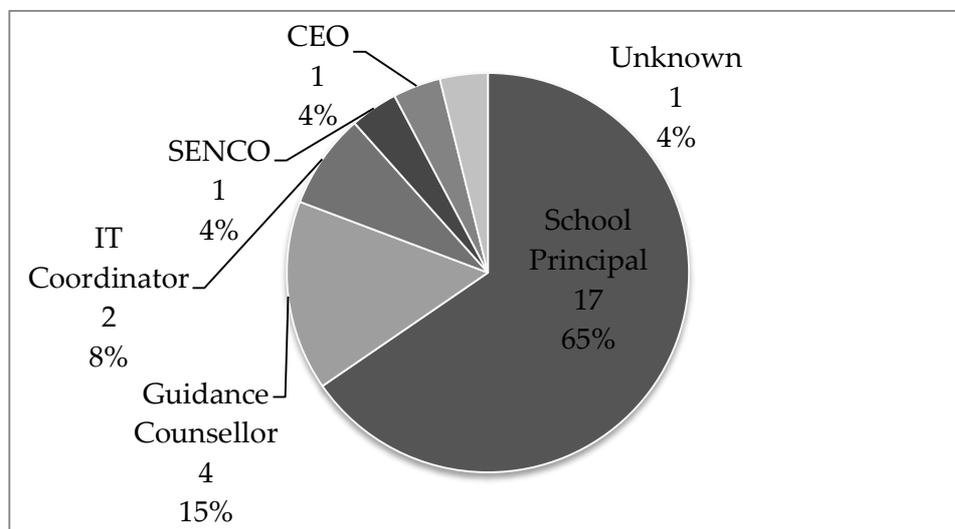


Figure 3. Role of person in school completing the survey. The IT coordinators were also senior teachers. One respondent did not provide information on their role. Percentages are provided from the sample of 26 schools, rounded to the nearest whole number.

The numbers of students on each school's roll ranged from 40 to 1200 ($N=11,312$; $M=435.08$; $SD=337.34$).

Psychological Input over the Academic Year 2014-2015

From the 26 respondents, 62% ($n=16$) stated that they had received psychological input over the academic year 2014-2015; 38% ($n=10$) stated they had not. Out of the 16 schools that received psychological input, five were private schools (none of whom were the private special schools). This means that five out of the six non-special private schools received psychological input

and 11 of the 18 government schools received psychological input. Out of the 11 government schools that received psychological input, four (out of a total of five) were from the secondary phase and seven (out of a total of 13) were from the primary phase.

Each respondent was asked to state whether or not they had received input from each of the three PPC registrable psychology professions over the academic year. Responses are displayed in Figure 4.

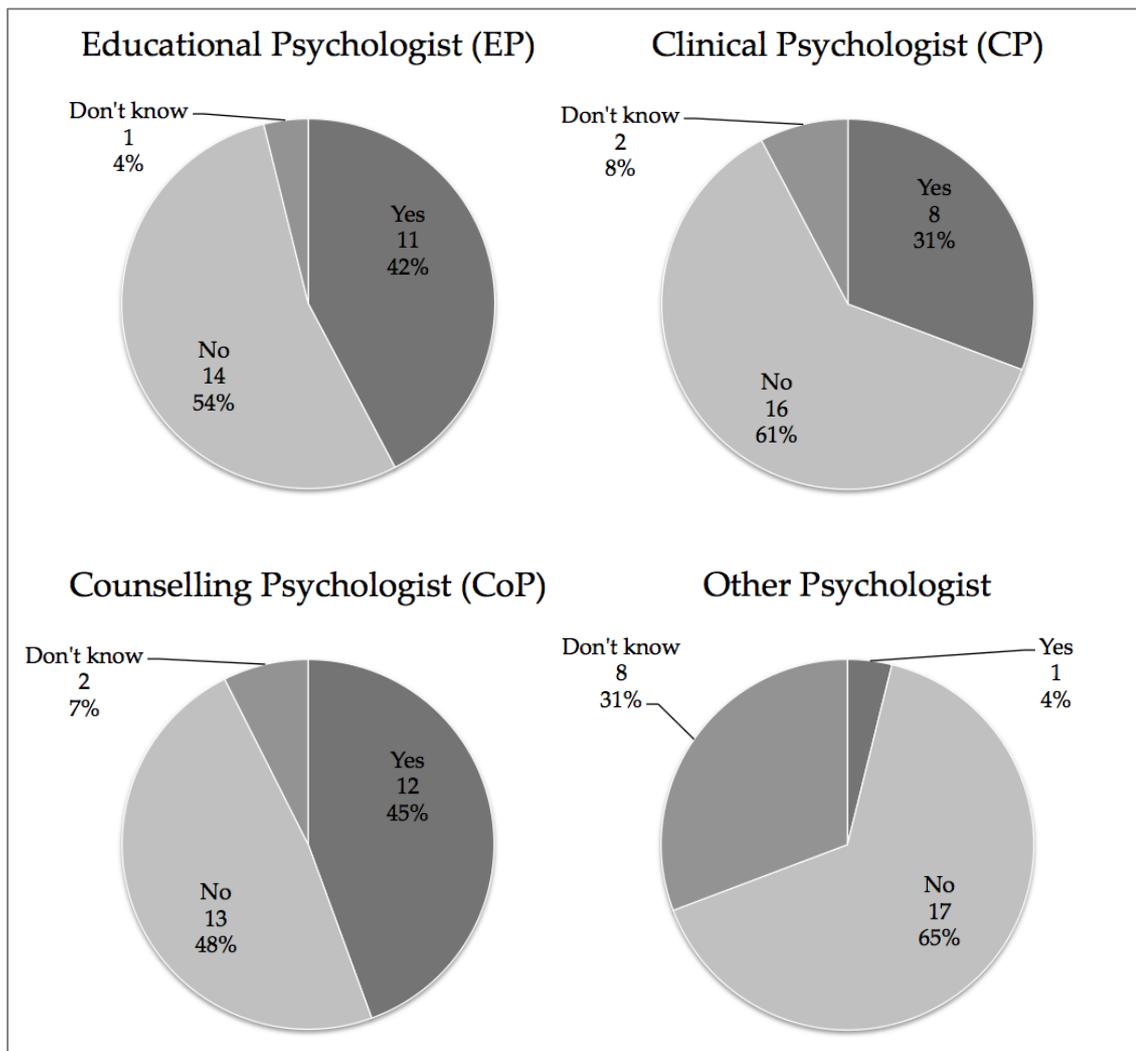


Figure 4. Psychological input according to psychology profession. For the 2014-2015 academic year, in response to the question, “During this academic year (since September 2014) have you received input in your school from any of the following psychology professionals?” The three registrable psychology professions of educational psychologist, clinical psychologist, counselling psychologist were listed, along with “other” psychologist. Percentages are provided from the sample of 26 schools, rounded to the nearest whole number.

Employer of the psychologist(s) providing the psychological input.

Respondents were asked which organisation employed the psychologist(s) that provided input to their school. Figure 5 provides a breakdown of responses.

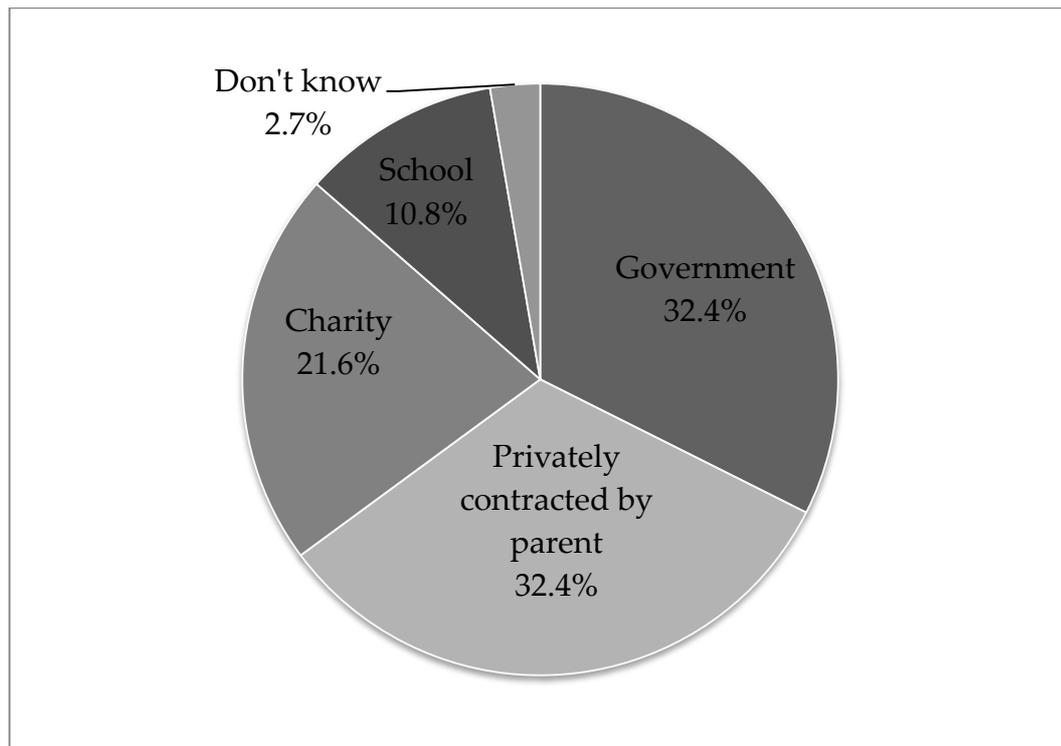


Figure 5. Overall breakdown highlighting which organisation employed the psychologist(s) that provided the psychological input. These percentages (rounded to one decimal place) were calculated from the 16 schools. Each school was presented with the statement: “The following organisation employs the psychologist(s) that my school has received input from” for EPs, CPs, CoPs and “other” psychologists respectively. There were a total of 37 responses, highlighting that many of the schools received input from more than one type of psychology professional.

As shown in Figure 5, from a total of 37 responses, the two equally prominent employers of psychologists providing input to schools were the government and those privately contracted by parents, each with almost a third of the total. Of the 12 schools receiving psychological input provided by government, six received input from an educational psychologist, five from a counselling psychologist and one from a clinical psychologist. The design of the questionnaire did not enable any further information to be gathered with regard to which government department the psychological input was from, nor

whether the government contracted out the work.

Of the psychologists privately contracted by parents, five schools received input from a clinical psychologist, four from an educational psychologist, two from a counselling psychologist and one from an “other” psychologist. Charities provided just over a fifth of the psychological input. Of this, four schools received input from a counselling psychologist, two from a clinical psychologist, one from an educational psychologist and one from an “other” psychologist. Just over a tenth of the psychological input was provided by the schools themselves. Of these, two were from a counselling psychologist, one from an educational psychologist and one from a clinical psychologist. The design of the questionnaire did not enable any further information as to whether the school directly employed the psychologist, or whether they commissioned a psychologist to provide input.

It should be noted that there is slight variation in the data presented between Figures 4 and 5. This is because four of the schools differed in their answers. For example, one school answered “no” to the question “During this academic year (since September 2014) have you received input in your school from any of the following psychology professionals? [Educational Psychologist],” but answered “privately contracted by parent” to the statement “The following organisation employs the psychologist(s) that my school has received input from: [Educational Psychologist].”

Number of students receiving psychological input. Of the 16 schools that received psychological input over the academic year, 15 of them provided information on the number of students reached. The total number of students receiving input was 182, ranging from between 1 and 40 for each school ($M=12.13$, $SD=10.10$). This equates to 1.6% of the total students in the sample.

Nature of the psychological input. As can be seen in Figure 6, the psychological input into schools comprised a number of different forms.

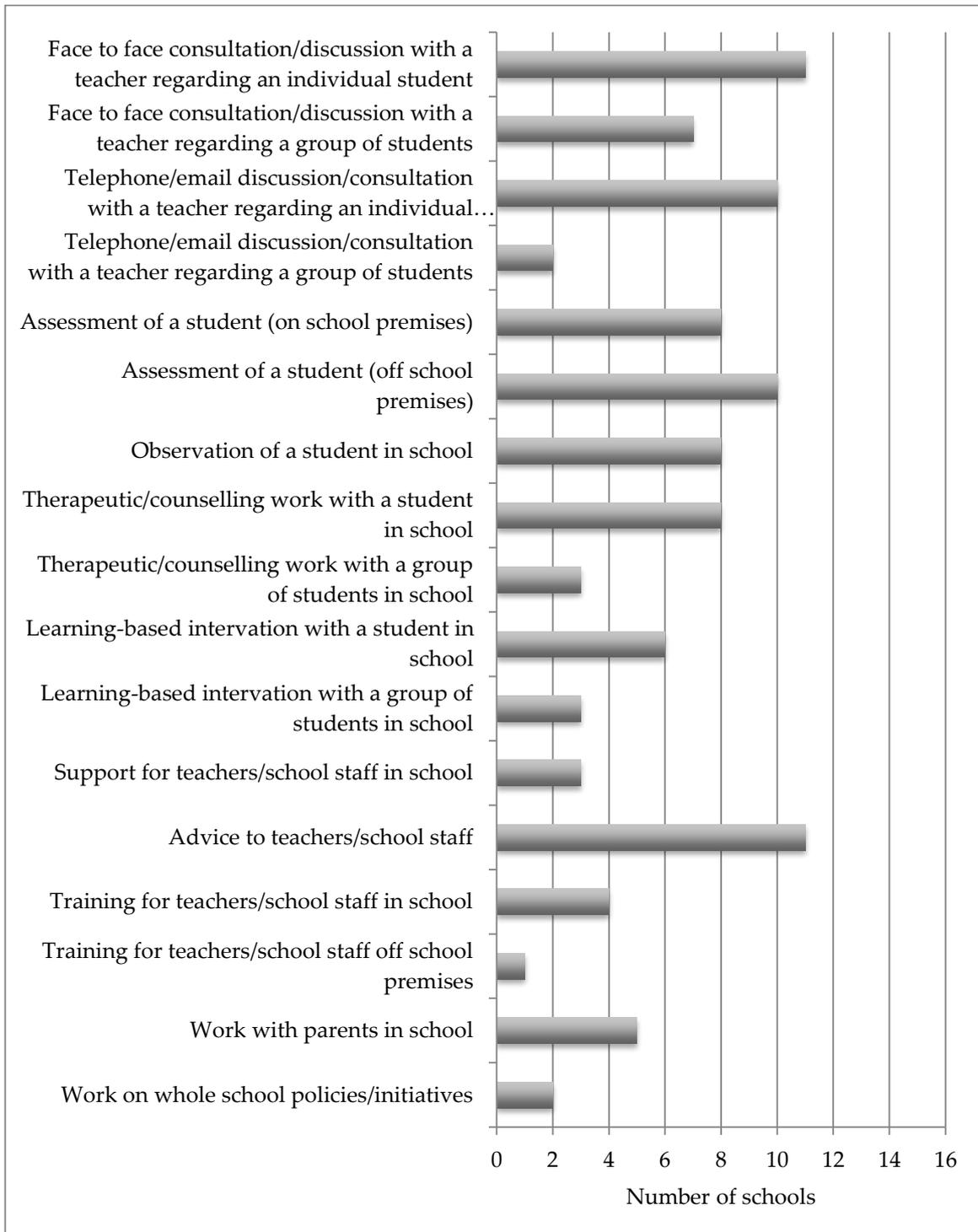


Figure 6. The different forms of psychological input to schools.

Much of the psychological input to schools related to individual student needs: either through direct face-to-face consultation with a teacher, a telephone or email discussion, assessment, observation, or intervention. The

broad areas of student need/concern that schools received input on are highlighted in Figure 7. Results suggest that all the schools in receipt of psychological input did so in relation to the social, emotional and mental health needs of their students (including behaviour difficulties). Over half the schools received psychological input on learning difficulties (56%).

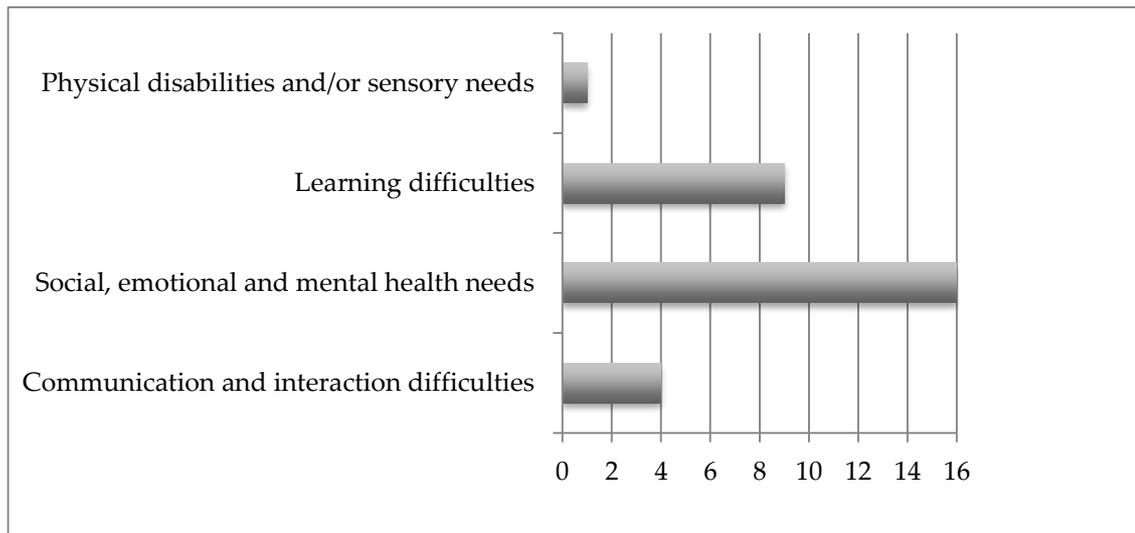


Figure 7. Areas of need/concern for which schools received psychological input. Categories were provided to respondents and relate to the SEND Code of Practice (DfE, 2015) four broad areas of need and support. Further information was provided to respondents to clarify the categories of SEN: “Communication and interaction (such as autism spectrum disorder, or speech and language difficulties);” Social, Emotional and Mental Health difficulties (including behaviour difficulties)”

As illustrated in Figure 6, not all the psychological input related to individual student needs. Some of the psychological input occurred regarding groups of students: either through direct face-to-face consultation with a teacher, a telephone or email discussion, or intervention. Eleven of the schools stated that psychological input had included advice to teachers/school staff.

Only five schools indicated that psychological input had involved work with parents in school. Even less psychological input related to the wider school system. Four of the sixteen schools said they had received staff training from a psychologist in their school, and one school said there had been training from a psychologist off school premises. Only two of the schools had received

psychological input on whole school policies or initiatives.

Frequency of psychologists' visits to schools. Although 62% of schools that responded ($n=16$) stated they had received input from a psychologist, actual visits to schools from a psychologist were much less, as illustrated in Table 4.

Table 4

Frequencies and Percentages for Visits from a Psychologist

	Frequency (and percentage)		
	Educational psychologist	Clinical psychologist	Counselling psychologist
Every day	1 (6.25%)	1 (6.25%)	0
Once a week	0	1 (6.25%)	7 (43.75%)
Once a month	0	0	0
Once a term	3 (18.75%)	0	0
Once a year	3 (18.75%)	2 (12.5%)	2 (12.5%)
No visits during academic year	9 (56.25%)	12 (75%)	7 (43.75%)
Total	16	16	16

Note. There were no visits reported from an "other" psychologist for the academic year 2014-2015.

A comparison of Table 4 and Figure 4 shows that although eleven schools received input from an educational psychologist (Figure 4), only seven of these schools were visited by an EP (Table 4). Eight schools received input from a clinical psychologist, but only four of these schools were visited by a CP. Twelve schools received input from a counselling psychologist and nine were visited by a CoP.

Table 4 also highlights the frequency of visits to schools from each of the three PPC registrable psychology professions. It is possible that some of the visits "every day" and "once a week" from a psychologist, shown in Table 4, were from psychologists provided by the schools themselves. Figure 5 highlights that 10.8% of psychological input was provided by schools. This figure consisted of one EP, one CP and two CoPs, which is likely to account for four of the ten daily or weekly visits. This leaves five schools who received a

visit each week from a counselling psychologist and one school that received a visit either every day or each week from a clinical psychologist. The design of the questionnaire did not enable any further information with regard to who employed these six psychologists. The majority of schools received no on-site visits from a psychologist during the academic year 2014-2015.

Attitudes and Perceptions Towards Psychological Input Received

Attitudes towards psychological input was provided by all 16 schools that had received input. Overall, schools agreed that psychological input was positive and useful, as shown in Table 5.

Table 5

Attitudes Towards Psychological Input

Psychological input has:	Average score and rating		
	Mean	Mdn/Mode ^a	Description
Been positive	4.06	4	Agree
Been useful	4.06	4	Agree
Enabled improvement in the student(s)	3.56	4	Agree
Enabled improvements in the skills/knowledge of school staff	3.06	3	Neutral
Enabled the school staff to use different methods to meet the needs of the student(s)	3.13	3	Neutral
Enabled the student(s) to be more included in the school environment	3.38	3	Neutral

Note. The results are from a 5-point Likert scale ranging from 1 (*strongly disagree*), 2 (*disagree*), 3 (*neither agree nor disagree/neutral*), 4 (*agree*) to 5 (*strongly agree*); $n=16$.

^aThe median and mode are presented together because the calculations produced the same values.

It was generally agreed that the input enabled improvement in the student, although this did not necessarily lead to more inclusion in the school environment. The psychological input had less impact on enabling school staff to use different methods of meeting the needs of the student(s), and of enabling improvement in their skills and knowledge, where respondents, on average,

neither agreed nor disagreed with the statement presented. Further qualitative information on the perceptions of the psychological input was provided through a thematic analysis of two open-ended questions about what was useful or not useful about the psychological input received. Appendix P (page 246) displays all the responses, including coding and theme generation.

What was useful about the psychological input? The responses to the question, “What have you found most useful in relation to the psychological input you have received?” generated four themes, presented in Table 6.

Table 6:

Themes and Example Quotes: How Psychological Input to Schools Was Useful

Theme	Example quotes
Identification of need and information/suggestions/advice	<p>“A better understanding of the student's difficulties and suggested ways in which teachers can help.”</p> <p>“Helping to diagnose and identify some behavioural and learning challenges.”</p>
Student engagement, support and improvement	<p>“The students are now better able to identify their triggers, and have learnt different ways to cope.”</p> <p>“Students look forward to these sessions.”</p>
Collaborative working	<p>“Parents have been included in the process.”</p> <p>“The psychologist has kept the Guidance Counsellor up-to-date with the work being done with the student, and has informed the GC as to what the school needs to do to support what she is doing and the student.”</p>
Availability and immediacy	<p>“Those who have come to the school have been able to see the reality of situations we are dealing with and have helped by offering real-time suggestions.”</p> <p>“Accessibility to professional knowledge and expertise in both on the spot action which may be required - parents, students, teachers - and information which can be obtained on a proactive, theoretical level.”</p>

The theme of *Identification of need and information/suggestions/advice* was the most salient. In their comments, some schools also added that this enabled teachers to have a better understanding of the student(s), which linked to the

theme of collaborative working. Despite this, and as mirrored on the Likert scale questions (Table 5), the identification of need, providing advice through collaborative work and enabling better understanding, did not necessarily lead to changes in teacher methods in the classroom or inclusion of the student, as implied in the following comment by one of the schools:

Students look forward to these sessions and parents have been included in the process. This can only redound to the benefit of students in the long run. While some measure of improvement has been realised, this has not yet translated real changes in methodology and inclusion in the classroom. In my opinion it is a work in progress and should be continued.

Student engagement, support and improvement was also another salient theme. However, one of the comments stated: "I was told that the child was able to relate to the counselling psychologist:" implying that the psychologist engaged the student, but not the school. Collaborative working with school staff and parents was another important theme, as was availability and immediacy of the psychologist: implying that a visit to a school from the psychologist, and not solely input from a psychologist, is also important.

What was not useful about the psychological input? The responses to the question, "Is there anything that has not been useful or helpful?" generated three themes, presented in Table 7. Only six of the schools responded to this question. The results suggest that it is important for the psychologist to see the student in situ to enable an understanding of the student within the context of the school, and to provide realistic recommendations. Implied within these comments is the need for psychologists to communicate with the school and work more collaboratively.

Table 7:

Themes and Example Quotes: How Psychological Input to Schools Was Not Useful

Theme	Example quotes
Inaccurate reflection or lack of knowledge about child/setting	<p>“When testing is done on a one-on-one basis with a student, the results often do not accurately reflect what is seen in a classroom situation.”</p> <p>“Making judgements about children without seeing them.”</p>
Unrealistic recommendations	<p>“Sometimes some of the recommendations are not easily implemented.”</p> <p>“Regarding the input from the psychologists not attached to the school, many recommendations submitted are very often unrealistic in a normal classroom setting of approximately 25 students per class.”</p>
Insufficient process/practice	<p>“No formal report was sent to the school.”</p> <p>“Overall, my experience of psychological input with regards to the children and their development has not been useful. There is too much emphasis on cognitive development and intelligence at the expense of the social and emotional development of the child.”^a</p>

^aAlthough this quote was taken from the final question of “any additional comments?” it seemed appropriate to include it here.

Psychological Input in the Future

The opportunity to provide views about psychological input in the future was given to all 26 schools, regardless of whether or not they had received psychological input over the academic year 2014-2015. All respondents were asked four open-ended questions regarding future possibilities (Appendix N, page 237). Appendix P (page 246) displays all the responses, including coding and theme generation. Themes generated from each of the four questions were amalgamated to form the following master themes, highlighted in Figure 8:

- Input to individual students
- Input to the classroom and school

- Input to the home and family
- Input from the education system

The sub-theme of the importance of communication and collaboration spanned the first three master themes.

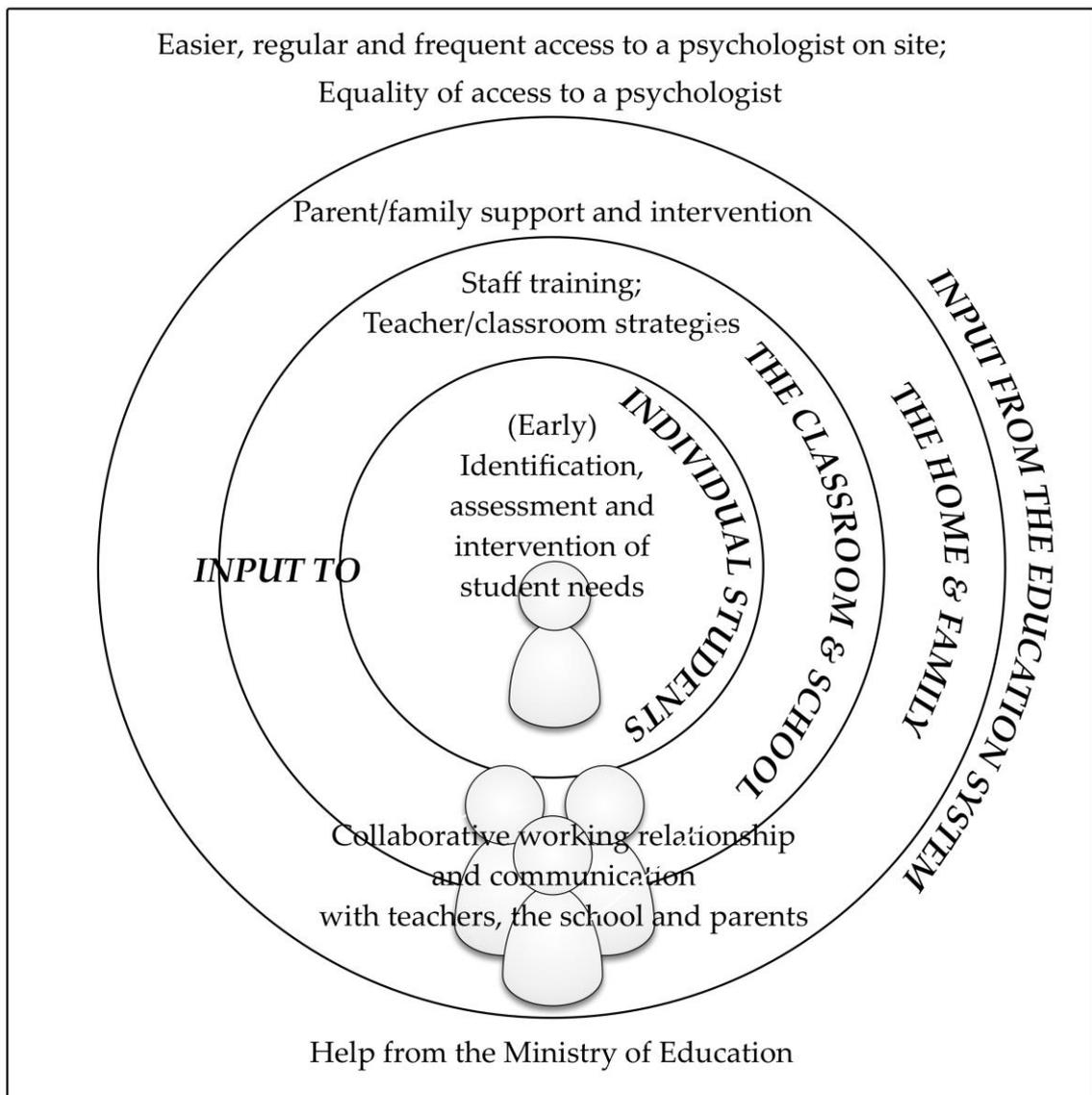


Figure 8. Master themes illustrating suggested psychological input in the future. Themes from the four open-ended questions about psychological input in the future were grouped into four master themes, presented in bold and italics. These master themes represented the ecosystem around individual students, with the salient sub-themes presented in regular text.

The themes from each of the four open-ended questions (Appendix P, page 246), which made up the overall master themes, are discussed in the following sections.

How could things be different? The responses to the question, “In relation to psychological input in your school, how would you like things to be different?” generated five themes, presented in Table 8.

Table 8:

Themes and Example Quotes: How Psychological Input to Schools Could be Different

Theme	Example quotes
Early identification, assessment and intervention	<p>“I would like the assessment of students to be done earlier so that programs can be put in place.”</p> <p>“ I would like communication from [a] professional to identify children from the school who might display learning difficulties and to follow up on providing help with those students.”</p> <p>“Most teachers are not trained nor equipped to deal with some of the behavioural challenges from students, though the teachers do try their best, and early intervention might make a difference”</p>
Staff training	<p>“Training on dealing with issues in class.”</p> <p>“Further training can be made available for all guidance counsellors, to help the students in need, since guidance counsellors are on the ground.”</p>
Collaborative working relationship and communication with school and parents	<p>“There must be communication between school and the psychologist to ensure everyone is on the same page and working towards the same goal for the benefit of the child.”</p> <p>“More frequent communication between staff and psychologist.”</p>
Easier, regular and frequent access to a psychologist (or guidance counsellor) on site	<p>“We need easy access to psychologists.”</p> <p>“More on time on the compound.”</p> <p>“The role of the educational psychologist is so diverse that there is never enough time available to meet all the needs of the school.”</p>
Equality of access, not dependent on economic status of parents	<p>“Economically disadvantaged learners are not always fully assessed. For others it's very expensive to have a full neuro-psych evaluation.”</p> <p>“I would like to have an in-school counselling psychologist as opposed to parents having to find their own.”</p>

Note. The themes are presented in order of the master themes: psychological

input to individual students, the classroom and school, the home and family, and input from the education system.

The theme of *Easier, regular and frequent access to a psychologist (or guidance counsellor) on site* was the most salient: highlighted by 18 of the schools. One respondent spoke of having to go via the psychiatric hospital to make a referral and gain an assessment of a student. The importance of early identification, including the need for psychologists to visit schools to observe children in situ was also highlighted, which related to being able to deal with issues with more immediacy. Training for teachers in classroom management, and further training for guidance counsellors was also raised. Six of the schools highlighted the importance of collaboration with the school and parents. Again, the importance of a psychologist being on site was paramount: to enable joint working and a shared understanding of the student or issues presented. For example, one of the schools stated that they had not found psychological input to be helpful because the “behavioural models and frameworks used by psychologist do not lend themselves well to the developmental model implemented at [the school]:” implying that a more collaborative approach to working may have made a difference. Equality of access was an important feature of how psychological input to schools could be different: not reliant on parents’ ability to pay for the service.

What would you like more of? The responses to the question, “In relation to psychological input, what would you like more of?” generated five themes, presented in Table 9. Regular and frequent access to psychologists was, again, the most salient theme, illustrated by 10 of the schools, with some of them linking this to the need for more resources from the MES. Similarly to the responses shown in Table 8, Table 9 highlighted the need for assessment and intervention. Again, the importance of collaboration and communication arose, with subthemes of availability of psychologists and the importance of being on site.

Table 9:

Themes and Example Quotes: What Schools Would Like More of

Theme	Example quotes
Assessment and intervention	<p>"I believe that more can be done with regards to the formal assessment and diagnostic process."</p> <p>"Appropriate teaching strategies to use with students with behavioural and learning difficulties."</p>
Staff training	<p>"Opportunities to provide workshops for teaching/support staff who are themselves not trained."</p>
More collaboration/communication with school staff and parents	<p>"One to one sessions in which consultations can be easily obtained. Conferences in which all stakeholders including psychologists will be present."</p> <p>"I would like more sessions for parents to help them deal with the issues being faced by their teenagers."</p> <p>"Educational and behavioural assessments of referred cases made available to the Principal along with regular discussions, meetings and visits."</p>
Regular/frequent access to psychologists	<p>"A visit or some input at least twice a year to each Primary school."</p> <p>"Psychologists' presence in School to see the child. (I know it's not always possible)."</p> <p>"Six week visits to discuss problems being faced by difficult students and short sessions for the named students."</p>
Help from the MES	<p>"There is a need for more resources from the Ministry of Education in terms of providing help with those children who have challenges."</p>

Note. The themes are presented in order of the master themes: psychological input to individual students, the classroom and school, the home and family, and input from the education system.

Specific areas of future psychological input. Figure 9 highlights the areas of student need/concern for which schools would like psychological input in the future. It is clear that the main areas of need relate to learning difficulties and social, emotional and mental health needs, including behaviour difficulties.

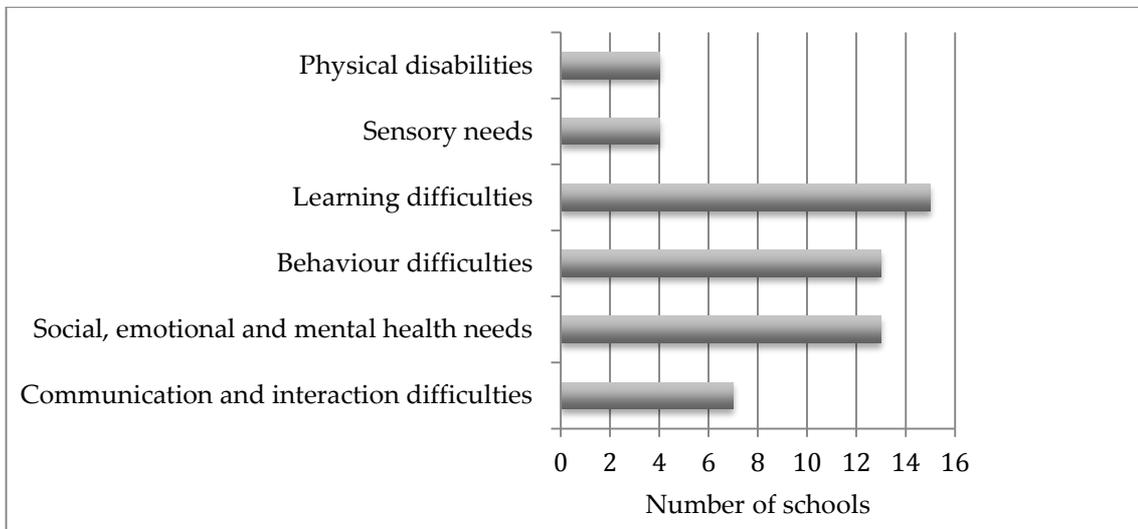


Figure 9. Areas of need/concern for which schools would like psychological input in the future. The six areas of need/concern were provided to respondents, and relate to the SEND Code of Practice’s (DfE, 2015) four broad areas of SEN need and support. The DfE’s (2015) SEN category of “social, emotional and mental health” need was split to include a separate area of need/concern: that of “behaviour difficulties.” The DfE’s (2015) SEN category of “sensory and/or physical needs” was split into two separate areas of need/concern: “physical disabilities” and “sensory needs”. Appendix P (page 246) displays all the responses from participants.

In addition to these individual student needs, other responses referring to specific areas of psychological input in the future, produced the following four themes:

- Teacher/classroom strategies
- Early identification and intervention
- Staff training
- Parent/family support and intervention

Again, with regard to the above four points, comments were similar to those that have already been presented, although responses were more specific in relation to the type of staff training required; including training on learning difficulties, and dealing with students “who display emotional and mental health problems.” Responses were also more specific with regards to parent/family support and intervention, including family therapy and supporting schools in their communication with parents, “so as to assist in

bringing them on board to assist in the remediation process.”

Additional comments. Respondents were also given an opportunity to add any other comments. Appendix P (page 246), displays all the responses, including coding and theme generation. The generated themes generally matched those already presented, particularly the importance of early identification and assessment, and the need for more support from the MES and wider systems, as illustrated in the following quote from a school that did not receive any psychological input: “More dialogue is vital and early intervention by the Ministry of Education is essential to identifying and treating problems with our children at the Primary level before they go on to the Secondary level.”

Discussion

This evaluation presents the findings of an exploration into psychological input to schools in Barbados during one academic year (2014-2015). An online survey was emailed to all 130 schools on the island, attracting a response rate of 20%. Data was analysed using descriptive statistics and thematic analysis (Braun & Clarke, 2006).

Although 16 of the 26 schools that responded received psychological input, primarily from counselling psychologists, on-site visits to schools was less. The majority did not receive an actual visit, and for those that did, this was typically once a year or once a term. The government employed a third of psychologists, parents privately contracted a third, and charities or schools employed a third.

Input to schools mostly related to individual students, through consultation, assessment, intervention, and advice, particularly regarding social, emotional and mental health needs. Maynard (2014) states that “minimal emphasis on social-emotional concerns continues to be reinforced within the education system”(para. 8) which could account for this being the primary area of need. Psychological input relating to the wider school system, such as work

with parents, staff training and strategic development, was less common. Overall, schools that received psychological input found it to be useful and positive. The input led to some improvements in the students. School staff valued input in helping to identify needs and attaining advice. Collaborative working with school staff and parents was important, as was the psychologist being available on site.

Input was not useful when psychologists presented an inaccurate reflection of the student and provided unrealistic recommendations: implying the need to see the student in situ and the importance of communication and collaboration with the school. This mirrored future possibilities, where collaborative working with the school and parents was an important thread, along with the importance of early identification and assessment of student needs (particularly learning difficulties and social, emotional and mental health needs), supporting school staff with strategies (including staff training) and providing support to parents. Schools also highlighted the need for more support from the MES in the future, including more frequent and regular access to a psychologist on site.

Although focusing on learning difficulties, rather than psychological input, Drakes (2014) survey into 405 students in Barbadian schools, also highlighted the importance of early identification, staff training and collaboration between teachers and parents. Similarly, UNICEF (2014) found staff training to be an issue, along with the need for more support from the MES in providing a national special education curriculum and “a need for a cadre of professionals to be trained to deliver multi-factorial assessments to assist the student services section in the Ministry of Education and teachers at schools with identification and assessment of students’ impairments” (p. 3).

These themes concerning psychological input in the future reflect the importance of the ecosystem around the student: that of the microsystem (school and family), mesosystem (interconnections between the family and

school) and exosystem (education system) (Bronfenbrenner, 1979).

Bronfenbrenner's (1979) model also included a macrosystem: the cultural environment of the child. Some of the issues in the Caribbean regarding psychological, social and health concerns originate in the legacy of colonialism, where psychological input can make an impact (Maynard, 2013; Ward & Hickling, 2004). In spite of this, the profession of psychology is in its infancy in Barbados. It is possible that the "lack of public awareness of psychological science and practice, conflicts with religious beliefs, stigma surrounding mental illness [and] cost of therapy," (Maynard, 2013, p. 233-234) were issues that may have accounted for not only the lack of visits to schools from psychologists, but also the lack of overall respondents to the survey.

Limitations

Due to the low response rate, the results may not be representative of all schools in Barbados, so caution is needed in generalising the results and making the inferences. The study assumes an awareness of the different psychology professions in Barbados. Maynard (2013) and Ward and Hickling (2004) believe there may be confusion with regards to this, illustrated in the current study by a slight variation in responses to two of the questions about the psychology profession of psychologists providing input. The study only explored psychological input to primary and secondary schools by gaining the views of school principals (or a member of staff in a leadership position in school): the views of students, parents and teachers were not sought. In addition, comparisons between different types of school or educational phase were not made.

Dissemination Process

I did not receive a response from the MES to my request for a meeting to discuss the results, so a copy of the executive summary was sent to them.

Implications and Recommendations

The results of the study have implications for both individual psychologists and the wider education system. For psychologists working with children, the study has highlighted the importance of communication and collaboration with schools and parents, and working within the school setting when appropriate to the nature of the work: as outlined in the results when looking at future possibilities. The need for more regular and frequent access to psychologists in schools is evident from the current study. Ideally, in the future, the MES would be able to employ more than one psychologist and provide a comprehensive psychology service to all schools.

Critical Appraisal

The current study is the only one of its kind to be carried out in Barbados. It has provided an exploration into current psychological input into schools including suggestions for future possibilities.

Weaknesses

Table 10 presents a summary of the weaknesses of the study alongside suggestions for improvement, by describing how the study could have been carried out differently.

Table 10:

Weaknesses of the Current Study and Suggestions for Improvement

Weakness	Suggestions for improvement
20% response rate	I was not aware of internet and email accessibility issues for some schools at the onset of the study. Other options could have been used, such as a postal questionnaire or telephone survey, alongside the online questionnaire.
Initial construction of the questionnaire	An initial meeting with the MES and UNICEF, using the RADIO approach (Knight & Timmins, 1995), would have been beneficial in clarifying concerns, identifying stakeholders, agreeing the focus of the study and negotiating a framework and procedure for the data gathering.

Wording in the questionnaire and participant information	The initial email to schools needed to state “even if your school has not received any input from a psychologist, I would be grateful if you would still complete the survey” which may have improved the response rate. Additionally, the questionnaire needed to make a clearer distinction with regard to psychological <i>input</i> and <i>visits</i> to schools from a psychologist.
Only views of principals sought	The views of students, parents and teachers could have been sought.
Sole reliance on a survey method	A mixed methods approach could have been used, such as focus groups with stakeholders, or interviews.
Analysis of data	Further statistical and comparative analysis could have been implemented: comparing private and government schools, primary and secondary schools, mainstream and special schools and schools that did and did not receive any psychological input.
Did not specifically evaluate or measure impact	I could have used a model of organisational change, in negotiation with the MES, to investigate the impact of psychological input to schools, using pre-input and post-input measures, such as rating scales to monitor outcomes, as suggested by HEPS (2010).

Organisational Issues and Obstacles

Despite a number of emails and telephone calls, I was unable to arrange a meeting with the MES or UNICEF prior to designing and implementing the survey. I had intended to meet with them to gather information on current issues, and planned to use the RADIO approach to support the construction of the questionnaire. I therefore had to rely on information available to me in the public domain.

The major obstacle with the research itself was internet access and email addresses for government schools. MES domain name email addresses did not appear to be regularly or frequently accessed by all schools. Many schools had their own school email address or used a personal email address. When telephoning schools (approximately 35: see Figure 1) some reported that they had received the email, some checked while I was on the telephone, and some

said that they would. When I asked one school principal whether he used his MES domain name email address to check emails, he told me “You are wasting your time” and then gave me his personal email address. Another school principal reported, “We have not used that email in some time” and gave me her personal one. One school told me they have one computer that is accessed by the IT coordinator, who reads the messages and passes them on to the appropriate teacher. A guidance counsellor also emailed me to say “I have just completed the survey. My apologies for the delay. The internet access at work is limited at best and I was having several challenges at home.”

After the analysis was completed, I requested a meeting with the MES to discuss the results. At that time, there were issues in Barbados surrounding possible teacher strikes in relation to student behaviour (for example, see “It’s a strike”, 2016), so the timing of my request may have been an issue. In addition, although the MES had approved the research, they did not commission it and had no active involvement or investment in the process, which may account for the difficulty encountered in arranging a meeting to disseminate the results.

Personal Reflection

Reflections on the current study and my practice as an EP. After the first email was sent out, only 10 participants responded. After some direct contact with schools via telephone, I became disheartened that a few of the schools stated they were too busy and others seemed suspicious of the survey. Despite this, and issues regarding schools’ internet and email access, I was pleased with the overall response rate. Some schools emailed me directly to thank me for the opportunity to discuss areas of change that were needed.

I found the results to be useful for my practice as an EP. Because I am often privately contracted by parents, some of my work, particularly consultation, assessment and therapeutic input with students, occurs at my place of work and not within the students’ own school environment. The results made me acutely aware of the importance of visiting the school:

working collaboratively and directly with school staff, as well as students and parents. Since carrying out the research I have been more proactive in attempting to arrange observations of students in their school setting and hold consultation meetings with school staff on their premises, when appropriate to the nature of the work, which has generally been accepted and valued when I have been able to gain access to the school.

Reflections on the Barbados education system and levels of EP input.

The current study has shown there is a clear need for an increase in the number of psychologists working within the education system in Barbados. When respondents were asked questions on psychological input in the future, master themes reflected Bronfenbrenner's (1979) ecological systems theory: that input was needed not only on an individual child level, but also the microsystem, mesosystem and exosystem levels. Examples have already been given of the themes that make up these master themes and specifics of type of input suggested by respondents. Similarly, Curran, Gersch, and Wolfendale (2003) identified three levels in which EPs work, albeit in the UK; that of the individual (child), organisational (school) and systems (local authority) level. Each will now be considered in order to reflect on what level an EP might best work in Barbados.

From the results of the current study, most existing psychological input is at an individual level: through consultation/discussion, assessment and/or intervention related to an individual child. From my observations, the approach is predominantly assessment driven, often following a US model of psycho-educational assessments, using a battery of standardised tests (which, incidentally, are not normed on the Caribbean population). When speaking with psychology colleagues, predominantly clinical psychologists, I have found that they often have little or no involvement with the school when assessing a child.

The results of the attitudinal questions in the evaluation indicate that

psychological input was more effective in enabling improvement in individual students, than enabling improvements in the skills and knowledge of school staff. It could be inferred that psychologists currently work more effectively at an individual level, rather than at the school organisation level. This may be because currently, most psychological input to children does not come from EPs. EPs could be viewed as more versed in bridging individual child level work with organisational school level work. By way of example; working more collaboratively with staff in the school, or being involved in supporting teachers in identifying individual needs and training them in interventions which they can use in the classroom. The current study highlighted that more training for staff in schools is needed.

When working on an individual level, the EP is likely to have minimal impact on the organisation of the school or, in particular, the education system. As Norwich (2005) states, "The more you take an individual child focused perspective, the less you can intervene in wider systemic factors impacting on children" (p. 391). Currently there are two educational psychologists registered in Barbados, of which I am one. Issues were highlighted in the evaluation in relation to the exosystem: that of the need for more psychologists, equality of access to psychologists, and more resources needed from the MES to support children with additional needs. To my knowledge, there are barriers for EPs being able to work at this systems level, not only resulting from government financial constraints, but also from the lack of statutory legislation, policies or procedures, on psychological input into schools. There is no established psychology service, as would be recognised in the UK. Furthermore, schools in Barbados do not typically have a graduated approach (DfE, 2015) to special educational needs within their organisations. Availability and access to specialists, such as psychologists, speech and language therapists, occupational therapists, SEN teachers/advisors is also an issue: they are not typically employed by schools, but, if available, are generally contracted on an

individual-child level through the parent or government. In addition, multi-agency working is not common in Barbados, particularly for students in mainstream schools. I sometimes find that in my role as an EP, I also take on the roles of other professionals, such as a special needs teacher/advisor, and am often the first professional a family has contacted to receive help, despite there being a history of concerns about their child which have not been adequately identified or addressed. The conclusion from the report by UNICEF (2014) is apposite: that there is “a need for a cadre of professionals to be trained” (p. 3), which an EP could be involved in.

On the wider systems level, there are no EP training courses in the Caribbean. UWI offers a PhD in Educational Psychology, but there is no practicum component. Students have to go to the USA or Canada to become a school psychologist, or the UK to become an educational psychologist. Even if a “cadre of professionals” (UNICEF, 2014, p. 3) including educational psychologists, were able to be trained, there are issues regarding the availability of training placements with appropriate supervision, not to mention the “few positions available for the employment of psychologists” by the government (Maynard, 2013, p. 232).

Reflecting on which level an educational psychologist might best work, or could have the most effect, is therefore dependent on a number of factors: ideally it would be on all levels. However, without a coordinated educational psychology service to schools, statutory policies or effective procedures for access to EPs, working at the systems-level would currently be difficult, unless the individual held a position of power or influence within the government and had access to, or control of, resources. Currently, EPs could be more involved on a systems level through the macrosystem: where they can actively work within the cultural context to enhance public awareness and help enable change in the perception and importance of psychology, such as through being involved in the media, and involvement in groups and organisations across

different sectors of society.

The EP's role, therefore, is not only to work on an individual level, but "should be aimed at identifying potential initiatives for change in the system" (Beaver, 2011, p. 16). Mägi and Kikas (2009) investigated the work of school psychologists at an organisational level by surveying 107 school principals. They found that school principals did not typically expect organisational level work from the psychologist, "as they [school principals] do not know exactly what it is and its possible potential" (p. 343). Although their research was carried out in Estonia, this sentiment could also be true in relation to school organisations in Barbados. Schools currently see most input from psychologists at an individual level, and are perhaps not aware of other possibilities. A starting point would therefore be to demonstrate other ways of working. Initially this would be through bridging individual level and organisational level work, through less of an assessment driven approach, to a more collaborative and consultative approach in schools: building relationships with schools, being onsite in schools and involving parents. It would also include providing in-service training for teachers on identifying needs and advising on effective classroom strategies. However, as with all levels of working, there is an issue over finance. Currently, one third of psychological input to schools is paid for by parents.

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Appendices

Appendix A

Evaluation and Critical Analysis of Each Paper in the Literature Review

(in Relation to the Sections on Psychodynamics in Schools and Transference and Countertransference in the Classroom).

Author (s)	Aims of study	Epistemology	Methodology	Method	Sampling and Participants	Data Source/ Analysis	Results	Conclusions	Reliability and Limitations
McLoughlin (2010)	To demonstrate the centrality of Bion's concept of containment in the success of CAMHS work in PRUs.	None stated.	Not explicitly stated (although it appears it was a case study).	None stated. Reflection/ discussion of work on 4 levels was given: individual psychotherapy with YP, parent work, network work, staff work discussion group.	A PRU in London – long-term work with a parent and YP.	None stated. Presented as reflections on her work in the PRU.	Positive outcomes for the YP, parent and staff.	Importance of secure and containing forum and space to think in a PRU. Importance of working with the whole system (concentric circles of containment).	No stated design or methodology. Single case study.
Karagiannopoulou (2011)	None stated. Implicit: how emotions and relating with students underpin learning in HE.	None stated.	None.	Reflection of own experience of teaching. Vignettes from student interviews presented.	HE institution in Greece. No information given on participants interviewed.	None stated. Presented as reflections on author's work as a psychology tutor.	Narcissism in students due to teaching style of tutors (didactic and imparting knowledge).	Importance of learning as a process involving relating to others: through this other ways of thinking and deeper knowledge occur.	No stated design or methodology. However, author does state it is an "article" as opposed to "research".
Dunning, James and Jones (2005)	To research splitting and projection as a defence mechanism in schools, and	Psychoanalytic approach and interpretive perspective.	Case Study.	Semi-structured interviews and follow-up telephone interviews.	3 secondary schools in Wales.	Data from interviews transcribed (no description of how	Relationship between splitting/ projection and institutional stress (lack of	Transforming, rather than introjecting projections, is crucial to minimising splitting	Data analysis not described. Different forms of data collection across the 3 schools.

Author (s)	Aims of study	Epistemology	Methodology	Method	Sampling and Participants	Data Source/ Analysis	Results	Conclusions	Reliability and Limitations
	investigate how managers can resolve this.					analysed).	understanding of teacher role, scapegoating, blame, bullying).	and projection.	Limitations acknowledged by authors.
Pelligrini (2010)	To describe splitting and projection in the literature and how awareness of these mechanisms has impacted on his work as an EP.	Psychodynamic Psychology: explicitly critiquing that the dominance of "evidence-based" practice may be a defence against using one's feelings to understand another person's experience.	Two Case Studies.	1. Reflection on consultation meeting. 2 Reflection on training given to TAs.	1. Parents and SENCO of child "G." 2. TAs.	None stated. Presented as reflections on author's work as an EP.	Increased awareness and exploration of unconscious social interactions to inform author's EP practice.	Psychodynamic psychology can enhance EP practice, through reflection and engagement with their own emotional responses to their work.	Lack of clear design, methodology and analysis or rigour required for a case study.
Weiss (2002a)	To look at how transference shapes relationships between teachers and students.	Psychodynamic perspective.	Narrative/ descriptive individual Case Study.	Reflection on teacher responses to presented 'case' of a child, Robbie.	Seminar for teachers in New York.	None stated. Presented as reflections on author's discussion with teachers.	Teachers' auto-biographies influence their responses to children's behaviours.	If the teacher is not aware of transference, current relationships with pupils may be distorted.	States he is "integrating narrative case studies with a literature review," but no in-depth data gathering or analysis required for a case study.
Weiss (2002b)	To look at how transference and counter-transference	Psychodynamic perspective.	Narrative Case Study.	Psychodynamic consultation and dream analysis.	One teacher, fortnightly over 6 months.	None stated. Presented as reflections on author's	Consultation enabled a teacher to reflect on the	Transference needs to be acknowledged and understood, otherwise it can	As above

Author (s)	Aims of study	Epistemology	Methodology	Method	Sampling and Participants	Data Source/ Analysis	Results	Conclusions	Reliability and Limitations
	affects teachers and teaching; focus on dreams and consultation.					consultation and dream analysis of the teacher.	psycho-dynamics between her and a pupil.	affect the teacher-pupil relationship	
Price (2006)	To look at how transference and counter-transference can deepen reflexivity in research.	Psycho-analytically informed ethnographic research: reflecting on process notes.	Case study.	Reflection on work with child, "Lufta."	One girl – Lufta (6yr old EAL Bengali pupil)	None stated. Presented as reflections on author's work with Lufta	Reflection on counter-transference with Lufta: provided insight into the emotional dynamics between the pupil and her teacher.	"Attention to countertransference dynamics as a form of reflexivity can provide the practitioner-researcher with valuable information about the research subjects and about dynamics in the setting, particularly the participants' relationships to 'superego' figures."(p. 145).	Lack of clear methodology and analysis or rigour required for a case study.
Slater Veach and Li (2013)	How counter-transference (CT) manifests itself in the college classroom, and ways it affects the teaching relationship	Systemocentric perspective; Structural theory of counter-transference.	Consensual qualitative research methods (CQR).	Semi-structured interviews (16 open-ended questions).	14 'expert' College teachers (8 male, 6 female; Caucasian) from a mid-Western university in the USA.	CQR through interpreting and gathering themes (domains and categories).	Themes presented of: Teachers' awareness of CT, CT triggers, manifestation of CT in the classroom, and perceptions of	Formal training in CT needed for teachers; mentoring needed to manage emotional responses.	Explicitly stated, mainly in relation to sampling.

Author (s)	Aims of study	Epistemology	Methodology	Method	Sampling and Participants	Data Source/ Analysis	Results	Conclusions	Reliability and Limitations
							importance of managing CT in the classroom.		
Shim (2012)	To gain an understanding of teachers' emotional responses to cultural differences (particularly through transference); to explore the counter-transference of the researcher when analysing the data.	Psychoanalytic perspective and postcolonial theory.	Not explicitly stated.	Online discussion of contemporary short stories and films that embodied intercultural themes such as cultural differences, intercultural relations, intercultural tensions, and intercultural conflicts.	14 teachers (middle and high school; English or EAL teachers; 1 to 7 years' experience, recruited from LISTSERV in South Korea, China and the USA.	Coding of responses (not described further).	Strong emotional reactions to the short stories (showed ambivalence, uncertainty, and active resistance against their emotional states).	"Unless the educators' inner worlds are acknowledged, teaching can largely become meeting the needs of the educators." (p. 491), especially with pupils who have a cultural backgrounds different from their own. Transference effected how she perceived the data.	Design frame and details of data analysis not given.

Note. Studies are presented in the order in which they appear in the literature review.

Appendix B

Guidelines to Authors for Journal Targeted for Literature Review

For the journal of *Educational Psychology in Practice: theory, research and practice in educational psychology*. Retrieved from

http://www.tandfonline.com/action/authorSubmission?journalCode=cepp20&page=instructions#mp_general

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Contents List

Manuscript preparation

- General guidelines
- Style guidelines
- Figures
- Publication charges

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Manuscript preparation

1. General guidelines

Manuscripts are accepted in English. British English spelling and punctuation are preferred. Please use double quotation marks, except where "a quotation is 'within' a quotation". Long quotations of 40 words or more should be indented without quotation marks.

Articles should be of direct relevance to the theory, research and practice of educational psychologists. Articles should be original work, where appropriate should acknowledge any significant contribution by others, and should not have been accepted for publication elsewhere. Authors should confirm that clearance has been obtained from a relevant senior officer of the LEA if the article concerns the policies and practices of the LEA.

Authors are invited to submit articles which might fit one of five broad headings, although these headings should not be seen as exclusive: Research or review articles of 2000–6000 words; Articles reporting research in brief, 1500–2000 words; Research notes of 800–1000 words; Practice articles of 1500–2000 words; Articles reflecting on practice, 1500–2000 words. Authors should include a word count with their manuscript.

Manuscripts should be compiled in the following order: title page; abstract; keywords; main text; acknowledgements; references; appendices (as appropriate); table(s) with caption(s) (on individual pages); figure caption(s) (as a list).

Abstracts of 150 words are required for all manuscripts submitted.

Each manuscript should have 5 to 6 keywords.

Search engine optimization (SEO) is a means of making your article more visible to anyone who might be looking for it. Please consult our guidance here.

Section headings should be concise.

All authors of a manuscript should include their full names, affiliations, postal addresses, telephone numbers and email addresses on the cover page of the manuscript. One author should be identified as the corresponding author. Please give the affiliation where the research was conducted. If any of the named co-authors moves affiliation during the peer review process, the new affiliation can be given as a footnote. Please note that no changes to affiliation can be made after the manuscript is accepted. Please note that the email address of the corresponding author will normally be displayed in the article PDF (depending on the journal style) and the online article.

All persons who have a reasonable claim to authorship must be named in the manuscript as co-authors; the corresponding author must be authorized by all co-authors to act as an agent on their behalf in all matters pertaining to publication of the manuscript, and the order of names should be agreed by all authors.

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All figures must be numbered in the order in which they appear in the manuscript (e.g. Figure 1, Figure 2). In multi-part figures, each part should be labelled (e.g. Figure 1(a), Figure 1(b)).

Figure captions must be saved separately, as part of the file containing the complete text of the manuscript, and numbered correspondingly.

The filename for a graphic should be descriptive of the graphic, e.g. Figure1, Figure2a.

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Appendix C

Statement Of Epistemological Position

Epistemology refers to how we know what we know. It “asks questions about what knowledge is and how it is understood. It raises issues about how individuals regard truth, what they believe is real and how they develop their understanding of the world they inhabit” (Frost, 2011, p. 193). Essentially, it is the theory of knowledge: ways of knowing. A researcher’s epistemological position is informed by their ontology, or view of what reality is: ways of being (Guba & Lincoln, 1994).

At one end of the epistemological continuum there is an objective, empiricist and positivist way of looking at the world. At the other end: the subjective, interpretative and constructivist position. The objective epistemological position believes that knowledge is value-free and can be separated from affect (Huglin, 2003; Pratt, 1998; Ryan & Aikenhead, 1992). The subjective epistemological position is interpretative: where affect is seen as an integral part. Ponterotto (2005) states that this interpretative position enables the capturing of the “complex lives of human beings” (p. 131) leading to “hermeneutical discovery” (p. 131). Hermeneutics is a theory of interpretation, which is also an important theoretical and philosophical underpinning of Interpretative Phenomenological Analysis (Larkin & Thompson, 2012; Smith, 2007; Smith et al., 2009). IPA is the methodology used in the current research and derives from an interpretative, or hermeneutic, phenomenological epistemology (Larkin & Thompson, 2012).

My epistemological position lies in constructivism and phenomenology, particularly hermeneutic phenomenology: it is therefore part of the subjective, interpretative and constructivist position on the continuum. My personal life, professional practice and research are intertwined within these theories of knowledge:

- Constructivist, as I believe that individuals construct their perceptions and realities of the world. This is also linked with social constructionism: the importance and influence of language, meaning, context and the social world.
- Phenomenological, by seeking to understand the experiences of the world from the perspective of those I work with.
- Interpretative, or hermeneutic, by seeking to understand and make sense of the world through interpreting meaning in relation to those I come into contact with.

Two educational psychologists, Burnham (2013) and Moore (2005), have specifically addressed the importance of ontology and epistemology in educational psychology practice, with Burnham (2013) stating, “EPs should develop and maintain the highest levels of critical awareness of the theories of knowledge that support and challenge their practice” (p. 30). In a similar way, Argyris (1989) and Schön (1987), who could be viewed as epistemologically interpretative and social constructionist, discussed the importance of being a reflective practitioner. For me, this highlights the importance of reflecting on the theories of knowledge that inform my practice, as well as the current research. As Fox (2011) states, “One learns how to act as a psychologist by experiencing these unique situations and reflecting on one’s experiences” (p. 328) and by interpreting cues from clients (Dutton, 1995): hence the hermeneutic. This sentiment can also be applied to the current research.

My epistemological position has influenced the research questions. The primary research questions were designed to provide a detailed exploration and analysis of teachers’ lived experiences of what they perceive as negative pupil behaviour, including their responses to pupil behaviour, how they make sense of pupil behaviour, and the emotional impact on them: investigating what these phenomena mean to them and what matters to them. The research questions therefore relate to how teachers experience, understand and make

sense of particular phenomena: the semantics of which reflects my view that knowledge is gained through studying and interpreting experiences. These primary research questions, which complement my epistemological position, also influenced the methodology (IPA) and method of data collection and analysis. In IPA, “the analysis is both phenomenological (i.e. it aims to represent the participant’s view of the world) and interpretative (i.e. it is dependent on the researcher’s own conceptions and standpoint)” (Willig, 2013, p. 97).

My secondary research question comes from psychodynamic psychology, which is an area of importance and relevance to me, particularly when interpreting meaning, interactions and psychodynamics within and between people. This interest arose from my EP training at the Tavistock Clinic in London: where psychodynamic thinking was integral to the course.

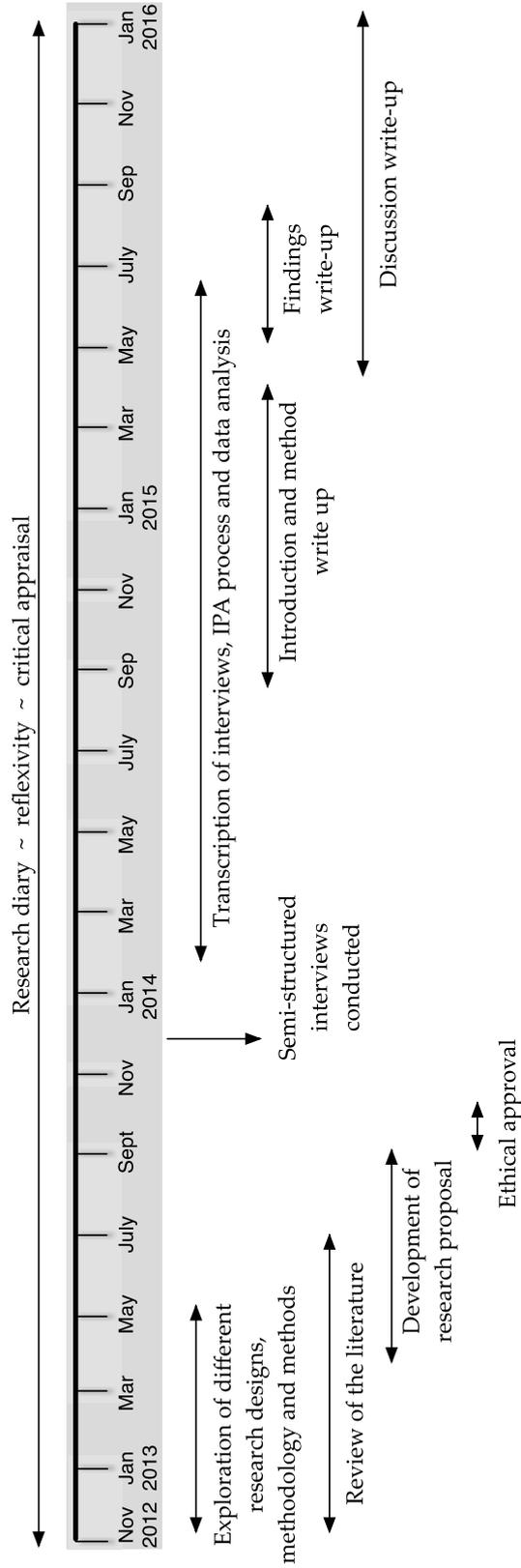
Harper (2012) believes that psychotherapy comes from a phenomenological epistemology, and Parker (2005) views it as subjective. Jarvis (2004) states that a psychodynamic approach fits into the hermeneutic epistemological position. In contrast, Smith et al. (2009) view IPA and psychodynamic interpretations as coming from differing epistemological positions. They believe that IPA provides interpretations from *within* the reading of the text: that is to say, understanding and making sense of the participant’s world. Whereas, psychodynamic interpretations are from *without*: that is to say, “invoking a particular formal extant theory which is then ‘read into’ the passage” (p. 105). This is echoed by Frosh and Young (2010) who also stated that, “a psychoanalytic reading goes ‘behind’ the text as the positions that individuals construct through their talk are taken to be indicative of anxieties, defences and particular ways of relating that develop in infancy and recur throughout their lives” (p. 110). My view is that psychodynamics and IPA complement each other and are part of a general subjective, phenomenological and interpretative epistemology. I chose to include psychodynamic psychology in the research as I believe it enables a deeper understanding of phenomena. However, I was

mindful to keep the interpretations separate during the research process because of these different hermeneutic aspects: interpretations from within and without the text.

My epistemological position, which is based in constructivism, social constructionism, phenomenology, hermeneutics and psychodynamic psychology has influenced the nature, design, methodology, method, and data analysis of the current research, as explained above, and is woven throughout the research report.

Appendix D

Chronology of the Research Process



Appendix E

Semi-Structured Interview Schedule and Prompt sheet

Before the Interview

Table E1

Before the Interview

Prompts

1. Thank the interviewee for their time.
 2. Describe my background, current role and title of research.
 3. Refer to Participant Information Sheet and Informed Consent Form to reiterate:
 - Length of interview.
 - Can opt out at anytime (and up to one month from today).
 - Do not have to answer questions they are unhappy with.
 - Confidentiality and anonymity.
 - A debrief at the end (to answer any questions and check how they are feeling).
 4. Mention that the interview is like a one sided conversation – I will say very little compared to them.
 5. Answer any questions on the research process.
 6. If I make any notes it will be as a memory prompt and will be destroyed after the interview.
 7. MAKE SURE A SIGNED COPY OF THE INFORMED CONSENT FORM HAS BEEN GIVEN.
 8. Reminder that: we will discuss
 - Your experiences of student behaviour.
 - How you respond to student behaviour.
 - How you make sense of student behaviour
 - How you feel when students misbehave.
 - How you process and manage emotions that may be provoked in you.
 9. The term “student behaviour” will be taken to mean perceptions that you may have regarding the more negative aspects of student behaviour, or those students described as having “behavioural difficulties.”
 10. Find out basic background information (age, ethnicity, qualifications and teaching experience).
 11. TURN ON DICTAPHONE!!
-

Preamble

Read out the following vignette:

Mrs Jones... brings her nearly 4-year-old son, Robbie, to the pre-kindergarten early in the school year and leaves him in order to go to work. Robbie cries at his mother's departure and runs to the window to watch her walk away. Despite his teacher's efforts to engage him in an interesting activity, Robbie sits in the cubicle where his jacket is hung, looks forlornly at the empty street, and rocks back and forth. As the teacher places a hand on the child's shoulder and again tries to encourage Robbie to join the other children, the boy spits at her and screams, 'Get away, I hate you . . . I hate you'. (Weiss, 2002a, p. 10)

Questions and Prompts

Use the following question guide and prompts (Table E2) in relation to this vignette.

Table E2

Introductory Vignette

Possible Questions and Prompts

How would you feel if you were Robbie's teacher?

What should be done with Robbie?

Prompt: What are your recommendations?

Why/how did you come to those conclusions?

Prompt: Have any experiences in your life influenced how you would respond to Robbie? Theoretical constructs. Personal attitudes towards behaviour.

Use the following question guide and prompts (Table E3).

Table E3

Main Interview

Possible Questions and Prompts

Tell me about your experiences of pupil behaviour

Describe a time when you encountered negative pupil behaviour

Prompts: Thoughts, feelings, beliefs, relationships. What do you think this was about? (triggers, issues, theories)

What aspects of pupil behaviour do you view as negative?

Prompt: List of behaviours

How do you respond to these behaviours?

Prompts: Thoughts, feelings, beliefs, relationships. Are you happy with how you respond? Would you like to respond differently? How do you generally manage situations in life? Have any experiences in your life influenced how you respond to pupil behaviour? Do pupils remind you of anybody in your life (current or past?)

How do you feel when students misbehave?

Prompts: Name the feelings. What do you find difficult?

How do you make sense of pupil behaviour?

Prompts: Thoughts, feelings, beliefs, relationships. What does this relate to? – upbringing? How teachers/parents dealt with your behaviour? Experience? Do you ever reflect on any behaviour incidents?

How do you feel after dealing with pupil misbehaviour?

Prompt: What do you think and do?

What types of pupil behaviours provoke strong emotional reactions in you?

Prompts: Can you think of a time this happened and talk about it? Thoughts, feelings, beliefs, relationships.

How do you deal with/manage these feelings?

Prompts: Is this how you generally deal with things? Does anybody help you with processing these feelings? Stress?

How does all this impact on/influence your teaching?

Prompts: Would anything help you (in relation to behaviour and managing emotions)? What training have you received into behaviour or emotions? Is this training helpful to you? Why, or why not?

Postscript

Table E4

Postscript

Prompts

1. Is there anything else you would like to add to what we have discussed?
2. Would you like to clarify or change anything you have said?
3. Any questions or concerns?
4. How are you feeling? – are you OK to carry on with your day?
5. If our discussion has provoked emotions in you, and you do not want to talk to me about them:
 - Who is available in your own network (family/friends) that can be an emotional support for you?
 - Contact your GP?
 - Contact details of two therapists, should you need to discuss how you feel (one session with a psychologist/therapist will not incur a cost to themselves) – PROVIDE SLIP OF PAPER WITH CONTACT DETAILS ON.
6. Reminder of:
 - The purpose of the research

I will again ask them in a week how they feel and give them the contact details of two therapists again.

Appendix F

Ethical Approval: Letters to and from the Ethics Committee

To: **Andrea Dennison**

Subject: Ethical Application Ref: **ad348-ef6d0**
(Please quote this ref on all correspondence)

02/10/2013 19:32:13

Psychology

Project Title: **Exploring how teachers make sense of and respond to pupil behaviour: unwrapping emotions in the classroom.**

Thank you for submitting your application which has been considered.

This study has been given ethical approval, subject to any conditions quoted in the attached notes.

Any significant departure from the programme of research as outlined in the application for research ethics approval (such as changes in methodological approach, large delays in commencement of research, additional forms of data collection or major expansions in sample size) must be reported to your Departmental Research Ethics Officer.

Approval is given on the understanding that the University Research Ethics Code of Practice and other research ethics guidelines and protocols will be compiled with

- <http://www2.le.ac.uk/institution/committees/research-ethics/code-of-practice>
- <http://www.le.ac.uk/safety/>

The following is a record of correspondence notes from your application **ad348-ef6d0**. Please ensure that any proviso notes have been adhered to:-

7/10/2013 21:39:20		Hi [REDACTED], This application looks fine with me now. Could you approve it, please? Thanks [REDACTED]
02/10/2013 19:31:40		Given your comments, I have added more detail to section 4, above. I have also amended point 11 of the Participant Consent Form and the "What is involved" section of the Participant Information Sheet. I hope this is satisfactory. Andrea
25/09/2013 13:48:37		This application is fine. I agree with the comment made by [REDACTED]
25/09/2013 11:21:55		This is generally fine. However, I would request the researcher give consideration to the possibility that one or more of her participants may turn out to have psychological disturbance of clinical severity requiring additional professional help. She will have a duty of care in such circumstances, and would need to have a procedure or information concerning access to appropriate support for the participant.
22/09/2013 02:45:31		References included in Research Ethics Review: British Psychological Society (2009). Code of ethics and conduct: Guidance published by the ethics committee of the British Psychological Society. Leicester: BPS. Smith, J., Flowers, P. & Larkin, M. (2009). Interpretative Phenomenological Analysis: Theory, method and research. London: Sage.

--- END OF NOTES ---

Appendix G

Participant Information Sheet

The Researcher

My name is Andrea Dennison. I am an Educational Psychologist and I am carrying out this study as part of a Doctoral Qualification in Applied Psychology (PsyD) with the University of Leicester, UK. The research is being supervised by [REDACTED] University of Leicester.

Why have I been invited to take part in the study?

You were selected to take part because you are a teacher and are also involved in providing support sessions to students who may display learning and/or behavioural difficulties.

Do I have to take part?

You are under no obligation to take part, and even after agreeing to do so you may change your mind within one month of the interview without having to give a reason.

What is involved?

I will ask you to sign a consent form to say that agree to take part in this research. I will also answer any questions you may have about the research process. I will then carry out an interview with you for about one hour. During this time we will discuss your experiences of student behaviour, how you respond to student behaviour, how you make sense of student behaviour, how you feel when students misbehave, and how you process and manage emotions that may be provoked in you.

The term “student behaviour” will be taken to mean perceptions that you may have regarding the more negative aspects of student behaviour, or those students described as having “behavioural difficulties.”

There are no right or wrong answers! If during the interview you are asked a question that you are not happy to answer you can skip it, and if, in the unlikely event, you become upset, you will be given the option to take a break

or stop the interview altogether. The interview will be audio recorded.

After the interview you will have an opportunity to ask any questions and raise any concerns you may have. I will also ask you how you are feeling. If any uncomfortable feelings have been stirred in you, I will check whether or not you wish to discuss these and if you are OK to carry on with your day. I will also give you the contact details of two psychologists or therapists, should you feel you need to talk with someone else about how you feel. One week after the interview I will again enquire as to your wellbeing.

What will happen to the interview information?

The recording of the interview will be transcribed so that the information can be looked at in detail. A transcription service may be used; in this case, confidentiality agreements will have been signed. Both the audiotaped data and the transcribed data will be made anonymous. The audiotaped data will be kept on an encrypted audio file for up to two years, after which time they will be deleted. The transcribed data will be held confidentially and anonymised. Only Andrea Dennison (the researcher) and [REDACTED] (her supervisor) will have access to them. Representatives may also look it at from academic assessment bodies in order to assess the quality of this doctoral research. In addition to the information collected from the interview, I will also need to collect some basic background information about you (your age, ethnicity, qualifications and teaching experience).

As part of the doctorate, I will write up a report of the research. Within this report I may include anonymous extracts of the interview to illustrate themes that have been discussed. These extracts will not include any information that could identify participants. I may also write a shorter article for publication in an academic journal, this may also include brief anonymous extracts of the interview. There is the potential that the research findings may be presented at conferences in the future, but again this would not include any information that could identify participants.

Appendix H

Participant Consent Form

Background Information

Title: Title of Research: Exploring how teachers make sense of and respond to pupil behaviour.

Researcher: Andrea Dennison, Applied Psychology Doctorate (PsyD) student from the University of Leicester School of Psychology, UK.

Purpose of data collection: Doctoral Research

Consent Statement

1. I confirm that I have read and understand the Participant Information Sheet for the above study. I have had the opportunity to consider the information and, if needed, ask questions that were satisfactorily answered.
2. I understand that my participation is voluntary and that I may withdraw from the research at any time up to one month after the interview without giving any reason.
3. I am aware of what my participation will involve.
4. My data is to be held confidentially and only Andrea Dennison (the researcher) and [REDACTED] (her supervisor) will have access to them.
5. I give consent to the audiotaping and transcription of the interview and the use of excerpts in the write-up of the study (which I understand will be anonymised).
6. My audiotaped data will be kept on an encrypted audio file for up to two years, after which time they will be deleted.
7. In accordance with the requirements of some academic journals and organisations, my coded data may be shared with other competent researchers. My coded data may also be used in other related studies. Representatives may also look it at from academic assessment bodies in

order to assess the quality of this doctoral research. My name and other identifying details will not be shared with anyone.

8. The overall findings may be submitted for publication in an academic journal, or presented at conferences.
9. This study will take approximately 12 months to complete.
10. I will be able to obtain general information about the results of this research by contacting the researcher after 31st December 2014 on her university email address: [REDACTED]
11. I am aware that the researcher is also an Educational Psychologist in the school. I understand that her role as researcher is *completely separate* to this. Therefore any information gathered as part of the research process is confidential and will not be shared in any form with the school. This confidentiality will be respected unless the researcher believes that some harm could come to the pupils under discussion.

I am giving my consent for data to be used for the outlined purposes of the present study.

All questions that I have about the research have been satisfactorily answered.

I agree to participate.

Participant's signature: _____

Participant's name (please print): _____

Date: _____

Please note that this form will be kept separately from your data

Appendix I

Notation and Coding Used in the Interview Transcripts

Conventional punctuation (commas, full stops, question marks) was used to reflect the pauses in the dialogue. Table I1 shows the additional notation used in the transcripts.

Table I1

Notation Used in Transcriptions of Interviews

Notation	Definition
...	Used to indicate pauses of between approximately 2 and 4 seconds
[break]	Used to indicate a prolonged break of more than approximately 4 seconds
[]	Used to indicate features, such as laughing, e.g. [laughs]
[??]	Used to indicate an inaudible section of recording
<i>italics</i>	Used to indicate emphasis in words spoken
()	Used to clarify the nature of relationship, e.g. (partner) or (pupil)

Note. The dialogue was separated into numbered paragraphs for ease of note taking, cross-referencing and readability.

Table I2 shows the coding used in the transcriptions.

Table I2

Coding Used in Transcriptions of Interviews

Code	Definition
I	Interviewer
A	Alice (participant 1)
B	Bernice (participant 2)
C	Coral (participant 3)
MP#	Male Pupil (numbered from 1 to 11) ^a
FP#	Female Pupil (numbered from 1 to 5) ^a

Note. To protect anonymity, pseudonyms were used for each participant and places they named (such as schools, colleges or countries).

^a Numbers are merely presented in the order the pupil was first mentioned in the transcript, starting from Alice's transcript.

Under the Barbadian education system, the term "student" is used, rather than "pupil," so the transcript reflects this. However, in my analysis and

research report, the term “pupil” is used to allay any confusion with higher education. In Barbados, there is also a difference in the terminology used in relation to ages and classes: Junior 1 to 4 and Form 1 to 5 in Barbados corresponds to Years 3 to 6 and Years 7 to 11 respectively in England and Wales.

Appendix J

Emergent Themes, Sub-themes and Super-ordinate Themes for Alice

Sub-themes and Emergent themes	Examples ^a
Super-ordinate theme 1 for Alice: The emotions involved and how they are processed	
Child/pupil emotions Upset, unhappy (x2), irritation, disgust, grumpy, angry, mad, ashamed	...I respect that if he's <i>angry</i> , he's angry... but I'm not going to take the <i>stupidness</i> (46) ... I think he's feeling a bit ashamed [laughs] ... because he's like 13, and he's in this class of all these 10 and 11 year olds (222)
Teacher emotions Hate, stress (x3), persecution, irritation (x7), frustration (x11), annoyance (x2), angry Happiness	...I find them irritating and rude (116) ...it's <i>very</i> frustrating for me to see him being so stubborn (174) ...it's driving me insane (212)
Processing of emotions Need to find solution through thought rather than emotion, will not let behaviour affect her emotionally, problem-solve with other teachers, comfort through objects, time for thinking and reflection, take work home and discuss with partner	... I'm not happy with what they did but I'm also not happy with how I reacted to it. So how could I think that through and then solve it. (118) ...Its obviously, my feelings are a reflection of whatever's happening ... and if I can change what is <i>happening</i> , then I will change my feelings ... (188)
Super-ordinate theme 2 for Alice: Making sense of behaviour and how behaviour is responded to	
Child/pupil behaviour Stubborn (x3), eye-rolling, destroying work, lazy (x4), not doing work/participating (x3), fooling around, not listening to teacher, disruptive, attention seeking, distracted, controlling reactions	...I don't want them distracting the students who do want to engage. (10) ... (MP1) has problems controlling his reaction to certain situations ... um, which is obviously disruptive to him and the rest of the students ... (40) ...when people roll their eyes I feel like they're just shutting out the possibility of anything... progressing (120) ... he's just stubborn and lazy. (204)

<p>Positive responses to behaviour Reassure pupil, make things predictable, redirect pupil's attention, give the pupil space, name the feeling, talk issue through with pupil, respect feelings, show understanding, flexibility, block out distractors, build relationship with pupil and parents, give explanations, enable pupils to feel welcomed, compromise, reason with pupils</p>	<p>...give him some space and let him join in when he's ready. (8) ...I always start with I understand that you feel ... angry or sad, irritated or frustrated or whatever appropriate word... (12) ... so it's everybody understanding everybody else's boundaries basically. (50) ...Yeah it has to be flexible ... very important ... if you are not flexible you will not survive this school ... you will die [laughs]. (52) ...Yeah, normally I would sit down and reason with them. I'd be like, come, stop talking. Come, let's do this together (248)</p>
<p>Negative responses to behaviour Shouting, exclusion from the classroom, arguing with pupil, freeze them out – stare at them, ignore them, ridicule, refuse to teach</p>	<p>...It [reasoning] works most of the time. And then if <i>that</i> doesn't work, the next thing is I, I shout at one particular student ... and call them, or whatever it is they're doing ... and I send them outside ... and, they just sit out there and they look like really sad puppies that you just kicked ... and then like 2 or 3 minutes later they come knock on the door and can I come in? And I'm like, no [laughs] ... and they go back outside and after about 5 minutes, can I come in please ... [laughs] (250) ...but I think the shouting more comes when ... I cannot <i>take</i> whatever it is they're doing, like they're talking and they're just ... that's more, I guess the frustration ... that's when the frustration overrides the logical ... and I'll just sit there and I'll just stare at them all ... and they'll just get creeped out ... (258)</p>
<p>Proactive responses to behaviour Gain attention at start of lesson, pre-empt negative behaviours, get to know pupils, set the pupils up to be successful, find what motivates the pupils</p>	<p>...If he already has a sort of negative attitude to walking into the classroom, then I don't even let him get into the classroom ... I take him out of the situation <i>straight away</i> ... and I sit down on that couch out there and I say what happened... (44) ...I always tell them, I'm not going to give you something that you're gonna fail ... so ... they know I'm not setting them up to fail. I'm setting them up to be successful (180)</p>
<p>Other responses to behaviour Sit pupil separately, appear to know what you are doing even if you don't, be in control, make decisions for the pupils, ask pupils how they feel, accept the situation</p>	<p>...I normally get them to sit separate from the other students, because I don't want them distracting the students who do want to engage. (10) ...in general ... I suppose I find that, behaviour ... improves when you at the very least look like you know what you're doing (24)</p>
<p>Barriers to behaviour Lack of teaching experience, negative attitude of pupil before entering class, small age gap between</p>	<p>...the very first year I had a lot of trouble controlling my class. Because first of all I was very young ... so I was only 21... (24) ...and his dad is like, oh ... well I was never that good at literature. I've never needed it. And I'm like,</p>

pupil and teacher, lack of parental support	humph. <i>Stop saying those things</i> . Coz that sort of thing that he's saying ... even if he's not like, aware of it ... (MP4) ... gets those perceptions (210)
Contributing factors to behaviour Age of child, pupil choosing not to control their behaviour, parents reinforcing behaviour	...there are certain things you take into consideration when they're that young. They're 4, they're not really thinking about what they're doing, they're just acting ... (20)
Making sense of behaviour Teaching experience, taking courses, experiences of her own schooling, working out the purpose of the behaviour, trying to understand the feelings of the pupil, impact of SEN on the pupil, pupil body language, asking other pupils, external behaviours reflect internal thoughts	... you can see the difference when he is ... actually angry and when he is seeking attention ... and when he's seeking attention, I have to ask him to leave (40) ... like they might kinda look a little more slumped ... you spend a lot of time with them, so you learn what they normally look like ... and then you learn what isn't normal. (120) ...So, um (MP1) <i>obviously</i> has <i>problems</i> , even if they're not medically acknowledged ... uh ... he has genuine issues that prevent him from doing certain things ... (MP4) ... he's just stubborn and lazy. (204) ...he fools around in class because he likes to be liked, so he likes to be funny. And he has decided that this is working, so why would he change it? (218)
Super-ordinate theme 3 for Alice: The importance and influence of beliefs, personal attributes, experiences and systems	
Beliefs Pupils are entitled to learn without being distracted, pupils should listen to the teacher, boys need tighter boundaries, we are all different, normal is boring, importance of reasoning, happiness leads to improved work, stubborn people are unhelpful, thought precedes affect; important things in life: putting in effort, success, reasoning, happiness, making decisions, flexibility, trust, reading	... students should be able to come to school and learn without being distracted ... if they want to learn they should be able to do that. They should be able to have space and the time to focus and do their work and listen to whatever I'm saying without being distracted by other people ... (70) ...normal people tend to be boring. And they tend to not have any individual thought. And that hurts me, coz I need individual thought. (94) ...So it's confidence ... because I'm pretty comfortable with the fact that if I do something, I'm gonna be successful ... (234)

<p>Personal Attributes Motivation to learn, rationalising, need for control, need to plan, need to find a solution, opinionated, stubborn, need to make decisions, gets bored easily, poor memory, observer of people, challenging, lack of attachment to others</p>	<p>... but they have a couple of education courses ... I've taken ones on virtual learning ... um, on behavioural problems ... I've been educating <i>myself</i> ... until I can afford to do my Masters degree. (32) ...I have a <i>plan</i> for <i>every</i> ... thing ... if ... something changes ... then I feel very stressed for about 20 minutes until I get a piece of paper and write a new plan ... or I figure out a new plan in my head (54) ...Oh, but my solution would be ... finding a solution for him, and then he moves forward, and I would no longer be frustrated. (186) ...Yeah. I like to be able to ... change things. I like the control of changing things ... and then, if I can't change things, then I have to change how <i>I'm</i> approaching them. Then that goes back to the plan (190) ...Because that's what I do. I figure things out [laughs]. I always figure it out. (226) ...I'm very stubborn. I decide that he will get there eventually. I have just not found the right way to kick him in the butt yet [laughs]. (222)</p>
<p>Family experiences/ dynamics Good child/bad child, experience of sister with ASD, partner as similar to pupils, making decisions for her partner, acting towards partner & pupils like her mother acted towards her, her mother shares her quality of being determined to find a solution.</p>	<p>...when the older one is being naughty she's the good one and then she gets treats ... [laughs] (16) ...for my partner he has to pace, when he's working, which drives me insane ... but he has to pace ... he <i>has</i> to move ... he is very ADHD (78) my solution instead of shouting is to do what my mother does, which is to freeze them out [laughs] (256)</p>
<p>School/education system Lack of support/training, control of the principal, size of class, familiarity of curriculum and resources, finances, not in control of pupil groupings</p>	<p>...but I didn't get any initial training here to deal with a lot of problems that we get. (24) ...I think I've become very used to being able to work with them so closely. I've become used to being able to sit at a big table with them all and discuss the problems and I can show them one on one the thing that they're doing if they have any issues. (130) ...It's a lot of kids, there's a lot of talking, there's kids that I would not necessarily group together if I had the choice ... (248)</p>
<p>Life changes Changes in personal life over last year, experiences of different schools when a child, loss</p>	<p>...Yeah, it was a big change as well because last year ... was the hardest year ever because I was in the last year of my degree programme, and so I was writing up my thesis and having to defend it ... um ... then I was getting married ... I was moving ... and, I was still having a full time job teaching ... so it was <i>a lot</i> ... (38)</p>

^aExamples to highlight the super-ordinate themes and subthemes from the transcript. Numbers in brackets, such as "(46)" refer to the paragraph number in the transcript (see Addendum).

Appendix K

Emergent Themes, Sub-themes and Super-ordinate Themes for Bernice

Sub-themes and Emergent themes	Examples ^a
Super-ordinate theme 1 for Bernice: The emotions involved and how they are processed	
Child/pupil emotions Anger, anxiety (x3), irritation, frustration, annoyance, boredom	... there can be something as basic as boredom ... it can be ... you know, something happened the previous lesson, lunch before, um ... a child not understanding what's going on ... So, I mean, anxiety, even, towards the classroom setting, the work, the child sitting next to them, the teacher, the relationship between the student and teacher ... (16) Probably just as frustrated ... maybe because they don't know how to resolve it themselves (108)
Teacher emotions Irritation, frustration (x7), annoyance (x3), stress, confusion, fed-up, baffled, flabbergasted, mad Sympathy, empathy, caring, feeling sorry for Teaching as a rollercoaster of emotions	Honestly, sometimes I get a little frustrated myself, and I just wanna tell them ... really? Is this really what you all are fighting over? (104) I: So when a ... child is rude to you now, how does that make you feel? (233) B: Kinda flabbergasted. (234) I felt tremendously sorry for him and my heart went out to him. (22) ... so, I really did feel for him. (54) Yeah. Big time ups and downs. You can start the day <i>fabulously</i> and end the day miserably. (150)
Processing of emotions (by self) Self-calming strategies: deep breaths, walk around, bathroom break, go outside, time and space to calm Mood affects dealing with situation To stop the two-way cycle of frustration/irritation, a break is needed to calm.	Yeah, I will go and take bathroom breaks and just walk around ... take ten deep breaths and go back in, and y'know. (42) It's me venting. It's like a primal scream. You just wanna ... you know. (272) And sometimes I just ignore it. I say, alright, that's the way it is ... again, it depends on my mood. (282) If I'm irritated by you, I don't bring my irritation onto you. (316)

Processing of emotions (involvement from others) Moan/vent to co-workers, talk to principal Mood affects dealing with situation	... Um ... I will moan and groan to my co-workers at times ... or there have been times when I go and I [knocks on table] (Principal) what's going on? (266) If I'm in an <i>extremely irritated</i> mood <i>then</i> I will bang on the door in the office [laughs]. And go, this is ridiculous, you know ... yeah. If I'm in a really good mood I'll be, OK, that's the way it is. Full stop. (284)
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Super-ordinate theme 2 for Bernice: Making sense of behaviour and how behaviour is responded to

Child/pupil behaviour Rudeness, sleepy, lying on table, refusing to do anything, bullying, stealing, kicking, chat back, move around, yell out A behaviour that negatively affects another person	And then he would lie down and he would sleep and then ... downright refuse to do anything. (24) It's usually something very ... petty, minor. He took my pencil. He stole my bag ... he ... he kicked me, I, you know ... you know, minor kids stuff. (90) But rudeness drives me mad. My first response is, have you lost your mind? Are you talking to me? Me? You talking to me? (218)
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Responses to behaviour Strategies she uses with pupils are the same strategies that work for her (she reacts to the pupils as her parents and partner react to her): give pupil time and space to calm, bathroom breaks, go outside Need to do something, find out what is going on, process of elimination, problem-solve, time to talk, ask pupil what works for them, find a solution, pass onto another person who may better deal with it (principal, police, professional), leave pupils to deal with issue themselves (ability to problem-solve depends on mood: less able to deal with situations when stressed (116), and situation (258))	Bathroom breaks ... and as much as he needed the breaks, I needed to breaks as well, so I kind of enjoyed sitting outside. I kind of gave myself, lets do this for ten minutes, and then lets go outside. Which was kind of, for both him and me as well [laughs]. (46) Coz sometimes ... I'm assuming most people are like me here and need a little bit of a time out. (186) This didn't work, let's try this. Kinda reached the process of elimination ... (50) Sometimes you have to realise that you've kinda reached the end of the road and sometimes you have to kinda give up ... as much as you don't want to. Sometimes you realise that ... maybe you as a teacher, or you as a person in general are not fit for this situation. Maybe somebody else might be a better fit ... so. That's it. (62) Usually I'd separate them instantly and I'd figure out what's going on, one by one and then we'd try to come to some sort of resolution. (88) No, I try to ... bring some sort of reflection in what happened ... well why do you think he did that, and was it on purpose ... I kinda wanna teach them the problem solving skills ... I don't want them to be 35 and like, he stole this ... (100) Yeah, oh yeah, of course ... I mean sometime you catch me in an <i>excellent</i> mood and I would sit down and really figure out, OK this, you know ... (118)
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<p>Redirect thinking/behaviour, ignore, change the situation, empathise, reward system, change method of teaching (e.g. active learning, breaks/rest), give pupil responsibility, balance of care and structure</p>	<p>When it comes to rudeness, how to deal with it depends on the situation. Sometimes you just ignore ... because you don't want to draw attention. Sometimes you basically have to correct. Sometimes you kinda have to ... help them analyse a situation and explain to them <i>why</i> it was rude. (250)</p> <p>So change the situation. Change the environment. Change, you know ... change the method of teaching. (140)</p> <p>So I say right, go to the bathroom, take a little walk and a little water and when you're <i>ready</i>, that's the most important thing, I don't give them a time. I say when you're <i>ready</i> to come back. (198)</p> <p>Yeah. That walk and come back, I always emphasise, when you're ready ... to give them a little sense of responsibility. When you're ready. (204)</p>
<p>Contributing factors to behaviour Drunk, hung-over, taking pills, drug use</p>	<p>I have encountered children come to school drunk ... um hung-over from the night before, children that I think have been abusing some sort of pills or something and have come very ... exhausted and drawn out ... (18)</p>
<p>Unstable home life, emotionally unavailable parents, neglect, verbal abuse, breakdown in family structure.</p>	<p>... lovely boy with a very unstable home life ... um, dad not in the picture. Mum, not around. Physically there, but not supportive ... (20)</p> <p>So it was <i>neglect</i>, it was, it was, verbal abuse, it was ... (54)</p>
<p>Learning issues, language skills, friendship issues</p>	<p>And I tried, but he was at a primary school level ... as young as maybe 7 or 8, and he was about 13 or 14 ... (22)</p> <p>...she is very affected by ... the social aspect ... her friend, her friend's boyfriend, what they told her, what they called her, things like that. And it affects her very badly in class. (154)</p>
<p>Time of day (afternoons), break and lunch times</p>	<p>Most of the time the negative behaviours are, in a school setting, usually between lunch and break (94)</p> <p>Time of day is a big factor. I always say that all the time. The kids I have early on in the day function significantly better in my class than after lunch and towards the end of the day. (134)</p>
<p>Teacher mood</p>	<p>And that mood is affected by me too. I'm much perkier at the beginning of the day and by the end of the day ... end of the week, end of the term, I am I am almost a dead horse. As they are. (136)</p> <p>I am very affected by what's going on. [break] Something as minor as I have not have breakfast will drive me mad. And I will snap. As bad as it sounds. [break]. (152)</p>

School/education system as contributing factors to behaviour

Other teachers refusing to teach pupil, lack of discipline, lack of clear consequences to negative behaviours, lack of structure, lack of consistency in enforcing rules, frequent changes to rules, lack of clarity about rules, undermined by person in authority, lack of communication

So a lot of the teachers downright refused to teach him ... (36)

Sometimes I think ... I think sometimes it needs to be more of a structure, you know, because there are kids ... there are teenagers ... they do need some sort of, *more* structured discipline. (238)

If we implement a rule, it's not necessarily implemented [laughs] ... You know, it's ... you don't come to school with your uniform then you go home ... I don't think I've ever seen a kid go home. (240)

When you try to implement it and you try to be a person of authority ... and ... they kinda say ... no, the person ahead of you, above you, has said this instead, then OK well ... your hands are tied behind your back. (262)

But, there are those times that rules have been made and I don't even know about them [laughs]. I say, really, that's a new rule? So ... you know, communication is also a big factor, among the staff. (268)

Making sense of behaviour

Don't take it personally, see the good in the pupil, there is a reason for behaviour, issue in previous lesson, importance of teaching experience, looking deeper at the situation, picking up on feelings and body language, importance of asking questions, importance of knowing the pupils, frustration and irritation is a two way cycle between child and adult

... it can be ... you know, something happened the previous lesson, lunch before, um ... a child not understanding what's going on ... (16)

He was, on the *outside* a really ... rotten kid, but when you really got to the core of it, poor fellow, he was just *so* neglected at home ... just kind of reaching out ... he *needed* something. (56)

You realise that ... um, all that glitters is not gold [laughs] ... and even though somebody may come from a family that ... is perceived to be ... fabulous. You know, they, they might have everything. There's a lot of breaking down, in the family structure... (66)

How they sit. How they come into class and they throw their bag and they [sighs] you know ... (134)

You have to read her body language or you're wasting her time and your time. (154)

Again you have to know your child and know when a child is being rude or when a child is being witty (218)

Beliefs about behaviour when making sense of behaviour

Importance of inclusion, behaviour is bad when it has a negative effect on someone else, time out of the situation works, emotions and behaviour can affect learning

And it would cause some sort of reaction from the opposite party. (94)

I: ...this is about behaviour and ... emotions and so on, and we haven't talked about learning per se. But what are your kinda views about learning and teaching ... is it that some of the things we've been talking about, is important in that? Or is it not important? (329) Of course it is important, as it would affect how they learn. And what they remember, so it has to be very important. (330)

<p>Importance of life experiences when making sense of behaviour Experiences of her own schooling and memories of childhood, dealing with pupils how her parents dealt with her, realisation that life experiences can affect professional life, life experiences more important than going on courses</p>	<p>I mean when I was their age, I was I dunno, about 25 years ago ... Um, yeah it baffles me. I don't understand because I would have never been rude to a teacher. (232)</p> <p>Um. [Break]. It obviously shows that life experiences affect you ... professionally. Um [break]. I kinda see my kids as mirror images of myself ... you know, so weird. They have crappy days too and they have ... personal issues too, and they're probably hungry too, and, so you kinda have to take everything into perspective. (322)</p> <p>... everything these kids experience, most of the time that you have in some time of your life, somewhat experienced something similar ... so take that into perspective. (324)</p> <p>Sitting an exam is not going to teach you how to deal with a ... child from an abused home or drug issue. (336)</p>
<p>Super-ordinate theme 3 for Bernice: The importance of the pupil-teacher relationship</p>	
<p>Nurture, support and comfort Importance of pupil-teacher relationship/communication/active listening in enabling pupil to feel comfortable, need for nurture/attachment/relationship, mothering, pupils seek help from a teacher in resolving situations</p>	<p>...he was somewhat comfortable with me ... he kinda talked to me about what was going on. So I felt like that was at least getting him used to being around me. And he would chat with me about, you know, liming with his friends, or ... you know, what he did on the weekend, and ... he was a very closed off. (30)</p> <p>I did. I did. I mean, he was a nice kid in a really crappy situation ... I kinda wanted to adopt him, I'm not gonna lie. I just wanted to take him home and ... see what he could become. (34)</p> <p>They just start chatting and let it all out. Your job is to not judge, your job is to go, OK, yeah, ah-ha. (162)</p>
<p>Awareness Picking up on mood of pupils and pupils picking up on mood of teacher, know when something is bothering pupil, know pupil triggers and strategies</p>	<p>...So you know that something is bothering them... (158)</p> <p>You have to know the child. Know your kids... (196)</p> <p>You have to understand the personalities of your child. (198)</p> <p>...but if it does not work you have to find something that works for them. Again, know your child. (214)</p> <p>Yeah, you have to know your kids. Their various personalities and ... you know, what works for one does not work for the other. (216)</p>

Super-ordinate theme 4 for Bernice: The importance and influence of beliefs

<p>Beliefs about life All people need some time out</p>	<p>Coz sometimes ... I'm assuming most people are like me here and need a little bit of a time out. (186)</p>
<p>Beliefs about children Kids pick up on things, children are resilient, adults do not give children enough credit</p>	<p>kids are actually more resilient than you think. They actually are able to pick things up better that you think, so, you teach problem-solving skills from a very young age ... they will develop over time. (102)</p>
<p>Beliefs about bringing up children Importance of community, need for relationships</p>	<p>Not necessarily the mum and dad and brother and sister ... but just the general community where the child may grow up. I mean sometimes a kid is raised by an uncle, and he's the most spectacular influence on them ... or just a family friend ... playing some sort of part. (68) ... you know that saying it takes a village to raise a child? I do, I very firmly believe it. It takes a village to raise a child ... Might not necessarily be mom and dad, but aunty and uncle, teacher, neighbour and everything ... especially if there's so many outside factors that play a role. (70)</p>
<p>Beliefs about teaching Doing some work is better than no work, teacher as the scaffold and structure to help children develop, teachers have an impact on pupil's life, teacher as guide, school rules should be followed, teenagers need structure and discipline</p>	<p>...to guide them. Make them become independent people ... make them become ... good honest and Be able to figure life out, coz life is not easy. And they don't realise how difficult life is at the age of 15. You know. (116) You know, it could just be ... you know, they need that little bit extra help to make them feel better about themselves ... sometimes it's like that ... I like to think I make an impact [break]. Might be naïve, but [laughs]. (168) ... but I wouldn't have never imagined doing it, you know. Then again I would never have come to school without my uniform or not come with my homework done. (228)</p>

^aExamples to highlight the super-ordinate themes and subthemes from the transcript. Numbers in brackets, such as "(16)" refer to the paragraph number in the transcript (see Addendum).

Appendix L

Emergent Themes, Sub-themes and Super-ordinate Themes for Coral

Sub-themes and Emergent themes	Examples ^a
Super-ordinate theme 1 for Coral: The emotions involved and how they are processed	
Child/pupil emotions Anxiety (x4), fear of separation, insecurity, threatened, unable to cope, agitated, tense, angry (x3), Courage to resolve situation	You know, whether they're anxious about communicating. Whether something's happened at home. Whether they're feeling insecure. Whether they're feeling threatened. Um, whether they're feeling unable to cope. (54) ... um ... um ... angry. Very angry words ... (122) ...you know ... cursing a teacher is one thing, but actually apologising in front of your peers takes far more courage. (16)
Teacher emotions: initial response to pupil behaviour Negative, stress (x3), stress of workload, stress of time, stress because of lack of skills, overwhelmed (x2), inadequacy, helpless, deskilled, powerless, cannot cope, cannot give pupil what they need, frightened Sympathy	So my initial, my initial thought is, oh god ... all my work is now put on hold ... It does make me feel stressed, I have to tell you ... but, after I sit down and I put everything aside, and I deal with the situation, there is a huge sense of relief because I know it's going to be quite a while before that situation knocks at my door again. I know deep down that if I hadn't have done that ... that situation would be at my door the next day. (22) ...but I felt, after I approached him on a couple of different ways, I, I, knew that I was powerless ... I knew I was powerless to ... um ... to bring him <i>out</i> of ... what he was in. I didn't have the skills to do it. (112) I felt helpless ... to ... deal with the situation, as, it should be dealt with. (132)
Teacher emotions: considered response to pupil behaviour Relief when resolved (x2), compassion, self-assured, calm, non-judgmental, empathy with teachers (x3), empathy with pupils (x1), comfort the pupil, Lack of confidence, stress of strategy not working	Um, but I do come at it from a point of view of enormous compassion ... (54) ...you do it very calmly, non-judgementally, and just like you would say it to any child who hadn't had a tantrum. (94) ...I was ... self-assured because I had a plan. I didn't have a back-up plan, so there was a little bit of stress, but I had a plan ... um. (96)

Understanding of, processing of, and dealing with emotions

Memories/experiences of previous partner provoked (x8), pupil wanted her to feel his pain, too much emotional energy in resolving situation, recognition that pupil pain was not her pain and different from ex: not controlling, manipulative or hurtful (x3), 3rd person/1st person: easier to deal with situation when not personally felt or directed to her (x6), plans reduce the anxiety, relief of stress through medication, change the situation, wanting to make sense of her experiences (x2), stress when not in control, aware of internal conflict and lack of resolution in personal life brought to her role in school

... um, I just ... I recognise, that feelings were coming back, of when I was in that situation. Coz I was married to a man who had stopped speaking to me for six weeks ... because I hadn't defrosted milk ... and, the passive-aggression was huge. And ... I, I ... I couldn't cope with it. And I was not prepared to pursue any kind of resolution with that kid. (66)

Um, it was, it was ... the body language was the same. The latent, pent up anger and darkness, and dark negative energy was the same ... (70)

... but yes it's pain. But, the ... pain is deep down and it belongs to them. But what it is they want to share with *you* ... coz I'm lumping (MP11) and the ex in one boat, is, their displeasure [break] their displeasure. (74)

He couldn't get them to react how he wanted or *needed* them to react ... So, it was a control thing for him, because he didn't ... he didn't have enough skills in his belt, that he could actually manipulate his own behaviours ... (80)

And I recognised that ... I, I couldn't personally deal with it. But I recognised it was not personal. But I felt it personally because ... it was very very similar behaviours. (88)

What was happening, was was that, although I could recognise it was not personally aimed at me ... I was having a resurgence of my same kind of stressful response, because the behaviour was similar. Although the point of origin was quite different. (90)

... you can't change somebody's action. You can change your response ... (108)

Well I think that my concept of negative behaviour ... comes from, my marriage. [break]. That's ... that's my ... measuring stick, I suppose. (120)

Super-ordinate theme 2 for Coral: The cycle of understanding and responding to pupil behaviour**Child/pupil behaviour**

Silent, truculent, belligerent, cursing the teacher, smoking drugs, subterfuge, lies, manipulation, deceit, verbal abuse, aggression, throwing things (x2), screaming, volatile, dangerous to other pupils, passive-aggression, mumbling under breath, refusal to cooperate, pushing things away

...And everything's being trashed and thrown and everything, and screaming, and ... you know the ... low guttural sounds and everything. (94)

Um ... well certainly the class couldn't continue with him like it was, because, with him being so volatile, he was dangerous to the other kids ... he was dangerous to the other kids. (118)

I: And what would those behaviours be? (121). C: Um [break] Passive aggression ... um ... angry mumbling under your breath ... um ... refusal to ... um ... cooperate, take part ... um ... um ... angry. Very angry words ... chucking things down. Pushing things away ... um, very ... you know, sort of ... high negative energy ... swift kind of, expressions, or words, or actions ... um ... (122)

<p>Contributing factors to pupil behaviour Teacher: stress of workload, lack of teacher skills School: lunchtimes Within-child: ASD, lack of self-control Family system: home life, divorce, difficulty in accepting child's needs Culture: volatile culture in country of origin</p>	<p>But, um, it maybe that they're under stress with curriculum. They're under stress preparing for an exam, or whatever. Or maybe they just don't have, have the skills, they don't know how ... So in a situation like this, the teacher did not have the skills ... (26) A very volatile culture there. Um, parents divorced. (66) ... but the thing is, is that it was right after lunch, and sometimes, and his ... sometimes he brought whatever happened at lunch into the classroom. (66) ... So, it was a control thing for him, because he didn't ... he didn't have enough skills in his belt, that he could actually manipulate his own behaviours ... (80)</p>
<p>Problem-solving responses to behaviour Beliefs: importance of handling situation well, problem needs to be solved immediately (x2), make time to solve situation (x7), short-term solutions do not work, importance of language use (x4), teacher to facilitate resolution, others cannot handle situation well, find something good in situation, emotional approach, correct the behaviour (not punish) Analysis: reading body language/facial expression (x3), teacher reports/stress in analysing situation, gut instinct, safe place, involve parents, make a plan, observe, communicate, what's not being said, plan for worst case scenario, ask for help (x3) Action: analyse and adapt response, support and following advice from colleagues (being given practical skills and told what to do), Importance of: seating position, remove other pupils, withdraw attention from pupil, structure the lesson, calm ending, calm alert voice, eye-contact, assertive communication, name feelings. Involve pupil: explain the problem to the pupil,</p>	<p>but I know deep down that bandaging a situation ... just ... puts it off for another day. And often it's worse. So I try to drop what I'm doing and make the time, so that ... you ... invest your time wisely, so that the situation then starts to improve, so it's not just deferred for another day. (8) Um, it's that same gut instinct. You know, coupled with the fact that ... I'm pretty good at reading facial, um, expression. I'm pretty good at reading body language. (48) ... you've got to be instantly analysing where that response is coming from. And then you've got to be changing tact ... So a lot if it is being a mother, a lot of it is inner eye and gut instinct, and a lot of it comes from being involved in remedial programmes for so long, that ... sort of, um ... you know, at the same time, synchronised with what a child is saying, is me analysing where is that, where are those words actually coming from. (48) I need to envision, um, a safe place of where I think she should be to resolve this matter ... And then I try and ... use the right language to, to get her there ... um, I'm also sort of. My speech is energetic, I use my hands, I, my tone fluctuates ... and it's funny because when I'm, talking to these kids ... I have to ... slow down what I say ... bitten down how I say it, um. (49) So I basically went and called (teacher) ... and I called her, and I said (teacher), I need you to take (MP11) out of the room ... um, and ... deal with him for this hour, because ... this is not something I can deal with. (66) And I said, (MP11) it's going home time, your dad's going to be here soon, would you help me pick up all these things ... and let's tidy up the room so you can go ... he helped me pick up every single thing ... he <i>did</i> grab his bag, and harrumphed out of the class ... but, by then it had dissipated. But you see [break] once again, yes, I was third person. But because I'd been given the skills by (colleague), even if I was first person, I would have known how to deal with it. (94)</p>

<p>help pupil, give some control to pupil, pupil agree to resolution, pupil learning a lesson from situation, give pupil time to talk to an adult (x2)</p> <p>Teacher role: empowerment (x3), teacher learning a lesson from situation, be in control</p> <p>Sometimes usual strategies do not work</p>	<p>... how we deal with them, is pretty damn unique ... It's not punitive ... You know, it's not ... You know children are suspended, I mean ... We don't suspend children ... You know, they'll have to write a letter of apology ... No ... Coz I'm a firm believer that if you, if you say something inappropriate in your class ... in front of your class mates ... you need to correct it in front of your class mates. [break] (138)</p>
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Super-ordinate theme 3 for Coral: The importance and influence of aspects of self

<p>Beliefs</p> <p>Life: gut instinct important in problem-solving (x5), if you lie you will be found out, language can be manipulated, find something good in every situation, hurt should not be used against others, high emotion needs to be satisfied, thanking god, people are driven by anxiety</p> <p>Children: tough love, do not lie to them, adults need to give children more credit, spend time with them, love children uniquely not equally, time with children and teaching is exhausting, respect pupils, using threat of guilt does not work</p> <p>Role of psychologist: to analyse what causes pupil hurdles, to heal, to support, to give skills</p>	<p>... It's the one thing that's always ... has always been very ... powerful with me, is that your gut tells you, you know, when to play the cards, when to fold the cards, when to ... you know, when to fight, when to walk away. It's a gut instinct. (8)</p> <p>... being a tough love kinda person ... with my own children ... (16)</p> <p>I don't believe you should lie to them, for example, and I don't believe their opinions should be discounted ... um, and I believe that they have every right to ... try and prove to themselves that they were wrong. (32)</p> <p>Because I believe in the goodness of human nature and I believe that ... people are by, by nature good and they're kind, and they're community spirited, and that whatever they do is driven by some kind of anxiety. (54)</p> <p>You know, last thing I do at night, is I go to bed and I thank god for ... for ... <i>everything</i> that I've had this day ... You know, and I believe that no bad happens, you know ... (100)</p> <p>... And that's when I think that, I need to put them with a psychologist. To actually help them deal with what <i>causes</i> these hurdles so frequently. (54)</p>
<p>Experiences</p> <p>Importance of experiences of teaching and being a parent in solving problems and understanding children (x5), reading, experience gives insight</p> <p>Being in therapy</p> <p>Suffered through others' lying, gained compassion from personal experiences of hurt, experienced emotional and verbal abuse, negative impact of ex</p>	<p>Yeah that's gut. Yes it's experience. Yes it's having my own children. And yes I know having my own children, I know how it is that they feel ... (16)</p> <p>... so I think I ... I bring a lot of maternal experience to the table ... so ... that usually kicks in ... and my, the experience which has given me insight, is what I think I basically use ... to deal with the situation. (32)</p> <p>... Um ... It comes from hurt ... It comes from being hurt and there being no resolution. And it comes from 25 years of, being ... called the worst names ... and being emotionally abused ... (56)</p> <p>And he would deprive me of sleep. He would deprive me of sleep. [break] He would, yeah he would</p>

(wanted her to feel his pain, picked time of relaxation to argue, in control, his moods affected her moods, weak, tortured by, felt helpless by)	find a way to ... He wanted me feel his pain ... (72) I still today think I don't have the skills to deal with my ex. I think he actually is probably bi-polar and needs medication ... But ... So that's an experience I've brought into here as well. [break]. (112)
What matters Gut instinct/listening to gut (x4), compassion, experience, finding something good in experiences, talking to children as people, teaching yourself, power of language, seeking help, being given practical skills, putting her children's needs before her own, solving others' problems Displeasure at: lying and manipulation, control, meeting ex in future	... actually makes me listen to my gut when it comes to people ... (12) I'm very happy when children grow up and you can start talking to them as little people and talking to them as teenagers and ... I made a choice early on in my motherhood that I was going to enjoy every single second of my children ... every second. I was going to find something ... good in every ... experience. (34) ...and do a lot of reading, and teach myself a lot of programmes and that kind of thing ... (48) That's the dilemma. Shoe maker's children never have shoes. [break] (148) ... so I like to give them the benefit of the doubt ... um ... but I do often give them a disclaimer that, you know if you're lying you will be found out. It won't be today, but there'll be a price to pay at some point in the future (38)
Personal Attributes Emotional person, pragmatic, artistic, creative, impulsive, procrastinator, problem-solver, communicator, observer, not good at strategizing (x2), parenting and teaching styles are different (x2), driven by fear, anxiety, panic.	So I think I am that strange dichotomy where I'm ... impulsive and creative, but I'm also balanced by being a problem-solver who is, is pragmatic... Um, the compassion, I think, and the gut instinct come because I'm ... I'm an emotional person ... and, I guess I can recognise high emotion in others... (12) ... but, I think I'm a big communicator as well (14) Strategy is my, if I had to say I had a weakest point, it's my weakest point ... (48) ... Because I think that my, my, <i>driving</i> emotion every day, is fear [break]. (128)
Relationships Importance of getting to know a pupil and having a good relationship with them, relationships as playing games, help from colleagues to resolve situation	... Um, but I think I enjoy pretty good relationships with the children. (38) But because I'd been given the skills by (colleague), even if I was first person, I would have known how to deal with it. (94)

^aExamples to highlight the super-ordinate themes and subthemes from the transcript. Numbers in brackets, such as "(54)" refer to the paragraph number in the transcript (see Addendum).

Appendix M

Number of Students in Barbadian Schools

School phase or type	Number of students in each school type		
	Government funded	Private	Total
Primary ^a	18,122 (88%)	2,450 (12%)	20,572
Secondary ^b	19,307 (94%)	1,296 (6%)	20,603
Sixth form ^c	1,251	DK ^e	1,251
Special school ^d	322	277	599

Note. There was no data available to me for the academic year 2014-2015.

Information was adapted from “2013-14 Statistics on Education in Barbados at a Glance,” by the Ministry of Education, Science, Technology and Innovation, 2014, <http://mes.gov.bb/Resources/Publications>. Approximately 43,000 students aged 5 to 18 were in primary and secondary schools in Barbados, excluding pre-school and post-secondary non-tertiary and tertiary educational establishments.

^aAges 5 to 11 years. Pre-school information not included.

^bAges 11 to 16 years.

^cGovernment secondary schools with a sixth form.

^dThe government schools figure includes those students attending special schools and those students attending special units attached to mainstream primary schools.

^eDK = don't know. From my knowledge of Barbados, there were no private schools at that time offering sixth form (whereas during the year of the study, there were).

Appendix N

Questionnaire to Schools

Survey on Psychological Input into Schools

Thank you for taking the time to answer questions in relation to psychologists working with schools.

It should take less than 10 minutes to complete this survey.

***Required**

1. What is your role in the school? *

Tick all that apply.

- Principal
- Deputy Principal/Head of Department
- Guidance Counsellor
- Special Needs Coordinator
- Other:

2. What type of school do you work in? *

(Tick all that apply)

Tick all that apply.

- Primary
- Secondary
- Secondary with Sixth Form
- Special School
- Other:

3. Is your school a government or private school? *

Please click on the arrow to choose from a drop down list.

Mark only one oval.

- Government school
- Government assisted school
- Private school

4. How many students do you have on roll? *

You may provide an approximate number.

.....

5. **During this academic year (since September 2014) have you received input in your school from any of the following psychology professionals? ***

Input does not have to be a psychologist visiting your school, it could be in the form of a telephone discussion, for example.

Mark only one oval per row.

	Yes	No	Don't know
Educational Psychologist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Psychologist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselling Psychologist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Psychologist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. **TO MOVE TO THE NEXT PAGE, PLEASE ANSWER THE FOLLOWING QUESTION: ***

Mark only one oval.

- I answered NO or DON'T KNOW to ALL the questions above *Skip to question 21.*
- I answered YES to at least one of the questions above

Please answer each question below.

For each question please tick the appropriate column or columns as to whether the question relates to an educational, clinical, counselling or "other" psychologist.

7. **The following organisation employs the psychologist(s) that my school has received input from: ***

(Tick all that apply)

Mark only one oval per row.

	Government	School	Charity	Privately contracted by parent	Don't know	Not applicable
Educational Psychologist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Psychologist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselling Psychologist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Psychologist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. **During this academic year (since September 2014) approximately how many visits to your school have you had by: ***

(Tick as appropriate)

Mark only one oval per row.

	Every Day	Once a Week	Once a Month	Once a Term	Once a Year	Not during this academic year
Educational Psychologist	<input type="radio"/>					
Clinical Psychologist	<input type="radio"/>					
Counselling Psychologist	<input type="radio"/>					
Other Psychologist	<input type="radio"/>					

9. **Approximately how many students have received psychological input this academic year (since September 2014)? ***

Please highlight the type of psychological input you have received

Many, but not all of these, will be in relation to actual visits to your school by a psychologist.

10. **What service(s) did the psychologist(s) provide? ***

(Tick all that apply)

Tick all that apply.

- Face-to-face CONSULTATION/DISCUSSION with a teacher regarding an INDIVIDUAL student
- Face-to-face CONSULTATION/DISCUSSION with a teacher regarding a GROUP of students
- TELEPHONE/EMAIL consultation/discussion with a teacher regarding an INDIVIDUAL student
- TELEPHONE/EMAIL consultation/discussion with a teacher regarding a GROUP of students
- ASSESSMENT of a student (on school premises)
- ASSESSMENT of a student (off school premises)
- OBSERVATION of a student in school
- Therapeutic/COUNSELLING work with a student in school
- Therapeutic/COUNSELLING work with a GROUP of students in school
- Learning-based INTERVENTION with a student in school
- Learning-based INTERVENTION with a GROUP of students in school
- SUPPORT for teachers/school staff in school
- ADVICE to teachers/school staff
- TRAINING for teachers/school staff in school
- TRAINING for teachers/school staff off school premises
- Work with PARENTS in school
- Work on whole school POLICIES/INITIATIVES
- Other:

11. **Do you have any additional comments about the type of psychological input received?**

You may wish to state what kind of psychologist (educational, clinical, counselling or other) you have ticked most of the above statements in relation to.

.....
.....
.....
.....
.....

12. Which broad areas of need/concern did the psychologist(s) work with? *

(Tick all that apply)

Tick all that apply.

- Communication and Interaction difficulties (such as autism spectrum disorder, or speech and language difficulties)
- Learning Difficulties
- Social, Emotional and Mental Health difficulties (including behaviour difficulties)
- Physical Disabilities and/or Hearing/Visual Impairment
- Other:

Please rate the psychological input you have received

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

In general:

13. The psychological input has been POSITIVE *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

14. The psychological input has been USEFUL *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

15. The psychological input has ENABLED IMPROVEMENT IN THE STUDENT(S) *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

16. The psychological input has ENABLED IMPROVEMENTS IN THE SKILLS/KNOWLEDGE OF SCHOOL STAFF *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

17. **The psychological input has ENABLED SCHOOL STAFF TO USE DIFFERENT METHODS TO MEET THE NEEDS OF THE STUDENT(S) ***

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

18. **The psychological input has ENABLED THE STUDENT(S) TO BE MORE INCLUDED IN THE SCHOOL ENVIRONMENT ***

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

19. **What have you found most useful in relation to the psychological input you have received?**

.....

.....

.....

.....

.....

20. **Is there anything that has not been useful or helpful?**

.....

.....

.....

.....

.....

In the future

Please answer each question as fully as possible

21. **In relation to psychological input in your school, how would you like things to be different? ***

.....

.....

.....

.....

.....

22. In relation to psychological input, what would you like more of?

.....
.....
.....
.....
.....

23. Are there any specific areas of need/concern you would like psychological input on? *

Such as: communication and interaction difficulties, learning difficulties, social, emotional and mental health difficulties, behaviour difficulties, sensory needs, physical disabilities.

.....
.....
.....
.....
.....

24. Any additional comments?

.....
.....
.....
.....
.....

Thank you for taking the time to complete this questionnaire

Powered by
 Google Forms

Figure N1. Copy of Google Forms online survey: "Survey on psychological input into schools."

Appendix O:

Participant Information: Email Correspondence to Schools

Email 1: Survey on Psychological Input to Your School

Dear [Name of Principal],

I am a Doctoral student carrying out a survey on psychological input into schools in Barbados. The Ministry of Education, Science, Technology and Innovation has approved the research.

Below is a link to an online questionnaire that will ask you questions about whether your school has received input from a Psychologist during this academic year and the nature of any input given. I am aware that your time is precious, but I am hoping that you or a colleague (such as a Guidance Counsellor) will be able to complete it. It is likely to take between 3 and 10 minutes. The survey can be accessed by clicking on the link below:

[link to online survey]

The results of all the surveys will be collated and a report will be written for my Doctorate. There is also a chance that the findings may be presented at conferences in the future or published in an academic journal. The information you provide will be grouped to form an overview of psychological input into schools in Barbados. **NO ONE PERSON OR SCHOOL WILL BE INDIVIDUALLY IDENTIFIED and YOU WILL NOT BE ASKED FOR ANY PERSONAL DETAILS.**

Please do not hesitate to get back to me should you require further information. I can be contacted on this email or on [REDACTED]. If you have any further queries regarding this survey, you can contact Dr Stephen Melluish (Course Director and Head of Clinical Practice) at the University of Leicester in the United Kingdom, on [REDACTED]

Kind regards,

Andrea Dennison, BSc (Hons), PGCE, MEd, MSc, C.Psychol., AFBPsS
PsyD (Doctorate in Applied Psychology) Student, University of Leicester, UK.

Email 2(GC): Survey on Psychological Input to Your School

Dear [Name of Guidance Counsellor],

I am a Doctoral student carrying out a survey on psychological input into schools in Barbados. The Ministry of Education, Science, Technology and Innovation has approved the research. Your Principal received an email last Monday about this. They may have already completed the online survey, or may have already passed it onto you to complete, in your role as Guidance Counsellor.

The survey can be accessed by following the link below:

[link to online survey]

The online questionnaire will ask you questions about whether your school has received input from a Psychologist during this academic year and the nature of any input given. I am aware that your time is precious, so the questionnaire is likely to take between 3 and 10 minutes. **NO ONE PERSON OR SCHOOL WILL BE INDIVIDUALLY IDENTIFIED and YOU WILL NOT BE ASKED FOR ANY PERSONAL DETAILS.**

Thank you for your time in this matter. Kind regards, Andrea
Andrea Dennison, BSc (Hons), PGCE, MEd, MSc, C.Psychol., AFBPsS
PsyD (Doctorate in Applied Psychology) Student, University of Leicester, UK.

Email 2(P): A QUICK Survey on Psychological Input to Your School

Dear [Name of Principal],

I recently emailed regarding a survey I am carrying out on psychological input into schools in Barbados. If you have already completed the online questionnaire, thank you, and please ignore this message.

If not, I would really appreciate a few minutes of your time. The survey can be accessed by following the link below:

[link to online survey]

The online questionnaire will ask you questions about whether your school has received input from a Psychologist during this academic year and

the nature of any input given. NO ONE PERSON OR SCHOOL WILL BE INDIVIDUALLY IDENTIFIED and YOU WILL NOT BE ASKED FOR ANY PERSONAL DETAILS. The Ministry of Education, Science, Technology and Innovation has approved the research.

Thank you for your time in this matter. Kind regards, Andrea
Andrea Dennison, BSc (Hons), PGCE, MEd, MSc, C.Psychol., AFBPsS
PsyD (Doctorate in Applied Psychology) Student, University of Leicester, UK.

Email 3: Thank You

Dear [Name of Principal or GC],

I hope you are enjoying a well deserved rest, now that school has ended.
Thank you for taking the time to fill in the Survey on Psychological Input to
Your School.

Kind regards, Andrea

PS. As this survey is anonymous, I am not sure whether it was completed by
you or not. If not, there is still time, by clicking on the link: [link to online
survey]

Appendix P

Questionnaire Responses to Open-ended Questions

Data	Codes	Themes
What have you found most useful in relation to the psychological input you have received?		
Accessibility to professional knowledge and expertise in both on the spot action which may be required - parents, students, teachers - and information which can be obtained on a proactive, theoretical level.	Access to professional knowledge and expertise On the spot action Work with parents, students and teachers Proactive information Theoretical information	Availability and immediacy Collaborative working Identification of need and information/ suggestions/advice
I think the social skills have been improved a bit.	Improvement in social skills of student	Student engagement, support and improvement
From our "in-house" psychologist, suggestions regarding how teachers best deal with students who exhibit behavioural concerns for teachers and parents. From outside intervention, a better understanding of the student's difficulties and suggested ways in which teachers can help.	Providing suggestions about student behaviour Work with teachers and parents Better understanding of student difficulties Suggestions for teachers	Identification of need and information/ suggestions/advice Collaborative working Identification of need and information/ suggestions/advice
It was both verbal and written.	Verbal and written information	Identification of need and information/ suggestions/advice
Consistent therapy sessions with students.	Therapeutic sessions with students	Student engagement, support and improvement
Those who have come to the school have been able to see the reality of situations we are dealing with and have helped by offering real-time suggestions.	Real time suggestions Visits to the school to see the reality	Availability and immediacy
The students are now better able to identify their triggers, and have learnt different ways to cope.	Support to students Enabled students to be more aware of triggers and coping strategies	Student engagement, support and improvement

Data	Codes	Themes
I was told that the child was able to relate to the counselling psychologist.	Positive relationship with child	Student engagement, support and improvement
Students look forward to these sessions and parents have been included in the process. This can only redound to the benefit of students in the long run. While some measure of improvement has been realised, this has not yet translated real changes in methodology and inclusion in the classroom. In my opinion it is a work in progress and should be continued.	Student engagement and relationship Inclusion of parents in the process Beneficial to students long term See some improvement in students Not changed teacher methods or inclusion in the classroom	Student engagement, support and improvement Collaborative working Student engagement, support and improvement
The psychologist has kept the Guidance Counsellor up-to-date with the work being done with the student, and has informed the GC as to what the school needs to do to support what she is doing and the student.	Liaison with guidance counsellor Advice to the school about supporting student	Collaborative working Identification of need and information/ suggestions/advice
Helping to diagnose and identify some behavioral and learning challenges	Identification and diagnosis of behaviour and learning challenges	Identification of need and information/ suggestions/advice
Is there anything that has not been useful or helpful?		
No		
Not at this time		
Regarding the input from the psychologists not attached to the school, many recommendations submitted are very often unrealistic in a normal classroom setting of approximately 25 students per class. Also, when testing is done on a one-on-one basis with a student, the results often do not accurately reflect what is seen in a classroom situation.	Unrealistic recommendations for size of class Psychologist not knowing the school One-to-one test results do not accurately reflect classroom situation	Unrealistic recommendations Inaccurate reflection or lack of knowledge about child/setting
Sometimes some of the recommendations are not easily implemented.	Difficulty in implementing recommendations	Unrealistic recommendations
Feedback from Psychologists to staff as to how we should approach and best cater to the students.	Advice to staff	Unrealistic recommendations

Data	Codes	Themes
Making judgements about children without seeing them.	Making judgements about children Not seeing the child	Inaccurate reflection or lack of knowledge about child/setting Insufficient process/practice
No formal report was sent to the school.	No formal report provided	Insufficient process/practice
None.		
Student is in need of a more intensive treatment.	Lack of intervention	Insufficient process/practice
In relation to psychological input in your school, how would you like things to be different?		
The role of the Educational Psychologist is so diverse that there is never enough time available to meet all the needs of the school (student, tutor and parent) which the Ed Psych skillset can provide. There has to be careful consideration made on the best utilization of the professional's time.	Lack of time to meet all needs Need to utilise professional time	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM)
I would like the assessment of students to be done earlier so that programs can be put in place.	Earlier assessments for earlier intervention	Early identification and intervention (INDIVIDUAL)
I think that more classroom observations need to be carried out before a final report has been submitted (as previously explained) to parents/school.	Observe pupil in school/in situ before writing report	Early identification and intervention (INDIVIDUAL)
<i>There is a need for at least a counsellor/ Psychologist to help identify and provide solutions to those children with learning difficulties.</i>	For the school to have a counsellor or psychologist	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM)
	Identify learning difficulties Provide solutions	Early identification and intervention (INDIVIDUAL)
<i>We need easy access to psychologists.</i>	Easy access to psychologists	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM)
<i>Learners need to be properly assessed. Economically disadvantaged learners are not always fully assessed. For others it's very expensive to have a full neuro-psych evaluation. It would be wonderful to have personnel assigned to schools for</i>	Assessment of learning, regardless of economic status Personnel assigned to schools for assessments	Early identification and intervention (INDIVIDUAL) Equality of access not

Data	Codes	Themes
<i>assessments, IEPs, etc.</i>	and IEPs	dependent on economic status of parents (SYSTEM)
Easy access to the psychologist. A psychologist stationed in the school.	Easy access to psychologist Psychologist stationed in a school	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM)
<i>Greater access to clinical psychologist. Access to psychologists that does not involve going through the psychiatric hospital for teachers</i>	Greater access to psychologists Access that does not involve going through the psychiatric hospital	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM)
<i>I haven't found the psychological input, when received in the past, useful. The behavioural models and frameworks used by psychologist do not lend themselves well to the developmental model implemented at the Centre</i>	Differing model used by psychologist to the school (behavioural v developmental) Psychologist to come from a similar model/framework to the school.	Collaborative working relationships and communication with school and parents (COLLABORATION)
Greater input with persons who have a high degree of training.	Input needed from those with high degree of training	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM)
<i>There is the need for easier access to psychological input in the school as this would assist in the early detection of problems being experienced by some children.</i>	Easier access to psychological input Early detection of problems	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM) Early identification and intervention (INDIVIDUAL)
<i>That the school has access to a psychologist on a regular basis so that suspected cases of a specific need or just regular meetings/visits from a psychologist can be scheduled on a regular basis. The psychologist can be assigned to the school on a full-time or part-time basis so that problems/issues can be brought immediately to his/her attention.</i>	Regular access to a psychologist Regular meetings/visits from a psychologist Immediate attention to problems/issues if psychologist assigned to a school	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM) Early identification and intervention (INDIVIDUAL)
<i>There must be communication between school and the psychologist to ensure</i>	Communication between psychologist and the	Collaborative working

Data	Codes	Themes
<i>everyone is on the same page and working towards the same goal for the benefit of the child.</i>	school Collaborative working towards the same goal Collaborative working to benefit the child	relationships and communication with school and parents (COLLABORATION)
<i>It would be appreciated if there was a guidance councillor or a psychologist attached to the Primary schools</i>	Psychologist/guidance counsellor for the primary schools	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM)
More firm relationships between Psychologists and teachers.	Firm relationships between psychologists and teachers	Collaborative working relationships and communication with school and parents (COLLABORATION)
Training on dealing with issues in class.	Provision of teacher training to deal with classroom issues	Staff training (SCHOOL)
More time spent at the school.	More time spent in school	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM)
I would like to have an in-school Counselling Psychologist as opposed to parents having to find their own.	In-house psychologist Parents not needing to find a psychologist on their own	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM) Equality of access not dependent on economic status of parents (SYSTEM)
I would like to have the required psychological input in a timely manner.	Timely psychological input	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM)
More on time on the compound.	More time in the school	Easier, regular and frequent

Data	Codes	Themes
		access to a psychologist (or GC) on site (SYSTEM)
More counsellors if it continues to be once a week or a full time counsellor if the needs of students and related teachers are to be met.	More counsellors Lack of time to meet all needs	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM)
More visits from personnel.	More visits to school	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM)
<i>I would like communication from professional to identify children from the school who might display learning difficulties and to follow up on providing help with those students.</i>	Identification of learning difficulties Follow-up on students	Early identification and intervention (INDIVIDUAL)
<i>It would be nice if each primary school could have a counsellor who works full time or part time at the school to better aid teachers since most teachers are not trained nor equipped to deal with some of the behavioural challenges from students though the teachers do try their best and early intervention might make a difference</i>	Each primary school to have a counsellor Aid teachers in behavioural challenges Early intervention	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM) Early identification and intervention (INDIVIDUAL)
Closer work with parents.	Closer work with parents	Collaborative working relationships and communication with school and parents (COLLABORATION)
More frequent communication between staff and psychologist.	Frequent communication between psychologist and staff	Collaborative working relationships and communication with school and parents (COLLABORATION)
Since there is difficulty sometimes to obtain psychological input when	Further training for guidance counsellors	Staff training (SCHOOL)

Data	Codes	Themes
needed, further training can be made available for all GCs, to help the students in need since GCs are on the ground.	Importance of a professional being in the school	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM)
Have ongoing visit of psychologists to assist in identifying students with behavioural and learning deficits and to suggest means of remediation.	Ongoing visits from psychologists	Easier, regular and frequent access to a psychologist (or GC) on site (SYSTEM)
	Identification of students with learning or behaviour needs	Early identification and intervention (INDIVIDUAL)
	Provide suggestions of remediation	
In relation to psychological input, what would you like more of?		
Teacher training and auditing, overseeing of remedial input in student timetables.	Teacher training Auditing/observation of classes	Staff training SCHOOL) More collaboration/ communication with school staff and parents (COLLABORATION)
	Overseeing remedial input	Assessment and intervention (INDIVIDUAL)
More opportunities for social interactions. Once a week is not enough	More time for social interaction	Regular/frequent access to psychologists (SYSTEM)
<i>There is a need for more resources from the Ministry of Education in terms of providing help with those children who have challenges.</i>	More recourses/help from Ministry of Education	Help from the Ministry of education (SYSTEM)
<i>Access. Opportunities to provide workshops for teaching /support staff who are themselves not trained.</i>	Access to psychologists	Regular/frequent access to psychologists (SYSTEM)
	Staff training and workshops	Staff training SCHOOL)
One to one sessions in which consultations can be easily obtained. Conferences in which all stakeholders including psychologists will be present.	One-to-one consultation Multi-professional conferences	More collaboration/ communication with school staff and parents (COLLABORATION)

Data	Codes	Themes
<i>I believe that more can be done with regards to the formal assessment and diagnostic process.</i>	Assessment and diagnosis	Assessment and intervention (INDIVIDUAL)
More psychologists doing therapy on site	Therapy on site	Assessment and intervention (INDIVIDUAL)
<i>Six week visits to discuss problems being faced by difficult students and short sessions for the named students.</i>	Regular and frequent visits/consultation	Regular/frequent access to psychologists (SYSTEM)
	Intervention with students	Assessment and intervention (INDIVIDUAL)
<i>Educational and behavioural assessments of referred cases made available to the Principal along with regular discussions, meetings and visits.</i>	Learning and behaviour assessments	Assessment and intervention (INDIVIDUAL)
	Communication of assessments to staff	More collaboration/communication with school staff and parents (COLLABORATION)
	Regular discussions, meetings, visits	Regular/frequent access to psychologists (SYSTEM)
<i>A visit or some input at least twice a year to each Primary school,</i>	More frequent/regular visits	Regular/frequent access to psychologists (SYSTEM)
Psychologists' presence in School to see the child. (I know it's not always possible)	On-site visits	Regular/frequent access to psychologists (SYSTEM)
More staff training	Staff training	Staff training SCHOOL)
I would like more sessions for parents to help them deal with the issues being faced by their teenagers.	Support for parents	More collaboration/communication with school staff and parents (COLLABORATION)
I would like to see psychologist visiting the school on a regular basis and programmes put in place to help to help those at risk students.	Regular visits	Regular/frequent access to psychologists (SYSTEM)

Data	Codes	Themes
	Intervention to help at-risk students	Assessment and intervention (INDIVIDUAL)
Time for counsellors to work with involved teachers.	Liaison with teachers	More collaboration/ communication with school staff and parents (COLLABORATION)
<i>More psychologists within the Government schools to diagnose learning difficulties of students since teachers are not trained to do so.</i>	More psychological input to government schools Diagnosis of learning difficulties	Regular/frequent access to psychologists (SYSTEM) Assessment and intervention (INDIVIDUAL)
Frequency.	Frequent input	Regular/frequent access to psychologists (SYSTEM)
Availability.	More availability	Regular/frequent access to psychologists (SYSTEM)
Working partnership.	Collaboration/ partnership with schools	More collaboration/ communication with school staff and parents (COLLABORATION)
Appropriate teaching strategies to use with students with behavioural and learning difficulties.	Appropriate strategies	Assessment and intervention (INDIVIDUAL)
Are there any specific areas of need/concern you would like psychological input on? (Such as: communication and interaction difficulties, learning difficulties, social, emotional and mental health difficulties, behaviour difficulties, sensory needs, physical disabilities.)		
My teachers would benefit from seeing an assessment carried out, discussing its relevance and analysing its results, seeing the relationship between the results and the intervention suggested and looking at the markers which would signal successful remediation.	Teachers seeing an assessment carried out Strategies for teachers	Staff training SCHOOL) Teacher/ classroom strategies (SCHOOL)

Data	Codes	Themes
Not at this time.		
Teacher training on learning difficulties would be beneficial, however, financial constraints limit the number of teachers who can be trained in these areas.	Teacher training Less financial constraints for teacher professional development	Staff training (SCHOOL)
<i>All of the above are areas that help is needed in as staff are not able to classify any problems, but are to observe symptoms and forward to the Ministry of Education.</i>	All	
<i>Communication difficulties, LDS, social, emotional and mental health disabilities/difficulties; sensory, to name a few</i>	All	
All of the above mentioned areas.	All	
All of the above.	All	
<i>Clinical psychology therapeutic input for parents and families.</i>	Family therapy	Parent/family support and intervention (FAMILY)
Learning difficulties. Social, emotional and mental health difficulties.	LD, SEMH	
<i>Learning difficulties, Social difficulties, Behaviour difficulties Parent intervention</i>	LD, SEMH, BD Family intervention	Parent/family support and intervention (FAMILY)
<i>Emotional and mental health and behaviour difficulties.</i>	SEMH	
<i>At this point I have no specific concern that I would need psychological input on.</i>		
<i>Anti -social behaviour which leads to disruptive behaviour i and indiscipline in school</i>	SEMH, BD	
<i>Behaviour difficulties; Communication and Interaction difficulties; Learning difficulties.</i>	BD, C&I, LD	
Social, emotional and behavioural difficulties	SEMH, BD	

Data	Codes	Themes
My students need a lot of help with communication difficulties and learning, social, emotional and mental health difficulties.	C&I, LD, SEMH	
Learning difficulties and behaviour difficulties are the two most pressing areas I would like to have input on.	LD, BD	
Communication and interaction difficulties	C&I	
Learning difficulties	LD	
Learning difficulties	LD	
<i>Learning difficulties and behaviour difficulties</i>	LD, BD	
<i>Dealing much earlier with children who exhibit learning challenges as well as behavioural issues.</i>	LD, BD Early identification and intervention	Early identification and intervention (INDIVIDUAL)
Emotional and mental health difficulties Behavioral difficulties	SEMH, BD	
Help with classroom strategies.	Classroom strategies	Teacher/ classroom strategies (SCHOOL)
Learning Difficulties Mental health difficulties	LD, SEMH	
Strategies to use in communicating with parents of pupils with behavioral and learning difficulties so as to assist in bringing them on board to assist in the remediation process. Ways in dealing with pupils who display emotional and mental health problems	BD, LD, SEMH Communicating with parents Strategies for parents	Teacher/ classroom strategies (SCHOOL) Parent/family support and intervention (FAMILY)
Any additional comments?		
Integrating an internship programme offering UWI Psychology graduates the opportunity to spend 3 months on practicum with the staff and under the supervision of the Ed Psych could be a reciprocal investment that is mutually beneficial.	Psychology students internship	SYSTEM

Data	Codes	Themes
<i>More dialogue is vital and early intervention by the Ministry of Education is essential to identifying and treating problems with our children at the Primary level before they go on to the Secondary level.</i>	Early intervention Communication with Ministry of Education	INDIVIDUAL SYSTEM
Psychologists are integral in presenting different perspectives of clients' social, behavioural and emotional needs, as well as to make suggestions on how to assist clients. It would therefore be an asset to have one on staff at each of the island's schools.	Importance of psychological perspective Importance of suggestions to assist students Psychologist attached to each school	COLLABORATION INDIVIDUAL SYSTEM
<i>Overall, my experience of psychological input with regards to the children and their development has not been useful. There is too much emphasis on cognitive development and intelligence at the expense of the social and emotional development of the child.</i>	Psychological input not useful Too much emphasis on cognitive development rather than social and emotional development	COLLABORATION INDIVIDUAL
I trust that findings from your researched will be used to implement programmes which will give the necessary help.	Importance of dissemination of findings from current research	SYSTEM
The need for such assistance in the Primary school is of great value and should be given more in-depth priority. This could help stave off the problems that are later encountered in the Secondary schools.	Priority for assistance is needed Early intervention	INDIVIDUAL SYSTEM

Note. For the final four questions, text in italics indicates responses from the schools that did not receive any psychological input during the academic year 2014-2015. Text presented in capital letters in the themes column relates to the master themes of input to individual students (INDIVIDUAL), input to the classroom and school (SCHOOL), input to the home and family (FAMILY) and input from the education system (SYSTEM). The sub-theme of the importance of communication and collaboration, which spanned three of the master themes, is indicated by the term COLLABORATION. The Codes C&I (communication and interaction difficulties), SEMH (social, emotional and mental health needs), LD (learning difficulties), BD (behaviour difficulties), SN (sensory needs), PD (physical disabilities) relate to the SEND Code of Practice's (DfE, 2015) areas of SEN need/concern. The term "All" has been used if the school highlighted all the aforementioned areas of need/concern.

Appendix Q

Ministry Approval Letter



CHIEF EDUCATION OFFICER
MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND INNOVATION

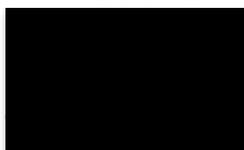


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Ref. No.: CH T1

ELSIE PAYNE COMPLEX
CONSTITUTION ROAD
ST. MICHAEL, BB11124

13th May, 2015

Ms. Andrea Dennison



Dear Ms. Dennison

I acknowledge receipt of your letter dated 29th April, 2015 in which you are requesting permission to approach Principals of schools with a view to administering a questionnaire in relation to psychological input the school.

This is to inform you that the Ministry of Education, Science, Technology and Innovation has given permission for you to contact Principals of Public Primary and Secondary schools in order for you to administer the questionnaire.

You should contact the Principals of the schools to make the necessary arrangement to facilitate the process.

It is noted that this research will allow you to "gain an overview of whether any psychologist provided input/support to them over this academic year, and if so, what was the nature of that work".

Yours sincerely

Karen Best (Mrs.)
Chief Education Officer (Ag.)

Appendix R

Demographic Information on Each School

School					
Code	Type	Phase ^a	Students on roll ^b	Role of person completing the questionnaire	Input from a psychologist ^c
1	Private	Primary, Secondary +	50	Principal	Yes
2	Government	Primary	250	Principal	Yes
3	Private	Primary	350	Principal	Yes
4	Government	Primary	200	IT coordinator	No
5	Private (special)	Primary, Secondary +	50	CEO	No
6	Government	Secondary	850	Guidance Counsellor	Yes
7	Government	Secondary +	1200	Guidance Counsellor	No
8	Private (special)	Primary, Secondary	50	Principal	No
9	Government	Secondary	950	Guidance Counsellor	Yes
10	Government	Primary	400	Principal	No
11	Government	Primary	150	Principal	No
12	Private	Primary	50	Principal	No
13	Government	Primary	450	IT coordinator	No
14	Private	Primary	400	Principal	Yes
15	Government	Primary	450	Principal	Yes
16	Private	Secondary	200	Principal	Yes
17	Government	Primary	150	Principal	Yes
18	Government	Secondary	1000	Principal	Yes
19	Government	Primary	650	Principal	Yes
20	Government	Primary	250	Principal	Yes
21	Government	Primary	200	Principal	No
22	Government	Primary	500	--	No
23	Government	Primary	400	Principal	Yes
24	Private	Primary, Secondary	700	SENCO	Yes
25	Government	Secondary	1050	Guidance Counsellor	Yes
26	Government	Primary	450	Principal	Yes

^aSecondary + denotes a secondary school with sixth form.

^bRounded to the nearest 50 to ensure anonymity.

^cWhether the school received input from a psychologist during the academic year 2014-2015.