What is the impact of Family SEAL?

An evaluation of the Family SEAL intervention examining the impact of the programme on children and parent/carer participants.

Helen Ward

May 2012

A programme of independent study resulting in the production of a thesis to partially fulfil the requirements of the University of East London for the degree of Doctor of Educational and Child Psychology.

University of East London

School of Psychology

Professional Doctorate in Educational and Child Psychology

Declaration

This work has not previously been accepted for any degree and it is not being concurrently submitted for any degree.

This research is being submitted in partial fulfilment of the requirements of the Professional Doctorate in Educational and Child Psychology.

This thesis is the result of my own work and investigation, except where otherwise stated. Other sources are acknowledged by explicit references in the text. A full reference list is included in the thesis.

I hereby give permission for my thesis, if accepted, to be available for reading and for inter-library loans, and for the title and summary to be made available to outside organisations.

Helen Ward

May 2012

Abstract

This research evaluated the impact of the Family SEAL (DfES, 2006) intervention programme on children and parents in a mainstream primary school and Pupil Referral Unit. Family SEAL is a psycho-educational and experiential programme based on the Primary Social and Emotional Aspects of Learning (SEAL) curriculum, which aims to engage parents as partners in developing children's social and emotional competence. Previous research has indicated that social and emotional literacy interventions and parenting programmes can results in positive outcomes for children in respect of their behaviour, well-being, achievement in school, social skills and emotional literacy. Research into the impact of Family SEAL has indicated that benefits associated with children's measures of emotional literacy.

This evaluation study aimed to examine the outcomes and the processes involved with the Family SEAL programme. The research was undertaken from a critical realist perspective, adopting a mixed methods research design. The impact of the programme on participants was assessed by interviewing parents/carers, children, Behaviour Support Staff (BSS - programme co-facilitators) and a class teacher. Impact was also assessed by administering Emotional Literacy (EL) Checklists and Strengths and Difficulties Questionnaires (SDQ) to measure aspects of children's behaviour and emotional literacy. Questionnaires were administered before (T1) and after (T2) the programme to give a pre-post test measure of impact. Data was analysed to investigate a change in children's behaviour and emotional literacy from T1 to T2. Qualitative data was obtained through carrying out semi-structured interviews. Thematic analysis was applied to the qualitative data set, using an inductive and deductive approach.

The research findings revealed process and outcome factors associated with the impact of the Family SEAL programme. Process factors included: a fun and welcoming environment, skilled and sensitive programme facilitators, parents and children working together, the parent group and the Family SEAL programme content and structure. Outcome factors included: increased parent confidence, parents feel more relaxed, learned behaviour and communication strategies, improved parent/carer-child relationships and some prosocial and emotional literacy gains for children. Implications of these findings for EP practice are discussed in relation to developing and delivering the Family SEAL programme further and with regard to the evaluation process itself.

Table of contents

List of Tables

List of figures

List of Appendices

List of Abbreviations

Abbreviation:	Meaning:
EP	Educational Psychologist
EPS	Educational Psychology Service
BSS	Behaviour Support Service
SEBD	Social and Emotional Behavioural Difficulties
SEN	Special Educational Needs
SEAL	Social and Emotional Aspects of Learning
SEL	Social and Emotional Literacy
EL	Emotional Literacy
SDQ	Strengths and Difficulties Questionnaire
LA	Local Authority
PRU	Pupil Referral Unit
RCT	Random Control Trials
NGN	Nurture Group Network

Chapter One: Introduction

1.1 Introduction to the thesis

This thesis presents an evaluation of the Family SEAL (DfES, 2006) intervention programme and explores the impact of the programme on children and their parents or carers. The thesis begins with an introductory chapter which outlines the rationale and intention of the study. Chapter One presents key issues relating to the research in order to provide background and context for the study. These include current challenges facing children and young people today and factors which are thought to help with such challenges. An introduction to the present study is then presented.

Chapter Two presents a critical review of research about the impact of social and emotional literacy (SEL), Social and Emotional Aspects of Learning (SEAL) (DfES, 2005), the parent role and parenting programmes on children's well-being, learning and behaviour. Details of the systematic literature search are provided. The chapter then gives an overview of Family SEAL (DfES, 2006) together with evidence associated with the programme, before outlining the aims of the current research.

Chapter Three provides an overview of the methodology used in this study, including the research aims, objectives and research questions. The purpose of the research is explained, followed by a presentation of the methodology and epistemological considerations. An explanation of the procedures for data gathering and analysis are also given followed by reasons and justifications for the approaches used. Finally, the validity and reliability of the research and ethical considerations are discussed.

Chapter Four presents the findings of both the qualitative and quantitative data derived from analysis. Findings are presented from the thematic analysis carried out on the qualitative data, gathered from interviews with children, parents, teacher and behaviour support staff (BSS) programme facilitators. Thematic maps and data extracts are provided to present a structure to the

findings and to highlight themes and subthemes. Tables and charts are used to show meaningful findings derived from questionnaires responses.

In chapter Five, the main aims and research questions are revisited. Findings are discussed in relation to the research and theoretical frameworks. A critique is also provided of the research design and methodological issues. Additionally, consideration is given to the limitations of the findings and implications for further research. A self-reflexive review of the researcher's role is provided together with how this is thought to have impacted on the research. Finally the thesis concludes with consideration of the implications for Family SEAL (DfES, 2006) within the local authority and with regard to EP practice.

1.2 Chapter overview

The purpose of the current chapter is to outline the rationale and intention of the research. The section begins by introducing some of the key issues which relate to the research, in order to provide background and context to the study. Highlighted are some of the concerns currently associated with children and young people today, both at the national level and at the level of the local authority, in which this research was carried out. The chapter then outlines some of the factors which are believed to make a positive contribution to children and young people in relation to such challenges. This section concludes with an introduction to this present study which is an evaluation of Family SEAL (DfES, 2006); an intervention programme which involves parents and schools and is thought to support the positive development of children's social and emotional skills.

1.3 What are some of the challenges affecting children and young people today?

> *The true measure of a nation's standing is how well it attends to its children – their health and safety, their material security, their education and socialization, and their sense of being loved, valued, and included in the families and societies into which they are born…protecting children during*

their vital, vulnerable years of growth is both the mark of a civilized society and the means of building a better future (UNICEF, 2007, p.1.)

This next section outlines some of the factors recently highlighted as challenges and concerns facing children, young people and their families in the UK; particularly with regard to educational achievement, well-being and behaviour.

1.3.1 Educational achievement

A UNICEF report (2007) indicated that children growing up the countries making up the Organisation for Economic Co-operation and Development (OECD) would face progressively complex demands in their personal and professional lives. A consequence of this was that those children who failed to acquire basic skills in literacy and numeracy would be at an increasing disadvantage within the world they were set to inherit.

The report, which compared attainment results with 21 other OECD countries, ranked the UK as 9th for school leavers' educational achievement in maths, reading and science but this ranking slipped to 19th when considering the percentage of those school leavers who were then not in education, training or employment; indicating that factors other than attainment may be necessary to ensure young people are ready to enter the world of work.

1.3.2 Well-being

UNICEF (2007) has suggested that basic numeracy and literacy skills would, more and more, be unlikely to sufficiently enable children to enter the future labour market. The report indicated that the UK also struggled behind many countries on other dimensions; in particular, children's measures of their own subjective well-being placed them 20th out of 21 other OECD nations. Several other reports have given an account of the prevalence and impact of mental health and well-being in children and young people.

The National Institute for Health and Clinical Excellence (NICE) (2008) stated that in 2004, 10% of children and young people were clinically diagnosed as having a mental disorder. More recently, Allen (2011) has outlined findings which indicate that children as young as 3 years old could be assessed to be 'at risk' by health professionals and that children identified were many times more likely to commit violent crimes or be in receipt of criminal convictions than those who were felt not to be at risk. In addition, Allen (2011) made the case that levels of depression and anxiety have reportedly been rising amongst young people in the UK for the last 30 years. It was also stated that conduct disorders, characterised by aggression, theft and vandalism, have been on the increase for 40 years; statistics which have not been found in similar other countries over the same timeframe.

1.3.3 Family relationships

It would seem that social factors have also been implicated as concerning for children and young people. With an acknowledgement to the World Health Organisation, the UNICEF (2007) report highlighted that young people who are not socially integrated, are at an increased risk of physical and emotional difficulties; only 45% of 11, 13 and 15 year olds questioned, reported that their peers were kind and helpful.

Relationships within the family have also been implicated as concerning for children and young people. UNICEF (2007) highlighted that, out of 21 countries, the UK was ranked bottom for family and peer relationships. This was recorded by measures which included whether children felt that parents spent time just talking to them (only 60% of 15 year olds reported good parental time).

Indeed, taking a wider perspective, the Commission for Social Care Inspection (CSCI, 2006) carried out a study in the UK, which reviewed the experiences of young people and their parents involved in the care system. The findings highlighted the importance of focussing on meeting the needs of the parents in order to enable them to support their children. Within the report, parents

discussed their own difficulties associated with poor mental health and a lack of understanding of how to meet their children's needs and manage challenging behaviour. It was suggested that these problems were further compounded by struggles that parents experienced in obtaining support, leading to them becoming overwhelmed by demands placed on them as parents. Furthermore, through discussion with the young people themselves, it became evident that they showed considerable awareness of their parents' difficulties and needs for support and that, should their parents needs have been met, they may have been prevented from being placed in care. The young people advocated for therapeutic help and for their parents to be listened to, understood and given direct support by services (CSCI, 2006).

1.3.4 Behavioural difficulties

Other reports have focussed on challenges and concerns related to children's behaviour; particularly the impact of behaviour on learning and well-being in schools. For example CSCI (2006) outlined that young people reported that the poor behaviour of other students had a significant effect on their ability to learn and their enjoyment of school. In the same report, teachers also described a negative impact on their morale and confidence due to pupil's bad behaviour. In addition, the impact on young people themselves would seem to be significant. It was cited that, in 2004 in the UK, poor behaviour (as measured by fixed term or permanent exclusion) resulted in only 20% of young people attaining 5 A-C grade GSCEs compared with 58% who were not excluded.

As settings in which children spend large periods of time, schools could be considered to occupy a key role in delivering the curriculum and implementing policies and strategies to ensure that the range of children's needs are met, including factors associated with well-being. A recent White Paper, The Importance of Teaching (DfE, 2010) advocated for whole school, top-down driven approaches delivered 'consistently and intelligently' to promote positive behaviour. In addition, 'Healthy Schools' (DfE, 2011) is an example of a national initiative in conjunction with the Department of Health, which outlines ways of

working to meet the needs of children and young people; including those with recognised social and emotional and behavioural difficulties (SEBD).

However, it would seem that despite government initiatives to raise awareness of issues associated with SEBD, staff may lack awareness, skills or training to deal with issues surrounding SEBD. An Ofsted report (2005) indicated that levels of awareness of mental health issues in schools were very low. Only half of schools visited were aware of recommended standards associated with meeting the needs of children with SEBD. Furthermore, staff training appeared to be centred on behaviour management rather than encouraging strategies to promote positive relationships and well-being. The Importance of Teaching (DfE, 2010) has suggested that measures to promote good behaviour are well-known to teachers. However, evidence given to the House of Commons Education Committee regarding behaviour and discipline in schools, indicated that trainee teachers currently receive minimal training on child development and behaviour management, which ranges between 1-5 hours. It was suggested that this is particularly ironic when considering that Marks and Spencer allocate more funding to their staff to deal with angry customers than is given to teachers to learn how to manage behaviour (House of Commons Education Committee, 2011). An additional criticism of the White Paper was levelled at the fact that no mention was made of schools developing good relationships with parents, particularly those who are considered hard to reach, in order to secure good behaviour in schools (House of Commons Education Committee, 2011).

1.3.5 Local challenges

Within the Local Authority in which the research took place, the Children and Young People's plan 2009-2011 has stated that its aim is:

> *To enable children and young people in [the local authority] to aspire to, and achieve, their full potential, giving them the basis for a successful life as active members of their community.*
> *(Local Authority Children's Trust Partnership, 2009, p.5)*

However, it was stated in the plan that 1 in 10 children in the local authority reported themselves as unhappy. In addition, relationships with family and friends were reported as 'good' by fewer children in the local authority, than when compared with children nationally or in other areas of the Eastern region. One of the targets of the plan is to promote programmes which support emotional well-being for children and which develop enhanced services such as building resilience in vulnerable groups of children and young people. However, the challenge for the local authority is to carry this out in a financial climate which has meant continuing cuts to services (HM Government, 2011), impacting on the capacity of local authority services to deliver innovative and effective practice.

1.4 What helps to overcome these challenges?

In light of such challenges both with regard to children and young people and to those in public service who aim to meet their needs, this section identifies some of the factors which are thought to make a positive difference in respect of the learning and well being of children and young people.

1.4.1 Positive relationships between schools and families

A number of commentators have discussed the nature of relationships between schools and families with regard to outcomes for children and young people. Dowling and Osborne (1994) have commented that, whilst the child is a member of the school community, schools and families are intimately linked, sharing a dynamic two-way relationship with a reciprocal influence over each other. It is suggested that positive or negative patterns or cycles can be perpetuated by the way that families and schools perceive each other and what they expect from each other.

Indeed, Lamb (DCSF, 2009) who explored parental confidence and the special educational needs (SEN) system, reported that when schools maintained good communication and relationships with parents and effectively engaged them in the school and statutory system, this had a profound impact on children's progress. However, it was indicated that this is in stark contrast to the general

picture for children with SEN. Lamb (DCSF, 2009) highlighted figures reporting that children with special educational needs (SEN) were over eight times more likely to be excluded than those without SEN. Implicated in these findings was a lack of expertise within schools to manage challenging children in the classroom and meet the needs of those identified with SEBD. However, the report also identified that key protective factors have been shown to keep SEN exclusions low. These include a local authority and school ethos of high pupil expectations; opportunities to develop social and emotional skills; early intervention; and creating partnerships between parents, schools and services (DCSF, 2009)

Fox (2009) has commentated on the progression of psychological thinking from 'pathologising' children to working with them within family systems; following the lines of emerging family therapy models. However, he has also indicated that the progression in systemic thinking has taken divergent steps; with one way facilitating organisational change within schools as systems and another way working systemically with other professionals amid the advent of Children Services and multi-agency teams.

1.4.2 The role of parents

Interestingly, UNICEF (2007) highlighted that children's subjective well-being is largely informed by time with friends and family, superseding the value placed on material goods. UNICEF (2007) reported that children in the UK, Spain and Sweden told researchers that they wanted to spend time with their parents and families and it was this factor, plus good relationships with their friends and interesting things to do, that was felt to be the largest contributor to children's happiness. Importantly however, research also showed that in the UK, parents found it difficult to find time to spend with their children or to set clear boundaries for them

In a review of behaviour standards and practices in schools, Sir Alan Steer (DCSF, 2009) stated that evidence suggests parental involvement in early development can help a child develop secure attachments from which to develop personal and learning skills. Furthermore, the report suggested that the quality of the parent child relationship is crucial in determining the outcomes for

the child; when parents engage with the child's education, children are more likely to be successful in school, attend regularly and behave well.

Steer (DCSF, 2009) has pointed out that, for a number of reasons, parents may find it difficult to engage with schools and appear 'hard to reach.' However, it was suggested that it is important for schools to continuously assess their effectiveness at reaching out to parents and develop ways to engage with them and create positive relationships.

1.4.3 Intervention

Efforts to engage parents and carers in learning that aims to help them support their children more successfully have been the subject of a recent Ofsted (2009) report. Findings indicated that following involvement in Family Learning initiatives, parents reported that they had greater confidence, and improved skills in communication and parenting skills, including managing their children's behaviour and helping with learning at home. In addition, teachers noted that the children showed improved attainment, concentration, behaviour, communication, relationships skills and self-confidence. One of the key benefits noted within the report was that such involvement meant that parents became familiar with the teaching strategies used in schools and were then able to apply these techniques to support their children (Ofsted, 2009). A review of the research with regards to parenting programmes will be discussed in more detail in the next chapter.

In his report regarding Early Intervention, Allen (2011) has suggested that every child should possess 'bedrock' social and emotional capabilities in order to engage effectively with society and to develop, learn and achieve. For those children at risk of not developing such capabilities, early intervention is recommended to 'forestall the physical and mental health problems that commonly perpetuate a cycle of dysfunction' (p.7). Based on research, Allen (2011) has suggested that early intervention to develop social and emotional capabilities has shown to be effective in reducing truancy, poor attainment, behavioural problems, exclusion, crime and social welfare dependency.

Many schools have adopted initiatives which have sought to address the difficulties faced by children with social, emotional and behavioural difficulties (SEBD). This has included developing and nurturing protective factors through interventions, policies and approaches. The previous government promoted and advocated one such initiative: Social and Emotional Aspects of Learning or SEAL, (DfES, 2005). Lendrum, Humphrey, Kalamouka and Wigelsworth, (2009) reported that SEAL was being used in more than 60% of primary schools in England.

It would seem that the initial aim of the SEAL programme was quite broad: to promote social and emotional skills that are thought to underpin effective learning, positive behaviour, regular attendance and emotional well-being, through the development of inter and intrapersonal skills (DfES 2005). However, more recent government initiatives have seen the SEAL curriculum being promoted to schools in an increasingly targeted way (DCSF, 2009). The SEAL curriculum is advocated as having a specific impact on behaviour in 'Promoting and Supporting Positive Behaviour in Schools' (DCSF 2009). It also forms an integral part of the National Strategies (DCSF, 2010) 'Inclusion and Development Programme - Supporting pupils with Behavioural, Emotional and Social Difficulties' for primary and secondary schools. At the local level also, The Social and Emotional Aspects of Learning (SEAL) programme for schools has been identified as a key resource in achieving the targets set out in the local authority's Children and Young People's Plan (Local Authority Children's Trust Partnership, 2009). In addition, the Local Authority Children's Trust Partnership (2009) has stated that 75% of schools offer a range of services that aim to meet the needs of children and young people, families and the wider community. This has been achieved through strategic use of parenting support professionals and a wide range of parenting programmes to encourage increased parental involvement in children's learning, and the improvement of nurturing and behavioural skills (Local Authority Children's Trust Partnership, 2009).

Steer (DCSF, 2009) and the House of Commons Education Committee (2011) have advocated both for the SEAL programmes in schools and for programmes that aim to support pupils *and* their families to be implemented. It seems clear

that the role of parents with regard to their children's behaviour, social and emotional skills and educational outcomes cannot be underestimated. It has already been shown that parenting programmes have been influential in involving parents resulting in the direct improvement of the behaviour of their children in school (Local Authority Children's Trust Partnership, 2009). One programme which directly links these two concepts is Family SEAL (DfES, 2006). This is a programme for primary age children and their parents that was named specifically and recommended within the Steer (DCSF, 2009) report, which reviewed behaviour standards and practices in schools. The Family SEAL (DfES, 2006) programme consists of workshops that can help parents understand how they can support their child's social and emotional learning and positively affect the relationship that they share with their children. (Steer 2009). Family SEAL is described as a resource for use within the Primary SEAL programme, which aims to bring parents and carers into the learning process so that there is a stronger element of home learning in the programme (DfES, 2006). The fundamental aim of the programme is to engage parents as partners in developing children's social and emotional competence and behavioural and learning outcomes.

1.5 Research focus: Aims and Rationale

The rationale for carrying out this piece of research stems primarily from the researcher's interest in finding ways to work effectively with children and families. The DfEE (2000) has stated that the key factor in EP practice is the application of psychology and that the key aim is to promote child development and learning through working with children, families, schools and other professionals. The current research was developed to assess the effectiveness of a novel programme within the local authority, which was thought to provide professionals with a way to work with parents and children to promote children's social and emotional wellbeing and learning skills. The development and delivery of the Family SEAL (DfES, 2006) programme was carried out by the researcher and the Behaviour Support Staff within the LA. The aim of this research was to carry out an evaluation of the Family SEAL intervention programme delivered in two settings: a mainstream primary school and a Pupil Referral Unit (PRU), for children at risk of exclusion from their mainstream

schools due to disruptive behaviour. Evaluation was carried out through conducting interviews and by administering questionnaires to the children, parents, facilitators and a class teacher involved in the programme in order to provide evidence for the impact of Family SEAL. Findings were analysed to provide an indication of the efficacy and effectiveness of the programme. The DECP (2002) has stated that 'Educational psychologists should rigorously evaluate their involvement with young people, schools and families in order to review and modify intervention strategies' (p.18). It was hoped that findings from this study would ascertain any potential benefits to children, parents and schools involved in Family SEAL and that this would help to inform the future direction and sustainability of the programme within the local authority. In addition, it would indicate a potential role for EPs and other Children's Service professionals with regard to the programme.

Chapter Two: Literature Review

2.1 Chapter Overview

The last chapter introduced the rationale and aims of this research and provided background and context to the focus of the study; an evaluation of the Family SEAL programme (DfES, 2006). The main focus of this chapter is to complete a critical review of research about the impact of social and emotional literacy (SEL), Social and Emotional Aspects of Learning (SEAL) and parenting programmes on children's well-being, learning and behaviour. Marshall and Rossman (2006) describe the literature review as 'a conversation between the researcher and the related literature' (p.43). In addition, Fink (1998) has stated that:

> *A literature review is a systematic, explicit and reproducible method for identifying, evaluating and interpreting the existing body of recorded work produced by researchers, scholars and practitioners (p.3).*

The literature review assists in indicating the significance and importance of the research topic. The chapter provides an overview and critical analysis of key areas of research associated with Family SEAL (DfES, 2006). Initially, details of the systematic literature search are provided. The chapter then moves on to discuss the concept of social and emotional literacy and its role in learning, behaviour and well-being. Following this is an outline of associated theory together with evidence for social and emotional literacy programmes before moving on, more specifically, to discuss Social and Emotional Aspects of Learning (SEAL) (DfES, 2005). The chapter then progresses to discuss the role for parents with regard to their children's learning before exploring some of the evidence and theoretical underpinnings of parenting programmes. The chapter then gives an overview of Family SEAL (DfES, 2006) together with evidence associated with the programme, before outlining the aims of the current research.

2.2 Systematic literature search

Research literature which was reviewed for this chapter was generated by carrying out a systematic search of worldwide journals using the EBSCO electronic search engine. Within EBSCO, the following databases were chosen for the search: ERIC, (the Educational Research Information Centre), Academic Search Complete and Psychinfo and Psycharticles. Key search terms included: parenting, parent programmes and social and emotional - learning, literacy, competence and intelligence. These terms were also searched with behaviour, attainment, well-being, mental health, social skills, intervention, empathy, self-esteem and evaluation. Searches were based on studies published from 1990 up to the present day. Having reviewed abstracts generated from searches, decisions were made regarding inclusion to the literature review based on the researcher's view of those that were thought to be most relevant. Due to the nature of this present study, it was felt relevant to include research which used qualitative, quantitative and mixed methods designs. A table is provided to show the results of the literature search (Appendix i).

The same search terms were also used in Google and Google scholar in order to look for papers and information not held within EBSCO but still thought to be relevant for the literature review. This yielded helpful information related to government legislation and initiatives relevant to the study. A number of books were also selected using the University of East London's university library and the researcher's local library catalogue search. Some helpful papers were found through reading other journal articles and were yielded on a 'snowball' basis.

Having reviewed the literature generated from the systematic search, it was decided it would be helpful to discuss a number of studies which reported findings in areas of research that were felt to be relevant in providing a context and rationale for this present study. These areas included research evidence and theoretical underpinnings associated with: social and emotional literacy (SEL), social and emotional aspects of learning (SEAL) (DfES, 2005), the role of parents in children's learning and well-being, parenting programmes and Family SEAL (DfES, 2006). Evidence and theoretical underpinnings related to these areas will be discussed in turn.

2.3 Social and emotional literacy (SEL)

This section introduces the conceptualisation of social and emotional literacy and explores issues related to terminology and definitions. This is to outline one of the fundamental concepts related to this study into Family SEAL (DfES, 2006), that being the impact of social and emotional literacy on aspects of children's development.

Conceptualising and defining social and emotional literacy has resulted in many different interpretations and terminology. Mayer and Salovey, (1997) have used the term 'emotional intelligence' and indicated that this concept can be defined as:

> *reasoning that takes emotion into account …the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action (p.5).*

In addition, Sharp (2001) stated that this embodies an individual's 'ability to recognise, understand, handle, and appropriately express emotions' (p.1). Whereas Denham (2007) has indicated that skills of emotional competence are perhaps too often considered from the perspective of the individual's experience and it should be remembered that skills are developed in interaction and within relationships with others. Linking these ideas, 'social and emotional competence' is another related term which is described as:

> *the ability to understand, manage and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. (Elias, Zins, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwab-Stone, and Shriver, 1997, p.2)*

A different term again was suggested within a large scale review carried out by the Department of Health (2008). The review investigated how mainstream school settings were meeting the needs of children and young people at risk of

and experiencing emerging emotional, behavioural, psychological and mental health problems. Related to findings, it was indicated that 'emotional resilience' may be an over-arching concept including 'children's coping skills, social behaviour, self-esteem and ability to overcome the difficulties and obstacles that life presents to them' (p.15). Indeed, this review (DoH, 2008) suggested that the concept of emotional resilience is close to the definitions of mental health and psychological wellbeing, which are said to appear more often in the arena of health. For example, the review identified that mental health 'is about having the resilience, self-awareness, social skills and empathy required to form relationships, enjoy one's own company and deal with the setbacks that everyone faces from time to time' (p.8). However, the same review reported that although mental health is felt to be a positive term, many people, including professionals equate it with mental illness and the medicalisation of children's problems. In contrast, one child's comment that was presented within the review adopted a resilience perspective and stated that [mental health] 'doesn't mean being happy all the time but it does mean being able to cope with things' (p.6)

In a review paper entitled 'What Works in Developing Children's Emotional and Social Competence and Wellbeing?' (Weare & Gray, 2003), the authors pointed out that a vast range of terminology is used across the field which could lead to confusion and misinterpretation. It has been suggested that different terminologies stem from the different theoretical backgrounds and legal frameworks that professionals work from. Differences also stem from the differing points in the system at which professionals may come into contact with children (DOH, 2008). For example, the Department of Health (2008) report stated that a school may identify that a child possibly has a 'behavioural, emotional and social difficulty' (p40), whereas a health professional might outline mental health difficulties. It has been suggested that the development of a common language around emotional and social competence would enable a wider understanding and appreciation of the issues that are felt to lead to improved mental health, well-being and resilience (Weare & Gray, 2003)

2.3.1 What is the impact of SEL on learning and well being?

Evidence would appear to suggest that emotional responses and the ability to regulate them can have a significant effect on an individual's ability to learn and their behavioural outcomes (Guttman & Feinstein, 2008, Dyson, Gallannaugh, Humphrey, Lendrum & Wigglesworth, 2010). A recent report found that children's sense of control in guiding their own behaviour is associated with their achievement as well as well-being in schools (Guttman & Feinstein, 2008). Dyson et al (2010) have also suggested that emotional resilience is involved in promoting positive outcomes, including behaviour, attendance and learning in schools, employability and well-being.

Similarly, Amsterlaw, Lagattuta, and Meltzoff (2009) reported findings showing that (on measures related to children's motivation and task performance) when placed in a negative mood, children performed significantly worse on tasks which assess creativity, flexible thinking, memory and the ability to solve problems than participants in a positive mood. In addition, it has been suggested that it is important to consider the extent to which children are aware that positive or negative emotional and physiological states have the potential to impact on academic performance. Amsterlaw et al (2009) have indicated that it is thought that this knowledge forms an important part of children's metacognitive, theory-of-mind development, which is believed to underpin self-regulated cognition and is essential for success in school. These researchers cited findings, which indicated that 5-7 year olds are aware of the impact of mood on task demands and that this ability appears to follow a developmental pathway. It is thought that this indicates a role for helping children acquire the skills to be able to monitor and regulate emotional and physiological states in order to be successful learners (Amsterlaw et al, 2009). It is important to note however, that the children who participated in this study typically derived from families with high education levels. Most parents had completed college and over half of the families contained at least one parent who had reached degree level education. It is reasonable to assume that parents who have been educated to such a level may engage in meta-cognitive discussion with their children to some level thus provide a mediating factor in children's ability to think and reason about the impact of emotion on academic performance. It

would have been of interest to repeat the study with children whose parents may not have experienced educational success in order to factor out potential mediating variables presented by parental attitudes.

Several other studies have implicated emotional and social skills in successful behaviour, learning and social outcomes evidence. McKown, Gumbiner, Russo and Lipton (2009) noted that a positive relationship has been reported between children's social-emotional skills and the ability to regulate their behaviour and engage in competent social interactions. In this case, McKown et al (2009) stated that social-emotional skills were felt to include: awareness of nonverbal cues; the ability to interpret social meaning through theory of mind, empathy, good pragmatic language and the ability to reason about social problems.

Cefai & Cooper (2009) and Hallam, Ramie & Shaw (2006) reported the negative impact of poor social emotional skills on children. Links were noted between children and young people who are considered to have social, emotional difficulties and educational attainment, truancy and exclusion. In addition, Gundersen & Svartdal (2009) have noted that low social and emotional competence has been linked with loneliness, depression, aggression, bullying, drug and alcohol abuse and life-long mental health problems. Others have reported that a significant number of children with poor social and emotional skills have been found to have difficulties making friends; the impact being that low classroom peer acceptance has been consistently linked with student disengagement and lower academic achievement (Gundersen & Svartdal, 2009, Hattie, 2009). It has also been suggested that early problem behaviour in peer situations has predicted lower attitude towards learning and could be said to affect children's abilities to self-regulate and engage appropriately in socially mediated classroom learning activities (Bulotsky-Shearer, Fernandez, Dominguez & Rouse, 2011).

Elias and Haynes (2008) have indicated that findings appear to repeatedly highlight the high correlation between educational failure and social emotional difficulties. The researchers reported that a high correlation exists between social emotional difficulties and social disadvantage. However, it was found that despite living in disadvantaged communities and experiencing social and

economic hardship, many children manage to achieve positive outcomes. Elias and Haynes (2008) have indicated that considerable variance in academic outcomes can be predicted by initial levels of social-emotional competence, improvements in social-emotional competence and perceived teacher-support.

A large number of studies would appear to indicate that emotional literacy is not a fixed state but can be considered a bank of skills, knowledge and abilities that appears to follow developmental pathways. Indeed, Bird and Sultmann (2010) have suggested that:

Social and emotional skills are the building blocks of emotional literacy. Social and Emotional Learning (SEL) is the process of developing emotional literacy within safe, engaging and caring environments. (p.144)

Cefai and Cooper (2009) have suggested that 'emotional education' can be considered a proactive approach and therefore the means by which to promote functional and healthy development. In a similar way, Craig (2007) has suggested that concern over children's behaviour and development is emerging in line with increasing interest in psychology and emotions. In addition, she has outlined that there are professionals who argue that 'brain research' or findings emerging from neuroscience, indicate that adopting an emotional curriculum in schools will lead to improved academic results and well-being.

2.3.2 What is the evidence for SEL programmes?

The Department of Health, CAMHS review (2008) stated that after the family, schools are the most important organisation for children and young people and have a significant impact on children's mental health and psychological well-being. However, the review indicated that there is currently a shortfall of staff with the skills and confidence in schools to deal with mental health problems evidence. In addition, it was expressed that some schools appear reluctant to view their role beyond fairly narrow terms; with a barrier arising from the tension between improving well-being in schools and driving up academic standards (DOH, 2008).

However, Pears, Fisher and Bronz (2007) have suggested that, where schools have engaged with intervention practices, positive changes in social and emotional competence have been reported, with concurrent links to improved learning outcomes. Pears et al (2007) documented that foster children constitute a vulnerable group at greater risk for poor school outcomes. They cited a pilot study involving foster children in America, which reported positive results following intervention for children's measures of school readiness, as defined by social competence and self-regulation skills. Pears et al (2007) paid reference to the fact that deficits in these areas have been shown to be linked to poorer school performance.

However mixed findings have been reported by Hattie (2009), who conducted a meta-analysis which included research into the impact of social skills and social problem-solving skills on learning. He reported that there was a limited direct effect on children's academic achievement. However, it was indicated that measureable impact would more directly arise from the opportunities that come from cooperative learning and reduced classroom disruption; both of which could be seen as outcomes for children who have attended social skills programmes. In addition, it was suggested that, although most children learn problem solving skills through the course of everyday social situations, some would still benefit from direct targeted intervention to develop the skills that are necessary to effectively access learning and make achievements (Hattie, 2009).

Other programmes to promote psychological well-being have similarly reported mixed results. Challen, Noden and Machin (2011) carried out a UK review of the Penn Resiliency Programme (PRP) and reported significant short-term improvements in scores for pupils' depression, school attendance and academic attainment in English. In addition, findings appeared to indicate that the programme may have more of an impact on levels of anxiety or depression, for those pupils who could be considered at risk due to low attainment levels, socio-economic disadvantage, and with higher initial levels of depression or anxiety. The PRP was originally designed to prevent adolescent depression, but is thought to additionally build resilience and promote realistic thinking, adaptive coping skills and social problem-solving to improve behaviour, attendance and attainment in children. However, Challen et al (2011) indicated that results from

the UK review showed that the frequency of the programme appeared to have an effect on results, with weekly sessions having a greater impact. In addition, follow-up measures indicated that effects had faded after one year for all children except those who had not reached national expectations for levels of English and Maths at Key Stage 2. Additionally, all results were reported to have faded at the two year follow-up, indicating that to maintain any effect, it may be necessary to maintain intervention in schools for certain groups.

The notion that, in order to achieve persistent effects, intervention may need to be sustained for a considerable period of time appears to have been echoed in a study which examined the effects of a teacher-led programme to promote cognitive-social-emotional skills in the USA. Linares, Rosbruch, Stern, Edwards, Walker & Abikoff, Alvir (2005) outlined that the aims of the programme were to promote student self-efficacy, problem-solving, social-emotional competence, positive classroom climate, academic learning and to reduce behavioural problems. After a 2 year intervention period, results reported higher self-efficacy about learning and higher pro-social problem solving skills; children were reported by their teachers to be more attentive, more socially and emotionally competent and less disruptive. In addition, the results were reported to follow a pattern of steady increase, indicating that gains are likely to increase alongside programme duration. However, it is of note that this study was only carried out in one school and was, in a large part, reliant on teacher reported findings. It is arguable that expectancy effects could have been apparent in the results reported due to the investment that teaching staff may have felt they and the children were making in the programme and its desired success.

However, reports have indicated more successful findings when involving parents in the intervention. The Conduct Problems Prevention Research Group (2010) carried out a randomised, long-term control trial of an intervention in the U.S. and reported moderate effects for reduced aggression, increased pro-social behaviour and improved academic engagement. The Fast Track PATHS (Promoting Alternative Thinking Strategies) curriculum comprised a universal social-emotional learning programme, teacher consultation and parenting programme for high-risk families. It was felt that by combining the selective, targeted family intervention with a universal programme, the effects of the

former would generalise into the school and classroom setting with the support of the additional school-wide programme. Secondly, it was felt that by providing a universal intervention, social and emotional learning in all children would be promoted, leading to improved classroom climate and interpersonal relationships. However, it was felt that due to the socio-economic disadvantage of the area, there was a high turn-over rate of staff and students and researchers noted that a high attrition rate may have impacted on findings within the study. Researchers concluded that future success of such an intervention may rely on state-wide adoption in order to maintain consistency for children, families and staff members (Conduct Problems Prevention Research Group, 2010).

Dyson, Gallannaugh, Humphrey, Lendrum and Wigglesworth (2010) carried out a review into factors which promoted emotional resilience and achievement in children and young people with additional needs. On reviewing the impact of intervention, they proposed that a number of characteristics are thought be associated with positive impacts regarding removing barriers to learning. It was indicated that common principles within effective interventions include: flexibility, clear conceptualisation and focus, being linked into school structure and systems, being holistic, building on strengths and interests and focussing on the individual within a wider organisational perspective. Dyson et al (2010) have indicated that, although programmes may be nationally guided, success lies in being able to adapt intervention to meet the needs of diverse communities through clear, well supported direction from school leadership. They have also suggested that this is best achieved within school environments which 'speak the same language' and involve families and other members of the community.

Indeed, Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011) carried out a meta analysis of 213 SEL programmes in the U.S. and reported considerable positive outcomes for pupils when compared with control groups. However, the researchers noted that certain recommended practices moderated programme outcomes. Durlak et al (2011) stated that the SEL programmes had generated positive results for pupils in respect of targeted social-competencies, attitudes about self, others and school, prosocial behaviours, academic performance and reduced internalising and conduct problems. However, they indicated that

significant results were only likely to occur across all six outcomes when programmes 'used a sequenced step-by-step training approach, used active forms of learning, focused sufficient time on skill development, and had explicit learning goals' (p.417).

Weare and Gray (2003) have proposed explanations for the mixed nature of findings associated with outcomes of social and emotional literacy interventions. It was suggested that difficulties in identifying impact and reporting robust evidence is due to the 'multi-factoral' nature of work to promote social and emotional well-being. In addition, from their systematic review, they commented that although much effort has been put into reviews of social and emotional learning programmes, only 14 out of 427 studies were considered rigorous enough to be included; i.e. met standards associated with random control trials (RCTs). However the experimental approach has been criticised in that it may not reflect the reality of practical considerations in schools such as the difficulty to assign control groups, staff training and fidelity to programmes. In addition, it was suggested that 'holism', which relates to gathering qualitative data from a range of stakeholders, including participants' self-reports, may provide valuable information but may cause studies to be excluded on the basis that they do not fit the experimental model.

However, despite these considerations, and with acknowledgement that much of the research evidence derives from the U.S., Weare and Gray, (2003) have reported that evidence exists to suggest that work on emotional and social competence and wellbeing has a wide range of educational and social benefits. These include greater educational and work success, improved behaviour, increased inclusion, improved learning, greater social cohesion, increased social capital, and improvements to mental health. Weare and Gray (2003) also recognised that evaluation of interventions in England was under-developed at the time and that it would be necessary to set realistic budgets for the evaluation of interventions, in line with World Health Organisation recommendations. Social and Emotional Aspects of Learning (SEAL) is a specific social and emotional literacy intervention programme which has drawn on the evidence base from SEL research. This will be discussed in the next section.

2.3.3 Social and Emotional Aspects of Learning (SEAL)

Social Emotional Aspects of Learning (SEAL) (DfES, 2005) was first implemented as part of the national Behaviour and Attendance Pilot in 2003 (Hallam, Rhamie and Shaw, 2006) and the programme was formally introduced in 2005 by the Department for Education and Skills as a means of teaching social and emotional skills in UK primary schools. In 2008, SEAL was being used in more than 80% of primary schools across England (Humphrey, Kalambouka, Bolton, Lendrum, Wigglesworth, Lennie & Farrell, 2008). Although a more recent report has quoted this figure as closer to 90% of primary schools and 70% of secondary schools (DfE, 2010)

The Department for Education and Skills (DfES, 2005) stated that the aim of the SEAL programme 'is to provide schools and settings with an explicit, structured whole-curriculum framework for developing all children's social, emotional and behavioural skills' (p.12). It is further stated that the programme aims to develop children as learners as well as to reduce aggression and improve behaviour. Furthermore, it is stated that SEAL is intended to be delivered in three waves of intervention, with Wave 1 centring on a school climate that promotes social and emotional skills for all, Wave 2 involving small-group interventions for children who are thought to require additional support to develop their skills and Wave 3 focusing on one-to-one interventions with children who have not benefited from whole-school and small-group provision (DfES, 2005). Support for parents is offered alongside the targeted interventions and may involve specialist professionals such as mental health workers (Hallam et al, 2006).

The DCFS (2009) stated that a main focus in the SEAL resource is the development of children's understanding of emotions and key ideas include: 'developing a vocabulary of feelings, expressing our feelings, calming-down strategies, thinking and, feeling, emotional hijack, threat, fight and flight, managing our feelings, including anxiety, anger and fear, responding to loss and change' (p.6). Core features of the curriculum that are thought to enable effective outcomes are outlined within resource documentation and reflect many of the findings and recommendations outlined in the Weare & Gray (2003) review. These include a 'spiral curriculum' in which children revisit themes year

on year; explicit techniques using cognitive behavioural therapy such as 'calming-down', problem-solving' and 'conflict management' techniques: and the potential to achieve a shared understanding and use of strategies across the school, home and community settings (DfES, 2005).

The curriculum is said to be based on Goleman's (1996) model of emotional intelligence and designed to focus on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills (DfES, 2005).   A list of the 'key skills' contained within the SEAL programme and their definitions are outlined in Table 1 below. Theoretical underpinnings thought to inform SEL programmes, including the SEAL programme are discussed in the next section.

Table 1: Definitions of the five social and emotional skills promoted through SEAL (adapted from DfES, 2007, p.40-43)

Skill	Definition
Self awareness	Knowing and valuing myself and understanding how I think and feel. When we can identify and describe our beliefs, values, and feelings, and feel good about ourselves, our strengths and our limitations, we can learn more effectively and engage in positive interactions with others.
Self regulation (managing feelings)	Managing how we express emotions, coping with and changing difficult and uncomfortable feelings, and increasing and enhancing positive and pleasant feelings. When we have strategies for expressing our feelings in a positive way and for helping us to cope with difficult feelings and feel more positive and comfortable, we can concentrate better, behave more appropriately, make better relationships, and work more cooperatively and productively with those around us.
Motivation	Working towards goals, and being more persistent, resilient and optimistic. When we can set ourselves goals, work out effective strategies for reaching those goals, and respond effectively to setbacks and difficulties, we can approach learning situations in a positive way and maximise our ability to achieve our potential.
Empathy	Understanding others' thoughts and feelings and valuing and supporting others. When we can understand, respect, and value other people's beliefs, values, and feelings, we can be more effective in making relationships, working with, and learning from, people from diverse backgrounds.
Social skills	Building and maintaining relationships and solving problems, including interpersonal ones. When we have strategies for forming and maintaining relationships, and for solving problems and conflicts with other people, we have the skills that can help us achieve all of these learning outcomes, for example by reducing negative feelings and distraction while in learning situations, and using our interactions with others as an important way of improving our learning experience.

2.3.4 What are the theoretical underpinnings of the SEAL programme?

The content of the SEAL programme can be seen to draw from a wide range of theoretical bases within psychology (DfES, 2006). This section aims to outline some which are felt to be significant to this current research.

A prominent part of the SEAL programme deals with the aspect of personal competence and in particular, self awareness and self regulation or managing feelings. LeDoux (1998) has outlined evidence from neuroscience, which helps to provide an understanding of the way in which emotional responses are thought to function in response to external stimuli and subsequently impact on behaviour. It is thought that a primitive part of the brain, the amygdala, has evolved in evolutionary terms to act as an early warning system, triggering emotional responses in response to external stimuli. This leads to the activation of fight, flight or freeze hormones; preparing the individual for action and affecting behavioural outcomes. LeDoux (1998) has suggested that a later part of the brain to develop, the prefrontal cortex, acts to control our emotional responses by giving a more complete assessment of the situation and effectively mediating between emotional situations and acts. Cefai and Cooper (2009) pointed out that the prefrontal cortex can be considered a regulatory system, allowing cognitive reasoning to control our responses to emotional signals. In addition, Keenan and Evans (2009) have indicated that the ability to control negative emotions and maintain attention on a task can result in greater cognitive processing and performance. Cefai and Cooper (2009) have suggested that fear and anxiety can cause blood to flow away from the areas needed for cognitive reasoning, whereas relaxed states can be seen to elicit neurochemicals that cause changes in the brain conducive to learning. Durlak et al (2011) proposed that SEL programmes may have an effect on cognitive functions associated with the central executive area of the brain, resulting in improved cognitive-affect regulation. This may explain the inclusion of activities and strategies related to Cognitive Behavioural Psychology (Beck, 1976) within the SEAL programme, which focus on being able to recognise, label and manage emotions as well as understand and adopt appropriate behavioural responses.

Another area of personal competence identified within the SEAL curriculum focuses on motivation. Faupel (2003) has identified that motivation is closely linked with emotion and is associated with the identification of goals and determination to reach them. The psychological underpinnings associated with motivation in SEAL could be said to derive from theoretical work proposed by Maslow (1968), Dweck (1999) and Deci and Ryan (2000). Apparent in SEAL activities are the concepts of a hierarchy of needs, intrinsic and extrinsic motivation and aspects associated with growth rather than fixed mindsets. More practical strategies associated with planned behaviour change can be seen to draw on work associated with the theory of planned behaviour (Ajzen, 1991), solution focused thinking (de Shazer, 1985) and behaviourism techniques (Skinner, 1953). Developmental psychology (Piaget 1963, Vygotsky, 1978) is implicit in the curriculum, which is designed for use with children at both primary and secondary levels, and therefore takes a developmental perspective. Aspects associated with mediated and social learning (Vygotsky, 1978, Bandura, 1977) are also apparent through the inclusion of discussion and role-play based learning activities and through the expectation that learning is mediated by a sensitive adult.

2.3.5 What is the evidence for SEAL?

In a review of the National Strategies, Ofsted (2010) identified SEAL as having a positive effect on primary school teachers' behaviour management. SEAL was also thought to have impacted positively on children who found it difficult to maintain appropriate behaviour in lessons. In a Secondary National Strategy pilot programme (DfE, 2010), the main benefits were found to be on teachers' attitudes towards the ethos of social, emotional and behavioural skills, to the extent that they altered their teaching methods to account for individuals' needs. It was reported that in these cases, pupils demonstrated improved teamwork, resilience to change, emotional understanding and expression and respect for others. This would appear to resonate with comments made in a House of Commons Education Committee report (2009), which highlighted the inseparable nature of learning, teaching and behaviour and indicated the importance of adapting the learning environment to account for pupil's needs rather than locating the issue of behaviour solely within the pupils' themselves:

The endemic problem that we have had for far too long is that we are looking at the child and what is wrong with the child, not looking at what is wrong with the learning environment. [...] anyone who ran a business by trying to decide what was wrong with their customers rather than what was wrong with their services would soon be out of business.
(Burkard, cited in House of Commons Education Committee, 2009, p.17)

Indeed, Weare's (2004) findings, used to guide the development of the SEAL programme, identified that the explicit teaching of social and emotional skills had a positive effect, but that there needed to be several other key conditions to ensure that a programme was deliverable, effective and sustainable. These included:

- a whole school, holistic approach which recognises the importance of the school environment for developing social and emotional skills.
- a focus on staff development and training.
- explicit teaching of skills, using teaching methods that are participative and experiential rather than didactic.
- the involvement of parents and the community.
- beginning early in a child's school life and taking a long-term.
- developmental approach through a spiral curriculum, in which learning is continuously re-visited.

A large scale review of the national evaluation of the SEAL programme, carried out by Hallam, Rhamie & Shaw (2006), reported that SEAL had a major impact on children's wellbeing, confidence, social and communication skills and relationships, as perceived by their teachers. It was also reported that the programme had some impact on classroom climate and attainment levels. In addition, staff reported that they felt they understood their pupils better, which had a positive impact on their relationships and the way that they approached the children's behaviour incidents. However, analysis of responses to children's questionnaires was less clear and revealed a complex interaction between ages, gender, responses prior to the pilot, and school factors. In addition to school and child reported measures, parents responded to a questionnaire designed to elicit their perceptions and were felt to be generally very positive in their views regarding the impact on their children. However, it is of interest to

note that most schools involved in the study were willing participants. As such, it is possible that results may have been biased due to perceived expectations of success following involvement in such a large-scale pilot programme. In addition, the programme was top-down driven and involved several agencies traditionally seen as school support; including educational psychologists and CAMHS. This may have created an expectation in schools that involvement in the programme should generate positive results and therefore skew findings. The addition of control groups may have reduced potential expectancy effects.

These results obtained by Hallam et al (2006) have also been criticised by Craig (2007), who asserted that the mixed methods design, which consisted of qualitative and quantitative responses to standardised and semi-structured questionnaires, was poorly conceived. Craig similarly asserted that the study contained no control group and, in addition, stated that teachers were hand-picked to give their responses which may have biased findings. It was also stated that some data from the study showed that that SEAL had no impact on attendance, hardly any effect on academic performance and in some cases, attitude measures went down following the pilot, especially for boys. A final criticism indicated that pre-intervention results suggested that there was no problem to be addressed regarding the social and emotional skills of a large number of children involved in the study. Others have offered additional criticism of the SEAL programme, indicating that there may be some damage done by becoming preoccupied with 'emotional fragility' and engaging in a 'therapeutic ethos that offers a diminished view of the human subject' (Ecclestone & Hayes, 2009, p.143).

Hallam et al (2006) have offered suggestions for the negative changes observed in Key Stage 2 children's responses regarding attitudes towards school, teachers and work. It was stated that multiple regression analysis indicated that age was a significant predictor of the final questionnaire responses and that children were generally becoming more critical and less positive about themselves as they got older. It was additionally suggested that evidence undertaken at secondary schools supports these assertions. Humphrey, Kalambouka, Wigglesworth, Lendrum, Lennie and Farrell, (2010) reported positive results for one of the themes of the SEAL programme which

was trialled with children in primary schools across England. Results were compared with a control group and suggested that the weekly 45 minute intervention resulted in effectively promoting social-emotional skills, which were sustained with a slight decline after 8 weeks. However, these findings were obtained from child self-report data and were not replicated by teachers and parents. It was hypothesised that future programmes may need to be more intensive and longer in order to produce behavioural changes that are noticeable by parents and teachers.

Dyson et al, (2010) have suggested that, taken overall, evaluations would appear to indicate that SEAL in primary schools may have some positive impacts on outcomes for both Wave 1 and Wave 2 interventions. Additionally, it has been noted that changes seem to have occurred in children's social skills and relationships as a result of universal SEAL interventions, and there were changes in children's emotional functioning after small-group interventions. There has also been anecdotal evidence of positive impacts on children's ability to manage their behaviour.

In spite of such evidence, there are those who have offered criticisms of the SEAL at the fundamental level. Ecclestone & Hayes (2009) have proposed that the programme will result in the promotion of the language and practices of 'psychotherapy' in schools. It was further suggested that a trend towards seeing students as vulnerable and in need of support, leads to the prioritisation of emotions and 'diminished selves' (Ecclestone & Hayes, 2009). In addition, the DfES (2005) have acknowledged other critics, who have suggested that policy makers introduced the SEAL programme without sufficient evidence, claiming that teaching children about emotions year on year, from 3-18 has never been done before and therefore the outcomes cannot be assumed. However, it is suggested within DfES (2005) literature that social, emotional and behavioural skills are developmental and change over time; leading to the recommendation that concepts and skills need to be revisited over time and cannot be taught as a 'one-off'. Craig (2007) has levelled additional criticisms, suggesting that 'calming techniques' could encourage children to become more anxious, citing the principle of 'ironic effects' in achieving the opposite of what was originally

intended and a 'negativity bias' resulting in people becoming depressed if they become too introspective.

However, a significant area which appears to have attracted criticism is the relevance of the SEAL curriculum for some members of society. Gillies (2011) has suggested that the 'therapeutic model underpinning SEAL activities risks individualising and thereby misinterpreting socially and culturally embedded difference' (p.189). Commentary resulting from an ethnographic study in Behaviour Support Units (BSUs) in mainstream inner-city comprehensives indicated that curriculum resources contained within the SEAL programme assume a 'white, privileged standpoint, in which difficult feelings rarely involve anything more than rowing with friends' (Gillies, 2011, p.194). One of the suggestions contained within the commentary was that by creating cultural and social concepts for feelings and behaviour, for those children and young people who are farthest away from the white, middle-class ideals, it becomes another area in which they are seen to be failing. Examples were given of children within the BSUs who could readily accept the concept of their anger being problematic and negative within a classroom context. However, within the context of their lives outside school, anger embodied and mediated power relations within an, often threatening, gang related culture. In addition, it was queried whether the staff at the BSUs may not be best placed to deliver such an intervention as they appeared to lack the confidence to deal with the discussion that SEAL activities evoked and risked 'closing-down' emotional disclosures due to the nature of their roles as teachers (Gillies, 2011).

2.4 Parents

With reference to the nationwide promotion of the SEAL curriculum and the adoption of the strategy in schools, Craig (2007) has queried the wisdom behind encouraging parents to believe that schools are responsible for the development of their children's social and emotional skills. She has suggested that the introduction of SEAL would insinuate that professionals can do a better job. Craig (2007) asserted that schools can never take the place of parents in helping young people to develop good social and emotional skills. The next

section presents theory and findings which discuss the role that parents play with regard to children's learning.

2.4.1 What is the role for involving parents in children's learning?

Humphrey et al (2008) have reported findings which signify that, instead of being abdicated from involvement with children's social and emotional development, an important role may exist for parents and families within the SEAL process. Following a set of null results obtained in a SEAL small group evaluation study, Humphrey et al (2008) hypothesised that such findings may have been attributable to children not being able to generalise their skill development beyond the school setting. Indeed, it was claimed that the lack of parent involvement and the child's home circumstances may, in fact, have acted as a barrier to effective outcomes. In addition, the report highlighted that school based cognitive behavioural therapy was found to be more successful when involving a parent component. In a more recent review, 'What works best in improving the emotional resilience of those with additional needs?', Guttman and Feinstein (2008) highlighted the importance of involving parents in school-based interventions as part of a broader strategy for improving children's resilience. Guttman and Feinstein (2008) reviewed children's well-being in primary schools and determined that children's positive well-being is associated with their parental involvement in their school lives. Elias (2002) reported similar findings in that children gain more and programme effects last longer when home and school work closely to implement social emotional learning programmes. Furthermore, Hunt, Virgo, Klett-Davies, Page and Apps (2011) reported evidence indicating that parental involvement in early learning is the largest factor impacting on children's well-being and achievement. Therefore, supporting parents to adopt positive home learning environments constitutes a highly valuable part of ensuring positive outcomes for children, especially those vulnerable to socio-economic risk.

In a large scale literature review, Desforges and Abouchaar (2003) indicated that, at age 7, pupil achievement and adjustment was mainly influenced positively by parental involvement and negatively by material deprivation. It was also suggested that the positive influence of parental involvement was far

stronger than the effect of social class or school composition. More precisely, it was explained that the most significant factor of parental involvement was 'home discussion' or parental interest, particularly in children's learning and school life. Desforges and Abouchaar (2003) also outlined that parental involvement consists of parents' behaviours in the home and school settings that aim to support their children's educational progress. Behaviours are said to include 'good and often' communication with teachers and participation in school activities. El Nokali, Bachman & Votruba-Drzal (2010) cited evidence which indicated that improvements in parental involvement have resulted in reductions in children's problem behaviour and improvements in their social skills. Desforges & Abouchaar (2003) stated that, regardless of social class, the more parents and children converse with each other in the home, the more the pupils achieve in school. It can be surmised that, for younger children in particular, parenting provides the child with a context in which to acquire school related skills, and to develop motivation and a sense of self-worth. However, it is of importance to note that a number of confounding effects were found. Firstly, a gender effect where the girls reported far more home discussion than boys. Secondly, children with behavioural problems had less home discussion. Finally, ethnic differences were apparent in the degree of home discussion, with Asian and Pacific Island families engaging in significantly less home discussion than white families (Desforges & Abouchaar, 2003).

Sylva, Melhuish, Sammons, Blatchford & Taggart, (2008) claimed that, when considering the early years home learning environment, what parents do is more important than who they are. Parenting practices which include reading to children, using complex language, providing warm and responsive interactions are linked to improved developmental outcomes. It has been expressed that this may be due to the fact that stimulating activities help children develop specific skills. However, Sylva et al (2008) proposed that another suggestion is that increased involvement may be linked to increased motivation for learning overall. Furthermore, Hattie (2009) has cited a meta-analysis of studies which explored the link between achievement and aspects of the home environment. The most consistent and highly correlated factors were: maternal involvement, variety and play materials.

2.4.2 What is the evidence for parenting programmes?

Gibbs, Underdown, Stevens, Newbery and Liabo (2003) undertook a meta-analysis of parenting programmes available in the UK and delivered by a range of providers from health, education and social services. The aims of the programmes ranged from supporting parents to cope with issues around child raising, e.g. temper tantrums to dealing with specific complex difficulties, e.g. aggression and conduct disorders. Gibbs et al (2003) outlined some programmes which adopted behavioural approaches, e.g. Webster Stratton, that use techniques such as boundary setting, positive reinforcement of appropriate behaviours and management of inappropriate behaviours. Other programmes discussed, e.g. Advance, implemented relationship techniques to enable parents to communicate more effectively with their children; building emotional understanding through intersubjectivity. Some programmes consisted of a combination of the two approaches. Results from the Gibbs et al (2003) study indicated that group based parenting programmes are effective in reducing behaviour problems amongst children and that positive family interaction can account for up to 30-40% of variation in children's anti-social behaviour .

Desforges & Abouchaar, (2003) have suggested that parenting education is a growing industry, with 4% of the parent population in the UK having been involved in a parent education programme at some point. They reported that increasing evidence appears to show that parenting programmes which focus on relationships and behaviour produce positive results in the behaviour of children as rated by parents and independent observers. In addition, some results were sustained over months and even years. However, despite the apparent popularity of parenting interventions, Desforges and Abouchaar (2003) claimed that evaluations of UK based programmes are both rare and technically weak. They stated that few programmes have published evaluation reports; evidence has tended to take the form of anecdotes and it has not been possible to clearly relate participation to learning or intended outcomes.

Dretzke, Davenport, Frew, Barlow, Stewart-Brown, Bayliss, Taylor, Sandercock and Hyde (2009) conducted a meta-analysis of 57 parenting programmes; 37 of

which were conducted without the child and 20, with the parents only. They found significant positive effects for all programmes on outcomes related to improvements in conduct problems. However, there was considered insufficient evidence to indicate that one programme was better than another. Similar large scale reviews (Lundhal, Risser & Lovejoy, 2006b; Serketich & Dumas, 1996; Kane, Wood & Barlow, 2007; Barlow, Coren & Stewart-Brown, 2003) have reported results indicating a positive impact of parenting programmes on child behaviour, parent behaviour, parents' perceptions of the parenting role, improved parent-child relationships, increased enjoyment in being a parent and maternal mental health.

Several reviews have also looked at the way in which parenting programmes are implemented. Kaminski, Valle, Filene & Boyle (2008) reviewed 77 studies with families of children aged 0-7 years and reported that, in addition to having a programme manual or curriculum, more positive outcomes were associated with: content that focussed on positive parent-child interaction and emotional communication skills; teaching parents how to use time out and observe consistency; and the expectation that parents will practice skills with their children during sessions.

Lindsay, Strand, Cullen, Cullen, Band, Davis, Conlon, Barlow & Evans (2011), also reported positive results following a large scale study, the Parenting Early Intervention Programme (PEIP), which reviewed the effectiveness of four parenting programmes. Lindsay et al (2011) outlined a number of programmes within the review, including: Positive Parenting Program (Triple P); Strengthening Families Programme 10-14 (SFP 10-14); Strengthening Families, Strengthening Communities (SFSC) and The Incredible Years. All of these programmes were reported to have previously shown positive results regarding efficacy when carried out in small scale, controlled conditions. Within this review, it was stated that 3325 parents were tested with pre and post test measures, representing 54% of the sample. In addition, a 30% response rate was returned after one year. Assessment measures included parental mental well-being, parental laxness and over-reactivity in dealing with their child's behaviour and the parent's view of the child's behaviour. 429 parents were also interviewed using semi-structured questionnaires. In addition, child behaviour

measures were obtained using the Strengths and Difficulties questionnaire (Goodman, 1997). The parenting programmes, having previously generated positive results regarding the efficacy of the programmes, were tested to examine whether results could be replicated on a national, large scale; thus determining the effectiveness of programmes (Lindsay et al 2011). Results indicated significantly positive results for parent and children measures across younger and older (8-13) age groups, which were sustained one year on. A particularly key finding related to parental mental health. Within the parent sample, it was reported that 75% of parents scored under the national median for mental health. However, following the programmes, the average level of parental mental wellbeing increased from the bottom 25% to the national average. In addition, parenting style and factors associated with parenting confidence were reported to show marked, significant improvements. These were quoted by the researchers as being key protective factors for children's positive outcomes. Interestingly, parental measures showed significantly larger effect sizes than did children's measures. However these too, were found to show significant positive outcomes for behaviour following participant involvement, a factor which Lindsay et al (2011) have stated would be expected to impact positively on educational attainment. However, a criticism that could be levelled at the results of this study relates to analysis of the data related to the ethnic composition of the sample. Within participant data, it was stated that ethnic groups constituted 19.3% of the sample, which was deemed large considering that these groups make up only 7.9% of the population overall. In addition, it was noted that 84% of the returns from one Greater London sample were derived from ethnic minority parents. However, following attendance on parent programmes, a statistically significant positive change to measures of parental laxness and over-reactivity, was not reflected by Black Caribbean parent participants, It would have been of interest to explore this anomaly further through qualitative means, such as interview in order to ascertain whether programmes may demonstrate any cultural bias towards certain ethnic groups and therefore show a lack of cultural relevance and effective impact to others.

Having outlined some of the evidence associated with outcomes of parenting programmes, it is felt helpful to consider some of the psychological theories and

frameworks which are thought to underpin parenting programmes and may give an indication of the of the processes by which outcomes are achieved.

2.4.3 What are the psychological underpinnings of parenting programmes?

As already stated, parenting programmes can be eclectic in nature, adopting behavioural or relationships approaches or a mixture of the two (Gibbs et al, 2003, Lindsay et al, 2011). This will undoubtedly be reflected in the varied and numerous psychological theories on which programmes are based and the strategies and approaches adopted. Several similar relevant theories have been touched upon in the section related to SEAL. Social cognitive theory (Vygotsky 1978) and Social learning theory (Bandura, 1977) in particular, will be discussed in more detail in chapter five, in reference to the findings from this current study. However, it is felt helpful to outline one of the fundamental theories associated with parenting practices and relevant to this current research: attachment theory.

Bowlby's Attachment Theory (1973) concerns processes involved with a child's bond to his or her primary caregiver and how this relationship impacts on psychological development and the ability to form future successful relationships. It has been proposed that a child who is not securely attached to the primary caregiver through processed associated with parental sensitivity, attunement and intersubjectivity, is more likely to have difficulty making and maintaining future positive relationships. Indeed, Keenan and Evans (2009) have stated that: 'A fundamental prediction of attachment theory is that our early social experience has a profound effect on our later development in the social, emotional and cognitive domains. (p.255). Keenan and Evans (2009) also pointed out that in families who experience poverty, parental mental health difficulties and limited social support, attachment can swing between the phases of secure and insecure (a failure to provide the child with confidence and security) attachment. However, this factor indicates that attachment style is not fixed and therefore can develop positively with improvements in family life; suggesting key role for targeted, effective parenting programmes.

2.5 Family SEAL

This section aims to introduce the Family SEAL programme and outline evidence for the programme, before discussing the aims of the current study.

2.5.1 What is Family SEAL?

It has been proposed that Family SEAL (DfES, 2006) is an effective resource for use within Primary SEAL, which aims to bring parents and carers into the learning process so that there is a stronger element of home learning in the programme. The Family SEAL programme aims to engage parents as partners in developing children's social and emotional competence.

> *Family SEAL is about collaboration and sharing ideas with recognition and respect for the beliefs and values of the participants while understanding that a child will need certain skills if he or she is to cope with the complexity of the social environment of the school. (DfES 2006, p.5)*

The programme comprises an introductory presentation followed by a series of eight one to two hour sessions which address each of the themes in the SEAL curriculum. The format of each session follows the same two-part pattern. In the first part, parents are introduced to a description of some of the Primary SEAL approaches and asked to think about how approaches such as these could be employed in the family and home through role-play and discussion. These sessions also allow parents the chance to reflect on their own experiences as children and discuss this as a group. The second part is for the children work with their parents on an activity which enables the parents to practise some of the social and emotional development strategies that were discussed in the previous session. (DfES, 2006). A table outlining the format and content of the Family SEAL programme is provided in Appendix (ii). The session plans and resources that were used for the Family SEAL programme have been included with this study on a disc.

The Family SEAL programme was used within the current research. It was felt important to remain as faithful as possible to the DfES programme whilst

creating sessions that were achievable in the timeframe allocated by the schools. The sessions that were used for this study were adapted from the original, nevertheless, it is felt that content adequately covered the main themes of Family SEAL and were a true representation of the intended programme. Allen (2011) has indicated that a key factor related to the success of early intervention programmes include remaining faithful to originators' designs. In addition, Wells, Barlow and Stuart-Brown (2003) have outlined the importance of good programme design, 'dosage', timing, socio-cultural relevance and the need for trained and supportive professionals who are able to foster and develop good relationships with those involved in the intervention. It was felt that the research design, which will be outlined in the following chapter, remained faithful to these considerations.

2.5.2 What is the evidence for Family SEAL?

Schools and Local Authority Family Learning Services should consider implementing Family SEAL to complement the implementation of social and emotional aspects of learning in the curriculum. Schools and Local Authorities may wish to explore how this approach might be extended to include parent/carers of pupils in secondary schools. (Steer 2009, p. 10)

Despite the previous government's recommendation (Steer, 2009) to promote Family SEAL across the curriculum, literature searches indicate that little research has been carried out on the topic; only one study was found to have been published in a peer reviewed journal.

Downey and Williams (2010) carried out an evaluation of a pilot Family SEAL programme involving seven schools within the Dorset local authority. The pilot was a joint local authority project led by staff from the Extended Schools Service together with the SEAL consultant from the Dorset Primary Strategy Team. Within the study, participants were recruited on a voluntary basis due to the schools' difficulties in targeting selected individuals. Facilitators of the Family SEAL programme included a member of the Educational Psychology Service, a member of CAMHS and an identified school member, e.g. the SENCo in each setting. Downey and Williams (2010) stated that the Parent and

Teacher Emotional Literacy Checklists (Faupel, 2003) were used as pre and post-test measures to gain an understanding of the programme's impact on the children's measures of self-awareness, self-regulation, motivation, empathy and social skills, as rated by parent/carers and class teachers. Parents were also asked to complete evaluation questionnaires containing semi-structured questions at the end of the programme to provide supplementary qualitative data. In addition, before the programme, teachers were asked to identify which children they believed were of 'concern' and which they labelled as 'non-concern' in relation to their social and emotional development. This was done in order to give an idea of the effects of programme on a universal and/or targeted group basis.

Downey and Williams (2010) reported that results showed positive trends across several measures related to quantitative data. In particular, they reported significant gains in emotional literacy for all children identified as 'concern' prior to the programme regarding levels of emotional literacy (N=15, parent rating and N=22, teacher rating). This may indicate that benefits associated with Family SEAL result from use as a targeted Wave 2 intervention. With regard to qualitative data, the researchers reported that responses were limited and posited that this may be due to the structure and timing of the questionnaire; being open ended and given at the end of the programme. However, they reported that there was strong evidence that parents and carers placed considerable value in taking part in the programme and cited the following benefits:

- it enabled parents to network and realise that other parents faced similar difficulties with their children;
- it enabled increased opportunities to get to know the teachers, some parents reported that it had an effect on the whole family;
- it enabled parents to spend 'quality time' with their children away from family pressures;
- it facilitated learning in parenting approaches.

The researchers concluded that tentative evidence exists that Family SEAL has some short term impact on children's social and emotional skills where there is thought to be concern in relation to their social and emotional development as

rated by parents and teachers. It was also suggested that further investigation using a robust research design would be merited. Downey & Williams, (2010) acknowledged that the lack of a control group makes it difficult to ascertain whether the effects noted were as a result of the intervention or other associated factors.

2.6 Aims of the current research

This researcher believes that early intervention work, such as the Family SEAL programme, which aims to promote emotional well-being, is likely to be of considerable value for children and families and for the developing role of the EP. However, it is also believed that it is necessary to monitor and evaluate the impact of work such as this in order to ensure effective best practice for clients. Fox (2003) has maintained that Educational psychologists would only be able to develop and practice through carrying out good quality research and creating and using effective models based on sound psychological knowledge. In addition, Dunsmuir, Brown, Iyadurai and Monsen (2009) have suggested that there is a need for EPs to evaluate through a variety of means including qualitative research, systematic and single case studies.

It is therefore the intention of the researcher to carry out an evaluation of the Family SEAL programme in two educational settings: a mainstream primary school and a Pupil referral unit (PRU). The programme will be developed and delivered in conjunction with the Behaviour Support Service. Evaluation will be carried out by administering quantitative measures related to emotional literacy and behaviour before and after the programme and by interviewing participants about their experiences of the programme. Full details are outlined in the following chapter. However, it is hoped that findings from the study will extend the evidence base relating to Family SEAL in the following ways:

- It is suggested that the voice of the child is often not adequately represented in documentation concerning children (Harding & Atkinson, 2009). Harding and Atkinson (2009) have suggested that involving children in planning and reviewing processes can increase motivation, independence and meta-cognitive skills such as being able to reflect on

strengths, difficulties and progress. This study hopes to address this issue by exploring children's perspectives related to their involvement in the programme through carrying out semi-structured interviews. Children will also be asked to complete a child version of the Emotional Literacy Checklists (Faupel, 2003). It is hoped that this process will help to elicit important information related to their thoughts about Family SEAL, demonstrating the added richness that children's views bring to a study in which they have participated. It is also hoped that obtaining children's views will highlight an important reflective and learning process in itself and may present an important factor to be integrated into future intervention programmes. It was suggested that the EP plays an important role with regard to the voice of the child; "Educational psychologists are well placed to ensure that children's views are both elicited in a neutral way and included in plans being proposed for them." (Harding & Atkinson, 2009, p.126).

- It is proposed that much could be added to the understanding in this area by carrying out interviews with participants and building a rich picture of their experiences of the programme. Lindsay et al (2011) have suggested that although efficacy trials have an essential role in evaluation and provide essential evidence, it is also important to examine programmes in a 'real world' setting. It is suggested that this increases the likelihood of recording factors associated with naturalistic settings and helps to gain an understanding of the effectiveness of the programme. It is believed that this will be achieved through the use of semi-structured interviews.

- The literature outlined in this chapter appears to indicate that involvement in SEL and parenting programmes can lead to gains in emotional literacy (which would be considered proximal gains in the case of Family SEAL) and also more distal measures such as behaviour. Therefore, it is the intention to include a measure of potential behaviour change in children as rated by parents and teachers.

- The current EPS in which the TEP has been carrying out training has recently changed to become a community educational psychology service. Early intervention, multi-agency work is felt to be a growing area of practice within the EPS. Therefore, findings from this present study may serve to support the service in adopting new ways of working within the community. It is felt that this may be achieved through working with schools and families and by working collaboratively with professionals from other areas of children's services. Farrell et al (2006) predicted that Educational psychology services would become more community focused and less school based. This shift would require psychological frameworks that facilitate the understanding of the child's needs in the wider social context, are robust enough to withstand current changes in society and which are commonly understood to enable increased multi-agency work. To that end, it is the intention of the researcher to analyse the experiences of school and BSS staff in relation to the programme.

Chapter Three Methodology

3.1 Chapter overview

The last chapter discussed the review of the literature linking to the current research and provided a background and rationale for undertaking this study. Chapter three provides an overview of the methodology used, including the research aims, objectives and research questions. The purpose of the research is explained, followed by a presentation of the research methodology and epistemological considerations. An explanation of the procedures for data gathering and analysis are also given followed by reasons and justifications for the approaches used. Finally, the validity and reliability of the research and ethical considerations are discussed.

3.2 Introduction

This next chapter deals with the 'why', 'how' and 'what' of the study in question. It has been suggested that the term 'methodology' refers to the basic assumptions and philosophical framework that influence the entire process of research (Cresswell & Plano Clark, 2007). The philosophical framework overarching this study derives from two main factors. Firstly the purpose of the research, which is an evaluation study, lends itself to aligning with a particular worldview. Secondly, it is believed that the researcher's personal thoughts and feelings have led to the adoption of certain epistemological and ontological positions regarding the research. These factors will be discussed more fully in due course. On the other hand, 'methods' can be thought of as techniques and tools used to collect and analyse data in order to provide answers to the research questions (Cresswell & Plano Clark, 2007). It has been suggested that the design of the research can be thought of as the 'linking factor'; the plan of action, which joins the methodology and overarching philosophy to the methods used (Cresswell & Plano Clark, 2007).

3.3 Purpose of the research

This is a piece of evaluation research, designed to determine the impact of the Family SEAL (DfES, 2006) intervention on a group of children, parents and professionals involved in the programme. It has been posited that, unlike 'pure' research, evaluation is concerned with the process of change; what has changed and how that change has taken place (Robson, 2011). This concept is reflected in the research questions which will be outlined in due course. It is stated that the purpose of evaluation is to 'assess the effects and effectiveness of something, typically some innovation, intervention, policy, practice or service' (Robson, 2011, p.176).

3.4 Research questions

> *Research questions are often multifaceted in the human sciences since the phenomena of interest are highly complex and intertwined with one another. Researchers immersed in a topic area are typically not only interested in what has happened (causal effects) but also in how or why it has happened (causal mechanisms) (Tashakkori & Teddlie 2010, p.271)*

Pawson and Tilley (1997) have suggested that, in designing an evaluation study, research questions should seek to find answers to why a programme works, for whom and under which circumstances. The research questions outlined in this section aim to do this by considering the impact of the Family SEAL programme in terms of measurable outcomes whilst also uncovering the meaning that participants make of their experiences and the mechanisms and processes involved. The following questions were developed to guide the research:

1. How does the Family SEAL programme impact on children's emotional literacy?
2. How does the Family SEAL programme impact on children's behaviour?
3. How does the Family SEAL programme impact on parenting skills?

4. How can the effectiveness of Family SEAL be perceived from children's, parents', teachers' and facilitators' experiences and thoughts about the programme?

3.5 Rationale for the design

The rationale for the design of this study derives from the paradigm in which it lies, and is associated with the methods chosen to answer the research questions. Overarching any study are the ontological and epistemological positions of the research and researcher. Ontological assumptions refer to those associated with the nature of reality and the way that the world is (Cresswell & Plano Clark, 2007). Evaluation research can be said to align with a realist view of science (Robson, 2011). It has been suggested that realism addresses issues around the 'how and why' did something happen. Explanations are concerned with how mechanisms produce events and take into account the complexity of systems inherent in the social world (Robson, 2011). It has been suggested that evaluation can be thought of as comprising key domains marked out as 'real', 'realist' and 'realistic' (Pawson & Tilley, 1997).

In considering the 'real' of evaluation, it has been argued that social programmes and those who are involved in them constitute an interplay of 'individual and institution and of structure and agency', (Pawson and Tilley, 1997, p.xiii). Resources, choices, power balances and interdependencies constitute sociological factors which affect all participants involved in a programme. It is suggested that these interactions are the realities that social programmes seek to change and which should be taken into consideration within evaluation research. Sociological understanding therefore, can be thought to underpin evaluation and such factors should be considered, thus constituting the 'real' of evaluation research.

In addition, it is claimed that evaluation should follow a 'realist', scientific methodology in which objective measurement and theory combine to provide a more rounded explanation of findings (Pawson & Tilley, 1997). From an epistemological standpoint, this is clearly at odds with those who subscribe to a

purely positivist paradigm, believing that a single, objective reality exists to be discovered by the researcher in an unbiased and value-free way (Robson, 2011). Additionally, the realist perspective does not ally with a purely constructivist paradigm, which dictates that multiple realities exist, co-constructed between researcher and the object of study (Cresswell & Plano Clark, 2007). Following a 'realist' methodology, it is believed that this study lies within the conceptual and theoretical framework of critical realism. The Family SEAL (DfES, 2006) programme has been designed to exact a positive, measurable change on the emotional literacy of children who take part. Furthermore, psychological theory (as outlined in chapter two) has been used in developing the programme which, we can assume, the developers believe to be causal in initiating the change. However, the subjective meanings that participants of the programme make of their experiences, together with the researcher's role in interpreting those meanings may be varied and influenced by factors at the social, community, cultural and political levels. Morris (2008) asserts that:

Critical realism is a position that maintains that there exists an objectively knowable, mind-independent reality, whilst acknowledging the role of subjective experience, mediated by perception and cognition, in providing access to this objective reality. (p.10).

The final domain of evaluation is that, as applied research, it has to be 'realistic' and acknowledge its purpose and indeed limitations. Evaluation findings should result in something to say about the nature of change due to a specific social programme targeted at a specific social problem. It is suggested that:

'causation in the social world should be construed and derive the basic realist formula: mechanism + context = outcome'

(Pawson & Tilley, 1997, p.xv)

Lastly, overarching any study are the ontological and epistemological positions of the research *and researcher.* It is believed that this researcher has adopted a pragmatic approach with regard to this piece of research. It has been proposed that pragmatic approach is concerned with the practical implications of a

concept and looks to determine 'what works.' (Robson, 2011). Indeed, Johnson and Onwuegbuzie (2004) have outlined a number of features of pragmatism, which are thought to reflect the nature of evaluation research and the preferred approach of this researcher. These include recognising an integration of the physical world with the social and psychological and recognising that knowledge is derived from the reality of the world we live in, whilst also being constructed from it. It also endorses human experience, human enquiry and practical theory. In adopting a research design, it was therefore necessary to choose a method which fulfilled the evaluative purpose of the study and reflected the pragmatic nature of the 'what' and 'how' of evaluation. In order to fulfil the purpose of the research, it was felt that a research design that allied with the critical realist perspective would be best suited to provide data to answer the research questions. Therefore, a mixed methods approach was chosen that provided a method of data collection and analysis, which gave an account of the subjective experiences of participants plus an objective impact of the programme on children's emotional literacy and behaviour. The mixed methods research design will be discussed in more detail next.

3.6 Research design

A mixed methods research design was felt to provide the most appropriate method of evaluating Family SEAL by exploring the impact of the programme on participants and revealing associated processes and outcomes.

3.6.1 Mixed methods

Mixed methods involves:

> … *collecting, analysing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon (Onwuegbuzie & Leech, 2006, p.265).*

Guest, MacQueen & Namey, (2012) have suggested that the argument for adopting a mixed methods design is that combining qualitative and quantitative approaches leads to a better understanding of an area of research than would

be reached by using one approach alone. Guest et al (2012) have outlined six advantages to adopting a mixed methodological approach:

- *The strengths of one approach offset the weaknesses of the other*
- *Can provide more comprehensive and convincing evidence*
- *Can answer certain research questions that a monomethod approach cannot*
- *Can encourage interdisciplinary collaboration*
- *Encourages the use of multiple worldviews/paradigms*
- *Is 'practical' in that it permits the usage of multiple techniques and approaches. (p.188)*

By adopting a mixed methods design to evaluate the Family SEAL programme, it was felt that the research benefited from the advantages outlined above and achieved a broader and deeper understanding of the impact of the programme on the participants. In using qualitative and qualitative methods, it was possible to explore and interpret factors associated with the *efficacy* of the programme; (does it have an impact on participants?) and factors associated with the *effectiveness* of the programme; (how does the programme contribute to a change for participants?). The strength in using this approach is that quantitative means provided evidence for measurable impact associated with standardised, questionnaire measures. In addition, qualitative methods were used to give a richer understanding of the meanings that participants made of the impact of the programme and any other factors which may have contributed to perceived changes.

> *The multidimensional nature of many, if not most, social and behavioural phenomena is the reason why mixed methods are often required in research addressing those phenomena. (Tashakkori & Teddlie 2010, p.271)*

However, from a methodological perspective, it is of note that there are some who feel that mixed methods occupies a paradigm in its own right, bridging positivism and constructivism to form a 'third wave'. Johnson & Onwuegbuzie (2004) have suggested that mixed methods designs use a pragmatic method of

induction (qualitative, constructivist), deduction (quantitative, positivist) and abduction (interpretivist) in order to understand and explain findings. These researchers have suggested that, as such, mixed methods represents an inclusive, pluralistic and more rigorous approach to research design. This indicates that mixed methods is an appropriate approach for this evaluation study both pragmatically, in terms of research design and paradigmatically with regard to the positivist, constructivist and interpretivist nature of analysis involved. The next section will discuss the procedures and participants involved in the study and give some additional background to the research before returning to outline the processes involved with data collection and analysis.

3.7 Procedure

Procedural factors associated with the context, background and delivery of the programme are presented.

3.7.1 Context for the study

In the early stages of placement as a Trainee Educational Psychologist (TEP) within a local authority, the researcher had built good working relationships with the headmaster at a local Pupil Referral Unit (PRU) and members of his staff, who formed a Behaviour Support Service (BSS), Outreach service. It was through making contact with these professionals that the researcher first became aware of the Family SEAL programme. This programme was attractive for a number of reasons. Reflections that the researcher had made on casework during EP training practice, highlighted that when schools and families work more closely together to support children with additional needs, intervention and outcomes appeared to be more effective. Additionally, when the researcher had actively facilitated joint approaches, schools and families had expressed that they have welcomed this way of working. Therefore, to trial and evaluate an intervention programme that aimed to work in this area was very appealing. On further discussion with the BSS, it became clear that they were keen to trial the programme in the local authority, having already travelled to Portsmouth to visit the programme being delivered collaboratively by an Educational Psychologist (EP) and their BSS. The idea was then born to jointly trial the Family SEAL

programme. This would also allow the researcher to evaluate the impact of the Family SEAL programme in order to fulfil the thesis requirement for the Doctorate in Educational and Child Psychology and to inform future direction of the programme within the county.

3.7.2 Location of the study

This research took place in two settings within a large English shire county town. The first setting was a mainstream primary school (where children are aged 5-11 years). This school was one of the TEP's 'patch' of schools. It was chosen due to its ethos of working proactively to support and develop strategies for emotional literacy and positive behaviour management. The school had identified through TEP planning meetings that they wanted to trial a small group, Wave 2 (DfES, 2001) social and emotional literacy intervention and encourage parents to become more involved in the school and in their children's school lives. The school had identified that their Year 4 group would be a cohort of pupils who may particularly benefit from the intervention. The school itself was located within an area placed within the 10% most deprived on the index of multiple deprivation (Noble, McLennan, Wilkinson, Whitworth & Barnes, 2008). Allen (2011) has highlighted research which indicates that children are less likely to develop good social and emotional skills in families of low socio-economic status and so this area of the county town was felt to be particularly likely to benefit from intervention.

The second setting was the Key Stage 2/3 (children and young people aged 7-14 years) Pupil Referral Unit (PRU) on the outskirts of the county town. This is also the working base for the BSS, who were additionally, involved in trialling the Family SEAL programme. The PRU provides one to two terms of support for up to 12 children who have been excluded or who are at risk of exclusion from their school. The aim of the PRU is to enable the children to return successfully to mainstream school.

These settings were chosen due to their interest and willingness to engage in the programme and due to the fact that, through TEP consultation, it was

apparent that both were using the SEAL curriculum materials; at least implicitly within the school. This is considered an important factor underpinning the rationale and success of SEAL intervention, (Weare, 2004). On the basis of discussions with school staff, it was concluded that the language and understanding of the SEAL curriculum was apparent within the schools' culture. Allen (2011) has indicated the importance of carrying out programmes within school or community settings, which build on an existing ethos of improved understanding and expectations regarding social and emotional well-being. Therefore, those taking part in Family SEAL should have a foundation on which to build learning and a familiar discourse in which to enter the programme. Paying reference to social comparison theory (Festinger, 1954), Allen (2011) has stated that:

> *An important factor in the success of these programmes is the way in which children in a group try to be like one another in attitudes and behaviour. This means that as the well-being of the average child improves, so does the well-being of those with impairments. These programmes are provided in the community or in schools. Because they apply to every child they do not carry any of the stigmas sometimes associated with interventions that pull out children for special help. (p.70)*

The organisation and planning for the research and for delivering the Family SEAL programme began in earnest in the autumn term 2011. By the end of the school year 2011, a programme had been delivered by the researcher and one of the facilitators (BSS staff) in the mainstream primary school. Another programme followed this in the PRU, which was delivered by both facilitators form the BSS and the researcher. It should be noted that in the second programme, the researcher acted in a supporting role to one of the facilitators and did not take the lead in delivering the programme content. All data was gathered following the end of each programme. A timeline showing the key events involved in setting up and delivering the programmes and gathering the research data is provided (Appendix iii). A disc containing all materials relating to the recruitment, course content and evaluation procedures for the Family SEAL programme is included with this thesis.

3.8 Participants

Participants in this study included children and family members who attended the Family SEAL programme, members of the BSS, who were facilitators of the programme and one of the mainstream primary school's class teachers. It was felt that this was helpful in order to triangulate information about the outcomes and processes related to the intervention.

All Family SEAL participants were approached at the end of the programme and asked if they would like to participate in the research study. The nature of participation was clearly explained and it was made clear that parents and children could opt to enter their questionnaire data into the research; they could take part in the interview process; they could do both or they could opt not to participate at all. The nature of the interviews was carefully explained as were issues to do with confidentiality and anonymity (which will be discussed more fully in due course). The participant sample was therefore self-selecting; a table showing the participants, who volunteered to be interviewed, from each setting is shown below. It was not felt necessary to gather additional personal data from participants as it was believed that the relevance to the research related to their attendance on and thoughts about the programme and how participants felt it impacted on them.

Table 2: Research participants from each setting, who attended Family SEAL and who agreed to be interviewed.

Setting	Participant	Number of participants
PRU	Parent	3
	Child	2 (both aged 8 years)
	BSS professionals	2
Mainstream primary school	Parent	5
	Child	3 (aged 9 years)
	Teacher	1

3.9 Data collection

Quantitative data which could be said to be related to *efficacy* of the programme; (i.e. did Family SEAL have an impact on the children involved?) was obtained, using standardised questionnaires administered pre and post intervention period to gain information about the impact of the programme on measures of children's emotional literacy and behaviour. Children, teachers and parents completed measures of children's emotional literacy whilst parents and teachers completed measures of children's behaviour. In addition, qualitative data, which is thought to be more reflective of the *effectiveness* of the programme, was gathered at the end of the programme by interviewing participants using semi-structured interviews. Children, parents and a class teacher were interviewed. Each of these data collection methods is discussed in more detail later in the chapter.

3.9.1 Qualitative measures

In contrast to quantitative research, it is suggested that qualitative research questions seek to explore a process or to describe experiences and address the 'what' and 'how' issues (Onwuegbuzie& Leech, 2006). The following questions guided the process:

- How does the Family SEAL programme impact on parenting skills?
- How can the effectiveness of Family SEAL be perceived from children's parents', teacher's and facilitators' perceptions of the programme?

It was felt that individual, semi-structured interviews would best elicit the participants' views of their experience of Family SEAL. King and Horrocks (2010) have claimed that a realist epistemology upholds that knowledge generated from qualitative interviewing is a reflection of the reality of people's experience in the world. However, it is also stated that 'qualitative research does not claim to produce objectively defined knowledge, as 'subjective interpretation is a philosophical keystone and value-neutrality a highly questionable notion' (King & Horrocks, 2010, p.19). The challenge in producing a structured interview therefore was to ask a sufficient range of questions to

elicit rich information. This was in addition to retaining a flexibility to explore areas of interest and a neutrality in the design and interviewing process so as not to bias responses. King and Horrocks (2010) have emphasised the importance of avoiding leading questions, which contain a pre-supposition of value judgements in either direction. Instead, it is suggested that a better approach is to ask about 'experiences' in order to remain as value-free as possible and avoid issues such as social desirability bias in participants' responses (Gibbs, 2007). These factors were considered both when constructing the questionnaire and when engaging in the interview process with participants. Questions were created which aimed to be as value-free and objective as possible. However, it was also acknowledged that conversation does not happen in a vacuum and that elicited knowledge reflects the interplay of the researcher's and the participant's constructions (Gibbs, 2007). A range of themes were used to guide the interview process; these included:

- Teacher's perception of the impact of the programme on the children.
- Children and parents' perceptions of the impact of the programme.
- Children and parents' thoughts on the content and process of the programme.

Examples of the semi-structured interviews carried out with parents, children, facilitators and the class teacher and which were used to guide the questioning process are provided (Appendices iv & v). Examples of using a value-free, open ended questioning approach are also evident in the example transcription included in Appendix vi. Semi-structured, individual interviews were carried out with each consenting child and parent following their involvement in the programme. Interviews were also carried out with one of the Year 4 class teachers and the BSS staff, who co-delivered the programme. Interviewees were offered a preferred location for interview; consequently, interviews were carried out either in a private room in school or at participants' houses in order to create as comfortable an environment as possible. King and Horrocks (2010) have stated that psychological and physical comfort is important when carrying out interviews, as unsettled participants are likely to produce under-developed answers. It has also been suggested that it is important to build rapport with interviewees but without ingratiating oneself to the extent that the researcher's

actions or comments become leading (King & Horrocks 2010). Rapport was established through introducing and explaining the interview process and by thanking participants for their help. It was also demonstrated through respectful listening and questioning. Interviews were recorded on a Dictaphone device and then professionally transcribed.

3.9.2 Pilot

Robson (2011) has advised that the first stage of any data gathering should be a pilot study. However, he also stated that flexible questionnaire designs are able to incorporate piloting within the process of the study. This was felt to be true for this researcher. Firstly, the flexible nature of the semi-structured interviews was such that themes relating to the programme were felt to be sufficiently explored through participants discussing their experiences without being led by the researcher. Secondly, the sample size was small; therefore the researcher did not wish to loose data from a pilot study which would add richness to the data set. Furthermore, it was felt that questioning techniques used in the interviews reflected skills that the researcher uses throughout her professional practice as a TEP. It was of help to employ a peer reviewer (a fellow TEP and doctoral research student) to read through transcriptions in order to assist in verifying the transparency and clarity of the interviews. It was agreed that the interviewing technique and process carried out by the researcher was felt to be sufficiently probing to elicit rich information whilst remaining objective in nature so as not to lead participants. In addition, it was also felt to be respectful and demonstrated rapport with adults and children alike.

3.9.3 Quantitative measures

Onwuegbuzie and Leech (2006) have suggested that quantitative research questions, unlike their qualitative counterparts, tend to be very specific in nature, falling into one of three categories: descriptive, comparative, and relationship. It is argued that the research questions which address the quantitative part of this study are typically comparative in nature. Two sets of data are compared before and after the programme to establish whether a

difference exists between them which may be attributable to the impact of Family SEAL. These questions guided the researcher in choosing standardised questionnaires which would provide meaningful data:

- How does the Family SEAL programme measurably impact on children's emotional literacy?
- How does the Family SEAL programme measurably impact on children's behaviour?

The two questionnaires chosen were the emotional literacy checklists from Emotional Literacy Assessment and Intervention (Faupel, 2003) and the Strengths and Difficulties questionnaire (SDQ) (Goodman, 1997). Parents, teachers and children were asked if they would be happy to complete the questionnaires at the start of the programme. This was to give a pre-intervention (T1), baseline measures of each child's behaviour and emotional literacy. The questionnaires were then administered a second time, (T2), at the end of the intervention programme and completed in the same way to give a post-test measure of behaviour and emotional literacy. It is argued that the limitations of this before and after study can be due to the lack of a control group, making it difficult to know whether changes in these measures were due to the Family SEAL intervention or to other co-occurring factors. However, it was not possible to assign a control group in this instance due to the limiting factors within the school, the BSS and EP service. Limiting factors were mainly associated with time pressures to organise and run a control group.

The Strengths and Difficulties questionnaire (SDQ) (Goodman, 1997) was administered to each consenting child's parent and teacher to obtain behavioural measures. The strengths and difficulties questionnaire is a brief, screening tool, giving a measure for behaviour. The child's parent and teacher were asked to respond to questions about the child's attributes, including positive and negative aspects; these are then divided into 5 scales. Scores are obtained giving an overall behavioural measure plus separate scores for: conduct problems, hyper-activity, emotional symptoms, peer problems and pro-social behaviour. Questionnaires were given to parents and teachers before and after the programme. An example of the SDQ for parents and teachers is provided. (Appendices vii, viii, ix, x)

Emotional literacy checklists from the Emotional Literacy Assessment and Intervention (Faupel, 2006) were completed by the child, parent and teacher before and after the Family SEAL programme. The emotional literacy checklist produces a score for the child's emotional literacy based on Goleman's (1996) five dimensions: self-awareness, self-regulation, motivation, empathy and social skills. Examples of the child, parent and teacher versions of the emotional literacy checklists are provided (Appendices xi, xii, xiii). Details of the analysis, applied to responses obtained from these questionnaires is discussed later in this chapter.

3.10 Ethics

As a Trainee Educational Psychologist, ethical principles such as those set out by the British Psychological society: respect, competence, responsibility, integrity (Ethics Committee of the British Psychological Society 2009) continue to guide all aspects of the researcher's practice. Ethical considerations were taken into account at all stages of this research. At the outset, ethical approval was sought in conjunction with the research proposal. This was given and research was approved by an ethics committee based at the University of East London (see appendix xiv). This research also adhered to the British Psychological Society Code Conduct and Ethics (BPS, 2006), Ethical Principles for Conducting Research with Human Participants (BPS, 2009), University of East London Code of Good Practice in Research (2004) and the Data Protection Act (1998).

Willig (2001) has outlined a set of ethical considerations which can be said to have guided the researcher throughout the research process.

1. Informed consent
2. No deception
3. Right to withdraw
4. Debriefing
5. Confidentiality

These will now be discussed in relation to aspects of the research. At the outset of the planning phase of Family SEAL, it was considered important to be aware that practitioners involved in delivering interventions may encounter confidentiality issues. It is possible that parents or children could disclose sensitive information, which may need to be considered in relation to additional support or potential safeguarding issues. Therefore, it was considered necessary to discuss roles and responsibilities with school staff and BSS professionals in relation to this area. The school safeguarding officer and the programme facilitators became known to each other and were clear about roles and purposes regarding delivering the intervention and carrying out interviewing within the school. Within the planning process of the intervention itself, the researcher and the other team facilitators made sure that commonly understood processes regarding confidentiality issues were made explicit. Debriefing and support or referral was made available for participants, for whom it was warranted. Participants were informed of this verbally at the start and end of each Family SEAL session.

With regard to recruitment of the participants to the research itself, consent was requested from parents for their children to take part in the study. A letter was sent to parents with the option to return a consent slip (Appendix xv). In addition information and consent letters were provided to all participants at the start of the interview. Care was taken to ensure that adults and children understood the process. They then signed two copies of the letter, one of which they could keep. The letters provided the structure for the researcher to go through the following process with each interviewee. All participants to the research study gave their informed consent and were thanked for agreeing to take part in the study. Participants were notified that they were free to withdraw from the interviews and have all data removed from the study up to a point at which the data would be committed to inclusion within the thesis. It was also made explicit to all participants that information gathered from the questionnaire and interview processes would be anonymised and remain confidential; in as much as data would only be viewed by the researcher, supervisor and thesis examiner. Data contained within the thesis, which will be available for wide dissemination, would not be identifiable to any parent or child. These issues were carefully explained to interview participants. Copies of consent forms have been provided

(Appendices xvi, xvii, xviii). Any sensitive data which may have been attributable to a particular employee of the local authority was checked out with the individual in question and excluded from entry if felt to be of a compromising nature. Data has been stored on encrypted hardware and will be destroyed in line with local authority policy as soon as this thesis has been approved.

As discussed, consideration was taken in choosing the location of interviews for pupils, carers and staff, who were invited to choose where they felt most comfortable to carry out the interview. Prior to each interview, care was taken to explain the purpose of the interview, to avoid any feelings of ambiguity or deception and discuss issues around confidentiality and anonymity; as outlined, this was additionally offered to participants on a letter. Also included in the letter were the contact details for the researcher within the local authority and the university's ethics board. It was also felt important to allow time at the end of each interview for participants to be able to ask questions regarding the programme and the area of research. Having spent considerable time with each participant through the course of the programme, it was clear that a sense of rapport had developed. It was therefore felt to be respectful to acknowledge this factor and offer participants the opportunity to ask questions about the research if they were curious about deeper issues related to the programme and research.

3.11 Data analysis

Guest et al (2012) commented that many different typologies of mixed methods research have developed over the last 20 years. Indeed, Cresswell and Plano Clark (2007) discuss four: Triangulation, Embedded, Explanatory and Exploratory. It has been suggested that these have since been revised and developed further (Guest et al 2012). In assisting researchers to consider how to go about method integration, Guest et al (2012) suggested that it is helpful to consider three dimensions which refer to the integration of qualitative and quantitative data: timing, weighting and purpose. These three aspects will be discussed in relation to this mixed methods design.

Timing is said to refer to the chronological and analytical integration of data sets; the most frequent being sequential and concurrent (Guest et al., 2012). In the case of this study, the data collection method can be thought of as *sequential* in that the quantitative data were collected *before* the qualitative. Pre and post measures of children's emotional literacy and behaviour were collected before and immediately following participation in the programme. However, with regard to data analysis, the qualitative data did not *inform* the quantitative set in any chronological sense or vice versa. Therefore, the analysis can be considered *concurrent* in that both sets of data were examined to provide a deeper understanding of the research area but neither set was contingent on the other. Secondly, weighting is thought to address the dominance of the qualitative or quantitative data. In the case of this study, the qualitative research can be seen to be the dominant set. This is thought to be due to the role is has in providing evidence for all research questions and in representing the experiences of those on the Family SEAL programme. Lastly, the purpose of the mixed methods approach adopted is to integrate two sets of data and interpret whether these findings support or contradict each other; thus employing a triangulation method to provide evidence for a phenomenon; that is, did the Family SEAL programme have an impact and how? The analysis of the research data can be represented thus:

quan + QUAL → Employ integrative purpose

Concurrent design (triangulation, explanation)

(Guest et al, 2012, p.193)
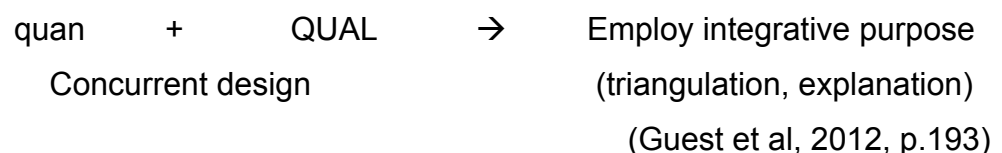
3.11.1 Justification for qualitative analysis

It is suggested that one of the functions of qualitative analysis is to identify patterns and generate explanations (Gibbs, 2007). However, approaches to qualitative analysis may be dependent on many factors and range in diversity and complexity (Braun & Clark, 2006).

The approach adopted in this study is thematic analysis, which is described by Boyatzis (1998) as simply as 'a way of seeing' (p.1) and by Braun and Clark

(2006) as 'a method for identifying, analysing and reporting patterns (themes) within data' (p.79).

Thematic analysis was adopted for this study for a number of reasons. Firstly, Braun and Clarke (2006) have suggested that, unlike methods such as grounded theory or discourse analysis, which tend to be restricted within a particular paradigm, thematic analysis can be used within a number of different paradigms. This includes critical realism, which is where the methodology of this research is felt to exist. In this sense, thematic analysis is flexible enough to enable an exploration of the meanings that individuals make of their experiences whilst taking into account the interplay with the broader social context (Braun & Clark, 2006). In addition, it is suggested that thematic analysis provides grounding in terms of core skills for other types of research and as such, is an appropriate method to use for a novice researcher (Braun & Clark, 2006). It is of note that thematic analysis has been criticised as not being a method of analysis in its own right, however, several researchers have suggested that by using a clear stage-like processes of analysis (Boyatzis, 1998, Onwuegbuzie & Leech, 2006, Braun & Clark, 2006), it is possible to achieve clarity and transparency in one's analysis, leading to replicability of findings. The next section will go on to outline the process adopted to carry out the analysis before moving on to discuss the approach used for quantitative data.

3.11.2 Procedures for qualitative analysis

Boyatzis (1998) has suggested that carrying out thematic analysis involves:

> *recognising an important moment (seeing) precedes encoding it (seeing it as something), which in turn precedes interpretation. Thematic analysis moves you through these three phases of inquiry, (p.1).*

Other authors have indicated a similar process in which analysis starts with noticing interesting patterns and issues in the data, which may begin at the collection stage, and end with a report of interpreted meanings (Braun & Clark, 2006). In addition, Braun & Clark have highlighted that it is not a linear process

but instead, involves moving back and forth between the phases of the analysis. The table below outlines the process of thematic analysis, proposed by Braun and Clark (2006), which was the process of analysis adopted by this researcher. However, it is acknowledged that several authors (Boyatzis, 1998; Robson, 2011; Cresswell & Plano Clark, 2007) have discussed similar processes, which follow a stage-like process of analysis involving searching for and interpreting codes and themes in the data. The stages of analysis are discussed more fully in the next chapter in relation to the findings generated.

Table 3: Phases of thematic analysis (adapted from Braun and Clark 2006)

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

Although the process outlined above was adopted for analysis of the transcription data, it is of note that within this research, it was felt that analysis began at the stage of data collection. Thoughts about the participants' responses during interview were recorded in field notes and used to aid thinking during the discussion section of this process.

Boyatzis (1998) has stated that 'thematic analysis is a process for encoding qualitative information….encoding requires an explicit 'code' (p.4). When at the initial stages of analysis, the researcher looked for 'units' of meaningful data contained within the transcripts. Robson (2011) has indicated that a code can be thought of as a 'chunk of data…exemplifying a theoretical or descriptive idea' (p.474). Boyatzis (1998) has suggested that a code should be given a label and definition of what it concerns plus inclusion and exclusion criteria. Within this research, interview data was analysed for relevant information and codes were generated and entered into a codebook in order to facilitate the next level of analysis. However, it was important to consider a number of guiding factors when deciding what to code.

It has been suggested that when using qualitative analysis to identify patterns and explanations in data, the researcher relies on two opposing logics of explanation, induction and deduction (Gibbs, 2007, p.4). Induction is described as a 'bottom up' process which is generally thought to involve the generation of an explanation based on the accumulation of similar experiences derived from the data (Gibbs 2007). As such, it is expected that the process would be data-driven and researcher would approach the data without preconception of what the data might generate (Braun & Clark 2006). In contrast, deduction is thought to rely on 'top-down', *a priori* factors such as theoretical frameworks wherein the researcher might 'test' the data set with pre-considered codes relating to the concepts contained within (in this case) Family SEAL and only code data which corresponds with those. Problems associated with a purely inductive process in relation to this research were that, as highlighted by Braun and Clark (2006) 'researchers cannot free themselves of their theoretical and epistemological commitments, and data are not coded in an epistemological vacuum' (p.80). In coding for relevant data, it was clear that the researcher was guided by theory and factors associated with the Family SEAL programme and therefore inclusion and exclusion criteria (that is, what to code and what to leave out – discussed in more detail with regard to findings) reflected this. In contrast, it was felt that adopting a purely deductive approach would be problematic as the researcher would be at risk of missing important meanings contained within the data and therefore provide a less rich description of the data overall (Braun & Clark 2006). The researcher opted to code data which related to all aspects of

the Family SEAL. This included information which could be considered directly related to attendance on the programme and that which could be thought to be related but not directly about the Family SEAL programme itself; i.e. factors which may have a conceptual link to some aspect of the programme. This last factor involved a certain level of interpretation on the part of the researcher with regard to what data she felt was relevant to code. In this way, it was felt that the researcher adopted a pragmatic method of analysis in which induction (qualitative, constructivist), deduction (quantitative, positivist) and abduction (interpretivist) were used in order to understand and explain findings (Johnson & Onwuegbuzie, 2004).

Having identified codes from the data, the researcher then began to organise codes under themes and super-ordinate themes. Braun and Clark (2006) have outlined that the researcher plays an active role in what to select and report throughout this process. This is carried out in order to tell something of the story of the data and capture information that is felt to be important in answering the research questions. Indeed, it has been proposed that:

> *A theme is a pattern found in the information that at a minimum describes and organises the possible observations and at maximum interprets aspects of the phenomenon. A theme may be identified at the manifest level (directly observable in the information) or at the latent level (underlying the phenomenon). (Boyatzis, 1998, p.4)*

Information about the reporting and presenting of the codes and themes, including thematic maps, are discussed in more detail in the chapter Four, which presents the findings.

3.11.3 Quantitative analysis

Onwuegbuzie & Leech, (2006), have suggested that when analysing data within a mixed methods framework, researchers engage in processes, which include: data reduction, data display, data comparison, and data integration. These processes were applied to the data in the following way. Scores from the questionnaires were calculated and entered into tables for measures of SDQ

and EL. In order to extract information from the quantitative data, which would integrate meaningfully with the qualitative data, it was felt that the most appropriate way to display the data was to represent it descriptively. This was due largely to the limited numbers of returned responses from participants. Within this study it was concluded that a larger number of participants would have been required in order to ascertain a statistically significant impact and risk making a Type II error; that is, wrongly concluding that the Family SEAL programme did not have a significant effect on children. Due to the very small numbers of questionnaires returned, (EL teacher, n= 7, EL parent n= 6, SDQ teacher and parent, n= 6), it was estimated that the sample size in this study was too small to carry out statistical analysis. Therefore, comparison between the two sets of data was carried out by calculating and reporting effect sizes. This gave an indication of the change between Time 1 and Time 2 data collection for measures of emotional literacy and behaviour. Bamburger, Rugh & Mabey (2006) stated that, when using a quantitative data analysis, the effect size is determined as; 'the size of the change or effect that a programme produce' (p.337). Effect sizes were calculated by dividing the difference in means of the pre and post test scores by the standard deviation in the population from which they were derived (Robson, 2011) Data was tabulated and represented graphically to demonstrate the presence or absence of impact trends in either direction. This information was then integrated with the qualitative findings derived from the thematic analysis. This provided evidence for the impact of the Family SEAL programme with regard to measure of children's emotional literacy and their behaviour. All tables and graphs showing findings of the quantitative data are presented in Chapter Four.

3.12 Trustworthiness of the research

Robson (2011) has outlined that, when carrying out research, it is helpful to consider a number of concepts that relate to the credibility of a study; i.e. what makes the findings of a study 'worth taking account of' (p.77). He has stated that it is important to consider the validity of the findings, which involve questioning the truth of the results. Researchers are also interested in the generalisability of the findings, which relates to the extent to which results are applicable away from the specific area studied. Lastly, it is stated that reliability

of results, or the extent to which the same results could be obtained if the experiment were repeated, is considered an important factor in research design and execution (Robson, 2011). The next section includes discussion about the trustworthiness of the findings from this research and outlines issues associated with the reliability, generalisability and validity of the qualitative and quantitative data.

3.12.1 Reliability

It has been suggested that reliability in research concerns issues involved with whether the tools of the research, are capable of producing consistent results. (Robson, 2011). With regard to the quantitative data, reliability associated with measures of emotional literacy and behaviour is demonstrated by using standardised questionnaires. Faupel (2003) has stated that standardisation of the emotional literacy checklists was carried out by NFER using a nationally representative sample in 2003, which included 732 pupils from 28 schools; age range 7 to 11. Reliability was assessed using Cronbach's Alpha. Overall reliability was found to be sufficient. In addition, Muris, Meesters & van den Berg (2003) examined the psychometric properties of the Strengths and Difficulties Questionnaire with a population of primary and secondary children and found that the internal consistency and test-retest stability of the SDQ scales were acceptable.

The concept of reliability is also related to the position of the researcher as an assessment instrument. In this sense, researcher bias can be seen as a potential threat to the reliability of findings (Fox, Martin & Green, 2007). This factor is felt to be more of a threat with regard to qualitative data collection and analysis. However, this was felt to have been reduced by following a clear audit trail of activities throughout the research (Robson, 2011). This included making transcriptions of interviews, following a clear process of thematic analysis (Braun & Clark, 2006), keeping and referring to field notes, maintaining a reflective journal and engaging in regular supervision. It was felt that this increased the researcher's ability to maintain objectivity and reduce bias in the process of data collection and analysis.

In addition, it was felt that reliability of the analysis was demonstrated by using triangulation methods to show convergence of participants' perspectives and therefore confirm one another's observations and interpretations (Willig, 2008). In this sense, reliability has been demonstrated through clear documentation of the research process, providing transparent description of the methods and methodology used.

Fox et al (2007) have indicated that participant bias is a factor associated with research reliability, which may impact on the ability to generalise findings to populations in other settings. Attempts to reduce participant bias were made by offering the programme to all parents and children in Year 4 and at the PRU and by approaching and attempting to recruit all participants of the Family SEAL programme to take part in the research. It was hoped that, in this way, a full range of relevant views of the programme would be represented. Issues associated with the practicalities of this and impact on findings are discussed in Chapter Five.

3.12.2 Validity

Validity is said to relate to relate to the extent to which the research technique accurately measures what it intends to and 'truth' associated with claims made about the outcomes of the research, which include explanations linked appropriately to theory (Robson, 2011, Fox et al, 2007).

With regard to the quantitative measures, Faupel (2003) has stated that the validity associated with the EL checklist is related to Goleman's (1996) 5 dimensions of emotional literacy. In addition, it was stated that internal correlation amongst items was good, quoting factor analysis showed that the data did fit well with the 5 dimensions. In addition, Goodman & Scott (1999) reported that constituent measures of the Strengths and Difficulties Questionnaire (SDQ) were highly correlated. In addition, Muris, Meesters & van den Berg (2003) examined the psychometric properties of the SDQ and found that the internal consistency of the SDQ scales was acceptable and that SDQ scores correlated meaningfully with other measures of psychopathology.

It was felt that validity was demonstrated throughout the research process, including the design, data collection and data analysis phases. This research adopts a mixed methods approach. It is felt that this design helps to increase validity through the concurrent integration of qualitative and quantitative data. Guest et al (2012) have stated that the strengths of one approach offset the weaknesses of the other, which allows for more comprehensive and convincing evidence. Robson, (2011) has stated that triangulation: 'is a valuable and widely used strategy involving the use of multiple sources to enhance the rigour of the research, (p158). During the data collection phase, validity was demonstrated by conducting open-ended, semi structured interviews, which aimed to elicit rich information from participants whilst minimising threats associated with leading questions and researcher bias. It was also felt that by reassuring participants of confidentiality and anonymity and requesting honesty regarding their opinions of Family SEAL, the likelihood of obtaining true responses would be greater. Throughout interview, it was felt that validity was increased by using good interview techniques such as 'checking back' with interviewees to clarify meaning (Kvale, 2008). Creswell (2007) has stated that as researchers 'We seek to have our account resonate with the participants, to be an accurate reflection of what they said' (p.45). This is demonstrated by the inclusion of transcriptions of interviews and pre-briefing and debriefing documents. Lastly, it was felt that threats to validity with regard to data analysis were felt to be reduced by following a clear stage-like process of thematic analysis (Braun & Clark, 2006) in which evidence of thinking and interpretation are recorded at each stage. Lastly, a fellow TEP and doctoral research student engaged in 'peer checking' of the analysis to increase inter-rater reliability based on the transcript evidence (Robson, 2011).

Chapter Four: Research Findings

4.1 Chapter overview

The previous chapter presented an overview of the methodology used for this thesis. This chapter presents the findings of both the qualitative and quantitative data derived from the analysis of the research with regards to the Family SEAL programme. Findings are presented from the thematic analysis carried out on the qualitative data, gathered from the interviews with the children, teachers and Behaviour Support Staff (BSS). Thematic maps are used to present a visual structure to the findings and to highlight themes and subthemes. In addition, data extracts and their interpretations are presented to provide an illustration of the themes. Findings are also presented following data analysis applied to responses obtained from the Emotional Literacy (EL) and Strengths and Difficulties (SDQ) questionnaires. Tables and charts are used to represent findings from the quantitative data descriptively.

4.2 Findings from the qualitative data analysis

It was decided that all of the interview transcripts would be analysed using the same process of analysis. Analysis of the interview transcripts was carried out using thematic analysis, following the six step process outlined by Braun and Clark (2006). Aspects related to the six-step process have been described in detail in the previous chapter. This next section details and discusses the analysis and findings at different stages of the transcription process.

4.2.1 Familiarisation with the data

As previously discussed, the transcription process was carried out by an external transcriber. It was agreed that the transcriber would complete a basic transcription and indicate (using an agreed code), areas that she was unable to hear clearly or that she did not fully understand. This enabled the researcher to carry out an additional process of reading, clarifying and completing the transcription texts in conjunction with listening to each interview. Braun and Clark (2006) have outlined the importance of 'repeated reading' and immersing

oneself in the data in order to be familiar with the breadth and depth of the transcription content. Re-listening and re-reading was carried out a number of times. Salient points were highlighted and notes were made in order to capture meanings and patterns relevant to the programme's processes and outcomes. This was also a helpful process, as it was felt that no meaning associated with inflection, tone or intonation was lost from the audio data to the recorded text. Although it can be argued that it was not in the remit of this analysis to note such factors, that being more a feature of techniques such as Discourse Analysis (Gibbs, 2007), it is argued that unless attention is paid to the conversation at more than just the semantic level, rich description and meaning could be lost. As described in the previous chapter, an inductive and interpretive process was used to gather as much relevant data as possible from the transcriptions. A copy of a full interview transcription can be found in Appendix xxi, and copies of all transcriptions can be found on the disc included with this thesis.

Extracts of transcription text were initially grouped into themed areas and then manually coded to indicate that they shared the same meaning or that they had a different meaning but could be seen to share a common theme. This process was revisited a number of times and, as discussed, checked by a peer researcher in order to improve validity in the decision making process. The tabulated extracts can be found in Appendix xxii. All interviews transcripts (i.e. they were not separated into child/adult or mainstream school/PRU groups) were analysed in this way in order to increase the chances of gathering rich information from *all* participants.

4.2.2 Generation of initial codes

Having grouped and assigned codes to meaningful units of data, the codes were then recorded and assigned a description using a codebook system (Boyatzis, 1998). In this way, all meaningful units of data could be systematically coded and captured using a recording and tabulation process. Units of data were assigned the same codes if they fitted into the same description and new codes were generated for units of data with different meanings. This enabled a process of analysis which involved going back and

forth between initial extracts of data from the transcriptions and the codebook. This also enabled a thorough checking and re-checking process to ensure that sufficient codes had been generated to include and differentiate all meaningful units of data. As discussed in the previous chapter, issues associated with inclusion and exclusion criteria were also considered at this stage. Braun & Clark (2006) have noted that the researcher always takes an active role in selecting interesting and relevant pieces of information from the data set and therefore should acknowledge the interpretive nature of the process.

In coding for relevant data, the researcher was also guided by theoretical factors associated with the Family SEAL programme (as outlined in Chapter Two) and therefore inclusion and exclusion criteria reflected this. In collaboration with a peer researcher, the researcher decided to code data which related to all aspects of the Family SEAL programme. Units of data were coded which related to perceived outcomes and processes from the programme, for example, the effect that certain activities and strategies had on a parent or child. Units were also coded if they related to thoughts or comments that participants expressed regarding more distal factors. These included comments such as experiences at school or factors involved with parenting, which may not have a direct relation to the programme but which could be seen to have been evoked from thinking about aspects of the programme. In total, 56 codes were recorded; 17 of these codes were related to process factors and 39 to outcome factors (Appendices xxii, xxiii, xxiv).

4.2.3 Search for themes

Having coded the data, it was possible to gather codes into themes and then again into overarching master themes. This provided an organisation to the data, which inevitably helps to provide a structure to the research findings. In a similar way to the process carried out when coding the data, a peer reviewer was involved to check the collating of codes into different themes and master themes. Although it was agreed that the coded data could be organised in a number of different ways and under several different headings, it was agreed that the way in which the researcher has presented the findings, represents a true and meaningful analysis of the data. At this stage, it was decided that some

of the coded data relating to process factors would be subsumed into the themes associated with outcome factors. The reason being that the data set was very large; some prioritising was necessary in order to be able to complete the study. In addition, the factors included in the outcome data set were felt to be those most relevant to the themes into which they were subsumed and therefore added extra richness to the data overall. The coded data relating to outcome factors generated three master themes: Relationships, Social and Emotional Literacy and Parenting; each with additional subthemes and subordinate subthemes.

Figure 1: A thematic map showing the three master themes generated from analysis of interview data.
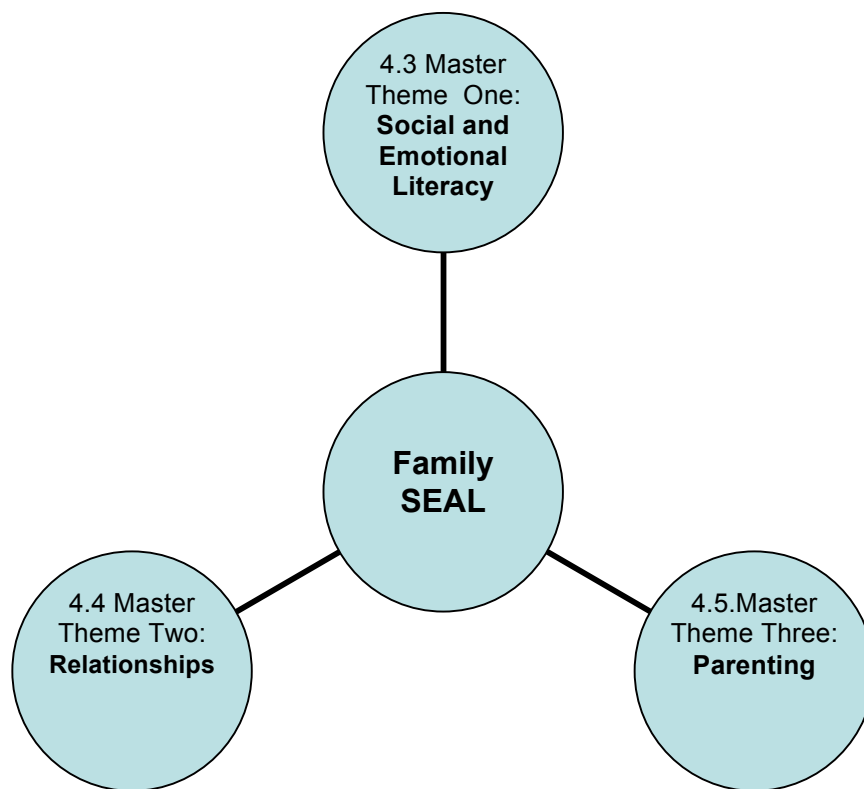
Codebooks showing outcome and process factor codes are provided (Appendices xxiii & xiv). An extract of the codebook is provided below to show an example of some of the codes and their description.

Table 4: An extract from the codebook of outcome factors for Relationships

Code		Description
RELATIONSHIPS		
Relationships with each other		
4	Perception of time together	Children and parents discuss feeling positive about having time together.
1	Shared activities	Children and parents discuss developing relationships through shared activities.
1a	New friends	Children discuss building new relationships.
2	Special time	Children and adults talk about protected time together.
3	Novel activities	Children and adults discuss idea that they are doing things they wouldn't normally do.

4.2.4 Review of themes

Thematic maps were produced to depict the organisation of coded data extracts and their corresponding master and subthemes. During this process, some themes were subsumed into others and some were separated to better encompass the coded extracts relevant to them. Additionally, subordinate subthemes were added to clarify and differentiate accurately. Thematic maps for each master theme showing corresponding subthemes have been provided for: Social and emotional literacy (Appendix xv) Relationships (Appendix xvi) and Parenting (Appendix xvii) have been provided.

4.2.5 Defining and naming themes: master themes and subthemes

This next section will go on to consider each of the three master themes in turn. A definition will be provided for each theme and data extracts will be used to evidence the thinking involved in defining and organising the data in the way it has been. Qualitative evidence of the children's. parents', teacher's and facilitators' perceptions of the impact the Family SEAL programme will be provided.

4.3 Master theme One – Social and Emotional Literacy

Master theme One presents data from the interviews relating to outcome factors of the Family SEAL programme which are regarding Social and Emotional Literacy. Although generated inductively from the data, findings presented here could be considered to conform to the deductive approach in that they reflect the key domains conceptualised within Emotional Literacy (Faupel 2003, Goleman 1995) and identified within the SEAL curriculum (DfES 2005). These themes represent the views from all participants, which are relevant to the master theme of Social and Emotional Literacy. Thematic analysis generated six subthemes associated with this master theme, which is represented in Figure 2. Each subtheme will be discussed in turn. A thematic map depicting Master Theme One with corresponding subthemes and subordinate subthemes is provided (Appendix xv).

Figure 2: Thematic map of master theme One – Social and Emotional Literacy
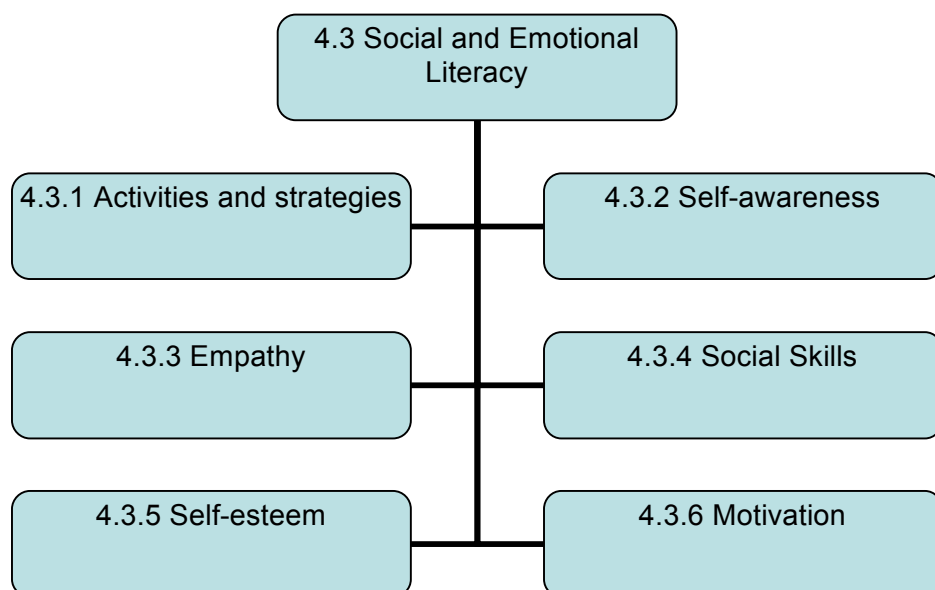
4.3.1 Subtheme: Activities and strategies

Adults and children spoke positively about the activities contained within the programme, particularly the games. These will be discussed more fully in due course in relation to other areas of the analysis. However, one parent indicated

feeling positive about playing games and doing activities at home with her son; she acknowledged that he enjoyed it very much too and indicated that she would value more suggestions of activities that they could do together:

> Nina (Mainstream Parent): Erm, well, you gave us things to do at home, which we did and he loved playing games and things, so maybe just a leaflet of things to do… if it's a rainy afternoon or at the weekend, maybe just suggestions of what we could do.

However, one parent indicated that the strategies lacked relevance for her and her children:

> Cathy (mainstream parent): A lot of that didn't… didn't sort of help…You get naughty children and you get naughty, naughty children, but I guess the situation I'm in has made them worse, so these reward charts and things that you came up with…wouldn't have worked with my two.

4.3.2 Subtheme: Self-awareness

When talking about activities which might have been helpful for the children, one parent cited the concentration games from the 'Going for goals' section of the programme as something which, although a possible weakness for her son, was something that he enjoyed. This demonstrated that parents were engaging in thinking around areas of development for their children:

> Nina (Mainstream Parent): Erm… I think the concentration one was quite good for Doug, because he can't concentrate… But that one was quite good, because I …I really would love him to concentrate a little bit more…

4.3.3 Subtheme: Empathy

Adults and children discussed areas of the programme that were concerned with feelings and indicated empathic awareness and understanding. This subtheme generated three further subordinate subthemes: Opportunities to

explore feelings; Value attached to social and emotional literacy; and Increased Awareness of social and emotional literacy.

4.3.3.1 Opportunities to explore feelings

It became apparent through the interview process that children and adults were recalling activities that provided them with the opportunity to explore or discuss feelings within the family:

> Gill (Mainstream parent): Feelings things was quite good… at sort of making us feel our…work through our emotions rather than just lose it and shout or whatever… lost it, you know?

One pupil indicated that he valued the opportunity to express how he feels in a non-verbal way:

> Lee (Mainstream child): We done a angry / happy and stuff.
> *Interviewer: Uh-huh. What was that like?*
> Lee (Mainstream child): Good.
> *Interviewer: Yeah? What was it that made that good?*
> Lee (Mainstream child): Errrr.... so I don't have to use my voice.
> *Interviewer: So was it easier to use the arrow?*
> Lee (Mainstream child): Yeah, because I don't like talking.

He was also able to give me an example of when he used it at home:

> Lee (Mainstream child): I put the angry on...
> *Interviewer: Uhmm.*
> Lee (Mainstream child): ...and then I er... gave it to mum.
> *Interviewer: Yeah and did you think that was a helpful thing to do?*
> Lee (Mainstream child): Yeah…It er...because when I cry my mum says, 'I can't hear ya....because... if you're mumbling'

It is interesting that some of the strategies provided opportunities for other members of the family to demonstrate their feelings even though they did not attend the programme:

> Vera (Mainstream parent): It's sort of rubbed off on (sister), you know, about the feelings and…Because when we did the angry-ometer and the face thing… (sister) completed one that I took away……and hers was on the fridge.

One child reflected on demonstrating empathic awareness through one of the activities on the programme:

> Rachel (Mainstream child): And Colin, I think he was a little embarrassed, he had to sing a rhyme and I had to… I said, 'Don't worry, I'll sing it for you if you want!'

Additionally, one of the class teachers reflected on his own experience as a step-parent and indicated the opportunities for building a relationship with his stepson and being involved in nurturing his social and emotional development:

> Richard (mainstream Teacher): …'cause obviously as a step-parent it's very difficult to build that emotional bond, to be able to spend time with one another… that's what Family SEAL project is about: spending time and nurturing those… those emotional skills and er social skills…

4.3.3.2 Increased awareness of social and emotional literacy

Several children and adults reported an increased awareness of social and emotional literacy having been involved with the programme:

> Richard (Mainstream Teacher): It was actually quite a good experience.
> *Interviewer: OK.*
> (Mainstream Teacher): It got me looking at SEAL as to what is involved in it all…

Whereas others demonstrated a deeper level of understanding as to the intended outcomes of the programme:

Julia (PRU parent): Yeah. I think it was quite nice to kind of… because what I got as the kind of purpose of it was that obviously you could build children emotionally and then that actually impacts and helps with their learning.

Some parents indicated that there were aspects of the programme that were particularly salient for them in terms of demonstrating a greater level of understanding of emotional and social literacy:

Vera (Mainstream parent): And also talking about other people's feelings, you know, like if something's happened you're like, 'How do you think they feel about that?' And she's like… you know, she's been quite good with that really.

The children also showed that they may have developed an increased awareness of other's feelings and empathic understanding within curriculum activities:

Doug (Mainstream child): Because… like we're doing play scripts and like stuff now and like we think about like their expression on their face, but we don't think about their feelings and I want to know about their feelings more than their facial expressions…'Cause normally like…erm… we don't… we don't normally like think about like their feelings, we just think about like what are their…what… what do you think they're doing, but that time we got to think about like what would you feel if that happened to you.

This child also hinted that he links his involvement with Family SEAL to a better understanding and respect for his parent and the way in which that was achieved, i.e. through 'bonding' with her:

Doug (Mainstream child): I would say ...you should join the erm SEAL because it's better to bond with your mum because normally you just take her for granted.

4.3.3.3 Value attached to social and emotional literacy

Several responses indicated that parents and children felt that learning about social skills and emotions at school was valuable and that carrying learning into the home setting may also be beneficial:

Gill (Mainstream parent): Yeah. I think a lot of erm parents or grandparents are very biased about people or circumstances or subjects…and I think to be taught to be open and tolerate everybody…is really, really important, because they might not get that at home and then they'd have to do some at home as well…and that would get their parents to think a bit as well I think.

4.3.4 Subtheme: Social Skills

Responses sharing this theme were related to children being able to demonstrate or learn about social skills through group activities and positive role modelling.

4.3.4.1 Working with others

The mainstream Primary School class teacher indicated that he saw benefits for the children from working together on the Family SEAL presentation. He also indicated that he found it of personal interest to see the children relating to others:

Richard (Mainstream Teacher): …and then giving my class responsibility to produce something and then Carol's class responsibility to produce something really helped them work together. So it was a good working together exercise and an eye-opening exercise and it was good to see how the kids interpreted some of the things

Several parents of the children attending PRU felt that the group activities were particularly helpful for their children:

> David (PRU parent): I think it's just being in a group environment is good for her. I think that's good because I find… You know I always find with Laura we have a lot of one to one attention between us.

> Julia (PRU parent): Erm, I think the actual erm… the best bit probably that I felt Connor got out of it was the actual doing the team games and actually learning about taking turns and that it's OK to lose and not… you don't have to win all the time…

They also indicated that it was interesting and novel for them to see their children being challenged socially within the school environment, with their parents present:

> Julia (PRU parent): …because he is hard work, you know erm… but it was positive, yeah. It was really positive and it was quite nice to see sort of him relating to the other children as well.

David noted that his daughter demonstrated improved skills regarding working with others during Family SEAL at the PRU. He also noticed that these skills were apparent away from the Family SEAL environment, indicating that she had transferred them into a different setting:

> David (PRU parent): So something has rubbed off on her, which is great because obviously she's been in a group environment and then she's going back to...then my niece is there, my sister's there and so on and little baby who is younger than her and Laura seems happy to go along with it rather than saying 'No, we're doing this'…Yeah, because erm she would… when she's with other kids she likes to get things done her way…

The children also highlighted opportunities associated with working with others: for some, it was a chance to make new friends:

Doug (mainstream pupil): 'Cause normally they like go off and do their own stuff but now we get to like bond together and like we get to make new friends.

Whereas another indicated learned social skills and empathic understanding from working with others on shared activities:

Rachel (mainstream pupil): Like if… just pretend if someone else is talking and I want to talk, I let them finish……and then say, 'Well, my idea is like we could maybe work together; we could maybe draw something each?'

4.3.4.2 Social Modelling

It was commented that the children may have benefitted from exposure to positive social modelling on the programme:

Julia (PRU parent): Erm…well, hopefully… hopefully it just reinforces the whole, like I said before, the whole taking turns stuff with the games….And that it's OK… that he got… he kind of witnessed positive things from adults, you know when they… we didn't all kind of kick off when they didn't

Fiona (Facilitator): Exactly and they might watch... watch... I noticed in one of the sessions, there was something that I was saying to erm Laura (PRU pupil) and... and then I heard her father repeating it...

4.3.5 Subtheme: Self-esteem

One of the mothers in the Primary School reflected on the part of the programme that discussed the use of praise and boosting children's self-esteem with respect to her other son (not attending the programme):

Sarah (Mainstream parent): Oh! I've done praising with them through that.
Interviewer: And how… has that had an impact on him?

Sarah (Mainstream parent):   That has, yeah, because he's not very confident in himself…you see, so praising him, like this has taught, you know, is much better.

Another mum talked about the fact that she realises that her son really is a good boy tries to make an effort to praise him more:

Nina (Mainstream parent): I mean I said to him last night I was proud of him, because he's got this thing going on where he's got to stop twitching and stuff. He's doing really well and I said to him 'I'm really proud of you, Doug' and just the look on his face… it was 'Yay!'

4.3.6 Subtheme: Motivation

One of the parents discussed being motivated to complete a team challenge by learning from another group:

Vera (mainstream parent): It was, yeah, but that was really good.   I really… I know that our team was terrible, but…and we gave up! But when we… and then we saw someone else doing it and then we sort of started cheating a bit…and then we did it and then it was, 'Oh yeah! We can do it! We can do it.'

4.4 Master theme Two – Relationships

These findings relate to the experiences of the individuals involved in the programme which were coded and grouped into themes on the basis of an individual's relationship with another person, group or setting. These findings represent the researcher's interpretations of the meanings put forward by interviewees. The thematic analysis generated three subthemes within this master theme: Parents and children, Professionals and Educational setting(s); these are represented in Figure 3. Each subtheme will be discussed in turn. A thematic map depicting Master Theme Two plus corresponding subthemes and subordinate subthemes is provided in Appendix xvi.

Figure 3: Thematic map of master theme Two – Relationships

```
                    ┌─────────────────┐
                    │ 4.4 Relationships│
                    └─────────────────┘
          ┌──────────────────┼──────────────────┐
┌─────────────────┐ ┌─────────────────┐ ┌─────────────────┐
│ 4.4.1 Parents and│ │4.4.2 Professionals│ │ 4.4.3 Educational│
│    children     │ │                 │ │    setting      │
└─────────────────┘ └─────────────────┘ └─────────────────┘
```
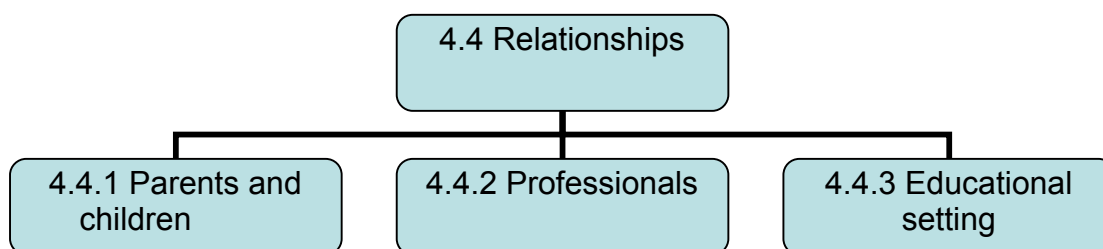
4.4.1 Subtheme: Parents and children

Responses grouped under this theme are again, derived from analysis of all interview transcripts. Different aspects of participants' relationships with each other are discussed in relation to the Family SEAL programme.

4.4.1.1 Spending time together

When asked to tell the researcher about their overall experience of the programme, many of the parents and children indicated that they placed great value on being able to spend time with one another:

> Nina (Mainstream parent): I actually loved it…Because I knew that Doug liked doing it as well, so I was doing something with him, which we don't get much time to do together at home…

> Doug (mainstream pupil): It was really fun, because normally I don't …don't get to do stuff with my mum but this was a chance to do like all the kind of fun stuff.

> Ivy (PRU parent): I didn't think my child would enjoy this, but he did.

One parent whose son was attending the PRU, reflected on her own experiences as a child:

Julia (PRU parent): I remember as a child, my mum worked and erm so I was you know… you know, you'd do an assembly and everyone would be looking. That's the first thing that everyone looks in the audience for their mum… …the fact that I was there, I think he…he…he did benefit, you know, from the fact that I was involved doing something with him in school.

And her son indicated that he also enjoyed time with his mum and believed that she felt the same way;

Connor (PRU child): Well, I enjoyed it because I haven't really spent much time with mum.
Interviewer: If you had to guess, what do you think you'd say mum enjoyed about it?
Connor (PRU child): Erm… being with me.

However, one parent, whose child attends the mainstream school indicated that she felt the programme lacked relevance for her, being a single parent from a 'split' family.

Cathy (mainstream parent): Erm… to be truthful, I didn't find it that… you know…appealing to me…. .I don't know… I don't know if all kids are like mine when they come from split families, but mine are… you know… totally… different. They're angels at school, but at home whoooo!

However, she did state that her son enjoyed it because he was able to be with her on the programme;

Cathy (mainstream parent): Martin would have done, because obviously he was with me and doing stuff with me…You know… you know… so…it didn't… I mean Martin loved it, because he was spending time with me…..So, you know, I know he enjoys that, 'cause he told me.

4.4.1.2 Protected time

A very strong theme generated by the data was the sense that children and parents valued having protected 'special' time with each other:

> Gill (mainstream parent):   Yeah. It was really nice to spend time with Colin…   …and doing things together…   ….Not having to concentrate on anything else…..   …….Just that…just…just him and me and no interferences, distractions, if you know what I mean?

> Nina (mainstream parent): Because I knew that Doug liked doing it as well, so I was doing something with him, which we don't get much time to do together at home…So it was a bit of time just me and him

Doug reflected his mum's thoughts:

> Doug (mainstream pupil): Erm like 'cause normally like you think you can't do stuff because you're like all tied up but once you have done this like it's a time when you get to do stuff and you won't be tired out or anything.

Several parents discussed difficulties associated with having more than one child and trying to find special time with each one:

> Julia (PRU parent): To have that… although I had Issy with me it was quite nice to have that special one to one time, because when you've got more than one child, you don't get that so much even if you try and make time. I mean, I've got four so…

> Vera (mainstream parent):   …because having three children at home, trying to find time one to one is quite a bit manic..And obviously working, so she was really, really pleased that I started coming…it was 'Yay! You're coming in for me!'

Rachel's comments echoed those of her mum in that she clearly values time spent just the two of them:

Rachel (mainstream pupil): …I just want to have time on my own with my mum.

One single parent hinted at the tension between finding protected time at home and having other demands on her time:

Cathy (mainstream parent): But again, …and I've got other things to do and you put them [children] off don't you… and you know that he really wants me to do and well, now and again, but I can't be doing it all the time.…and he's forever asking and you can just see his eyes light… he just seems happy.

Some parents appeared to take on board the significance that 'special time' had for their children and made changes accordingly;

Doug (mainstream pupil) She's more like when I ask her to do something she like normally says like 'oh, can we do it later, because this is happening' but now like ….she says 'OK, I can do this one later.'

4.4.1.3 Working together on activities

It was clear that many parents and children highlighted the role of the activities and games, particularly carried out at home, as having an inferred or explicitly positive impact on relationships within the family:

Interviewer: Yeah? Which game? Do you remember?
Lee (mainstream pupil): The one where you put stickers on... and we drawed some stuff and we put like what we had to do and I put like er... one... I... I put... my mum put 'kiss B', he's my brother...but when my brother's playing, he got 'kiss B'....but he couldn't kiss himself but he kissed Freddy. ...my cat.
Interviewer: Oh, he kissed the cat? So you played the game with your brother and your mum? Yeah? What was that like?
Lee (mainstream pupil): Good.

Interviewer: So what sort of things do you do more with mum now?

Kieran (PRU pupil): Playing cards!

Interviewer: OK. And is that fun?

Kieran (PRU pupil): Yeah. I play with my sister as well.

Gill (mainstream parent): With my eldest son, yeah, because we obviously discussed what we've been doing and we were doing our homework and sort of involving the family anyway with the games and things…

Vera (mainstream parent): It was nice to spend time together…and we did do things as a result from that… …at home together…So we did do some more reading together and some more games and things like that and we did do like… because we'd said, 'Oh, we'll go to somewhere or the zoo, whatever…'

Some responses indicated that children and parents were trying out new activities together that they hadn't done before:

Doug (mainstream pupil): Yeah it is, cause normally like erm we can't do stuff together like because normally I'm on PlayStation but now we try badminton and stuff together.

Kieran (PRU pupil): Yeah, but some people might not have played them kind of games and then they've got the opportunity to play them kind of games.

4.4.1.4 Learning about each other

Several responses indicated that parents and children valued the opportunity to learn more about each other through some of the structured activities and more generally spending time together in a different environment:

Rachel (mainstream pupil): Well, erm, I enjoyed the activities. Especially the one… like when we first started we had to draw a picture of our family and write in their funny handprint what they liked…

Cathy (mainstream parent): Oh I enjoyed it. I do like doing things like that. I like to see what he likes to do as well.

Gill (mainstream parent):   I like the… what you… like the first week when they did the hand and you had to put down the five different themes… and that was really interesting to see what Colin had put for me, you know… 'Cause I hadn't really thought… he thought anything before, you know… feelings or whatever.

One parent previously discussed the fact that she did not think her son would like her coming to such a programme, however, she explained that when she missed a session he was unhappy to have missed out too and this helped her know her son better and developed their relationship:

Ivy (PRU parent): He knows…and he said 'Could you mum, please could you make sure you come to others.'
Interviewer: Ah. OK.
Ivy (PRU parent): So this help me know him better… and I know that we have to spend time with children more….and if you can't make it you have to apologise because they remember until they get….
Interviewer: So, do you notice anything that's changed because of having done the things?
Ivy (PRU parent): Yes. Yes. Our relationship has changed.
Interviewer: So, in one respect you feel that you have understood more about him…
Ivy (PRU parent): Yah.

4.4.1.5 Communication

The concept of communication and the impact of 'keeping channels open to facilitate positive relationships' was a theme which was generated from the data:

Gill (mainstream parent): I think we talked at each other rather than to each other in that sort of thing…

Nina (mainstream parent): Just the fact that I've spent more time with Doug and I appreciate that I needed to spend more time with him… erm…and to say things to him in a different way; not an aggressive way or a negative way, but to try and change it to positive.

She also reflected on her relationship with her daughter regarding their ability to communicate easily and how this is different with her son:

Nina (mainstream parent): Erm… he seems…because he's quite a… he keeps things to himself a lot and I do try and find the time now to sit with him and just say 'how was school today and how are your friends and what did you do?' So he seems to open up a bit more now… I'm finding time to actually put more effort into him.

Other responses have focussed on outcomes which could be seen to be attributable to better communication;

Rachel (mainstream pupil): Like me and my mum always used to argue. We hardly argue now.
Interviewer: Oh! And why do you think that is?
Rachel (mainstream pupil): Well Family SEAL workshop has changed our lives.
Interviewer: Oh, OK.
Rachel (mainstream pupil): Quite a lot.
Interviewer: So how do you think… how do you think doing the Family SEAL has helped you not argue?
Rachel (mainstream pupil): Well erm it actual makes us work together.
Interviewer: Uhmm.
Rachel (mainstream pupil): Have fun.
Interviewer: Uhmm.
Rachel (mainstream pupil): Listen to both our ideas… can't think of any more.

Ivy (PRU parent): Because at first he was very, very destructive in the kitchen…and I always have to think about how danger and now I trust him

more…Because he listen. He listen when he's allowed to cook chicken and serve something.

4.4.2 Subtheme: Professionals

A number of themes relating to professionals' involvement in the programme were generated. These involved adults thinking about professionals being in a position to observe interactions between parents and children and possibly offer support and strategies.

<u>4.4.2.1 Observation and support</u>

> Hayley (Facilitator): I think it showed... it allowed the professionals to see how the children react and interact with their parents, which we can then pick up on in a school setting and vice-versa…And in my role, I can then go to the parents and say, you know, 'This happened and how about this? Would you like to change...? Can you try this kind of boundary? This kind of strategy' So it enabled us all to stand back and see how the children interact...

> *Interviewer: Erm… it's also been suggested that if somebody from the school was sort of also running the programme, what would that have been like?*
> Cathy (mainstream parent): I think someone like Mr Helmet …who obviously does deal with children's behaviour problems that might have been helpful.

<u>4.4.2.2 Collaboration</u>

Professionals also identified that there were benefits associated with working with and learning from people from other agencies;

> Richard (mainstream teacher): It was actually quite a good experience….It got me looking at SEAL as to what is involved in it all…and like I say the joint approach from myself and yourself.

In addition to the notion of sharing ideas, one Facilitator indicated that she valued feeling supported through collaborating on the programme and appreciated the opportunity to reflect on each week's practice;

> Fiona (Facilitator): It's nice to share...it's nice to bounce ideas off each other... erm it's just nice to feel supported, isn't' it?.....which I think is really... you don't know if you're doing a good job, bad job. You've got nothing really to reflect about, so you haven't had that when you work on your own all the time...

4.4.3 Subtheme: Educational setting

Several themes were generated which considered the nature of relationships between parents, educational settings and outcomes related to the Family SEAL programme.

4.4.3.1 Shared understanding of children

A number of adults hinted that some benefits of programme might be that school and home would have a shared understanding of each other's experience of the child through attending the Family SEAL programme, particularly with regard to children's behavioural difficulties.

> Julia (PRU parent): It kind of brought the two environments together really, because with Connor with his autism is very much erm… school and home are very much separate in his mind.

One parent indicated that he and his daughter felt reassured knowing that they and the school had shared in situations that were quite challenging for his daughter;

> David (PRU parent): And I think it was quite good that when the children came in you then got to like when you got to play the games and so on…I think it was good to do that as a game thing to see how each one of them

handled it and they obviously know, because of the boundaries here. How far they can go.

This was echoed by the class teacher who indicated that it can also be empowering for children to show parents their 'school selves';

> Richard (mainstream teacher):…so I think time is so precious that when you can see your child in the school environment, it's interesting for you…For a parent, to think how your child is at home, it's different from how your child is in school…I think it's a good confirmation exercise for the child to say, 'Look, this is what I'm like at school' …

Another parent commented that she feels her son's behaviour has changed because he is aware that school, parents and other professionals were involved in trying to help him with his behavioural difficulties;

> *Interviewer: …but do you feel that Kieran has now… you said he's trying now. Is that something that's changed, because you think that you've done that work together?*
>
> Ivy (PRU parent): Yah, because he…can see teachers trying to help and ordinary people as well.
>
> *Interviewer: So you are kind of coming from both ends and meeting halfway?*
>
> Ivy (PRU parent): Yah. Yah.

4.4.3.2 Developing relationships between parents and settings

One aspect derived from the data related to the role that Family SEAL may play in maintaining relationships between home and school settings. It was suggested that Family SEAL could act as a 'bridge' for some parents who may lack confidence in educational establishments:

> *Interviewer: Yeah. Ok. Erm what…do you think there's a …what do you think the role is for SEAL in mainstream?*
>
> Hayley (Facilitator): To keep the doors open between home and school…I hope they no longer see all professionals as threatening....because I think

by the time a young person comes into PRU, they've been backed into a corner by the mainstream schools...

It was also suggested that the programme may be beneficial for mainstream settings in order to reach out to parents and learn a little more about their lives; particularly some of the difficulties that some parents face due to their children's behavioural needs:

> Julia (PRU parent): Erm…and so you're all kind of in the same boat [at PRU] whether erm… whether… I think if I was to go to one [Family SEAL] at Connor's mainstream school, I would be trying to educate people!..So I think that would be good, especially, like I say in Connor's mainstream school because you've got a broad range of people that don't necessarily tend to mix…Don't tend to know… what it would be like to live in each other's shoes. Do you know what I mean?

Having carried out the Family SEAL programme in the PRU setting, a number of PRU parents discussed what they would feel about doing the programme at their children's mainstream setting. Some parents indicated that they would have attended but would have found it difficult due to the reaction from the other parents;

> *Interviewer: If this had been offered at Laura's school do you think you would have been…erm… do you think you would have attended or…?*
> David (PRU parent): Erm… Well… yeah yeah. ….So some of them [other parents] were quite understanding, but there were ones who were asking for Laura really not to be at that school anymore. It's a bit, you know, like playground type stuff. You know, you can see the little clinging groups and I'd be one of the parents maybe standing on my own waiting for Laura, so it's er …So it's not a… it's not a great environment. I don't miss it! (*laughs*).
> Julia (PRU parent): And like I've experienced sort of when Connor was in mainstream sort of quite a lot of prejudice from parents really, because they see this child with all these sort of… well, quite bad behaviours.

………Julia (PRU parent): Going while Connor was still there? I would have gone…erm…but I think I'd have…whether I would have related so well to the other parents I don't know, because obviously at the PRU all our children are a little bit special and they've got, you know, they've got their issues.

4.5 Master theme Three – Parenting

From analysing all the interview data, themes were generated which related to thoughts about the Family SEAL programme in connection with aspects of parenting. It was decided that this master theme would represent Parenting outcome factors and would comprise three subthemes: Parenting skills, Attitudes towards parenting programmes and Being in a group. The subthemes are shown in Figure 4. A thematic map depicting Master Theme Three and its subthemes and subordinate subthemes can be found in Appendix (xxvii).

Figure 4: Thematic map of master Theme Three – Parenting
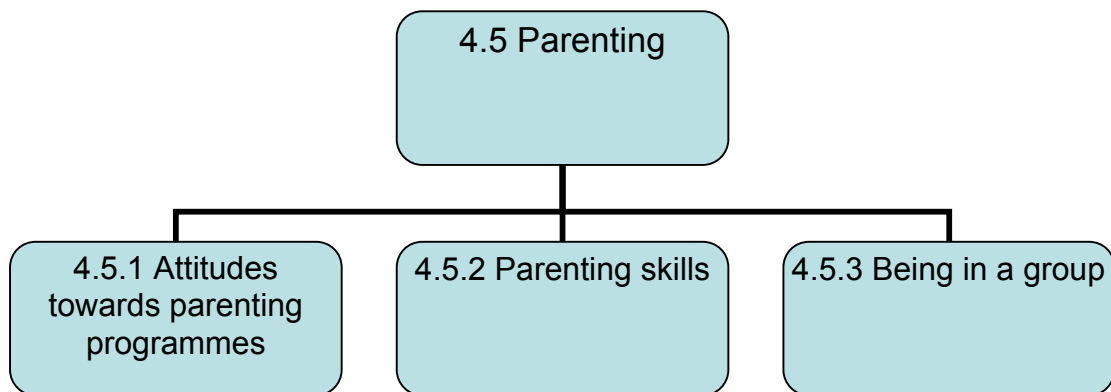
4.5.1 Subtheme: Attitudes towards parenting programmes

4.5.1.1 Expectations

It is of note that the parents in this data set attended the programme in different settings. This had an impact on the recruitment process, which is discussed in more detail in the next chapter. Within the PRU setting, there is a contractual expectation (although not an obligation) that parents will carry out

recommended programmes and activities to support the positive development of their children's behaviour. In the mainstream primary school setting, parents attended purely on a voluntary basis. To that extent, several of the PRU parents indicated that they went into the programme expecting a negative experience but were surprised by the nature of the Family SEAL;

> Julia (PRU parent): Erm…yeah and… and like I say, all my kind of… like I say, going into it I had certain things that I thought it was going to be and it wasn't…which was a really nice surprise…I was kind of expecting to kind of be lectured and…kind told that I was doing it all wrong really…and I didn't… I didn't feel that at all.

> David (PRU parent): OK. I was a bit nervous at first…..   ….. I don't generally like those sorts of things…But because of the way that Laura has been then whatever we can do to improve things then… but from a personal point of view I think it made me realise…   It was quite good for me I think at the end of the day

One of the Facilitators felt that parents were increasingly enjoying the programme and gaining from it;

> Fiona (Facilitator): I thought it was really... really positive for the people that came along, you could clearly see over the period of weeks they were enjoying and they were relaxing and they were using it as more than just a kind of coming along to see what SEAL was about...

4.5.1.2 Value

A strong theme to emerge from the parents' data was the value placed on programmes that involved parents and/or aspects of social and emotional literacy;

> Nina (mainstream parent):… …I… I just wish the group was bigger. I wish more people had turned up.… Because I thought it was worth doing.

Gill (mainstream parent): It's a shame it can't be a part of the curriculum where you have to go, because that would be good for all of the parents to do it with their children really.

Nina (mainstream parent): What just the SEAL? I think it's quite important. Erm… I'd loved to have had something like that when I was at school just to learn how to talk about how you're feeling and emotions and to learn about why you're feeling a certain way

Ivy (PRU parent): … we think we know how to bring up children, but we don't, because no-one teach us at school like business for example… now learn from school…

Additionally, some PRU parents indicated surprise that more parents hadn't attended the PRU Family SEAL session;

David (PRU parent): I suppose the only thing was that I was surprised that more parents didn't come. I know it's not always easy for parents to….it's easy for me because I am on shift work so I'm around during the day a lot.

Ivy (PRU parent): Well I think it will be more people, more parents… …and I think they will attend regularly…   …but unfortunately some people start work and things like that, so they not all put children number one.

However, one parent indicated that the programme hadn't met her needs within the mainstream setting and that the strategies and course content were irrelevant to her situation;

Cathy (mainstream parent): For me obviously you didn't cover things like when your child's having a hissy fit and then starts throwing things at me…You know, I haven't got a clue what to do and I think if you could have something where there was more knowledge of how to calm a child down who was having a complete and utter, you know…And again, I've got swearing as well.

Whereas another parent felt that, having done the course herself, she would consider the programme beneficial for a specific vulnerable group of parents with whom she works;

> Gill (mainstream parent): I do work in a… because I work in a refuge and erm a women's refuge and the children and parents… and you obviously hear them talking to … behaviour issues and they're obviously going on… a lot of emotional stuff going on……How they are with their children is… oh, it would be really good if they could come along to a group like this.

4.5.1.3 Comparing Family SEAL to other programmes

One of the parents described her experiences of working with refugees, who attend a different parenting programme. It was suggested that the group of parents, who are refugees would benefit from the opportunity to work with their children, which they currently do not do;

> Gill (mainstream parent): It would be quite good, 'cause they have a fantastic support where they have a lots of the mums… they have a Freedom programme and different things that they can attend and the children have got a really good… they've got like playgroup and different singing and they get a lot of toys and outings and things, but… so for the children to be able to express themselves I think that would be nice if there was something for them, you know…to go through what their children are going through, it would be nice for them to work together with something…

Another parent compared experiences on different programmes with the Family SEAL course;

> Julia (PRU parent): I must admit I kind of went… I will be honest, I went into it kind of thinking, 'Oh, it's going to be another one of those parent and… where they're gonna kind of sit there and patronise you…and tell you kind of… telling you to try things that you've already tried and I… so it was quite nice to go into it and not feel… yeah not feel kind of patronised …and I didn't feel that people were looking at me like I was in there 'cause I've got no parenting skills.

One of the Facilitators of the Family SEAL programme, who has extensive knowledge of other family oriented programmes, discussed which programmes she feels are relevant to certain settings and time frames;

> Hayley (Facilitator): I have er for me Strengthening Families is essential... but not when a child is attending the PRU….I think your relationship between home, school and the child has been damaged too much initially to do Strengthening Families.
> *Interviewer: So what is it about Family SEAL that puts it in a different place from Strengthening Families?*
> Hayley (Facilitator):   It allows you to... Strengthening Families has a strict format that doesn't adapt to the family home...where this particular course allows you to take from it and put them into your own lifestyle….I think, you know... although it's still quite structured. It's still got its definite goals and aims, but if you were actually, 'I can't do that at home; I can do this.' I don't think you get the same opportunity with Strengthening Families.

This parent particularly valued the potential inherent within the Family SEAL course that she experienced, to approach each parent's situation as a unique one;

> Julia (PRU parent): I think erm it's the fact that the children were all… when we spoke and stuff, it was every child's an individual and not one thing fits every child and that's where I think it differed from like I've done the Webster Stratton parenting course and erm it was very much you know: this is what you do; this is what works…go away and try it.

4.5.2 Subtheme: Parenting skills

4.5.2.1 Change in parents' behaviour

When reflecting on the influence of the Family SEAL programme in terms of aspects that parents particularly remember or try to implement, many talked about reframing language:

Nina (mainstream parent): Erm… looking back there were a lot of positives that came out of it, like different ways of saying things to your children and… and trying to understand why they behave in a certain way. The main one that sticks in my mind is to say 'Don't get…', you know 'Get off the grass!' instead of you know, you say 'Can you walk on the path please.'

Fiona (Facilitator): And I remember about the... about the mainstream Primary School one [Family SEAL] how much they remembered the 'Don't...' those little... …those things... little... like the 'Don't walk on the grass...That they picked up and they stuck to, didn't they?

Vera (mainstream parent): I can... I can remember the week – I think it was probably very near the beginning – where it's like, 'Don't say *you can't do this*...you've got to say, 'Oh, what about this.'

Others discussed encouraging empathic understanding when explaining things to their children:

Gill (mainstream parent): Erm… I've noticed how… rather than saying to Colin 'Oh, you've got to do this and that.' I'd sort of say, 'It makes me unhappy when you leave your room so messy and...' So getting across how I feel rather than just shouting at him for what he's done wrong…

Vera (mainstream parent): One thing I have really done like Rachel, is like: I actually feel really upset about that, you know…You know when it's like how *I* feel about it.....and she's like, 'Oh, my goodness! I've upset you, haven't I?'

Other parents reflected that friends have noticed differences in their parenting;

David (PRU parent): Well, I do find sometimes they say to me, 'You dealt with that really, really well. You kept your calm!'

4.5.2.2 Impact on parents

Several parents talked about 'feeling better' by adapting certain aspects of parenting;

> Nina (mainstream parent): And I feel better about not sort of like shouting at him instead of just talking to him and explaining why I don't want him to walk on the grass or why I don't want him to do such a thing.

One of the parents discussed aspects of the programme that had made an impact on her. She found the part about 'Change' was quite useful in terms of thinking about the long view and taking time to mark her children's changes with them using a book of mementos as an activity;

> Gill (mainstream parent): The thing about change really. About as they get older 'cause we did about changes and them growing up and sort of thinking, you know, the problems are going to be different…at each stage. Yeah, but they're all sort of temporary things anyway, aren't they?

Another parent discussed feelings associated with guilt over not managing her son's behaviours in the past;

> Julia (PRU parent): Erm… yeah, I guess so. I mean erm… I've often sort of blamed myself really…and kind of often felt that I should be doing better… when I'm doing, really, I'm doing the best I can.

She also indicated that she felt more confident following the programme due to a sense of empowerment regarding strategies;

> Julia (PRU parent): I think it was a little bit of a confidence booster in… in…in the sense that, like you probably all parent quite differently and… it didn't feel like there was a right or wrong…that was the main thing. Yeah, it was more about finding our own solutions rather than… or coming to our own solutions for our each child with a bit of guidance…

Other parents reported a change in feelings associated with stressful situations;

> Sarah (mainstream parent): I do get stressed a lot…
> *Interviewer: Right.*
> Sarah (mainstream parent): But that did help. That do help to think, 'Oh, yeah. I won't shout. I'll just leave him to it.'

> Cathy (mainstream parent): Yeah and it feels easier to sit down, because they're not so angry… and when they used to get angry before it was like, 'Oh, !!!' and you just didn't want to know, but it's like they're a bit more pleasant towards me; I'm more pleasant towards them and we can do things like this… whereas before, we couldn't, because emotions and anger was just poof!

Another parent discussed feeling calmer and how this helps his decision making;

> David (PRU parent) : Yeah, I think I'm a bit more… I'm just a bit more not so concerned.
> *Interviewer: OK. It sounds like you feel a bit differently as well.*
> David (PRU parent) : Yeah I feel a bit more relaxed about it so…Yeah, because you're not… If you're not getting wound up then you can make more rational decisions and… it just helps being with everybody and knowing that everybody was dealing with problems and you're not the only person there and so on…

4.5.2.3 Control and planning

It was evident from discussions with parents that several were reflecting on examples of planning or taking control with regards to thinking about parenting strategies and the impact that this was having on them and their children;

> Nina (mainstream parent): And er… I kind of learnt to instead of just BLEURGH, I'm counting to ten just *(makes a Zen sound)* and then just speak instead of shout.

114

Cathy (mainstream parent): Well, as I say, I didn't really do it before, because I really couldn't be arsed!.. but then I sat down and thought, 'Now, what do these children want?' They want a little bit more attention and that's what I've done and they've obviously, you know, improved because they're getting the attention I can give them now.

The use of consequences was also discussed in relation to increased thinking time;

David (PRU parent): Yeah, because you're not… If you're not getting wound up then you can make more rational decisions and… I think it's a case of like things are not going so great and then rather than saying 'Don't do that' it's the consequences thing….and I can see her thinking then, because it's something she really, really wants to do. It's really a case of like 'Let's have a think about this' and then give ourselves a couple of seconds to think about…

Another parent discussed talking to a friend about managing a situation, demonstrating planning and problem solving using peer support;

Vera (mainstream parent): I think maybe to just step back a bit and think about... you know, the impact of it, rather than just like, 'Oh! You can't do that!' You know?... Maybe just step back and think about it... and I've discussed it quite a bit with Gill as well, so I think it's probably more about discussing it and thinking about... if it happened again...

There was evidence from one parent of planning for her son in response to the parenting that she had experienced;

Nina (mainstream parent): I think he feels… I want to think that we are close. That if he's got any problems he can come to me, so I want that bond…our bond to be quite strong….I didn't have that as a child…

Interestingly, her son also talked in terms of future actions;

Doug (mainstream child): Like in the future we might like try and go to a park and like have a game of rounder's of something.

It was also evident that this theme encompassed the notion of 'stored skills or knowledge' that may be useful for a later date;

Nina (mainstream parent): I think so, yeah, because it all kind of like goes in doesn't it? But doesn't necessarily work for maybe weeks or months. But I think it's in there and then one day you'll sit there and think, 'Well, yeah, actually, I remember someone actually saying, you know, you should do this and you should do that and maybe it will come out maybe not straight away, but in a little while…

Fiona (Facilitator): I think for Mainstream Primary School [parents] they did. I... I think that they would have taken on some of those strategies...and would... would carry on using them….Erm maybe not... maybe not consistently, you know, but I think the seeds were sown...

4.5.2.4 Impact on children's behaviour

Parents and children discussed aspects of children's behaviour throughout the interview process. Analysis of interview data generated a theme which captured examples of changes in children's behaviour that could be attributable to the Family SEAL programme. It was felt that this connection could be made as the changes described related to aspects of the programme at some level:

Sarah (mainstream parent): Erm, say like Lee goes upstairs in a strop if I just ignore him he comes back down and everything's fine.
Interviewer: OK.
Sarah (mainstream parent): So as I ain't shouted, he i'n't gone into an even bigger huff.

Nina (mainstream parent): 'oh you're walking on the grass and it's wet' and I try my hardest to say, 'No, Doug, can you walk on the path.' Instead

of saying 'Don't walk on the grass!' So it's kind of like changing a negative into a positive.

Interviewer: Yeah.   And have you noticed any difference in sort of changing your language a little bit?

Nina (mainstream parent): Yeah. He tends to do the thing quicker than having to repeat myself hundreds of times.

One of the children also identified ways in which her and her mum's behaviour has changed;

Rachel (mainstream child): Well, it was kind of fun, because …like my mum erm… if you don't like… like them much, like we used to fight really much…

4.5.3: Subtheme – Being in a group

4.5.3.1 Feeling reassured

A theme generated from the data regarded the sense of support and reassurance that came from a group of parents who shared similar issues:

Julia (PRU parent): And everyone was sort of really… really welcoming and friendly and it was yeah… I didn't feel sort of judged or anything and erm …

David (PRU parent): And erm I think basically with the SEAL thing, it was nice to me the fact that even though there is obviously kids here with lots of problems, although to be honest just kids… but erm…that… they're all normal parents as well and obviously we've got all different backgrounds and so on, but it was good to hear that they're you know, they're just trying to cope like the rest of us and so on…

Ivy (PRU parent): Well, they're making friendly relationships with….We can share our problem with other parents…One mother said she can she telephone about her child…

Julia (PRU parent): So that was… the main thing I got out of it was, like I say, the contact with other parents…and seeing that erm yeah you're not alone… and actually there was parents from all quite different backgrounds there that you know…

Nina (mainstream parent) and I think, you know, it happens to all of us, but we don't necessarily tell each other about it….Erm… it's nice to kind of feel like think, 'Yeah, I've felt that way before' or 'I've said that before' or 'my child has done that before' and you think, 'Yeah, ok, I'm not the only one that this has happened to.'

Ivy (PRU parent): Yah, because you listen other parents' problem and you realise you are not alone.

Julia (PRU parent): It was quite nice to erm… meet with the other parents and kind of… get their input really… well, and to kind of hear that it's not just your child! Erm… I think the main thing was my child's not the only one at aged eight that doesn't sleep!

Gill (mainstream parent): Erm probably just… we'd probably just all realise that we're all going through the same things and you're not doing anything particularly different from anyone else. You know, you're normal.

4.5.3.2 Sharing strategies

As facilitators reflecting on the process, the researcher and Fiona spent some time discussing differences between what were felt to be salient or beneficial aspects of the programme for the mainstream group compared with the PRU group:

Fiona (Facilitator) ...and I think the impact was good [mainstream Primary School] because they built some relationships with each other. I know a lot of them knew each other already......whereas, I think, with the PRU, it was a case of... I'm not sure the strategies... because they weren't taught or explained particularly, I don't think those were the helpful bits...I think it

was just the coming along and the discussion and the support and the general kind of being part of something.

However, this may not have been the case given some of the PRU parents' responses, as some PRU parents discussed learning new strategies:

Julia (PRU parent): I found it quite a confidence builder and it's just nice to sort of pick up new ideas. Like it was suggested… and I have to… we haven't tried it, but it was suggested that we get one of those recording machines, erm so that Connor , when he goes to bed, that he can record what's going on in his head, because often he'll get out of bed ten times.

Another PRU parent discussed how he valued playing a scenario based parenting board game called 'Frazzled':

David (PRU parent): …sort of erm … see what some of the other parents do …you know, rather than your own opinion.

4.5.3.3 Feeling different/judged

However, it was apparent that a sense of support was not true for all parents as one of the mainstream primary school parents indicated that she felt very 'different' from others in her group due to her child's behaviour which she felt was more extreme than everyone else's:

Cathy (mainstream parent): they made them seem like tame little things, where I have these two if they… if they get so angry they swear back at me, end up throwing things at me. Where I never heard anybody in the group saying things like that. That's why I think mine have gone past this little what I call 'tame… tame time.'

She also indicated that she felt embarrassed to speak out in the group due to feeling so different;

119

Cathy (mainstream parent):   And also I didn't want everyone else knowing…what was happening…I don't want everyone sort of going, *(whispers)* 'Did you hear what she just…' you know and then go and tell everyone in the playground Cathy's children do this and Cathy's children do that, so I couldn't say much. … So that's why I'd rather listen to what they had to say hoping they're going to say something similar to mine, but they didn't.

This section has presented findings generated from the thematic analysis of the qualitative, interview data. Findings have demonstrated distinct themes relating to relationships, parenting and social emotional literacy. It is felt that these represent an accurate account of the experiences of the children, parents, teacher and facilitators involved in the Family SEAL programmes carried out at the mainstream primary school and the Pupil Referral Unit. This chapter will now present findings derived from the quantitative data derived from participants' responses to the EL and SDQ questionnaires.

4.6 Findings from quantitative data analysis

As previously stated, this research employs a concurrent, triangulation design in which research questions are addressed by integrating results from qualitative and quantitative data analysis. This next section will outline the results obtained from the Emotional Literacy (EL) checklists (Faupel, 2003) and Strengths and Difficulties Questionnaires (SDQ) (Goodman, 1997). These questionnaires have generated data which provide a measure of children's emotional literacy and behaviour before and after participation in the Family SEAL programme. These results will be integrated with those derived from the qualitative analysis and discussed in response to each research question in chapter five. Table 5 below shows the numbers of returned responses for both sets of questionnaires.

Table 5: Numbers of returned EL and SDQ questionnaires by setting

	PRU	Mainstream Primary school	Total
Total no. of children attending Family SEAL	6	12	18
No. of EL responses: **- Teacher**	3	4	7
- Parent	2	4	6
- Child	2	4	6
No. of SDQ responses: **- Teacher**	3	3	6
- Parent	2	4	6

4.6.1 Findings from emotional literacy checklist responses

All emotional literacy (EL) checklist responses were collated in a table (see Appendix xxviii), showing scores for each child as rated by parent and teacher for each of the five EL measures: empathy, motivation, self-awareness, self-regulation, social skills and the total EL score. An overall, self-rated EL score was also recorded for children. Data was collected before and after the Family SEAL programme, providing Time 1 (T1) and Time 2 (T2) scores for each child.

The mean score for each of the five EL measures was then calculated for the pre and post Family SEAL data collection points (T1 and T2). Comparison between the two sets of data was carried out by calculating the difference in means between the Time 1 and Time 2 scores. In addition, effect sizes (Bamburger, Rugh & Mabey, 2006) were calculated by dividing the difference in means of the pre and post test scores by the standard deviation in the population from which they were derived (Robson, 2011). This gave an indication of the change between the two scores and the impact of the Family SEAL programme on measures of emotional literacy. This data is provided in Table 6.

<u>Table 6: Showing the mean scores, difference in means and effect sizes for measure of children's emotional literacy pre and post Family SEAL</u>

	Teacher ratings N=7		Difference in teacher rating post-pre Family SEAL	Effect size	Parent ratings N=6		Difference in parent rating post-pre Family SEAL	Effect size
	T1	T2			T1	T2		
Empathy	10.85	12.14	+ 1.29	0.44	13.83	14.50	+ 0.67	0.26
Motivation	11.86	12.29	+ 0.43	0.13	12.67	11.67	- 1.00	0.32
Self-awareness	11.00	12.86	+ 1.86	0.81	13.00	13.33	+ 0.33	0.14
Self-regulation	11.57	12.29	+ 0.72	0.21	11.33	12.00	+ 0.67	0.20
Social skills	12.57	13.57	+ 1.00	0.40	17.00	17.67	+ 0.67	0.28
Total	57.85	63.15	+ 5.30	0.44	67.83	69.17	+ 1.34	0.45

N.B. Child self-rating (N=6) T1: 65.67, T2: 60.17 Difference: - 5.5.

A higher score is associated with a more positive measure of emotional literacy. These results show that, with the exception of two measures, T2 scores show an increase when compared with T1 scores. The exceptions being parent rated motivation and children's overall emotional literacy self-rated measures; both of which demonstrated a decrease or negative change following the Family SEAL programme. This indicates overall a positive trend for change in measures of children's emotional literacy as rated by parents and teachers.

However, when considering the effect sizes of the changes between T1 and T2 scores, it is of help to note that Robson (2011) has stated that effect sizes could be considered to represent the following magnitudes: 0.2 = small, 0.5 = medium, 0.8 = large. On examining the results shown above, it can be seen that a large effect size was only shown for teacher-rated measures of children's self-awareness following the intervention. Moderate effect sizes could be seen for teacher rated measures of children's empathy and social skills. In addition, teacher and parent rated scores for overall emotional literacy could be viewed as demonstrating a moderate effect size.

The results shown above are also represented graphically in Figures: 5-7 below. The solid, left hand bar of each pair of scores, shows the score at Time 1 (T1). The patterned, right hand bar of each pair shows the score at Time 2 (T2).

Figure 5: A graph showing Teacher ratings for children's measures of Emotional Literacy
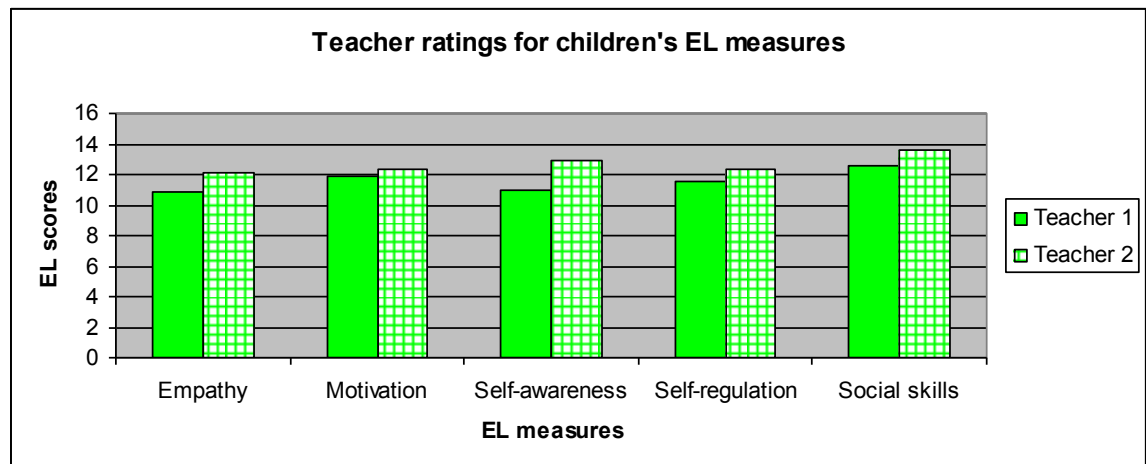
These results show that teacher ratings for children's emotional literacy scores for empathy, motivation, self-awareness, self-regulation and social skills, increased from Time 1 or pre-Family SEAL, to T2, post-Family SEAL. A large effect size could be seen for teacher rated measure for children's self-awareness. Moderate effect sizes are demonstrated for measures of empathy and social skills. Small effect sizes are demonstrated for measures of motivation and self-regulation.

Figure 6: A graph showing Parent ratings for children's measures of Emotional Literacy
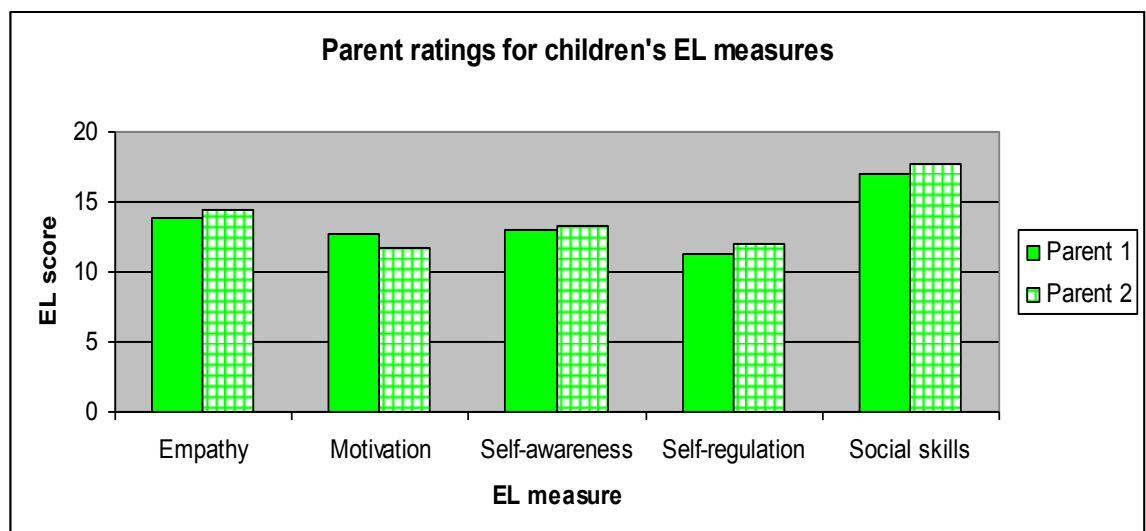
These results show that parent ratings for children's emotional literacy scores for empathy, self-awareness, self-regulation and social skills, increased from Time 1 or pre-Family SEAL, to T2, post-Family SEAL; although, small effect sizes were recorded. However, parent ratings for children's measure of motivation showed a small to moderate effect size of a decrease following the Family SEAL programme.

Figure 7: A graph showing overall ratings for children's measures of Emotional Literacy
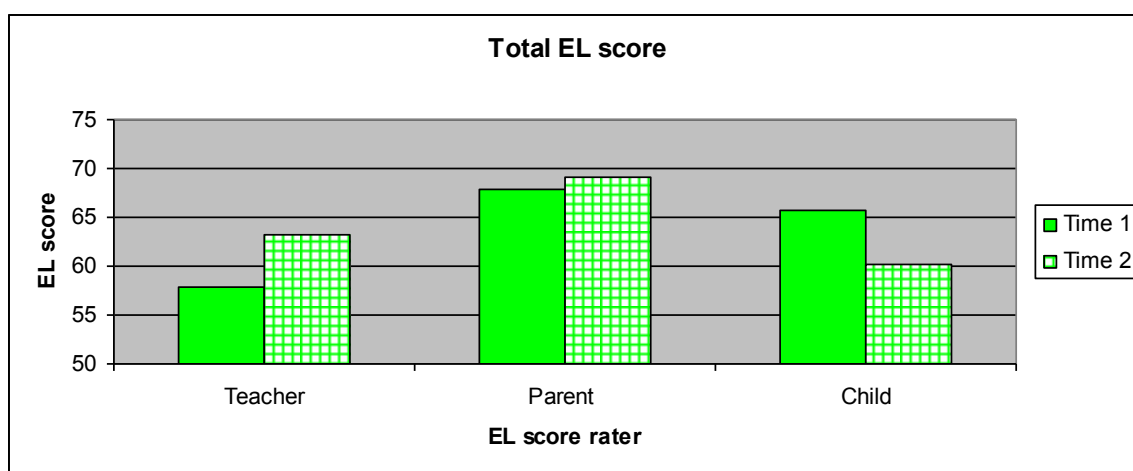
A moderate effect size could be seen for teacher and parent's overall rating, indicating an increase in children's emotional literacy following the Family SEAL programme. However, a moderate effect size showing a negative score or decrease in emotional literacy following the Family SEAL intervention was demonstrated by children's responses.

Bar charts were then produced to show each child's individual scores at T1 and T2. Separate charts were created for each of the EL measures and for the total EL score. This enabled the researcher to observe trends associated with separate measures of EL at T1 and T2 and also to compare the results recorded from the mainstream primary school children's scores with those obtained from the PRU children. Graphs showing individual children's total scores for Emotional Literacy at T1 and T2 are shown in Figures 8-10 below. Graphs for all other separate measures of EL are provided in Appendices (xxix, xxx, xxxi, xxxii).

The solid, left hand bar of each pair of scores, shows the score at Time 1 (T1). The patterned, right hand bar of each pair shows the score at Time 2 (T2). A higher score is associated with a more positive measure of Emotional literacy. It is of note that red scores denote a 'well below average' score. Scores recorded in the 'well below average' range are considered to be sufficiently low to warrant intervention (Faupel, 2003).

Figure 8: A graph displaying children's self-rating Total scores for Emotional Literacy

Children's ratings of their Total score for Emotional Literacy
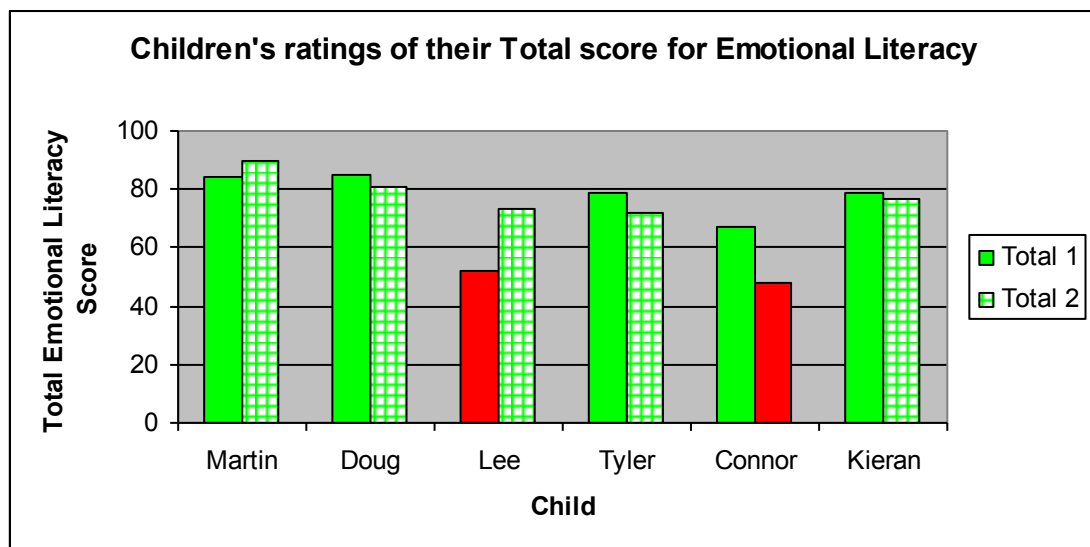
Results for children's ratings of their own EL measures were generally mixed. Some children's scores moved in a positive direction (i.e. increased) following the Family SEAL programme and some moved in the negative direction. This demonstrates a considerable variation in children's responses and is discussed in more detail in section five.

Results for Parent ratings of children's EL measures (see above and appendices xxix & xxx) were generally mixed across all five domains and the total score. Some children's scores moved in a positive direction (i.e. increased) following the Family SEAL programme; some moved in the negative direction (i.e. decreased) and some scores showed no change. However, it is of note that Connor, one of the PRU children was rated higher in measures of social skills and self-awareness following the programme, which was significant enough to place him out of the 'well below average' category in each of these domains. However, Kieran, who was rated in the 'average range' for overall emotional literacy by his mother before Family SEAL, was then rated 'well below average' following the programme. The two PRU children were consistently rated with lower scores for emotional literacy before and after Family SEAL than were the children from the mainstream school. Implications and suggestions for these findings are discussed in chapter five.

Teacher ratings for children's total Emotional Literacy
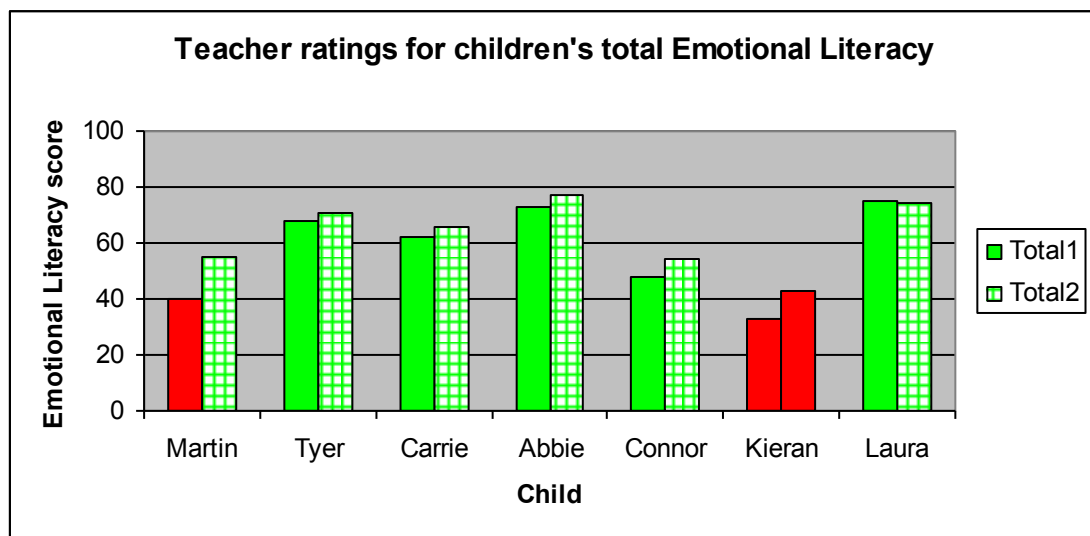
Teacher ratings for children's EL measures appeared to show more trends in the positive direction than did the parents'. In general, all children (with the exception of Laura) were rated higher in measures of overall emotional literacy following the programme than they were before Family SEAL (see above). In addition, Martin's overall EL score following Family SEAL placed him above the 'well below average' range. More specifically, ratings for children's self-awareness all showed an increase at T2 (see appendix xxxi). Other measures of emotional literacy were mixed with some children's scores improving, some staying the same and some decreasing following the programme (see appendices xxxi & xxxii). It is of note, however that Connor (PRU) was rated higher than the 'well below average' range following Family SEAL, for measures of self-regulation. Kieran's (PRU) scores increased from the 'well below average' to 'average' range for social skills and motivation. Martin, (mainstream primary school) was rated in the 'well below average' range for social skills prior to the intervention and in the average band following Family SEAL. The implications of these results and further discussion related to these findings is provided in Chapter Five. This section will now present the findings associated with the behaviour measures, provided by responses to the Strengths and Difficulties Questionnaire (SDQ).

4.6.2 Findings from Strength and difficulties questionnaire responses

The SDQ provides a measure of children's behaviour. Responses were obtained from teachers and parents before and after Family SEAL, providing a measure of change associated with the intervention.

All SDQ questionnaire responses were collated in a table (Appendix xxxiii), showing scores for each child as rated by parent and teacher for each of the five SDQ measures: conduct problems, hyperactivity, peer problems, pro-social behaviour and emotional and the total SDQ score. Data was collected before and after the Family SEAL programme, providing Time 1 (T1) and Time 2 (T2) scores for each child.

The mean score for each of the five SDQ measures was then calculated for the pre and post Family SEAL data collection points (T1 and T2). Comparison between the two sets of data was carried out by calculating the difference in means between the Time 1 and Time 2 scores. In addition, effect sizes (Bamburger, Rugh & Mabey, 2006) were calculated by dividing the difference in means of the pre and post test scores by the standard deviation in the population from which they were derived (Robson, 2011). This gave an indication of the change between the two scores and the impact of the Family SEAL programme on measures of behaviour. This data is provided in Table 7.

Table 7: Showing the mean scores, difference in means and effect sizes for measure of children's behaviour (SDQ)_pre and post Family SEAL

	Teacher ratings N=6		Difference in parent rating-post-pre Family SEAL	Effect size	Parent ratings N=6		Difference in parent rating-post-pre Family SEAL	Effect size
	T1	T2			T1	T2		
Conduct problems	1.67	1.17	- 0.5	0.31	2.67	2.50	- 0.17	0.1
Hyperactivity	3.00	1.5	- 1.5	0.54	5.33	5.00	- 0.33	0.13
Peer problems	1.67	1.00	- 0.67	0.37	2.67	3.00	+ 0.33	0.19
Pro-social behaviour	6.17	8.67	+ 2.50	1.04	7.17	8.00	+ 0.83	0.52
Emotional	2.00	2.33	+ 0.33	0.17	1.33	2.33	+ 1.00	0.50
Total	8.34	6.00	- 2.34	0.39	12.00	12.83	+ 0.83	0.14

Effect size: 0.2 = small, 0.5 = medium, 0.8 = large (Robson, 2011)

It would be expected that an intervention demonstrating a positive impact on measures of children's behaviour would be reflected in lower scores at T2 and negative or decreased figures shown as the difference between the T1 and T2 scores. This is with the exception of pro-social behaviour, which would be expected to show an increase at T2 and a positive or increased figure as the difference between the T1 and T2 scores. In order to calculate the overall change in measures of children's behaviour, the scores for conduct problems, hyperactivity, peer problems and emotional are totalled. The scores for pro-social behaviour are omitted from the overall calculations.

The findings for behaviour show mixed results. A decrease in scores from T1 to T2 for measures of: conduct problems, hyperactivity, peer problems, emotionality and the total SDQ score would indicate a positive impact following participation in Family SEAL. Decreases of at least medium effect size are noted for teacher rating of hyperactivity only. Conversely, an increase in a score for pro-social behaviour could be considered to be associated with a positive impact due to Family SEAL. Teacher and parent ratings showed a large and medium effect size respectively, indicating a positive impact of Family SEAL for measures of children's pro-social behaviour. Interestingly, parents rated their

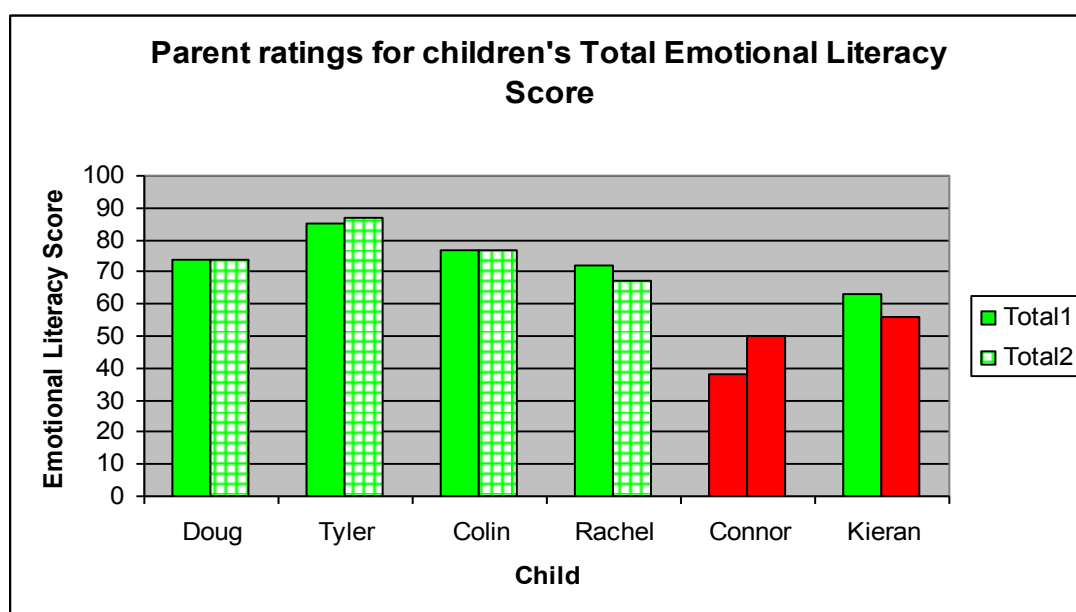children higher on measures of emotionality following the intervention. These results are also represented graphically in Figures: 11 and 12 below. The solid, left hand bar of each pair of scores, shows the score at Time 1 (T1). The patterned, right hand bar of each pair shows the score at Time 2 (T2).

Figure 11: Graph of Teacher ratings for children's measures of Behaviour (SDQ)
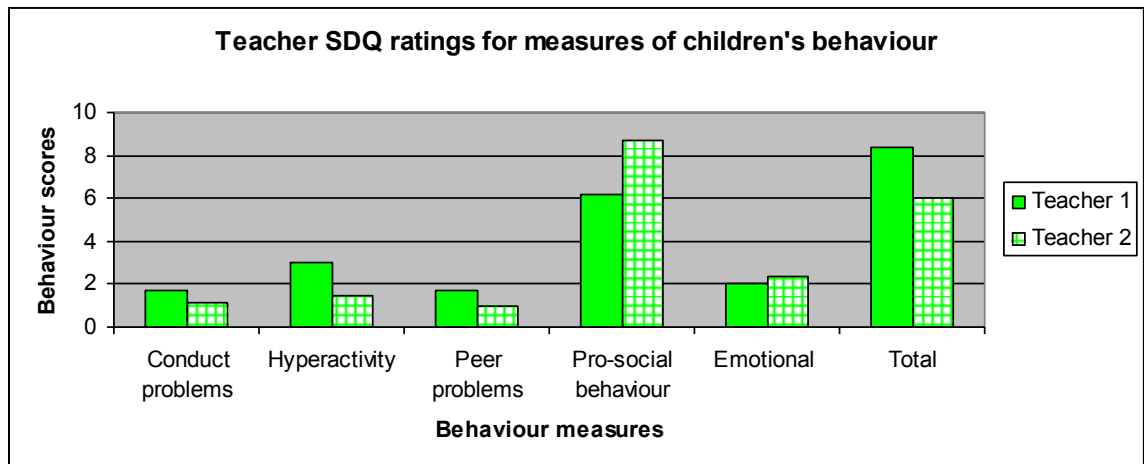
The overall SDQ scores rated by teachers show a reduction in scores from T1 to T2 and indicate a positive impact of Family SEAL with a small to medium effect size, 0.39. Teacher ratings for separate measures of behaviour in the SDQ indicate a positive impact following Family SEAL for measures of conduct problems, hyperactivity and peer problems, the scores for which all demonstrate a decrease. However, conduct and peer problems are only rated as a small to medium effect size and the hyperactivity score reflects a medium effect size. In addition, scores for emotional show an increase from T1 to T2 which indicates a negative impact of Family SEAL on this measure of behaviour, although the effect size is small, 0.17. Teacher ratings for pro-social behaviour shows an increase in scores and indicates a positive change following Family SEAL with a large effect size, 1.04.

Figure 12: Graph of Parent ratings for children's measures of Behaviour (SDQ)

Parent SDQ ratings for measures of children's behaviour
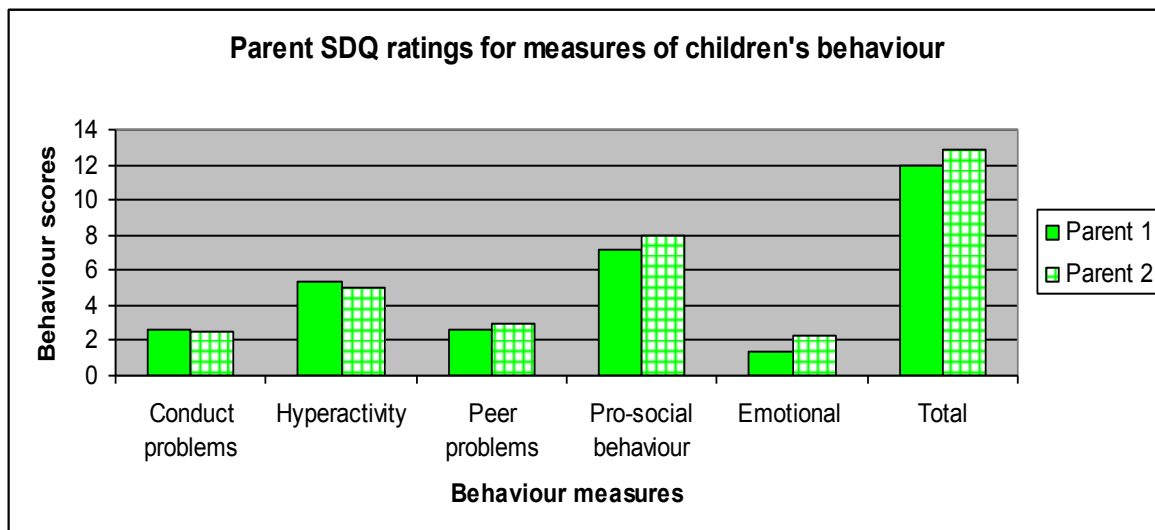
The overall SDQ scores rated by parents shows an increase in scores from T1 to T2, which may indicate a negative impact of Family SEAL, albeit with a small effect size, 0.14. Parent ratings for separate measures of behaviour in the SDQ indicate a positive impact following Family SEAL for measures of conduct problems and hyperactivity, the scores for which all demonstrate a decrease. However, these are only rated as showing a small effect size. Parent ratings for peer problems and emotional show an increase in scores from T1 to T2, which may indicate a negative impact of Family SEAL. Although these scores demonstrate a small, 0.19 and medium, 0.50 effect size respectively. The parent ratings for pro-social behaviour shows an increase in scores from T1 to T2 and indicates a positive change following Family SEAL with a medium effect size, 0.52.

Bar charts were then produced to show each child's individual scores at T1 and T2. Separate charts were created for each of the SDQ measures and for the total SDQ score. This enabled the researcher to observe trends associated with separate measures of SDQ at T1 and T2 and also to compare the results recorded from the mainstream primary school children's scores with those obtained from the PRU children. Graphs showing individual children's total scores for Behaviour (SDQ) at T1 and T2 are shown in Figures 13-14 below. Graphs for all other separate measures of Behaviour (SDQ) are provided in Appendices (xxxiv, xxxv, xxxvi, xxxvii).

The solid, left hand bar of each pair of scores, shows the score at Time 1 (T1). The patterned, right hand bar of each pair shows the score at Time 2 (T2). A lower score is associated with a more positive measure of Behaviour. It is of note that red scores denote a 'high need' score. Scores recorded in the 'high need' range are considered to warrant intervention (Goodman, 1997).

Figure 13: A graph showing Parent ratings for individual children's Total Behaviour (SDQ) scores
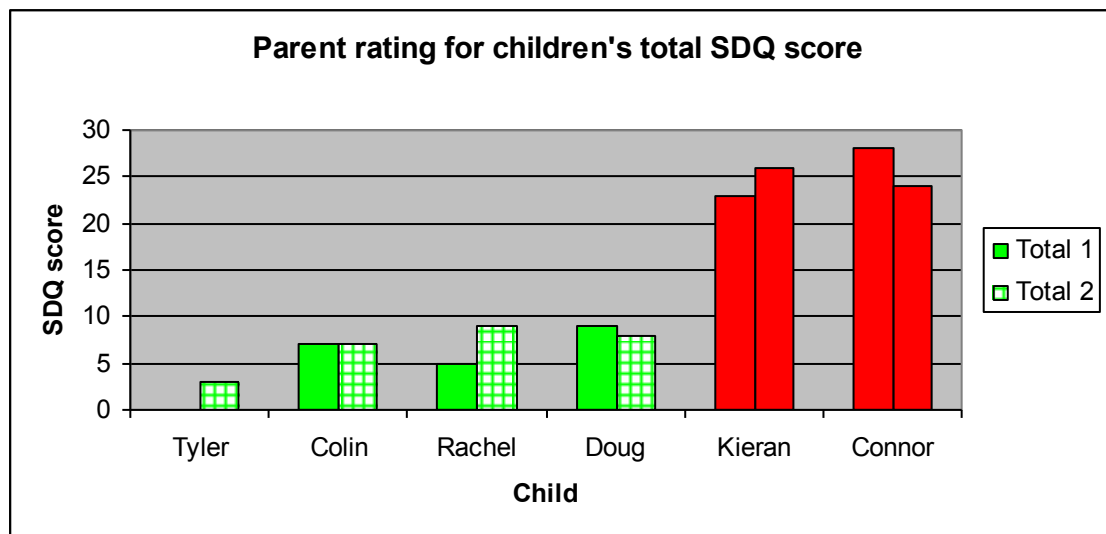
Parent ratings for children's behaviour measures were generally mixed across all five domains. With regard to the total SDQ score, two children's scores moved in a positive direction (i.e. decreased following the Family SEAL programme), two moving in the negative direction (i.e. behaviour scores increased at T2) and two scores showed no change. However, it is of note that Connor, one of the PRU children was rated lower in measures of conduct problems following the programme, which was significant enough to place him out of the 'high needs' category which would have warranted intervention according to Goodman (1997) (see appendix xxxiv). The two PRU children were consistently rated with higher scores across most of the domains relating to behaviour than the children from mainstream school.

Figure 14: A graph showing Teacher ratings for individual children's Total Behaviour (SDQ) scores

Teacher ratings for children's total SDQ score
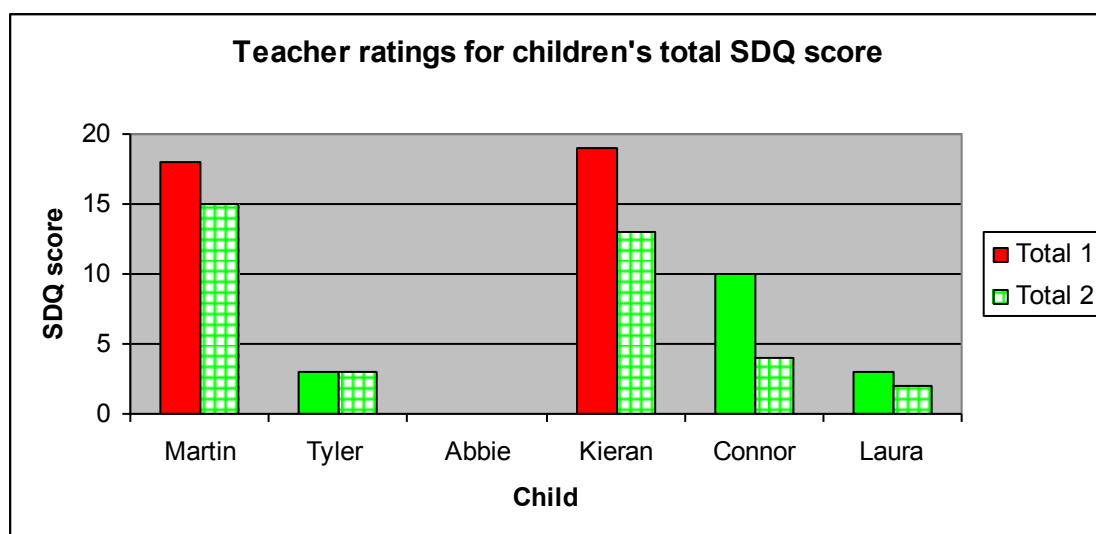
Overall SDQ ratings provided by teachers for individual children indicate a positive change following Family SEAL, i.e. overall scores decreased at T2. This is with the exception of Tyler, whose scores showed no change. Teacher ratings for children's separate behaviour measures appeared to show trends in the positive direction following the family SEAL intervention programme. Ratings for conduct problems and hyperactivity all moved in the positive direction (i.e. showed a decrease in scores at T2) or showed no change following Family SEAL. Also, teacher ratings indicated that children scores were higher or showed no change for pro-social measures at T2, following the programme. Interestingly, the scores recorded for the PRU children, Kieran and Connor, moved in the positive direction following the Family SEAL on all measures except emotionality; to the extent that they were no longer placed in the 'high needs' category for all other measures of behaviour. All teacher ratings bar graphs are provided (Appendix xxxvi & xxxvii).

A graph for those children identified as being 'high needs' at Time 1 with regard to behaviour and in need of intervention (Goodman 1997) is shown in Figure 15 below. Three sets of scores (Martin, Kieran-Teacher and Connor-Parent) moved in the positive direction with two of these children's scores (Martin and Kieran-Teacher) placing them out of the 'high needs' category following intervention. However, Kieran's parent rated behaviour score was higher at T2,

following Family SEAL and indicated that he remained in the 'high needs' category as rated by his mother.

Figure 15: Total SDQ scores for children identified at Time 1 as 'high needs'.
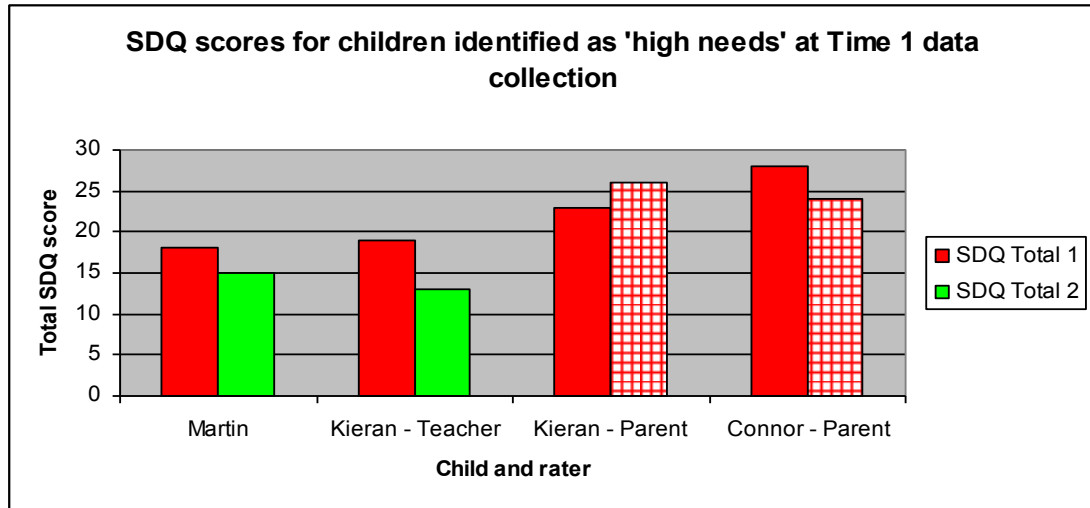
This section has outlined results obtained from the emotional literacy checklists and strengths and difficulties questionnaires. These questionnaires have provided data which give a measure of children's emotional literacy and behaviour before and after participation in the Family SEAL programme, as rated by parents, children and the class teacher. The implications of these results and further commentary regarding findings is provided in Chapter Five where qualitative and quantitative results are discussed in relation to the Research questions.

Chapter Five: Discussion

5.1 Chapter overview

In this chapter, the main aims and research questions are revisited. Findings are discussed in relation to the research and theoretical frameworks, which were outlined in chapter two. A critique is also provided of the research design and methodological issues. Additionally, consideration is given to the limitations of the findings and implications for further research. Implications for Family SEAL within the local authority and with regard to EP practice are discussed. The chapter concludes with a self-reflexive review of the researcher's role and how this is thought to have impacted on the research.

5.2 Aims of the research

The aim of this research was to carry out an evaluation of the Family SEAL programme. Through investigating the impact of the intervention on the children, parents and professionals involved, it was hoped that it would be possible to determine outcomes and processes associated with the programme. By analysing responses from children and adults, the research sought to answer the following questions:

1. How does the Family SEAL programme impact on children's emotional literacy?
2. How does the Family SEAL programme impact on children's behaviour?
3. How does the Family SEAL programme impact on parenting skills?
4. How can the effectiveness of Family SEAL be perceived from children's, parents', teacher's and facilitators' perceptions of the programme?

Research questions 1 and 2 were addressed by using analysis of the quantitative data in conjunction with information derived from the qualitative data. Questions 3 and 4 were addressed by using findings from the qualitative data.

5.3 Revisiting the research questions

This is a piece of evaluation research, designed to determine the impact of the Family SEAL programme. The research questions set out in this study aimed to do this by considering the impact of the Family SEAL programme in terms of measurable outcomes whilst also uncovering the meaning that participants make of their experiences and the mechanisms and processes involved with any perceived changes. The next section revisits the research questions. By integrating findings from the present study with previously outlined literature and psychological frameworks, evidence is provided to answer each question in turn.

5.3.1 Research Question One: How does the Family SEAL programme have an impact on children's emotional literacy?

The primary aim of the Family SEAL programme is to develop children's social and emotional competence and engage parents as partners in the process (DfES, 2006). In the current research study, some of the evidence suggests that the Family SEAL intervention had a positive impact on children's emotional literacy. This was felt to be evident from quantitative and qualitative findings which will be outlined in due course. In addition, it is suggested that a number of factors were derived from the findings, which were associated with the effectiveness of the programme; i.e. how did Family SEAL impact on EL? These will also be discussed.

Overall, the emotional literacy effect sizes, calculated from parents and the class teacher's responses were of similar magnitude; 0.45 and 0.44 respectively. These results indicate a positive overall change in children's emotional literacy and that the size of the change produced as a result of the Family SEAL programme could be considered 'medium', (Bamburger, Rugh & Mabey, 2006). However, it is important to note that the children's own overall ratings for emotional literacy showed a negative change as a result of Family SEAL. Within this groups of results, children's scores were generally mixed, with some children's scores moving in a positive direction (i.e. increasing) following the Family SEAL programme) and some moving in the negative

direction. This demonstrates a considerable variation in children's responses, which, in such a small sample, could have affected overall EL scores. Additionally, such a variation in scores could highlight to what level were children able to understand the questions asked of them and to what level were they able to reflect on issues regarding their own emotional literacy?

There was some considerable variation in the effect sizes recorded for the separate measures of children's emotional literacy, both between measures and between teacher and parent ratings. Highest effect sizes were recorded by teachers for measures of children's empathy and social skills (0.44, 0.40, medium gains) and for children's self awareness (0.81 large effect size) following involvement in Family SEAL. However, parents' scores showed much smaller effect sizes for measures of emotional literacy. Positive results may demonstrate that children were generalising from their experiences and learning in the Family SEAL programme to other areas of school life. However, such a discrepancy between results recorded by parents and teachers may be evident chiefly because school is a particularly social arena. The questions posed in the emotional literacy questionnaires may be more likely to highlight changes in children's EL at school (and thus noted and reported by teachers) rather than in the home setting and noted by parents. An additional explanation of these results demonstrating the impact of the Family SEAL programme, is that it may be unrealistic to expect to note considerable changes in measures of children's emotional literacy after such a short programme of intervention. Weare (2004) identified that in order to be effective, the SEAL intervention programme needed to take a long term perspective and include a holistic approach in the school which involved staff training and the involvement of the wider community including parents. It is possible that increased gains in emotional literacy may be expected in a school in which the SEAL and Family SEAL programmes had become more imbedded. This would clearly not be the case in a study which was aiming to discover the impact of a novel or trial intervention.

However, it is of note that, in the cases of those children identified as of 'well below average' (i.e. levels of emotional literacy considered to be below average and warranting intervention) at the start of the programme, the majority had made improvements (11 out of 14) in measures of EL at the end of the course.

Indeed, some of those (6 out of 11) were re-rated into the 'average range' for some measures of EL following the programme. These results would seem to support findings reported by Downey and Williams (2010), which also indicated positive gains associated with EL measures as a result of the Family SEAL programme; and in particular for those children who were identified as 'of concern' regarding levels of emotional literacy before Family SEAL. This may represent a logical outcome of the programme in that children who score within the average range for emotional literacy at T1 may already possess many skills related to Family SEAL and may not be expected to show discernible change as a result of participation in the programme. However, the programme may have had more relevance for those children who struggled with aspects of emotional literacy, as measured at T1 and is therefore likely to demonstrate more of a positive impact on children with EL difficulties.

The impact of Family SEAL on separate measures of children's EL will be considered in more detail in the next section. By discussing evidence from quantitative and qualitative data, it is hoped that the impact of the programme may be demonstrated plus the factors which may have contributed to the impact. The measures chosen to be discussed are those for which a moderate or large positive effect size was recorded and for which considerable additional qualitative evidence could be derived from findings in this study. These key SEAL (DfES, 2005) areas were empathy, self-awareness and social skills.

5.3.1.1 Empathy

The SEAL guidance book (DfES, 2007) states that empathy involves:

> *Understanding others' thoughts and feelings and valuing and supporting others. When we can understand, respect, and value other people's beliefs, values, and feelings, we can be more effective in making relationships, working with, and learning from, people from diverse backgrounds. (p.42)*

Effect sizes associated with children's measures of empathy indicated a small gain: 0.26, as reported by parents and a moderate effect size, 0.44, as reported

by the class teachers. In addition, when comparing pre and post test data for individual children, those who were thought to be of 'well below average', (i.e. would benefit from intervention, Faupel, 2003) three out of four responses indicated that children had made gains in measures of empathy (although these gains were not sufficient to place the children out of the 'well below average' category). It is of note that these children were from the PRU and therefore might be expected to show lower levels of emotional literacy than the children from mainstream primary school.

Additional evidence related to empathy was derived from the thematic analysis of the interview data. Children and parents identified areas in which children demonstrated an empathic awareness which could be explicitly linked to the Family SEAL process. There was evidence that the children from the mainstream primary school were generalising empathic learning into other areas of school and home life; one boy described aspects of the literacy curriculum in which he was now thinking about characters' feelings in his writing when previously he would have simply thought about what they were doing (4.3.3.2). It is of note however, that the mainstream class teacher who was involved in the initial Family SEAL presentation may have been making explicit links from the SEAL work that the children were carrying out in their literacy work.

One parent discussed the way in which her daughter was responding to her use of inductive discipline (Keenan & Evans, 2009), which she derived from the programme:

> *Vera (mainstream parent): One thing I have really done like Rachel, is like: I actually feel really upset about that, you know…..and she's like, 'Oh, my goodness! I've upset you, haven't I?*

Keenan and Evans (2009) have described inductive discipline as disciplinary action which includes an explanation of why the behaviour is considered wrong; helping the child to understand another person's point of view. Keenan and Evans have further stated that inductive discipline is useful in increasing children's empathy, which is in turn an underpinning factor in how children learn

how to treat others. Amsterlaw et al (2009) have stated that the ability to see things from another's perspective, or 'theory of mind' is believed to underpin self-regulated cognition and is essential for success in school. This would indicate a key role for the development of empathic understanding for children's learning.

5.3.1.2 Self awareness

It is stated within the SEAL materials that self awareness involves:

> *Knowing and valuing myself and understanding how I think and feel. When we can identify and describe our beliefs, values, and feelings, and feel good about ourselves, our strengths and our limitations, we can learn more effectively and engage in positive interactions with others. (DfES, 2007, p.40)*

Vygotsky (1978) stated that social interaction, and particularly the use of language, is crucial to and precedes children's development. One of the strategies used in the programme to assist with communicating feelings was identified as being particularly helpful by a number of participants (4.3.3.1). One boy indicated that he found using his 'Feelings-o-meter' helpful because it was hard for him to use words when he was feeling upset. Keenan & Evans (2009) have stated that, 'language allows us to conceptualise and convey emotional experiences… [which] can encourage extrinsic forms of emotion regulation by discussing our feelings with others' (p.247). For children who find it difficult to verbally express feelings, using externalising strategies may have a direct impact on their ability to develop an awareness of their feelings and communicate these to others.

Interestingly, the ratings reported by class teachers for measures of children's self-awareness showed a large effect size, 0.81. This may have been a reflection of the impact of the Family SEAL programme and it is possible that children demonstrated aspects of learning from the programme regarding improved self awareness. However, it could also be that (with particular regard to the mainstream school), class teachers were themselves more 'tuned in' to

the language of thoughts and feelings having been involved in aspects of the programme and so were noticing these factors more in the children. It is of note that a very small effect size, 0.13, was reported by parents. Although, it is of note that in one child's case, Connor (PRU), who was rated below average before the programme, received a score which placed him within the average after the programme by his mother. This was further evidenced by her comment:

Julia (PRU parent): the best bit probably that I felt Connor got out of it was…that it's OK to lose and not… you don't have to win all the time…

5.3.1.3 Social Skills

The SEAL guidance book (DfES, 2007) states that social skills:

Social skills enable children to relate to others, take an active part in a group, communicate with different audiences, negotiate, resolve differences and support the learning of others (p.43)

Effect sizes associated with children's measures of social skills only indicated a small gain 0.28, as reported by parents and moderate effect, 0.40, as reported by the class teachers. However, when comparing pre and post test data for individual children, all three of those who were thought to be of 'well below average', (i.e. would benefit from intervention, Faupel, 2003) prior to Family SEAL, were rated within the average range for measures of social skills after the intervention.

A number of examples were generated from the interview data relating to children demonstrating social skills, which are thought to be linked to experiences and learning from Family SEAL. In interview, one of the mainstream pupils demonstrated a response, which could be linked to something that she learned when carrying out activities with her mother (4.3.4.1). Rachel's response is indicative of a strategy suggested by facilitators:

Rachel (mainstream pupil): Like if… just pretend if someone else is talking and I want to talk, I let them finish…and then say, 'Well, my idea is like we could maybe work together; we could maybe draw something each.

During the parent/child activities, one of the roles of the facilitators was to mediate in situations to enable improved interactions:

Hayley (Facilitator): And in my role, I can then go to the parents and say, you know….Would you like to change...? Can you try this kind of boundary? This kind of strategy' So it enabled us all to stand back and see how the children interact...

This is reflective of Social Development Theory (Vygotsky, 1978), in which socio-cultural influences including use of language and interactions with others underpin development and understanding. In this case, it seemed evident that the facilitator acted to 'scaffold' a difficult interaction between Rachel and her mother and provide them with a structured way of planning for future interactions.

However, it seems that the greatest gains associated with social skills were apparent from interviews with the parents and children from the PRU. It would seem that the opportunity to engage in shared, group based activities was perceived to be helpful by children and parents. Pro-social behaviours such as turn-taking were discussed by parents. It was felt that children benefitted from being in an environment with their parents in which clear boundaries were agreed and observed by parents, facilitators and children, providing a consistent approach for children's understanding and an awareness that adults were working together to help them. One parent felt that her son's behaviour had changed as a result of what she indicated was a 'joined up approach' between herself, the professionals at the PRU and the Family SEAL facilitators (4.4.3.1):

Ivy (PRU parent): Yah, because he…can see teachers trying to help and ordinary people as well.

This is thought to be reflective of the concept of emotional containment, with the child being 'held in mind', (Geddes 2006).

In addition, it was felt that children and adults benefitted from opportunities to experience positive role modelling (Bandura, 1977), (4.3.4.1). One comment made by a facilitator at the PRU indicated that a parent was learning from the facilitator's approach with his daughter:

Fiona (Facilitator): there was something that I was saying to erm Laura (PRU pupil) and... and then I heard her father repeating it...

Additionally, a parent indicated that her son benefitted from explicit modelling of social skills in group activities and games:

Julia (PRU parent): that he got… he kind of witnessed positive things from adults, you know when they… we didn't all kind of kick off when they didn't win….. Some positive role modelling.

These types of processes inherent in the Family SEAL programme are reflective of Social Learning Theory (Bandura, 1977), which claims that learning is achieved through imitation of other people's modelled behaviours. As such, this places significance on the facilitators of the programme with regard to the influential role that they occupy. It also suggests an importance associated with the choice of activities in the programme which create the appropriate and relevant environment in which behaviours could be seen to be modelled.

Although the positive impact of the Family SEAL programme on certain measures of emotional literacy has been discussed, it is important to note however that parent ratings for children's motivation appeared to decrease, possibly demonstrating a negative impact following Family SEAL. A possible explanation for this is that parents and children engaged in many strategies at home as a result of the programme. These strategies may have highlighted to parents aspects of their children's motivation making the topic more salient but may not have been in place long enough to identify positive results indicating a discernible change in aspects of their children's motivation.

5.3.1.4 Summary of Research Question One: How does the Family SEAL programme have an impact on children's emotional literacy?

Research Question One relates to how the Family SEAL programme appears to have impacted on children's emotional literacy. To summarise the impact of Family SEAL on children's overall measures of emotional literacy, findings appeared to support a large impact as rated by teachers, a small impact from parents and a negative impact rated by children. This may relate to a number of factors including rater-perspective, level of children's development as self-raters and the environment in which the children's emotional literacy factors are observed. In addition, findings may be affected by the length of time that emotional literacy type approaches or strategies have been apparent in the school or the extent to which they are imbedded within a school setting. Results indicated that the Family SEAL programme impacted more positively on measures of empathy, social skills and self-awareness and may have impacted negatively on parent ratings of children's motivation. A number of factors inherent in themes from the qualitative data appeared to contribute to a positive impact of the Family SEAL programme. Evidence suggested that parents were learning specific strategies to respond to their children's behaviour and to communicate regarding feelings, which may have directly contributed to changes in their children's emotional literacy. In addition, it is likely that some of the activities carried out by parents and children, which aim to develop and practise certain skills may have impacted on increases in EL measures. Furthermore, it was identified that carrying out activities in groups may have enabled children to develop improved social skills. Finally, it was identified that facilitators were well placed to respond to parents and children during the sessions and acted to scaffold their development by observing and modelling helpful interactions.

5.3.2 Research Question Two: How does the Family SEAL programme impact on children's behaviour?

As already discussed, a number of parenting programmes have been reported to show positive results with regards to children's behaviour (Lundhal, Risser & Lovejoy, 2006b; Serketich & Dumas, 1996; Kane, Wood & Barlow, 2007;

Barlow, Coren & Stewart-Brown, 2003; Dretzke, Davenport, Frew, Barlow, Stewart-Brown, Bayliss, Taylor, Sandercock and Hyde, 2009; Lindsay et al, 2011) However, evidence for the direct impact of the SEAL curriculum on measures of children's behaviour has been less apparent than for other aspects such as children's emotional literacy or adults' understanding and management of children's behaviours (Hallam et al, 2006; Humphrey et al 2010; Dyson et al, 2010). This would appear to be somewhat the case in this study. The results obtained from parents and teachers related to children's behavioural measures (SDQ, Goodman, 1997), seem to indicate a variable impact and generally small effect size of the Family SEAL programme. Parent results denote an *increase* in overall score for behaviour, albeit with a very small effect size, indicating that parent perception of children's behaviour may have worsened as a result of Family SEAL. This result may reflect parents becoming more 'tuned in' to their children's specific behaviours throughout the programme and therefore more sensitive and critical in their responses about their children's behaviour on the SDQ questionnaire at T2.

Teachers may not have experienced such a change in the way they viewed behaviour due to the continued and consistent approach to behaviour management that they use on a day to day basis. As a result, it is possible that their scores recorded on the SDQs may have reflected a better 'control' due to the fact that teachers were not exposed to the programme materials but may have noticed a difference in children's behaviour back in the classroom. The overall SDQ scores rated by teachers show a reduction in scores from T1 to T2 and indicate a positive impact of Family SEAL with a small to medium effect size, 0.39. Teacher ratings for separate measures of behaviour in the SDQ indicate a positive impact following Family SEAL for measures of conduct problems, hyperactivity and peer problems, the scores for which all demonstrate a decrease. However, conduct and peer problems are only rated as a small to medium effect size and the hyperactivity score reflects a medium effect size. Similarly, parent ratings for measures of conduct problems and hyperactivity demonstrate a decrease, albeit with a small effect size.

In contrast, teacher scores for emotional showed an increase from T1 to T2 which indicates a negative impact of Family SEAL on this measure of

behaviour, although the effect size is small, 0.17. Additionally, parent ratings for emotional showed a similar increase in scores from T1 to T2, indicating a negative impact (0.5, medium effect size) of Family SEAL, relating to this measure. This may reflect children's willingness or ability to demonstrated increased emotionality as a result of the programme, with the added effect that parents may be more likely to notice such behaviour in their children due to their participation on the programme.

Another measure which was similarly reported by teachers and parents was that of pro-social behaviour. This was reported to be of moderate (0.5) effect size by parents and large (1.04) effect size by teachers. This may indicate that although parents and teachers may not have observed negative behaviours improving significantly following the Family SEAL intervention, it seems that children may have been displaying more positive pro-social behaviours, possibly as a result of the modelled behaviours and activities experienced during the programme.

Evidence from the qualitative data suggested some indications of behaviour change and could provide some evidence as to how this may have come about. One pupil indicated that the programme may have been responsible for a change in the way she and her mother respond to each other:

> *Rachel (mainstream pupil): Like me and my mum always used to argue. We hardly argue now.*

Another parent suggested that by using a technique outlined in the Family SEAL programme; reframing language (DfES, 2006) her son's behaviour has modified as a result:

> *Nina (mainstream parent): Yeah. He tends to do the thing quicker than having to repeat myself hundreds of times.*

Lindsay et al (2011) have reported on the positive impact of parenting programmes regarding aspects of parenting which include parental over-reactivity. It would seem that similar evidence was reported from this study

related to parents using strategies to manage their own feelings and responses which may have impacted positively on the behaviours of their children. This could be seen to draw on cognitive behavioural psychology (Beck 1976) and is conceptually inherent in some of the activities in the SEAL programme (for example, Feelings detective and Peaceful problem solving, DfES, 2006). Aspects of cognitive behavioural psychology are also evident in several of discussion sessions which constitute the parent part of the programme (see programme session plans in appendices). In this sense, parents were ostensibly using strategies to manage their own feelings, which impacted positively on the behavioural outcomes for their children:

Nina (mainstream parent): I kind of learnt to instead of just BLEURGH, I'm counting to ten just (makes a Zen sound) and then just speak instead of shout.

Sarah (mainstream parent): So as I ain't shouted, he i'n't gone into an even bigger huff.

David (PRU parent): Yeah, because you're not… If you're not getting wound up then you can make more rational decisions

The findings related to Research question Two would seem to indicate a positive impact of Family SEAL on aspects of parenting. This could be regarded as an effective process leading to some positive outcomes related to children's behaviour.

5.3.2.1 Summary of Research Question Two: How does the Family SEAL programme impact on children's behaviour?

Research Question Two relates to how the Family SEAL programme appears to have impacted on children's behaviour. However, results related to behaviour appear to be variable, with teachers reporting a positive overall impact and parents reporting a negative perception, albeit both scores showing small effect sizes. However, both parents and teachers appear to have noted increased pro-social behaviours in children participants of the Family SEAL programme. In

addition, mechanisms for a positive impact on behaviour have been suggested following analysis of the qualitative data. These have included activities, modelling and expectations derived from the programme and programme facilitators. Furthermore, particularly helpful aspect of the programme were identified by parents and children and included the CBT elements; understand the link between thoughts, feelings and behaviours and using strategies to intervene. This can be seen to link to the reduction of parental over-reactivity, which has been similarly noted on other parenting programmes as a factor responsible for improved behavioural outcomes in children (Lindsay et al, 2011).

5.3.3 Research Question Three: How does the Family SEAL programme have an impact on parenting skills?

Lindsay et al (2011) have noted that parenting style and parenting confidence are key protective factors in achieving positive outcomes for children. This next section discusses the impact that the Family SEAL programme is thought to have had on outcomes for parents and children related to a change in parenting skills. It will also consider the processes by which any outcomes are thought to have occurred.

5.3.3.1 Outcomes factors – more confident/relaxed parents

As with the Lindsay et al (2011) report, it was felt that factors associated with parenting were more evident from the findings than were factors which could be directly attributed to child outcome measures. This is not to say that parenting factors did not and do not have a direct impact on outcomes for children but rather that the impact of Family SEAL may have been more directly salient for parents than for children. Indeed, one of the parents stated that he thought the programme was for more relevant for him than for his daughter, citing positive aspects that he had derived from the programme regarding ways in which he manages his daughter's behaviour.

Robson (2011) has stated that evaluation looks at the 'what' and the 'how' of a change process. Several themes were generated from the data, which related

to parents feeling more confident and relaxed about parenting issues (4.5.2.2). It is suggested that these could be considered the 'what' (happened) or parental outcome factors and relate to the programme's efficacy.

> *David (PRU parent) : Yeah I feel a bit more relaxed about it so…*

> *Sarah (mainstream parent): I do get stressed a lot… but that do help to think, 'Oh, yeah. I won't shout. I'll just leave him to it.'*

There was also a clear theme which encapsulated the sense that parents were 'seeing' previously problematic issues in a new way; i.e. their thinking had been reframed, which additionally carried a more positive emotive response. Again, this could be seen to reflect the reframing of thoughts related to thoughts, feelings and behaviour processes associated with cognitive behavioural psychology (Beck 1976):

> *Gill (mainstream parent):   Just sort of seeing it long-term… they're not even going to be around, are they, to have a scruffy bedroom later on? So it's not like the end of the world.*

This section will go on to consider the ways in which the Family SEAL programme is thought to have impacted on parents to produce outcomes associated with parenting factors. As such, it is felt to be concerned with the 'how' (did the change happen) (Robson, 2011) of the evaluation process and relates to the programme's effectiveness.

5.3.3.2 Process factors – Group support

There were two clear themes which were generated from the data with regard to the group nature of the Family SEAL programme. Firstly, it was felt that parents derived support from hearing about ideas from other parents; engaging in a 'what works' approach to parenting skills (4.5.3.2).

> *David (PRU parent) ….It was good to get to hear what other people might do…*

In addition, parents indicated that they felt they had been able to develop a store of strategies, which they could draw on in future to cope with future situations:

Nina (mainstream parent): …because it all kind of like goes in doesn't it? …. then one day you'll sit there and think, 'Well, yeah, actually, I remember someone actually saying, you know, you should do this and you should do that …

One of the activities carried out in the programme involved parents playing a scenario based board game in which they were encouraged to discuss and share strategies based on problematic issues associated with parenting. It was felt that this may have been helpful for parents with regard to consolidation of learning. Haring, Lovitt, Eaton and Hansen (1978) suggested that learning hierarchies consist of four stages: acquisition, fluency, generalisation and adaptation. Parents appeared to acknowledge benefit from the opportunity to generalise learning strategies from the course to new scenarios. In addition, parents appeared to find it helpful to share and adopt strategies for their own personal situations (4.5.3.2):

Julia (PRU parent):…it's just nice to sort of pick up new ideas. …it was suggested that we get one of those recording machines, erm so that Connor,… he can record what's going on in his head.

Secondly, parents appeared to derive a considerable degree of reassurance from being with other parents in similar situations. These findings seem to corroborate similar findings from parenting programmes, which have reported positive effects associated with increased enjoyment in being a parent and maternal mental health (Lundhal, Risser & Lovejoy, 2006b; Serketich & Dumas, 1996; Kane, Wood & Barlow, 2007; Barlow, Coren & Stewart-Brown, 2003):

Ivy (PRU parent): Yah, because you listen other parents' problem and you realise you are not alone.

Nina (mainstream parent): …and you think, 'Yeah, ok, I'm not the only one that this has happened to.'

David (PRU parent): …it was good to hear that they're you know, they're just trying to cope like the rest of us and so on.

This was true for the mainstream parents and PRU parents and indicated that all parents seemed to derive a sense of comfort from sharing experiences with similar others. Festinger (1954) postulated that individuals seek validation and cognitive clarity by comparing themselves with others. In the case of the PRU parents and the majority of the mainstream parents, sharing similar experiences with each other may have served to validate their thoughts about their parenting abilities. However, this point is also exemplified by the case of the parent from the mainstream school who indicated that she felt 'outside' of that group, based on the fact that, her experiences of her son's extreme behaviours were very different to those being discussed by the other parents in the group.

Cathy (mainstream parent): I don't want everyone sort of going, (whispers) 'Did you hear what she just…' you know and then go and tell everyone in the playground Cathy's children do this and Cathy's children do that, so I couldn't say much.

This is potentially a damaging factor for parents on a programme such as this and would need to be sensitively monitored and handled by facilitators. This will be discussed more in regard to the facilitators' role later in this chapter.

5.3.3.3 Parent – child relationship

Several themes were recorded from the findings that related to the relationship between parent and child. It was evident that all parents and children identified that they enjoyed spending time together on the programme (4.4.1.1). This is perhaps unsurprising given that the mainstream primary group was self-selecting, however, it was also evident that parents and children from the PRU enjoyed sharing activities together and engaging in the programme:

Connor (PRU child): Well, I enjoyed it because I haven't really spent much time with mum.

This was also evident from one parent's account of her son's comments when she had to miss a session:

Ivy (PRU parent): …and he said 'Could you mum, please could you make sure you come to others.'…So this help me know him better… and I know that we have to spend time with children more…. Our relationship has changed.

Arguably, the parent – child relationship is at the heart of the Family SEAL programme. Although children will develop many relationships throughout their lifetimes, including those with peers and teachers in the school context, it is suggested that the quality of the child's relationship with his or her primary caregiver provides the basis for subsequent relationships and is linked to positive outcomes at school (Hattie, 2009, Keenan & Evans 2009). Howe, Brandon, Hinings and Schofield (1999) have stated that:

Relationships provide the key experience that connects children's personal and social worlds. It is within the dynamic interplay between these two worlds that minds form and personalities grow, behaviour evolves and social competence begins. (p. 9)

Therefore, activities and strategies that help parents and children to understand and relate to each other better can be seen to have far reaching consequences for the child. Indeed, one parent, noticed improvements in her children's behaviour due to increased time spent with them:

Cathy (mainstream parent): They want a little bit more attention and that's what I've done and they've obviously, you know, improved because they're getting the attention I can give them now.

Information from the findings suggests that one of the ways that Family SEAL helps to develop the parent-child relationship is through providing a 'protected'

or 'special' time which is purely for the child and parent. This factor was identified by PRU and mainstream parents alike:

> *Gill (mainstream parent): Yeah. It was really nice to spend time with Colin…   …and doing things together…   ….Not having to concentrate on anything else…..   …….Just that…just…just him and me and no interferences, distractions*

> *Doug (mainstream pupil): Erm like 'cause normally like you think you can't do stuff because you're like all tied up*

> *Vera (mainstream parent):   …because having three children at home, trying to find time one to one is quite a bit manic.*

Another key process factor thought to impact positively on the parent-child relationship was the emphasis within the programme on developing better communication. This was emphasised through activities that parents carried out with children, such as making and playing a board game or a Feelings-o-meter. Keenan and Evans (2009) have outlined that cognitive and emotional development is largely influenced by intersubjectivity, mediated by language. Development occurs when parents and children engage in activities together and reach a shared understanding.

Also apparent in the findings was the value placed on the discussion with parents before the children joined the group, which focussed on effective use of praise and reframing negative into positive language. Findings indicated that parents found this input helpful both in the sense that, by putting strategies into practice, they were able to find out more about their children and were able to communicate more effectively with them:

> *Nina (mainstream parent): 'and I try my hardest to say, 'No, Child D, can you walk on the path.' Instead of saying 'Don't walk on the grass!' So it's kind of like changing a negative into a positive.*

Ivy (PRU parent): …and I always have to think about how danger and now I trust him more…Because he listen. He listen when he's allowed to cook chicken and serve something.

Nina (mainstream parent): So he seems to open up a bit more now…I've made time to sit with him, whereas before he would never sit and chat with me, but I'm finding time to actually put more effort into him.

The findings outlined above which are associated with parenting factors, constitute outcomes and processes from the Family SEAL programme which appear to corroborate findings of parenting programmes reviewed by Kaminski, Valle, Filene & Boyle (2008). They found that more positive outcomes were associated with programme content that focussed on positive parent-child interaction, emotional communication skills and the expectation that parents will practice skills with their children during sessions. This can be sent to be directly reflective of the Family SEAL programme in terms of the focus and content of the sessions and the way in which the workshops are structured to include a parent and parent/child session.

5.3.3.4 Summary of Research Question Three: How does the Family SEAL programme have an impact on parenting skills?

Research Question Three relates to how the Family SEAL programme can be considered to have impacted on parenting skills. Findings from this study appear to confirm those obtained from research into other parenting programmes, which have indicated that parenting style and parenting confidence are key protective factors in achieving positive outcomes for children (Lindsay et al, 2011). Within this study, several themes were generated from the data, which related to parents feeling more confident and relaxed about parenting issues. These included being able to share strategies within a safe and specific time and context in which they were able to try out ideas around parenting scenarios and experience validation of their responses. Additionally, parents alluded to the therapeutic nature of the group in which parents expressed similar concerns or difficulties around their children's behaviour and felt comforted that they were not alone. A further impact on parenting skills

identified within the study was the fact that the programme appeared to facilitate intersubjectivity and the strengthening and developing of the parent/child relationships. This was felt to be achieved through provision of activities and games that parents and children carried out together and the protected time to do it. Intersubjectivity was also felt to be supported by the emphasis on methods to develop communication, which included resources to aid communication of feelings in particular and group discussion around how to use positive language, specific praise and reframing when talking to children.

5.3.4 Research Question Four: How can the effectiveness of Family SEAL be perceived from children's, parents', teacher's and facilitators' perceptions of the programme?

Additional factors were evident from findings which were thought to indicate effectiveness of the Family SEAL programme. These were thought to relate to: the facilitators and the programme structure and content. These will be discussed in turn by referring to themes derived from the findings, previously outlined literature and theoretical frameworks.

5.3.4.1 Facilitators

Amongst other factors, Wells, Barlow and Stuart-Brown (2003) have outlined the need for trained and supportive professionals who are able to foster and develop good relationships with those involved in an intervention. It was felt that this was an important and evident factor when considering some of the difficulties that some parents of the Family SEAL programme reported . Firstly, one of the parents indicated that she had harboured a negative impression of parenting programmes before starting the programme due to previous experiences. She explained that she had felt them to be patronising and unhelpful. This parent identified that on the Family SEAL programme, she had felt able to discuss personal parenting issues in an emotionally safe and confidential environment and with the support of experienced professionals. She expressed that she valued an 'individualised' approach and being able to think about her own solutions:

Julia (PRU parent): …that was the main thing. Yeah, it was more about finding our own solutions rather than… or coming to our own solutions for our.. each child with a bit of guidance…

The significance of this approach as opposed to a more didactic process, which was highlighted as one parent's experience of previous parenting programmes, is apparent in the theory of planned behaviour. Ajzen (1991) has stated that intentions to perform behaviours can be predicted from attitudes, subjective norms and perceived behavioural control. In this sense, when parents come to their own understanding and internalised beliefs (i.e. 'come to their own solutions') through sensitive mediation or consultation with skilled professionals, it is more likely that the intended behaviour will happen.

This was echoed by one of the facilitators, who suggested that the programme enabled professionals the opportunity to observe and mediate in parent child interactions:

Hayley (Facilitator): I think it showed... it allowed the professionals to see how the children react and interact with their parents.. and it gives us the chance to just chat...which I think other courses don't always give you the chance to do.

It would appear that flexibility and individualisation within the programme is a helpful factor when considering the effectiveness of the intervention. Dyson et al (2010) indicated that although programmes may be nationally guided, success lies in being able to adapt intervention to meet the needs of diverse communities. This obviously calls into focus the skills needed by facilitators to be sensitive to the needs of the group and also have the skills necessary to adapt to those needs if necessary.

The skills of the facilitator would also be called into play when considering group dynamics and ensuring that the programme is relevant to all group members. It is likely that facilitators need to be sensitive to any additional support required by some group members and additionally possibly be able to signpost them to other services. One of the mainstream parents indicated that if it had been

offered, she would have welcomed support from additional services at the school:

> *Cathy (mainstream parent): I think someone like Mr Helmet …*
>
> *… who obviously does deal with children's behaviour problems that might have been helpful.*

Indeed, Lindsay et al (2010) have pointed out that a role for facilitators may be to acknowledge that some parents may need continued support after the programme and to be in a position to provide support or signpost to other services if necessary.

These findings indicate the key role for facilitators when delivering the Family SEAL programme. Interestingly, Lindsay et al (2010) reported no statistical difference in reported outcomes of parenting programmes associated with facilitator's educational qualifications. This factor and those derived from the findings of this study would seem to indicate that facilitator experience, sensitivity to clients needs, flexibility and knowledge of the programme are more important factors than educational qualifications.

5.3.4.2 The programme delivery

Several of the findings related to the structure and the nature of the programme. Parents and children cited that Family SEAL was fun and welcoming. This was felt to be a key factor in creating an emotionally safe and appealing environment in which to carry out discussion and activities:

> *Nina (mainstream parent): and I know that he thoroughly enjoyed himself, which made me enjoy myself, because he was having fun*

> *Julia (PRU parent): And everyone was sort of really… really welcoming and friendly…*

> *Nina (mainstream parent):… and obviously the tea and the coffee and the biscuits… we all felt so welcome…*

It was also suggested that the combination of the psycho educational input, the group discussion and the parent child activities including home activities were of value to parents (4.4.1.1, 4.4.1.2, 4.4.1.3).

Nina (mainstream parent): I think they were quite good to be honest with you, because you had like the white board so we had like slide shows or whatever and we acted things out.

Vera (mainstream parent): …and we did do things as a result from that… …at home together.

Sylva, Melhuish, Sammons, Blatchford & Taggart, (2008) have suggested that when parents engage in stimulating activities with their children, it helps them to develop specific skills and improved developmental outcomes. This is thought to be achieved through the use of complex language and by providing warm and responsive interactions. The experiential nature of the programme was particularly highlighted as being of value by parents and children. Weare (2004) has stated that experiential and participative elements are key effective factors in parenting programmes. Lastly, the home learning element may have additional impact in that some parents and children discussed making time to continue to carry out activities or try new ones with each other at home:

Doug (mainstream child): Like in the future we might like try and go to a park and like have a game of rounder's of something.

There would appear to be significant value associated with introducing parents and children to shared, novel activities and strategies and in providing ideas for ways to interact and communicate more effectively at home. This is evident from findings derived from this research. However, this is also particularly salient when considering that Hattie (2009) has pointed out that, when considering the link between children's achievement and aspects of the home environment, the most consistent and highly correlated factors were: maternal involvement, variety and play materials.

<u>5.3.4.3 Summary of Research Question Four: How can the effectiveness of Family SEAL be perceived from children's, parents', teacher's and facilitators' perceptions of the programme?</u>

Research Question Four relates to additional factors which have been identified as contributing to the impact of Family SEAL. These include factors associated with the facilitators of the programme and the delivery of the Family SEAL, including its structure and content. Reflecting previous research (Wells et al, 2003) it was identified that parents valued the opportunity to discuss parenting issues with experienced professionals in an emotionally safe and confidential environment. Furthermore, it was felt that the success of the programme may in part be affected by the facilitators' ability to adapt their approach and aspects of the programme to benefit parents including empowering parents to find their own solutions and mediating and signposting where necessary.

In addition, findings from this study appear to have demonstrated the perceived value attributed by participants on the structure and nature of the programme. Parents and children highlighted that the fun and welcoming environment was appealing. It was also identified that the psycho-educational input and shared discussion was valued by parents. Finally, children and parents reported that they enjoyed the activities and home learning aspects of Family SEAL. This appears to reflect research which indicates the benefit to developmental outcomes when parents engage with their children in complex language and warm interactions through stimulating activities (Sylva et al, 2008).

5.4 Overall summary of findings - return to the research paradigm

This study was designed to evaluate the impact of Family SEAL on the children and adults involved in the programme. The aim was to discover the outcomes and processes associated with the programme, thereby giving an indication of the efficacy and effectiveness of Family SEAL. As stated in chapter three, evaluation research can be thought to align with a realist view of science (Robson, 2011). Explanations are concerned with how mechanisms produce events and take into account the complexity of systems inherent in the social world (Robson, 2011). Pawson & Tilley (1997) have stated that, as applied

research, evaluation has to be 'realistic' and acknowledge its purpose and indeed limitations. Evaluation findings should result in something to say about the nature of change due to a specific social programme targeted at a specific social problem. It is suggested that:

'*causation in the social world should be construed and derive the basic realist formula: 'mechanism + context = outcome' (p.xv)*

Figure 16 demonstrates the findings of this study, summarised and applied to the formula suggested by Pawson and Tilley (1997).

Figure 16: Representation of realist explanation (adapted from Robson, 2011)

Context
• Fun and welcoming environment
• Skilled and sensitive facilitators

Mechanism
• Parent/carer – child dyad
• Parent group
• Family SEAL activities and input

Outcomes

• Increased parent confidence
• More relaxed parents
• Learning of behavioural and communication strategies
• Improved parent/carer – child relationships
• Some child pro-social behavioural gains
• Some child emotional literacy gains

As outlined previously, findings were generated using a combination of the following: induction, adopting a social constructivist perspective; deduction from a positivist perspective and abduction, adopting an interpretivist approach. This is thought to have lead to a thorough and comprehensive analysis of the impact of the Family SEAL programme on participants, taking into account what changed and how the change was thought to have occurred. This is summarised in the following way:

5.4.1 Context

The two main process factors, which were evidently related to the context of the Family SEAL programme were the environment and the facilitators:

- It was apparent that a welcoming environment was an effective factor as perceived by children and adults. It was reported that tea, biscuits and welcoming facilitators and staff in the school were important to participants and positively impacted on their enjoyment of the programme.

- It was also apparent that participants valued facilitators who demonstrated sensitivity, understanding, flexibility and were knowledgeable about parents' and children's needs as well as being able signpost parents to further areas of support. Additionally, facilitators welcomed the opportunity to collaborate with other professionals in delivering the programme. Key areas outlined were learning opportunities and the chance to reflect on practice with others involved in the same piece of work.

5.4.2 Mechanism

The following mechanisms were associated with the impact of the Family SEAL programme:

- The parent/carer and child relationship was a key factor associated with the impact of programme. Outcomes were felt to derive from opportunities for parent/carers and children to work together through reflective discussion, sensitive mediation by facilitators and shared activities at home and on the programme.

- The parent group was thought to be a valuable resource, enabling parents to engage in opportunities to share similar experiences and helpful strategies; these were felt to be key factors in securing positive outcomes associated with parents' confidence.

- The Family SEAL activities and input were thought to provide helpful learning opportunities for parents and children. The two-part structure of the programme was also felt to be helpful.

<u>5.4.3 Outcomes</u>

The following outcomes were felt to have been generated following participation in the Family SEAL programme:

- Parents appeared to be more confident regarding parenting skills.
- Parents reported that they were more relaxed about aspects of parenting.
- Parents indicated that they had learnt and adopted strategies.
- Parents reported improved relationships with their children.
- Qualitative evidence was generated for positive behaviour changes in children. Some pro-social behavioural gains were reported from quantitative data.
- Qualitative evidence was generated for children's gains in emotional literacy. Some emotional literacy gains were reported for children from the quantitative data.

This section has outlined a discussion of the key findings of this research associated with the research questions. In addition, a summary of the outcomes and processes associated with Family SEAL has been presented in relation to the research paradigm. This chapter will now go on to consider the limitations of the research, the researcher's position in relation to the study and implications for stakeholders and EP practice. Finally, the chapter concludes with an overview of the research and final comments.

5.5 Limitations of the research

It is important to outline a number of considerations related to the limitations of this research. This is thought to be helpful in order to provide a more accurate assessment of the reported findings, which provide insight into the impact of the Family SEAL programme. It is also felt that by outlining limitations of the research, it is possible to highlight implications for further areas of research with regard to the Family SEAL programme. The areas that will be discussed in the next section with regard to limitations of this research are: programme delivery, procedure and sampling, data collection and limitations of findings.

5.5.1 Programme delivery

Robson (2011) has highlighted that evaluation very often constitutes real world research and is therefore limited by sociological and political issues associated with the 'real world'. It is felt that such a tension existed within this study and relates to issues that arose through carrying out research in the context of working practice within the educational system.

The information contained in chapter three and in the appendices outlines the content and delivery process of the FS programme. However, two issues must be considered with regard to this aspect of the research. Firstly, the programme was not delivered solely to fulfil research criteria. Although it was a pilot programme for the local authority, Family SEAL constituted an intervention offered as part of the service delivery provided to schools and settings by the Educational Psychology and Behaviour Support services. As such, the facilitators felt professionally bound to make changes from one programme to the next in order to provide best practice for the client group. Although the changes made were not considered to impact negatively on the ability of the programme to achieve its aims (quite the opposite in fact) it is still felt important to note that parents and children would have experienced marginal differences from attending one programme or the other. Indeed, Humphrey et al (2008) have outlined that interventions should only be evaluated once they have been trialled for two to three times; possibly to overcome issues such as those just outlined. Secondly, the second Family SEAL programme (delivered at the PRU) was lead by one of the BSS facilitators and the researcher took a supporting role. This is felt important to note as, again, although not felt to be detrimental to the purpose and process of the programme, this means that the programme would have felt different to parents from one programme to the next.

5.5.2 Procedure – sampling

A number of factors must be taken into account when considering the participant sampling for this research. Firstly, the parents (and children) who took part in the programme were self-selecting, therefore, it could be argued that the impact of any intervention is more likely to appear positive if the

participants are eager to take part in the programme. In the case of the PRU parents, they had an agreed contract with the PRU that they would take part in any action felt to benefit their children hence they were not self-selecting. However, this constituted an agreement only and not an obligation, as signified by the non-attendance of many parents. Also, on interviewing the PRU parents, it seemed clear that the majority would have attended the programme regardless of the contract as they were under the impression that it would be helpful for their children. Secondly, the parents and children who were interviewed and who completed EL and behaviour questionnaires, also did so voluntarily. It would be of interest to the researcher to explore the views of those who were not willing to be interviewed about their experiences of Family SEAL. For example, was it because they did not find the programme enjoyable or beneficial and did not wish to reveal this to the researcher or was it because of personal factors associated with time pressures or unwillingness to be interviewed? These are questions which remain unanswered but should be considered in respect of this research. It is possible that perspectives related to a negative impact or lack of impact of the Family SEAL programme may have been missed due to the researcher's inability to interview all participants.

5.5.3 Data collection

At the design phase of this research, the focus for data collection was considered and deliberated at length. By choosing a mixed methods approach, it was felt that a more comprehensive range of data would be gathered in order to triangulate evidence to answer the research questions. This still remains the position of the researcher. Limitations associated with each method of data collection; quantitative and qualitative are outlined.

5.5.3.1 Quantitative methods

The quantitative data collection methods included the Emotional Literacy (EL) Checklist (Faupel, 2003) and the Strengths and Difficulties Questionnaire (SDQ) (Goodman, 1997). There were a number of limitations associated with collecting data using these means. Firstly, the numbers of questionnaires returned was small given the overall numbers of participants on both

programmes. This may have had an impact on findings in that the parents and children who were willing to return questionnaires may have done so because they felt quite positively about factors associated with emotional literacy and behaviour and therefore did not feel that completing and returning a questionnaire was a threatening or negative experience. In addition, it could be argued that the questionnaires were not independently rated. Efforts to achieve a more objective account of children's EL and behaviour were thought to have been made by asking for teacher responses. However, one of the class teachers in the mainstream setting was quite closely involved in the programme, particularly at the start and the other was unable to return questionnaires at Time 2 data collection. In considering areas for further research, it would be helpful to attempt to gain responses from a larger number of participants and also to ensure that all participants' responses are gathered in order to account for any possible negative but not reported effects.

Secondly, due to time constraints on the researcher, it was not possible to obtain a measure of sustained effects by collecting data at a later Time 3 point. It would be of interest for further research to explore the impact of the programme in terms of EL and behaviour measures after a sustained period. It is arguable that effects would be considered less due to participants no longer attending the Family SEAL programme. However, it is possible that EL and positive behaviours could develop over time as a result of parents and children implementing Family SEAL strategies. This would certainly be an interesting area for further research.

5.5.3.2 Qualitative measures

Semi-structured interviews were used to obtain qualitative data relating to Family SEAL in order to answer the research questions to evaluate the impact of the programme. Semi-structured interviews were felt helpful in that they yielded rich information which represented participants' experiences of the programme and associated factors. However, as outlined in chapter three, there was a tension between designing a questioning template that sufficiently covered the areas for which data was required whilst not leading the participants into expected responses. It was felt that by using open ended

questions that focussed on experiences, the points that were most salient to each participant were gathered; representing the a true reflection of the impact to him or her. However, this could have resulted in the researcher not 'tapping into' important information about certain areas e.g. specifically behaviour change, because participants were not directly asked. This may have had an impact on the breadth of data gathered. Another issue related to interviewing in this manner is associated with experimenter expectancy effects (Robson, 2011). Having developed a rapport with the researcher over the course of the programme, participants may have spoken more favourably about aspects of the programme due to the fact that the researcher delivered it. If a participant believed that a certain amount of emotional and time investment was made by the researcher, they may not have wished to speak negatively about the programme. These factors would need to be considered in future research and attempts made to account for potential bias or inaccuracies in findings. For example, employing an independent interviewer may help to elicit more accurate responses from participants. In addition, it may be helpful to design questionnaires which ask more probing questions about the factors associated with the research questions, By using data derived in this way in conjunction with data from more open-ended responses, it may be possible to more accurately compare the salience and impact of certain factors of the programme.

5.5.4 Limitations of findings

Despite measures used to increase the validity and reliability of the findings derived from this study (details are outlined in chapter three), it is important to pay consideration to limitations associated with being able to generalise the findings.

As already discussed, participants who contributed data through interviews and questionnaire responses did so voluntarily, which may have engendered a degree of bias in the findings. Although findings indicated a set of outcomes, linking to mechanisms and contexts associated with Family SEAL, it is important to note that the sample size and self-selecting nature of the participants may make it difficult to generalise findings to another set of parents

in a different setting. However, Robson (2011) has indicated that these factors may not preclude generalisability. Therefore, an implication for further research may be to attempt to replicate the mechanisms and contexts outlined from these findings in a different setting and with different facilitators in order to ascertain generalisability of effects associated with outcomes of the programme. The position of this research is that a small but useful study into the impact of the Family SEAL programme has been provided. This represents a piece of work which can be built on and developed further through further iterations of the programme and ongoing evaluation. Indeed, the manual for Family SEAL, which has been developed for use within this local authority, includes advice and resources to support settings with carrying out effective evaluation as part of the programme delivery process.

5.6 Researcher position

Robson (2011) has outlined potential areas of tension associated with researchers' positioning and approach to research. He suggested that researchers run the risk of 'losing objectivity and not appraising evidence fairly' (p.408) if they are too concerned with being in a helping role or too focussed on purely answering research questions. Conversely, Robson (2011) has also suggested that if they are overly concerned with carrying out a good piece of research, researchers may become detached from participants and risk losing rapport. It is believed that these factors sum up some of the concerns felt by this researcher and her position in relation to the study. Tensions and learning opportunities were observed and recorded throughout the research journey and relate to the researcher's simultaneous position as Trainee Educational Psychologist (TEP), Programme facilitator and Researcher. It was evident from the initial stages of research, that the TEP often reflected on her position from a novice perspective and, as such, experienced some anxiety about carrying out a pilot programme within the local authority, with members of another service and in dual role as TEP and researcher. The Head Teacher of the PRU and manager of the Behaviour Support Service (BSS) had planned to pilot Family SEAL within the local authority. Therefore, an additional pressure was felt by the researcher to 'make the programme work' due to the fact that this manager had, in effect, entrusted her with his project. It was felt that this created a

tension regarding the researcher remaining objective about the research whilst aiming to provide a good model of service delivery to the school and simultaneously trialling a new programme.

The researcher was continually aware of the need to reflect on and be clear about her different roles. This was achieved through keeping a reflective journal throughout her time as a TEP, which enabled her to record and evaluate thoughts about the research process. This was also carried out in supervision within the EPS and UEL. Additionally, the researcher continually reflected on aspects of the programme with her co-facilitators and placed great value on being able to share a critical eye with experienced professionals.

The rapport that developed between the researcher as programme facilitator and the parents of the programme was felt to be both a benefit and a concern to the research process. On one hand, it was felt that, having developed a rapport with parents, would enable a relaxed and more in-depth interview process. However, on the other hand, the researcher was concerned that parents may be more susceptible to effects associated with experimenter expectancy (Robson, 2011). It was felt that the researcher overcame this by being clear about her dual role as TEP and researcher at the end of the programme. It was also explained to parents at interview that the researcher's role was to be objective and therefore honest feedback about the programme would be valued, good or bad. The researcher was also conscious of issues relating to perceived power imbalance between TEP and programme participants. It was hoped that this was addressed by remaining respectful and grateful towards interviewees and by adopting an honest approach as enquiring researcher, who valued the feedback offered by participants.

5.7 Implications for Education and Educational Psychology Practice

The Association of Educational Psychology (2011) have indicated that EP services are in the process of considerable change in light of political and financial constraints whilst still aiming to deliver a full range of services to meet the needs of their clients. This could be seen to be largely reflected by government rhetoric, which has called for public services to employ innovation

and accountability in a competitive arena in order to provide effective and efficient services (HM Government, 2012). At the same time, a recent government report (Allen, 2011) has advocated the use of robust, evidence based interventions, particularly in relation to early intervention. Allen (2011) has outlined a list of recommended, evidence based interventions, which are thought to address a number of issues associated with the learning, behaviour and well-being of children and young people. Indeed Kratochwill & Shernoff, (2004) have suggested that, more and more, emphasis is being placed on evaluation of intervention, contributing to a growing rhetoric of 'evidence based intervention'. However, Hallfours & Cho (2007) have indicated that interventions are often tested under a 'hard science framework' and promoted on findings associated with internal validity based on efficacy results. The implication is that by neglecting to test for external validity in effectiveness trials, these studies suggest little 'salience and poor fit with the world of decision makers' (p.237). Similarly, Lindsay et al (2011) have outlined that it is important to examine evidence-based programme in real world settings to assess their effectiveness. In addition, Fox (2011) has stated that:

> *Every intervention with a pupil or family is different and in any situation there are alternative ways of seeing things. One learns how to act as a psychologist by experiencing these unique situations and reflecting on one's experiences. Taking this approach, psychologists need artistry; practice-based evidence not evidence based practice from which to work'* *(p.328).*

Lastly, Wigelsworth, Humphrey, Kalambouka and Lendrum (2010) have commented on the problematic nature of varying terminology and conceptualisation regarding social and emotional skills (S&ES). They have indicated that this may impact on research in this area according to traditional method, stating that 'there is no real "gold standard" measure of S&ES' (p.183). The implication for evaluation in the area of emotional literacy therefore may require EPs to adopt evaluation practices which take into account outcomes, processes and the reflections of the practicing EP. This ensures a thorough and accountable process in which the interpretive aspect of EP practice is incorporated into evaluation, highlighting the role for the EP as creative and

reflective practitioner (Fox, 2011). Indeed, Turner, Randall and Mohammed have stated that, 'Applied psychologists should use their knowledge and skills to refine the tools and processes required for evaluating their work' (p.324). They advocated for a method of evaluation applied to EP casework which incorporates qualitative, quantitative and reflective measures to provide an approach to evaluation which 'captures the real world impact of the EP's contribution' (p.326).

In a similar vein, it is suggested that this research has implications for Educational Psychology in that the methods and methodology highlight a robust and thorough process of evaluating a psychological intervention. It is suggested by the researcher that evaluation can result in helpful and valuable outcomes related to intervention and other areas of EP practice. However, it is also suggested that evaluation constitutes a valuable process in itself through which EPs engage in reflective practices with clients and colleagues leading to advances in understanding at many levels of practice.

It is suggested that the findings of this study have shown the Family SEAL programme to have a positive impact on children and their parents. These findings have been fed back to the BSS and the EPS, who have since delivered further programmes within the local authority. The researcher and the BSS have also begun to work on a training and programme manual, incorporating factors from the research, in order to broaden the base within the local authority. Emphasis is placed on ongoing evaluation and facilitator reflection within each programme delivery. Finally, the EPS and BSS have initiated adapted versions of the Family SEAL, delivered within a special school for parents of children with profound and multiple learning difficulties. It is expected that evidence of the impact of each programme will be gathered.

5.8 Concluding remarks

This research evaluated the Family SEAL programme in order to review the impact that the programme has on children and parents. It is believed that the research has contributed to the existing body of knowledge regarding Family SEAL and provides a good account of the outcomes and processes associated

with the programme. This may act as a guide for those interested in delivering a programme or finding out more about Family SEAL. It is believed that this research has demonstrated an effective process of evaluation in which the weaknesses of one paradigm have been supported by the strengths of another to provide a thorough process of evidence gathering and analysis. More importantly however, it is believed that one of the most effective and significant factors associated with this research, is that the child was consulted about his experiences and her voice was heard. It is perhaps the child's voice which offers the most salient concluding remarks to sum up this study about the impact of Family SEAL:

Rachel (mainstream pupil): Well Family SEAL workshop has changed our lives. … Quite a lot…erm it actual makes us work together…have fun...listen to both our ideas… can't think of any more.

References

Ajzen, I. (1991). The Theory of Planned Behaviour. *Organisational Behaviour and Human Decision Processes, 50,* 179-21.

Allen, G. (2011) Early Intervention The Next Steps. Retrieved 7, January 2011 from http://grahamallenmp.wordpress.com/

Amsterlaw, J., Lagattuta, K.H., and Meltzoff, A.N., (2009) Young Children's Reasoning About the Effects of Emotional and Physiological States on Academic Performance. *Child Development, 80, (1),* 115 – 133.

Association of Educational Psychologists (AEP). (2011) *The Delivery of Educational Psychology Services.* Retrieved, 17, January, 2012 from www.aep.org.uk.

Bamburger, M., Rugh, J. and Mabey, L. (2006) *Real World Evaluation.* London: Sage Publications Inc.

Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Press.

Barlow. J, Coren, E., and Stewart-Brown, S. (2003) Parent-training programmes for improving maternal psychosocial health. *Cochrane Database of Systematic Reviews.*

Barlow J, and Parsons J. (2003) Group-based parent-training programmes for improving emotional and behavioural adjustment in 0-3 year old children. *Cochrane Database of Systematic Reviews.* Issue 4.

Beck, A.T. (1976). *Cognitive therapy and the emotional disorders.* New York, NY: International Universities Press.

Bird, K. A., and Sultmann, W.F. (2010). Social and emotional learning: Reporting a system approach to developing relationships, nurturing

well-being and invigorating learning. *Educational & Child Psychology, 27, (1),* 143-155.

Bowlby. J. (1973) *Separation and Loss*. New York: Basic.

Boyatzis, R.E (1998) *Transforming Qualitative Information*. London: Sage Publications Inc.

Braun, V. and Clark, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.

Brown, J.L., Jones, S.M., LaRusso, M.D., and Aber, J.L. (2010) Improving Classroom Quality: Teacher Influences and Experimental Impacts of the 4Rs Program. *Journal of Educational Psychology 102, (1),* 153–167*.*

Bulotsky-Shearer, R.J., Fernandez, V., Dominguez, X., and Rouse, H.L. (2011) Behaviour Problems in Learning Activities and Social Interactions in Head Start Classrooms and Early Reading, Mathematics, and Approaches to Learning. *School Psychology Review, 40, (1),* 39–56.

Cefai, C. and Cooper, P. (Eds) (2009) *Promoting Emotional Education. Engaging Children and Young People with Social, Emotional and Behavioural Difficulties.* London: Jessica Kingsley Publishers.

Challen, A., Noden, P., West, A., and Machin, S. (2011) *UK Resilience Programme Evaluation: Final Report.* Department for Education: Research Report DFE-RR097

Commission for Social Care Inspection (CSCI). (2006). *Supporting parents, safeguarding children. Meeting the needs of parents with children on the child protection register*. Retrieved, 3, November, 2011, from www.csci.org.uk/publications.

Conduct Problems Prevention Research Group. (2010) The Effects of a Multiyear Universal Social–Emotional Learning Program: The Role of Student

and School Characteristics. *Journal of Consulting and Clinical Psychology 78, (2),* 156–168.

Craig, C. (2007) *The potential dangers of a systematic, explicit approach to teaching social and emotional skills (SEAL). An overview and summary of the arguments*. Retrieved 17, October 2010 from http://www.centreforconfidence.co.uk/docs/SEALsummary.pdf

Cresswell, J.W. and Plano Clark, V.L. (2007) *Designing and Conducting Mixed Methods Research*. London: Sage Publications Inc.

de Shazer, S. (1985). *Keys to solution in brief therapy*. NewYork: Norton.

Denham, S.A. (2007) Dealing with feelings: How children negotiate the worlds of emotions and social relationships. *Cognition, Brain, Behaviour, 11,* 1 – 48.

Department for Children, Schools and Families (DCSF). (2008) *The Impact of Parental Involvement on Children's Education*. Nottingham: DCSF Publications

Department for Children, Schools and Families (DCSF). (2009) *Inclusion and Development Programme Primary and Secondary - Supporting pupils with Behavioural, Emotional and Social Difficulties.* Nottingham: DCSF Publications.

Department for Children, Schools and Families (DCSF). (2009). *Lamb Inquiry, Special Educational Needs and Parental Confidence.* Nottingham: DCSF Publications.

Department for Children, Schools and Families (DCSF). (2009*). Learning Behaviour: Lessons Learned - A Review of Behaviour Standards and Practices in our Schools.* Nottingham: DCSF Publications.

Department for Children, Schools and Families (DCSF). (2009) *Promoting and supporting positive behaviour in primary schools. Developing social and emotional aspects of learning (SEAL).* Nottingham: DCSF Publications.

Department for Education (DfE). (2010) Social and emotional aspects of learning (SEAL) programme in secondary schools: national evaluation. Department for Education Research Paper: RR049.

Department for Education (DfE). (2010). *The Importance of Teaching. The Schools White Paper.* UK: The Stationary Office Ltd.

Department for Education and Employment (DfEE). (2000) Educational Psychology Services (England): Current role, good practice and future directions. Report of the Working Group. *London: DfEE publications*

Department for Education and Employment (DfEE). (2001). *Promoting Children's Mental Health within Early Years and School Settings.* Nottingham: DfEE Publications.

Department for Education and Skills (DfES). (2005) *Excellence and Enjoyment: Social and emotional aspects of learning (guidance).* Nottingham: DfES Publications

Department for Education and Skills (DfES). (2006). *Excellence and Enjoyment: social and emotional aspects of learning Family SEAL*. Nottingham: DfES Publications.

Department for Education and Skills (DfES). (2006) *The Origins of the Primary SEAL programme.* Nottingham: DfES

Department of Health (DoH). (2008) *Children and young people in mind: the final report of the National CAMHS Review*. Retrieved 12, November, 2010 from www.dh.gov.uk

Desforges, C. with Abouchaar, A. (2003) *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review.* Nottingham: DfES Publications.

Division of Educational and Child Psychology (DECP). (2002). *Professional

Practice Guidelines. Leicester: BPS Publications.

Dowling, E, and Osborne, E. (1994) *The Family and The School (2nd Edition)* London: Karnac Books Ltd.

Downey, C. and Williams, C. (2010). Family SEAL – a Home- School Collaborative Programme Focusing on the Development of Children's Social and Emotional Skills. *Advances in School Mental Health Promotion 3 (1) p.30-41.*

Dretzke, J., Davenport, C., Frew, E., Barlow, J., Stewart-Brown, S., Bayliss, S., Taylor, R.S., Sandercock, J. and Hyde, C. (2009). The clinical effectiveness of different parenting programmes for children with conduct problems: a systematic review of randomised controlled trials. *Child and Adolescent Psychiatry and Mental Health* 3 (7). Retrieved 12, November, 2010 from http://www.capmh.com/content/3/1/7

Duncan, G.J., Chantelle, J., Dowsett, A., Claessens, K.M., Huston, A.C., Klebanov, P., Pagani, L.S., Feinstein, L., Engel, M., Brooks-Gunn, J., Sexton, H., Duckworth, K., and Japel, K. (2007). School Readiness and Later Achievement. *Developmental Psychology 43, (6),* 1428–1446.

Dunsmuir, S., Brown, E., Iyadurai, S. and Monsen, J. (2009). Evidence-based Practice and Evaluation: from insight to impact. *Educational Psychology in Practice*, **25** (1), 53-70.

Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.B., and Schellinger, K.B. (2011) The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development, 82, (1),* 405–432.

Dweck, C. S. (1999) *Self Theories: Their Role in Motivation, Personality, and Development.* Hove: Psychology Press, Taylor and Francis Group.

Dyson, A., Gallannaugh, F., Humphrey, N., Lendrum, A., and Wigelsworth, M. (2010). *Narrowing the gap in educational achievement and improving emotional*

resilience for children and young people with additional needs. Centre for Excellence and Outcomes in Children and Young People's Services: Retrieved 3, March, 2011 from www.c4eo.org.uk.

Ecclestone. K., and Hayes, D. (2009) *The Dangerous Rise of Therapeutic Education.* Oxon: Routledge.

Edwards, A. and Warin, J. (1999) Parental Involvement in Raising the Achievements of Primary School Pupils: Why bother? *Oxford Review of Education*, *25, (3),* 325-341.

El Nokali, N.E., Bachman, H.J., and Votruba-Drzal, E. (2010) Parent Involvement and Children's Academic and Social Development in Elementary School. *Child Development, 81, (3),* 988–1005.

Elias, M.J. (2002) *Academic and social emotional learning* France: SADAG, Bellegarde.

Elias, M.J., and Haynes, N.M., (2008) Social Competence, Social Support, and Academic Achievement in Minority, Low-Income, Urban Elementary School Children. *School Psychology Quarterly, 23, (4), 474–495.*

Elias, M., Zins, J., Weissberg, R., Frey, K., Greenberg, M., Haynes, N., Kessler, R., Schwab- Stone, M., and Shriver, T. (1997) *Promoting Social and Emotional Learning*. Virginia: ASCD.

Ethics Committee of the British Psychological Society. (2009) *Code of Ethics and Conduct*, Leicester: The British Psychological Society.

Faupel, A. (2006) Emotional Literacy. Assessment and Intervention. *London:* Granada Learning Limited

Festinger, L. (1954). A theory of social comparison processes. *Human Relations, 7, (2),* 117-140.

Fink, A. (1998) *Reviewing the Research Literature: From Paper to the Web.* Newbury Park, CA: Sage Publications.

Fox, M. (2009) Working with systems and thinking systemically – disentangling the crossed wires. *Educational Psychology in Practice, 25, (3),* 247-258.

Fox, M. (2011) Practice-based evidence – overcoming insecure attachments. *Educational Psychology in Practice, 27, (4),* 325-335.

Fox, M., Martin, P., and Green, G. (2007) *Doing Practitioner Research.* London: Sage Publications Inc.

Geddes, H. (2006) *Attachment in the Classroom: The links between children's early experience, emotional well-being and performance in school: A Practical Guide for Schools.* London: Worth Publishing Ltd.

Gibbs, G. (2007). Analysing Qualitative Data. London: Sage Publications Inc.

Gibbs, J., Underdown, A., Stevens, M., Newbery, J. and Liabo, K. (2003) *Group-based parenting programmes can reduce behaviour problems of children aged 3-12 years.* What Works for Children group Evidence Nugget April 2003.

Guest, G., MacQueen, K.M., and Namey, E.E. (2012) Applied Thematic Analysis. London: Sage Publications Inc.

Gillies, V. (2011) Social and emotional pedagogies: critiquing the new orthodoxy of emotion in classroom behaviour management. *British Journal of Sociology of Education, 32, (2),* 185-202.

Goleman, D. (1996) *Emotional Intelligence.* London: Bloomsbury Publishing PLC.

Goodman, R. (1997) The Strengths and Difficulties Questionnaire: A research note. *Journal of Child Psychology and Psychiatry, 38,* 581–586.

Goodman, R. and Scott, S. (1999) Comparing the Strengths and Difficulties Questionnaire and the Child Behaviour Checklist: is small beautiful? *Journal of Abnormal Child Psychology 27 pp. 17–24*

Gundersen and Svartdal in Cefai, C. and Cooper, P. (Eds) (2009) *Promoting Emotional Education. Engaging Children and Young People with Social, Emotional and Behavioural Difficulties.* London: Jessica Kingsley Publishers.

Guttman, L.M., and Feinstein, L. (2008) *Children's well-being in primary school: pupil and school effects.* Nottingham*:* DCFS Publications.

Hallam, S., Rhamie. J., and Shaw, J. (2006) *Evaluation of the Primary Behaviour and Attendance Pilot.* Nottingham: DfES Publications.

Harding, E. and Atkinson, C. (2009) How Educational Psychologists Record the Voice of the Child. *Educational Psychology in Practice* 25, 2, 126.

Hallfours, D., and Cho, H. (2007) Moving Behavioural Science From Efficacy to Effectiveness. *International Journal of Behavioural Consultation and Therapy, 3, (2),* 236 – 250.

Haring, N.G., Lovitt, T.C., Eaton, M.D., and Hansen, C.L. (1978). *The fourth R: Research in the classroom.* Columbus, OH: Charles E. Merrill Publishing Co.

Hattie, J, (2009) *Visible Learning. A synthesis of over 8000 meta-analyses related to achievement.* Oxon: Routledge.

HM Government. (2011) Open Public Services White Paper. Retrieved 3, March, 2012 from www.cabinetoffice.gov.uk.

House of Commons Education Committee. (2011) *Behaviour and Discipline in Schools*. Retrieved 5, January, 2012 from www.parliament.uk/education-committee.

Howe, D., Brandon, M., Hinings, D., and Schofield, G. (1999). *Attachment theory, child maltreatment and family support: A practice and assessment model.* Hampshire: Palgrave.

Humphrey, N., Kalambouka, A., Bolton, J., Lendrum, A. , Wigelsworth, M., Lennie, C., and Farrell, P. (2008) *Primary Social and Emotional Aspects of Learning (SEAL) Evaluation of Small Group Work*. Nottingham: DCSF Publications.

Humphrey, N., Kalambouka, A., Bolton, J., Lendrum, A., Wigelsworth, M., Lennie, C., and Farrell, P. (2010) New Beginnings: evaluation of a short social emotional intervention for primary-aged children. *Educational Psychology, 30, (5),* 513-532.

Hunt, S., Virgo, S., Klett-Davies, M., Page, A., and Apps, J. (2011) *Provider influence on the early home learning environment (EHLE).* Department for Education: Research Report DFE-RR142

Izzard, C, Fine, S., & Schultz, D., Mostow, A., Ackerman, B., and Youngstrom, E. (2001) Emotion knowledge as a predictor of social behaviour and academic competence in children at risk. *Psychological science, 12, (1),* 18-23.

Johnson, R.B., and Onwuegbuzi, A.J. (2004) Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher, 33,(7),* 14-26.

Kaminski, W.J., Valle, L., Filene, J., and Boyle, C. (2008) A Meta-analytic Review of Components Associated with Parent Training Program Effectiveness. *Journal of Abnormal Child Psychology. 36, (4),* 567-589*.*

Kane. G., Wood, V., and Barlow, J. (2007) Parenting programmes: A systematic review and synthesis of qualitative research. *Child: Care, Health and Development. 3*3, (6), 784-793.

Keenan. T, and Evans. S. (2009) *An Introduction to Child Development. 2nd Edition*. London: Sage Publications Inc.

Kelly, B. (2008) Frameworks for Practice in Educational Psychology: Coherent Perspectives for a Developing Profession. In B. Kelly, L. Woolfson & J. Boyle (Eds.), *Frameworks for Practice in Educational Psychology*. (p.33-51). London, UK: Jessica Kingsley Publishers.

King, N. and Horrock, C. (2010) *Interviews in Qualitative Research*. London: Sage Publications Inc.

Kratochwill, T.R., and Hoagwood, K.E. (2005) Evidence-Based Parent and Family Interventions in School Psychology: Conceptual and Methodological Considerations in Advancing Best Practices. *School Psychology Quarterly, 20,* 504-512.

Kratochwill, T.R., and Steele Shernoff, E. (2004) Evidence-Based Practice: Promoting Evidence-Based Interventions. *School Psychology School Psychology Review, 33, (1),* 34-48.

Kvale, S. and Brinkman, S. (2008) *Interviews: Learning the Craft of Qualitative Research Interviewing 2nd Edition*. London: Sage Publications Inc.

LeDoux, J. (1998) *The Emotional Brain*. London: Phoenix, Orion Books Ltd.

Leech, N.L., and Onwuegbuzie, A.J. (2009) A typology of mixed methods research designs. *Qual Quant, 43*, 265–275.

Lendrum, A., Humphrey, N., Kalambouka, A, and Wigelsworth. (2009). Implementing primary Social and Emotional Aspects of Learning (SEAL) small group interventions: recommendations for practitioners. *Emotional and Behavioural Difficulties 14, (3), pp. 229–238*

Levant, R.F., and Hasan, N.T. (2008) Evidence-Based Practice in Psychology. *Professional Psychology: Research and Practice, 39, (6),* 658–662.

Linares, L.O., Rosbruch, N., Stern, M.B., Edwards, M. E., Walker, G., Abikoff, H. B., and Alvir, J.MA.J.A. (2005) Developing cognitive-social-emotional competencies to enhance academic learning. *Psychology in the Schools, 42, (4),* 405 – 417.

Lindsay, G., Strand, S., Cullen, M.A., Cullen, S., Band, S., Davis, H., Conlon, G., Barlow, J., and Evans, R. (2011) *Parenting Early Intervention Programme Evaluation*. Department for Education: Research report DFE-RR121(a).

Local Authority Children's Trust Partnership. (2009). *Local Authority Children & Young People's Plan.*

Lundahl, B., Risser, H.J., and Lovejoy, M.C. (2006b) A meta-analysis of parent training: Moderators and follow-up effects. *Clinical Psychology Review. 26, (1),* 86-104.

Maddern, L., Franey, J., McLaughlin, V. and Cox, S. (2004). An Evaluation of the Impact of an Inter-agency Intervention Programme to Promote Social Skills in Primary School Children. *Educational Psychology in Practice, 20 (2) pp.135-155.*

Marshall, C. and Rossman, G.B. (2006) *Designing Qualitative Research 4th Edition.* London: Sage Publications, Inc.

Martin, J.M., Herbert W.M., McInerney, D.M., Green, J. and Dowson, M. (2007) Getting Along with Teachers and Parents: The Yields of Good Relationships for Students' Achievement Motivation and Self-Esteem. *Australian Journal of Guidance & Counselling, 17, (2),* 109–125.

McKown, C., Gumbiner, L.M., Russo, N.M, and Lipton, M. (2009) Social-Emotional Learning Skill, Self-Regulation, and Social Competence in Typically Developing and Clinic-Referred Children. *Journal of Clinical Child & Adolescent Psychology, 38, (6),* 858–871.

Morgan, D.L. (2007) Paradigms lost and pragmatism regained. Methodological

implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research, 1 (1),* 48-76.

Morris, S. (2008) in Kelly, B., Woolfson, L., and Boyle. J. (Eds) *Frameworks for Practice in Educational Psychology.* London: Jessica Kingsley Publishers.
Muris, P., Meesters, C., & van den Berg, F., (2003) The Strengths and Difficulties Questionnaire (SDQ) Further evidence for its reliability and validity in a community sample of Dutch children and adolescents. *European Child & Adolescent Psychiatry 12 pp. 1–8.*

National Institute for Health and Clinical Excellence (NICE). (2008). *Promoting children's social and emotional wellbeing in primary education.* London: NICE Publications.

National Strategies. (2006). The Origins of the Primary SEAL programme http://nationalstrategies.standards.dcsf.gov.uk/node/164450?uc=force_uj Retrieved 23/09/2010

Noble, M. McLennan, D., Wilkinson, K., Whitworth, A., and Barnes, H. (2008) *The English Indices of Deprivation 2007,* Communities and Local Government: London

Nowak, C., and Heinrichs, N. (2008) A Comprehensive Meta-Analysis of Triple P-Positive Parenting Program Using Hierarchical Linear Modelling: Effectiveness and Moderating Variables. *Clinical Child and Family Psychology Review, 11, (3),* 114-144

Office for Standards in Education (Ofsted). (2000). Family Learning: a survey of current practice. London: Crown copyright. Retrieved 7, November, 2011 from http://www.ofsted.gov.uk.

Office for Standards in Education (Ofsted). (2005). *Healthy minds. Promoting emotional health and well-being in schools.* Retrieved 17, October, 2011 from www.ofsted.gov.uk.

Office for Standards in Education (Ofsted). (2007). *Parents, carers and schools.* Retrieved 17, October, 2011 from www.ofsted.gov.uk.

Office for Standards in Education (Ofsted). (2007). Developing social, emotional and behavioural skills in secondary schools: A five-term longitudinal evaluation of the Secondary National Strategy pilot. Retrieved 17, October, 2011 from www.ofsted.gov.uk.

Ofsted. (2009). An evaluation of National Strategy intervention programmes Retrieved 17, October, 2011 from www.ofsted.gov.uk/Publications/070256.

Office for Standards in Education (Ofsted). (2009). *Family learning: An evaluation of the benefits of family learning for participants, their families and the wider community*. Retrieved 17, October, 2011 from www.ofsted.gov.uk.

Office for Standards in Education (Ofsted). (2010). *The National Strategies: a review of Impact*. Retrieved 17, October, 2011 from www.ofsted.gov.uk.

Onwuegbuzie, A.J. and Leech, N.L. (2006) Linking Research Questions to Mixed Methods Data Analysis procedures. *The Qualitative Report, 11, (3).* Retrieved 8, September 2011 from http://www.nova.edu/ssss/QR/QR11-3/onwuegbuzie.pdf

Pawson, R. and Tilley, N. (1997). *Realistic Evaluation*. London: Sage Publications Inc.

Pears, K.C., Fisher, P.A., and Bronz, K.D. (2007). An Intervention to Promote Social Emotional School Readiness in Foster Children: Preliminary Outcomes From a Pilot Study. *School Psychology Review, 36, (4),* 665-673.

Piaget, J. (1963). *The origins of intelligence in children*. New York, NY: Norton.

Robson, C. (2011) *Real World Research (3rd Edition)*. Chichester: Riley

Ryan, R. M., and Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*, 68–78.

Sale, J.E.M., Lohfeld, L.H., and Brazil, K. (2002) Revisiting the quantitative-qualitative debate. Implications for mixed-methods research. In: V.L. Plano and JW Creswell (Eds), *The Mixed Methods Reader,* 363-374, London: Sage Publications.

Salovey, P and Sluyter, D.J. (1997) *Emotional Development and Emotional Intelligence. Educational Implications.* New York: Basic Books.

Serketich, W., and Dumas, J. (1996) The effectiveness of behavioural parent training to modify antisocial behaviour in children: A meta-analysis. *Behaviour Therapy. 27,* 171–186.

Sharp, P. (2001) *Nurturing Emotional Literacy.* London: David Fulton

Skinner, B.F. (1953) *Science and human behaviour.* New York, NY: Macmillan.

Steer, A. (2009). *Learning Behaviour: Lessons Learned. A review of behaviour standards and practices in our schools.* Nottingham: DCSF Publications

Sylva, K., Melhuish. E., Sammons, P., Siraj-Blatchford, I., and Taggart, B. (2008) *Effective Pre-school and Primary Education 3-11 Project (EPPE 3-11) Final Report from the Primary Phase: Pre-school, School and Family Influences on Children's Development during Key Stage 2 (Age 7-11)* Nottingham: DCSF Publications.

Symonds, J.E., and Gorard, S. (2010) Death of mixed methods? Or the rebirth of research as a craft. *Evaluation & Research in Education, 23, (2),* 121-136.

Tashakkori, A., and Teddlie, C. (2010) Putting the Human Back in ''Human Research Methodology''. The Researcher in Mixed Methods Research. *Journal of Mixed Methods Research, 4, (4),* 271–277.

Trevarthen, C. (2001) Intrinsic Motives for Companionship in Understanding: Their Origin, Development and Significance for Infant Mental Heath. *Infant Mental Health Journal, 22, (1-2),* 95-131.

Turner, S., Randall, L., and Mohammed, A. (2010) Doing an effective job? Measuring the impact of casework. *Educational Psychology in Practice, 26, (4),* 313-329.

United Nations International Children's Emergency Fund (UNICEF). (2007*). Child poverty in perspective. An overview of child well-being in rich countries, Innocenti Report Card 7.* Florence: UNICEF Innocenti Research Centre.

United Nations International Children's Emergency Fund (UNICEF). (2010). *The Children Left Behind: A league table of inequality in child well-being in the world's rich countries*, *Innocenti Report Card 9.* Florence: UNICEF Innocenti Research Centre.

Vygotsky, L. S. (1978) *Mind in society*. Cambridge, MA: Harvard University Press.

Weare, K. and Gray, G. (2003) *What Works in Developing Children's Emotional and Social Competence and Wellbeing?* Nottingham: DfES Publications.

Weare, K. (2004). *Developing the emotionally literate school*. London: Paul Chapman Publishing

Webster-Stratton, C. and Hammond, H. (1997). Treating Children With Early-Onset Conduct Problems: A Comparison of Child and Parent Training Interventions. *Journal of Consulting and Clinical Psychology 65 (1) pp.93-109*

Wells, J., Barlow, J., and Stewart-Brown. (2003) A systematic review of universal approaches to mental health promotion in schools. *Health Education, 103, (4),* 197-220.

Wigelsworth, M., Humphrey, N., Kalambouka, A., and Lendrum, A. (2010) A review of key skills in the measurement of children's social and emotional skills *Educational Psychology in Practice, 26, (2),* 173-186.

Willig, C. (2008) *Introducing qualitative research in psychology: adventures in theory and method (2nd edition)* Buckingham: Open university press.

Appendix (i) - Systematic literature search

Search date	August 2011
Databases searched	Psycharticles, Psychinfo, Academic research complete
Key words used	Parent* AND Intervention AND Emotion*
Results	1854
Advanced search criteria	1990-2011, Childhood (birth-12years), Full text, Educational psychology
Results	10

Search date	August 2011
Databases searched	Psycharticles, Psychinfo, Academic research complete
Key words used	Parent* AND Intervention AND Social*
Results	428
Advanced search criteria	1990-2011, Childhood (birth-12years), Full text, Educational psychology
Results	6

Search date	August 2011
Databases searched	Psycharticles, Psychinfo, Academic research complete
Key words used	Emotion* AND Intervention
Results	2970
Advanced search criteria	1990-2011, Childhood (birth-12years), Full text, Educational psychology
Results	65

Search date	August 2011
Databases searched	Psycharticles, Psychinfo, Academic research complete
Key words used	Social* AND Intervention
Results	4399
Advanced search criteria	1990-2011, Childhood (birth-12years), Full text, Educational psychology
Results	59

Search date	August 2011
Databases searched	Psycharticles, Psychinfo, Academic research complete
Key words used	Social* AND Intervention AND Behaviour
Results	2358
Advanced search criteria	1990-2011, Childhood (birth-12years), Full text, Educational psychology
Results	10

Exclusion terms included specific conditions e.g. Autism, ADHD

Appendix (ii) - Family SEAL Weekly themes and activities

Week	Theme (SEAL title)	Main shared activity	'Mission'
1	**Feeling valued** (*New Beginnings* - safety, love, communication)	Board game	Play board game at home and share new info at following meeting.
2	**Our Feelings** (*Good to be me* – understanding feelings)	Feelings-o-meter	Share example of when you used Feelings-o-meter at the last meeting.
3	**Getting on and falling out.** (managing feelings, arguments, problem solving.)	Brainstorm calming down ideas – add to 'Calm down box' – decorate box. Hand massage.	Use 'Calm down box over the week if necessary – feedback example to group at next meeting.
4	**Relationships** (social skills)	Team games	Shared challenge – Fox, Chicken, Grain puzzle.
5	**Going for goals** (motivation, self-esteem.)	Brainstorm manageable and realistic targets and rewards. Make Star Chart.	Use Star Chart over the week – discuss how it went at next meeting.
6	**Learning Skills** (*Going for goals 2* – concentration.)	Concentration and memory games.	Cooking or Baking recipe at home and feedback to group.
7	**Changes** (adapting to changes in child and behaviour management)	Frazzled (with parents) Family Shield	Feedback successes at next meeting.
8	**Evaluation and party**	Evaluation and party	To reflect on tips and skills and continue to discuss progress with others in group if helpful.

Appendix (iii) – Timeline of Family SEAL process

Date	Action
Sep 2010	Joined NGN group – met BSS staff – discussed Family SEAL (FS)
Oct 2010	Meeting with BSS manager to discuss FS research
Oct 2010	Meeting with mainstream primary school head teacher to discuss FS and research
Nov 2010	Meeting with teacher and SENCo to plan FS
Jan 2011	Team teaching SEAL sessions with teacher to produce presentation materials
Feb 2011	Children send out invitations to parents
Feb 2011	Recruitment session
Feb 2011	Letters and telephone calls to recruit parents
Feb 2011	Programme evaluation questionnaires pre-test
Feb-Mar 2011	Delivered FS programme
Mar 2011	Programme evaluation questionnaires post-test
Mar 2011	Recruit volunteers to research
Apr 2011	Carry out interviews – record on digital recording device
May 2011	Repeat programme at PRU
Jun 2011	Recruit volunteers to research
Jun-Jul 2011	Carry out interviews – record on digital recording device
Aug 2011-Jan 2012	Transcribe interviews – outsourced

Appendix (iv) – Semi structured interview: Child

Overall experience of FS
- What was it like to do it?
- What did you get out of it?
- What was it like working with your parent?

Impact on others
- What do you feel the other children got out of it?
- Has anything changed for you, or in your family since FS?
- In what ways could the experiences for everyone be improved?

Aims of FS
- SEAL and FS aims to help ch. Get on better in school by learning ways to talk about feelings and get along with others – how far do you think FS went to achieving those aims?
- TEACHER – how far do you think SEAL goes to achieving those aims?
- How much do you think SEAL should be focussed on in school?

Content of FS
- What activities did you enjoy doing most/least?
- Which particular aspects of the programme were useful?
- Which were not?
- How could the content be improved?

Process of FS
- What was it like using school time to do it?
- What was it like working in a group?
- What was it like working with BSS and EPS?
- What was the process like?
- How could this be improved?

Community impact of FS
- What do you think the impact of FS might be on the school?
- What do you think the impact of FS might be on the teachers?
- How could members of staff be more involved in the process?
- What impact would this have if a member of school staff were involved e.g. teacher, TA, BSW?

Overall reflections of FS
- What do you feel you have learned from being involved in FS?
- What will you make the most of in future; what will you do more or less of?
- What would you like to see changed?

And finally…
- What would you like to tell that you haven't?
- What should I have asked you?
- What will you take away from this interview?

Appendix (v) – Semi structured interview – adult

Overall experience of FS
- What was it like to do it?
- What did you get out of it?
- What was it like working with your child/the children?

Impact on children
- What do you feel your child/the children got out of it?
- Has anything changed for you, your child/children or the family since FS?
- In what ways could the experiences for children be improved?

Aims of FS
- SEAL and FS aims to help ch. Get on better in school by learning ways to talk about feelings and get along with others – how far do you think FS went to achieving those aims?
- TEACHER – how far do you think SEAL goes to achieving those aims?
- How much do you think SEAL should be focussed on in school?

Content of FS
- Which particular aspects of the programme were useful?
- Which were not?
- How could the content be improved?

Process of FS
- What was it like coming into school/using school time to do it?
- What was it like working in a group?
- What was it like working with BSS and EPS?
- What was the process like?
- How could this be improved?

Community impact of FS
- What do you think the impact of FS might be on the school?
- What do you think the impact of FS might be on the teachers?
- How could members of staff be more involved in the process?
- What impact would this have if a member of school staff were involved e.g. teacher, TA, BSW?

Overall reflections of FS
- What do you feel you have learned from being involved in FS?
- What will you make the most of in future; what will you do more or less of?
- What would you like to see changed?

Appendix (vi) – Interview transcription

I

interviewer: Right! And we're off! OK. Thank you ever so much for coming in and speaking to me today. Erm… and I appreciate it was quite a while ago…

Mother N: Yes!

Interviewer: … and trying to trawl through the memory of what we did, but if you could perhaps just tell me you overall experience of Family Seal. What is was like to do sort of…

Mother N: I actually loved it.

Interviewer: OK.

Mother N: Because I knew that Doug liked doing it as well, so I was doing something with him, which we don't get much time to do together at home…

Interviewer: Uh-hmm

Mother N: …with everything else that's going on.

Interviewer: Yup.

Mother N: So it was a bit of time just me and him

Interviewer: Right.

Mother N: …and I know that he thoroughly enjoyed himself, which made me enjoy myself, because he was having fun.

Interviewer: Yeah, yeah.

Mother N: So it was good.

Interviewer: OK. Brilliant. And what do you feel that you got out of doing it?

Mother N: Erm… looking back there were a lot of positives that came out of it, like different ways of saying things to your children and… and trying to understand why they behave in a certain way. The main one that sticks in my mind is to say 'Don't get…', you know 'Get off the grass!' instead of you know, you say 'Can you walk on the path please.'

Interviewer: Right. Yeah.

Mother N: And that's really stuck in my mind…

Interviewer: OK.

Mother N: … for some unknown reason, because

Interviewer: (laughs)

Mother N: ??? 'oh you're walking on the grass and it's wet' and I try my hardest to say, 'No, Child D, can you walk on the path.' Instead of saying 'Don't walk on the grass!' So it's kind of like changing a negative into a positive.

Interviewer: Yeah. And have you noticed any difference in sort of changing your language a little bit?

Mother N: Yeah. He tends to do the thing quicker than having to repeat myself hundreds of times.

Interviewer: OK. Yeah.

Mother N: And I feel better about not sort of like shouting at him instead of just talking to him and explaining why I don't want him to walk on the grass or why I don't want him to do such a thing.

Interviewer: Yeah. OK, so it kind of has an effect on both of you.

Mother N: Yeah, yeah.

Interviewer: OK.

Mother N: And er… I kind of learnt to instead of just BLEURGH, I'm counting to ten just *(makes a zen sound)* and then just speak instead of shout.

Interviewer: Yeah. OK, that sounds brilliant. It sounds like just having that thinking time helps as well.

Mother N: Yeah.

Interviewer: Oh brilliant. OK. And what was it like sort of working with Doug on those weekly sessions?

Mother N: I loved it. I loved it. I wouldn't have missed one and I wish it went on for longer really, because he… he knew that I was coming into school and we were going to do something fun together and that was really good.

Interviewer: Brilliant. OK and have you noticed any impact on him or within the family setting?

Mother N: Erm… he seems…because he's quite a… he keeps things to himself a lot and I do try and find the time now to sit with him and just say 'how was school today and how are your friends and what did you do?' So he seems to open up a bit more now, but whether that's just as things have gone on you know, I've made time to sit with him, whereas before he would never sit and chat with me, but I'm finding time to actually put more effort into him.

Interviewer: Yeah.

Mother N: Because my daughter's very open and she'll just say 'Mum, can I have a chat?' and we'll sit down and chat about whatever's happened in her day; he's not like that.

Interviewer: Right. OK.

Mother N: He's very withdrawn and unless I ask him and I have to like shake it out of him…

Interviewer: Yeah.

Mother N: But he… he's erm… we seem to have got a bit closer…

Interviewer: OK.

Mother N: Erm…I'm not saying it's because of, you know, the classes that we came to…

Interviewer: Yeah.

Mother N: But it's encouraged me to bond with him a bit more.

Interviewer: Yeah. OK.

Mother N: You know what I mean?

Interviewer:

Mother N: Because I know he enjoys spending time with me and I don't necessarily find the time to spend with him.

Interviewer: Right.

Mother N: So, I'm trying to make a bit of an effort to spend a bit of time with him now.

Interviewer: Yeah. OK. It's interesting that you have sort of reflected on that as something you are doing

Mother N: Yeah.

Interviewer:…you know, and obviously this is just a small part of what is going on in your lives anyway, you know if it has had any impact then that ???? deep down. Erm..OK and in what way do you think that those experiences that you did within the Family Seal could be improved?

Mother N: Oh that's a difficult one. I did… I wish that we had had more time as mother and son

Interviewer: Yup.

Mother N: … because it was very… I know you had a lot to squash in within the hour…

Interviewer: Yup.

Mother N: …so I think the only improvement there would be to have longer sessions or more little ones.

Interviewer: OK

Mother N: Erm because I… I know… when we sat down and we had the adult chat and then the children came in and I was thinking '????'

Interviewer: Yep.

Mother N: Because I want them to come in and have fun with us.

Interviewer: Yes and I think that's actually something that is coming up more and more and it's something that Fiona and I reflected on erm and we did feel actually that it was quite crammed. Erm… If the sessions were longer would you still have been willing to come along?

Mother N: Oh absolutely.

Interviewer: Yeah? OK.

Mother N: Yeah, definitely.

Interviewer: So and there is an issue of content: what did you think about the amount that we… we sort of put into the sessions?

Mother N: I thought they were really good. I mean some stuff I thought… erm… you know 'yeah, I know that, know that' but there may have been other people that didn't.

Interviewer: Yeah.

Mother N: And you had a lot to cover in a very small amount of time so we kind of like whooshed through it all.

Interviewer: Yeah.

Mother N: I found it very interesting.

Interviewer: OK. OK. Were there any particular parts that sort of stuck in your mind?

Mother N: Erm… I think the concentration one was quite good for Doug, because he can't concentrate…

Interviewer: Right.

Mother N: … for love nor money and when we had to… he did a pattern and I had to copy his pattern erm, he liked that game.

Interviewer: Mmm

Mother N: But I must admit we haven't done it since we've been, you know, at home.

Interviewer: Uh-hmm

Mother N: But that one was quite good, because I …I really would love him to concentrate a little bit more…

Interviewer: Yeah

Mother N:… on stuff.

196

Interviewer: And have you found that you've sort of carried on any of the activities or maybe even any of the things which we've discussed, I mean you've mentioned about sort of taking time and rephrasing the language.

Mother N:…yeah…

Interviewer: Is there any of the activities which you've carried on at home?

Mother N: To be honest with you there isn't. Erm he does… we've started playing badminton together out in the street, because we live in a little quiet road…

Interviewer: Yeah.

Mother N:…and before he was like 'Mum, come out and play' and I was like, 'No, I've got to do this, I've got to do that', whereas now I feel yeah, ok, even if it's for ten minutes then he's happy that I've done something with him.

Interviewer: Yeah.

Mother N: So it's kind of like made me think …if he's asked me to do something I used to just say, 'I haven't got time. I've got to do this, I've got to do that' whereas now I'm thinking, 'Yeah, I'll take fifteen minutes out of washing up' or whatever and go and do what he wants me to do

Interviewer: OK and you said that he notices it. What sort of impact do you think that has on him?

Mother N: I think he feels… I want to think that we are close. That if he's got any problems he can come to me, so I want that bond…our bond to be quite strong.

Interviewer: Yeah.

Mother N: I didn't have that as a child…

Interviewer: OK

Mother N:…and it's kind of like reversing that and I want him to know that he can come to me if he has any problems so that I'm not going to say 'Oh, Doug, I'm not interested' or 'Go away'. I want him to know that he can come to me whenever.

Interviewer: So it's paving the way in general life

Mother N: Yeah.

Interviewer: OK erm… thinking about the actual group aspect of it…

Mother N: Yep.

Interviewer: …what was it like working in a group with other parents?

Mother N: That didn't bother me at all. I mean, I knew most of them and I knew the children because I used to work up at the school.

Interviewer: Right. OK.

Mother N: Erm whether if it was a group of strangers, I am not so sure erm… if I would have felt the same…

Interviewer: Yeah.

Mother N:…you know, if you had picked parents from all different schools and we all met here. I suppose I just would have got on with it, because I would have been with Doug and, you know, that would have been fine.

Interviewer: Yeah. In terms of the discussion element at the beginning of each session, did you feel that you were sort of able to say what you wanted or…

Mother N: Yeah. Yeah.

Interviewer: OK. Obviously you know group dynamics can be quite *(laughs)* interesting can't they? And we sort of felt that it was …it was a good group and we felt very comfortable coming in and that's kind of a personal gauge, but obviously it's interesting to get your perspective…

Mother N: Yeah.

Interviewer:…and how you felt that you were able to talk…

Mother N: I'm the sort of person where I would just say what I think anyway and then there's others who probably think 'well, I'm not saying that cos that might upset someone.' It's difficult when you're in a group like that.

Interviewer: Yes like you say it's a personality thing as well largely isn't it? Erm… have you sort of discussed anything about Family Seal with any of the other parents?

Mother N: No, only erm Lee and Sarah. She's my best friend anyway, so we obviously discuss that, but I haven't really spoken to anybody else about it…

Interviewer: OK.

Mother N: But if somebody came up to me and said, 'I've got a child who's going to go on' I would highly recommend it, because I think it's great for you and your child.

Interviewer: Yeah. And have you sort of shared… erm you talked about something you did as reframing, have you shared any of the little things that came out of it with anybody else.

Mother N: Erm no, I don't think I probably have, no.

Interviewer: Yeah. Yeah because sometimes these things spread a little bit and sometimes they stay in the family, but I guess that's just dependent on your sort of links.

Mother N: Yeah, because another one of my friends is Martin and Cathy, so we all kind of came anyway.

Interviewer: Yeah, so you all knew what was going on. And in terms of … we talked about sort of having longer sessions, are there other things that you can think of that could improve those sessions? In terms of either the content or how they were structured?

Mother N: I think they were quite good to be honest with you, because you had like the white board so we had like slide shows or whatever and we acted things out. I know some people found it…probably found difficult when we did that, but it didn't bother me at all. And obviously the tean and the coffee and the biscuits… we all felt so welcome…

Interviewer: Right.

Mother N: …I don't really think there was really anything more that you could have done…

Interviewer: OK

Mother N:… to make us feel…I… I just wish the group was bigger. I wish more people had turned up.

Interviewer: OK.

Mother N: Because I thought it was worth doing.

Interviewer: That's interesting because having thought about the size of the group, you mentioned it could be bigger. What would have been better about having a larger group?

Mother N: Erm, just more input from other mothers, I suppose…

Interviewer: Yeah.

Mother N:… from other parents…

Interviewer: OK.

Mother N: …if they were willing to speak up and say 'that happened to my child' or, you know… I just think that more parents should have come.

Interviewer: Right. OK. And in terms of the hearing input from others…

Mother N: Mmm

Interviewer:…what's that like when you hear other people talking about their experiences?

Mother N: Erm… it's nice to kind of feel like think, 'Yeah, I've felt that way before' or 'I've said that before' or 'my child has done that before' and you think, 'Yeah, ok, I'm not the only one that this has happened to.'

Interviewer: Right.

Mother N: Erm…which is quite good. I mean little Rachel, bless her, she just makes me die with some of the stuff that she gets up to. The state of her bedroom and everything else…

Interviewer: *(laughs)*.

Mother N:… and I think, you know, it happens to all of us, but we don't necessarily tell each other about it.

Interviewer: Yeah. Yeah. So, it's having the opportunity to sort of share those experiences and realise that we are not different.

Mother N: Yeah.

Interviewer: Ok that's interesting and it's something where you think, 'Is that the case?' but actually until you hear, you know…

Mother N: Yeah yeah.

Interviewer: …your experiences, you don't really …you're not really sure. Erm…thinking about sort of the school environment, what do you think the impact of doing the Family Seal in the school was on the school? I know it's difficult for you as an outsider, but just, you know, your impressions?

Mother N: What? Doing it at the school rather than somewhere else?

Interviewer: Yeah.

Mother N: I think for the children it's a place that they know and they feel more comfortable…

Interviewer: OK.

Mother N:…and they are more likely to be themselves in the school rather than somewhere else maybe.

Interviewer: And did you feel OK coming into the school or would you have rather been, say, in a community centre?

Mother N: Oh no! School's fine.

Interviewer: And if… Obviously Fiona and I were outsiders, so what was it like working… I know you probably know Fiona from other things she has done here, but what was it like working with two people that perhaps didn't have much of a connection with the school?

Mother N: It didn't bother me in the slightest.

Interviewer: OK.

Mother N: You know, you were kind of like you were doing a job.

Interviewer: OK.

Mother N: You know and helping us…

Interviewer: Yeah..

Mother N: ..with our children.

Interviewer: If it had been erm, say, people from the school, say, a teaching assistant or Michael, would that have made it different?

Mother N: Yes.

Interviewer: OK.

Mother N: Because they're connected with the school …and they know the children.

Interviewer: OK.

Mother N: I think I would rather it be like an outsider rather than a teacher.

Interviewer: Yeah. What would have been perhaps a negative about having someone more connected with the school?

Mother N: Erm… I … I just think that if you've got like a disruptive child or something like that and they know the children and they know how they behave, I think they may well bring that into the group. I know you're a little… *(implies: so and so)* **you know and maybe judge you ???**

Interviewer: OK. Do you think outsiders have got more of a sort of clean slate approach to it?

Mother N: Yeah. Yeah.

Interviewer: Yeah? OK. Somebody mentioned something about erm… maybe the teachers sort of dropping in on a couple of the workshoppy bits where you are actually working with your children. Maybe one or two sessions.

Mother N: Yeah, yeah.

Interviewer: How would you have felt about that?

Mother N: That would have been fine. I wouldn't have bothered… That wouldn't have bothered me at all.

Interviewer: OK. Can you see any positives about that?

Mother N: Erm… again, it's a familiar face for the children…

Interviewer: Yeah.

Mother N: …so then again it's like being in the school and there's somebody from school here as well ….they would probably be more relaxed than a stranger coming in and saying 'What are you doing? Can I help you?' you know and all this kind of stuff.

Interviewer: Yeah. OK. And as a parent how would you have felt about having perhaps your child's teacher dropping in on a session?

Mother N: That wouldn't have bothered me.

Interviewer: Yeah?

Mother N: I think it would have been nice, especially if it was Doug's teacher, to see how Doug works with me.

Interviewer: OK. Yeah.

Mother N: Maybe it differs to the way he is with his friends.

Interviewer: Do you think that's helpful for teachers to know?

Mother N: Yeah.

Interviewer: That teachers get an idea of…

Mother N: Yeah, I think so, because they only know the children without the parents and I think some children behave differently with their parents than they do with their friends.

Interviewer: Yeah. OK. Yeah *(laughs).* Yeah, true…

Mother N: Do you see what I mean?

Interviewer: Yes. Definitely. Yeah, you do get to see children in sort of… we have different roles with different people, don't we?

Mother N: Yeah. Yeah.

Interviewer: …slightly different and we do generally adapt. OK. In terms of your links with the school, I mean, I know you mentioned that you worked here, so I assuming that you do feel quite comfortable coming into the school…

Mother N: Yeah.

Interviewer:… do you think that Family Seal helps parents to feel more comfortable about coming into the school?

Mother N: Yeah, I suppose in a way, but I think the school is quite good in encouraging the parents … they have open days and open afternoons, which encourages the parents to come in anyway and see how the children work, so erm I think it's good because they are coming in to the school while everyone else is in lessons and they get to sort of like hear and just get a general idea of how the school is working when it's working…

Interviewer: Yeah.

Mother N: …rather than just on an open afternoon where everyone is buzzing around and all over the place.

Interviewer: Yeah OK, so it's more a day to day functional aspect.

Mother N: Yeah, yeah.

Interviewer: Do you think that Family Seal helps parents and their teachers understand more about each other?

Mother N: Well, the teachers aren't really involved in it, are they?

Interviewer: Mmm. So I am kind of wondering because it has obviously been suggested that if teachers dropped in that might help that joined up way

Mother N: I think it's probably quite a good idea really, because as I said, the teachers get to see the children with their parents or their parent... or grandparents erm…and they get to kind look down and watch rather than be on the one to one like they are in lessons…

Interviewer:

Mother N: …in the classroom. They're in control, the teachers are, whereas they wouldn't be in Family Seal, because they would be like stepping back and just watching and maybe interacting with the parents

Interviewer: Yeah, OK, so a chance to sort of take more of a back seat role…

Mother N: Yeah.

Interviewer: …but perhaps have a different perspective of the child.

Mother N: Yeah, because if the child did something wrong it's not for the teacher to say, 'Don't do that, because the parent is there to say it

Interviewer: Yeah. OK. That's quite an interesting way of thinking about it. Erm…do you think that the process as we did it had an impact on the teachers?

Mother N: I wouldn't have thought so.

Interviewer: They could cope with it fine, having children coming out of the lessons?

Mother N: Because they were only like having like PE or something… I can't remember what lessons they were having that we pulled them out of,

Interviewer: Yeah, yeah.

Mother N: Erm… but no, I wouldn't have thought it would have made much of an impact.

Interviewer: And the children seemed quite happy coming! *(laughs).*

Mother N: *(laughs)* They were getting biscuits though weren't they!?

Interviewer: Yes, biscuits and drinks were the common ??? They really like the biscuits and the drinks *(laughs).*

Mother N: *(laughs)*

Interviewer: In terms of sort of the actual Family Seal and the Seal material, I mean their aim is to help children understand and manage their feelings better and getting on with others…

Mother N: Uh-hmm

Interviewer: … and obviously *Family* Seal is sort of bringing the parents into that erm… sort of way of thinking and way of talking and Seal is obviously essentially done in school in terms sort of looking at things from the school side of it. How important do you think it is to do that sort of thing in school?

Mother N: What just the Seal? Not the Family…? I think it's quite important. Erm… I'd loved to have had something like that when I was at school just to learn how to talk about how you're feeling and emotions and to learn about why you're feeling a certain way…

Interviewer: Yeah.

Mother N: erm… I sat in….erm… they had an open afternoon – I know we're drifting off a little bit - …

Interviewer: That's all right.

Mother N:… with my daughter, C, and they were doing… with her group of friends… and they were doing 'Feelings and Friends'…

Interviewer: Right…

Mother N:… and I thought that's fantastic! Why, you know, what you have to do to keep your friends and what are friends for and that was really good and I thought this is great, because you're kind of teaching them, but in a fun way.

Interviewer: Yeah. Yeah and do you think that's something then that … I mean I certainly didn't do anything like that when I was at school… do you think that would erm… that would maybe help Child D with his learning?

Mother N: Mmmm.

Interviewer: Do you think that would have an impact on him beyond the actual just talking about thoughts and feelings?

Mother N: I think so, yeah, because it all kind of like goes in doesn't it? But doesn't necessarily work for maybe weeks or months. But I think it's in there and then one day you'll sit there and think, 'Well, yeah, actually, I remember someone actually saying, you know, you should do this and you should do that and maybe it will come out maybe not straight away, but in a little while…

Interviewer: Sort of when it's needed kind of thing.

Mother N: Yeah!

Interviewer: Yeah. OK. Erm… I mean obviously there is a balance in schools in terms of the academic and the actual sort of talking and that sort of thing. Do you think that Seal should be more focussed on or do you think that Family Seal could be promoted more to take on that role a little bit more?

Mother N: I mean Family Seal is great, but I always feel for the children who haven't got their parents there.

Interviewer: Mmmm

Mother N: Who can't come in; they're working…

Interviewer: Yeah.

Mother N: …and they feel a little bit left out and stuff.

Interviewer: Yeah.

Mother N: Whereas if you just do Seal in school, everybody is going to be involved in it…

Interviewer: Right. Yeah.

Mother N:…unless they're ill. But you know, I just think if I wasn't to come, Child D would be really upset, because his friends are going, Friend's son L and Marcus and everybody else if going and I couldn't make it. I knew that it would effect him

Interviewer: Right

Mother N: ??him slightly… you know … pulling your children out and if there's one parent that couldn't do it, I think they'd be a bit upset.

Interviewer: Yeah. That was something that I reflected on actually: whether it had an impact on other children, seeing

Mother N: ???

Interviewer: ???…perhaps they had a parent that couldn't come. If Family Seal was run in perhaps a holiday period, but maybe not necessarily eight weeks, but perhaps a more intensive type thing, do you think that's something you would have accessed as a parent.

Mother N: Yeah, I would have done. Now that I've been to it, definitely. I mean obviously when you go to something you don't know what it's going to be about.

Interviewer: Yeah.

Mother N: But I would definitely do it again and I would recommend it to other people, other parents to do it too.

Interviewer: OK. So that's something to think about for those parents that can't come, because they're working and one of the other suggestions was after school and I don't know whether that fits in with parents who have other children, you know.

Mother N: Yeah, you see I work in the evenings, so that wouldn't have been of any good for me....

Interviewer: Yeah…

Mother N: …but for other parents then it would be. It's difficult to find a good time for everybody.

Interviewer: Pleasing all the people all the time… OK. Erm… I mean, sort of, overall what do you feel you've learned from doing the Family Seal? What would you feel you've taken away in an overall way?

Mother N: Just the fact that I've spent more time with Child D and I appreciate that I needed to spend more time with him… erm…and to say things to him in a different way; not an aggressive way or a negative way, but to try and change it to positive.

Interviewer: Yeah.

Mother N: Praise him more, because he *is* a good boy. He's not very naughty and I never used to praise him that much where I do try to make an effort to praise him a little bit more now and make him feel… wanted. You know what I mean?

Interviewer: Yeah. Yeah. Yeah. Do you think… Can you see the impact of that in him?

Mother N: I think yeah… I think so. I mean I said to him last night I was proud of him, because he's got this thing going on where he's got to stop twitching and stuff. He's doing really well and I said to him 'I'm really proud of you, Child D' and just the look on his face…

Interviewer: Yeah.

Mother N:… it was 'Yay!'

Interviewer: *(laughs)*

Mother N: You know…

Interviewer: Yeah.

Mother N: So, just to treat him more like a … not an adult, but a person rather than a little child, because he's not a little child anymore he's nine.

Interviewer: Yeah.

Mother N: They grow up…

Interviewer: They are growing up, aren't they! Some of the things they come out with you think: that's so mature!

Mother N: Yeah yeah.

Interviewer: Yeah. Erm…I was kind of thinking if there is anything that erm…because obviously when the programme ends…

Mother N: Yeah…

Interviewer: … there are certain things that you have obviously taken from it…

Mother N: Yeah.

Interviewer: … and that you have put in place and you've seen the impact of it… Would there… would there be any sort of mileage in having follow-up or activities, more activities to do at home or more sort of …any extra support really?

Mother N: Erm, well, you gave us things to do at home, which we did and he loved playing games and things, so maybe just a leaflet of things to do… if it's a rainy afternoon or at the weekend, maybe just suggestions of what we could do.

Interviewer: Yeah. So something a bit more concrete than the little bits of paper that…yeah….

Mother N: Because all the games and activities we did were great and they're things I would not necessarily have thought of erm… so suggestions of different things rather than playing Monopoly or Snakes and Ladders or watching a DVD. Different things that we can do.

Interviewer: Yeah. More creative things. Because one of the things we talked about was that after the sessions finished and we've been finished sort of quite a long time is to have almost like a meeting up again where you can share any ideas and perhaps then we could use that opportunity to give out any sort of more concrete materials.

Mother N: Uh-hmm

Interviewer: Is that something that perhaps you might benefit from?

Mother N: Erm… I don't know if I would *benefit* from it. I would go to it erm… but yeah…

Interviewer: Would you feel comfortable talking about perhaps what's worked; what hasn't worked..?

Mother N: Yeah. I wouldn't mind just saying some things I haven't done and some things I have. That wouldn't bother me at all.

Interviewer: In that sort of shared group almost like a 'this is what we did' and…

Mother N: …because it would be interesting to hear if other mothers have continued doing the different activities and things like that and then I would think 'oh gosh maybe I should have done that a bit more!'

Interviewer: *(laughs)* Everyone's different though, aren't they? You know and you're sort of responding to the children. I think that's kind of… that's kind of everything that I could think of to ask you. Is there anything that I should have asked you?

Mother N: No, I don't think so.

Interviewer: Yeah? OK. And is there anything that you would like to tell me or ask me about the programme or even just the interview process or anything?

Mother N: No, I mean I thoroughly enjoyed coming and I know Doug did… well, I hope Doug did!

Interviewer: *(laughs)*

Mother N: I just wish that they were longer… longer sessions.

Interviewer: Yeah OK. That's good to know, because actually at the start we were wrangling with the length and thinking….

Mother N: Yeah.

Interviewer:…it's a new thing: we don't know how it's going to go; we don't know how the parents are going to think of it as…

Mother N: Yeah, yeah.

Interviewer: … you know, whether it's good or not, you know and everyone will say 'oh, they won't want to stay longer than an hour!'

Mother N: I just think because the way that it was set out as well, the fact we all sat down as adults and you chatted about the, you know, whatever subject it was and then we did an activity connecting to that, was great.

Interviewer: Yeah.

Mother N:… because you're kind of like… you're not telling us, but you're… you're teaching us the way that we should do things and then you say, 'Right. Here's your children. Do it.'

Interviewer: Yeah.

Mother N: And that was great.

Interviewer: OK. So you could actually see the link…

Mother N: Oh yeah. Yeah yeah.

Interviewer: …between the discussion bit and the activity.

Mother N: Absolutely! Yeah

Interviewer: That's good, because that shows that actually it was fitting together all right.

Mother N: Yeah. Yeah.

Interviewer: OK. That's brilliant. Erm… and what will you take away from the… from the interview process? Has this been sort of interesting or helpful in any way?

Mother N: It has… yeah. I just think it's fascinating what you're doing…

Interviewer: Right.

Mother N: And erm… I just think the whole thing was so great, because you're trying to get involved with the kids and see how they're working and dragging us along as well! *(laughs)* Do you know what I mean?

Interviewer: *(laughs).* Yeah. Yeah. I have to admit I did love it. I was very worried about it, because like I told you at the end you were the guinea pigs and thank you very much for being guinea pigs!

Mother N: *(laughs)*

Interviewer: Erm…so I think all the way along I was thinking, 'Gosh, I hope this goes well!' Erm, so it was nice to hear at the end that there was a lot of positives…

Mother N: Uhmmm mmm

Interviewer: …for you that came out of it and that's obviously something that we can feed back and hopefully build up more in schools in the local authority. So that's great really. And I think that's everything. The only thing that I would say is that obviously I wouldn't tell Child D what you said and I wouldn't tell you what Child D said, but I would urge you to talk about this. It's quite interesting hearing both of your comments…

Mother N: Oh, really! *(laughs)*

Interviewer: … and you know, I wouldn't say what you said, but it's quite erm… yeah, I think you know there's a good bit there.

Mother N: Oh OK.

Interviewer: Would that be something you'd want to do? Talk about you know, 'Oh, what did you discuss with Helen?'

Mother N: Oh yeah! Yeah. I'd get him over and say, 'What did you say!?!? (laughs)

Interviewer: Because that would be quite an interesting conversation to have actually and it was lovely to hear from both of you so…

Mother N: Yeah. I did say to him, 'Helen's going to come and have a chat with you today.'

Interviewer: Yeah. I erm… I have to say, I saw Sarah the other day and I am so sorry I keep muddling you both up and I muddle your boys up as well! And I went in there and I grabbed him and I said, 'Hello, Doug' and he looked at me, but he came in and he sat down…

Mother N: *(laughs)*

Interviewer:… and then he sat down and I went, 'You're not Doug, are you?'

Mother N: *(laughs)*

Interviewer: …and he'd already taken a biscuit and he said, 'No.' He's just so sweet.

Mother N: I found the letter at the weekend and I said, 'Oh no, I still haven't responded!!!!'

Interviewer: Oh that's lovely. Erm… I'll press 'stop' because we probably don't want that in the trans….

End of interview

Strengths and Difficulties Questionnaire   P 4-16

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months.

Child's Name ....   Male/Female

Date of Birth..

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	☐	☐	☐
Restless, overactive, cannot stay still for long	☐	☐	☐
Often complains of headaches, stomach-aches or sickness	☐	☐	☐
Shares readily with other children (treats, toys, pencils etc.)	☐	☐	☐
Often has temper tantrums or hot tempers	☐	☐	☐
Rather solitary, tends to play alone	☐	☐	☐
Generally obedient, usually does what adults request	☐	☐	☐
Many worries, often seems worried	☐	☐	☐
Helpful if someone is hurt, upset or feeling ill	☐	☐	☐
Constantly fidgeting or squirming	☐	☐	☐
Has at least one good friend	☐	☐	☐
Often fights with other children or bullies them	☐	☐	☐
Often unhappy, down-hearted or tearful	☐	☐	☐
Generally liked by other children	☐	☐	☐
Easily distracted, concentration wanders	☐	☐	☐
Nervous or clingy in new situations, easily loses confidence	☐	☐	☐
Kind to younger children	☐	☐	☐
Often lies or cheats	☐	☐	☐
Picked on or bullied by other children	☐	☐	☐
Often volunteers to help others (parents, teachers, other children)	☐	☐	☐
Thinks things out before acting	☐	☐	☐
Steals from home, school or elsewhere	☐	☐	☐
Gets on better with adults than with other children	☐	☐	☐
Many fears, easily scared	☐	☐	☐
Sees tasks through to the end, good attention span	☐	☐	☐

Do you have any other comments or concerns?

Please turn over - there are a few more questions on the other side

Appendix (viii) – SDQ Parent T2

Strengths and Difficulties Questionnaire   **P4-16**

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of your child's behaviour **over the last month.**

Child's Name ....   Male/Female

Date of Birth...

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	☐	☐	☐
Restless, overactive, cannot stay still for long	☐	☐	☐
Often complains of headaches, stomach-aches or sickness	☐	☐	☐
Shares readily with other children (treats, toys, pencils etc.)	☐	☐	☐
Often has temper tantrums or hot tempers	☐	☐	☐
Rather solitary, tends to play alone	☐	☐	☐
Generally obedient, usually does what adults request	☐	☐	☐
Many worries, often seems worried	☐	☐	☐
Helpful if someone is hurt, upset or feeling ill	☐	☐	☐
Constantly fidgeting or squirming	☐	☐	☐
Has at least one good friend	☐	☐	☐
Often fights with other children or bullies them	☐	☐	☐
Often unhappy, down-hearted or tearful	☐	☐	☐
Generally liked by other children	☐	☐	☐
Easily distracted, concentration wanders	☐	☐	☐
Nervous or clingy in new situations, easily loses confidence	☐	☐	☐
Kind to younger children	☐	☐	☐
Often lies or cheats	☐	☐	☐
Picked on or bullied by other children	☐	☐	☐
Often volunteers to help others (parents, teachers, other children)	☐	☐	☐
Thinks things out before acting	☐	☐	☐
Steals from home, school or elsewhere	☐	☐	☐
Gets on better with adults than with other children	☐	☐	☐
Many fears, easily scared	☐	☐	☐
Sees tasks through to the end, good attention span	☐	☐	☐

Do you have any other comments or concerns?

Please turn over - there are a few more questions on the other side

Appendix (ix) - SDQ Teacher T1

Strengths and Difficulties Questionnaire

P 4-16

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months.

Child's Name ....   Male/Female

Date of Birth...

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	☐	☐	☐
Restless, overactive, cannot stay still for long	☐	☐	☐
Often complains of headaches, stomach-aches or sickness	☐	☐	☐
Shares readily with other children (treats, toys, pencils etc.)	☐	☐	☐
Often has temper tantrums or hot tempers	☐	☐	☐
Rather solitary, tends to play alone	☐	☐	☐
Generally obedient, usually does what adults request	☐	☐	☐
Many worries, often seems worried	☐	☐	☐
Helpful if someone is hurt, upset or feeling ill	☐	☐	☐
Constantly fidgeting or squirming	☐	☐	☐
Has at least one good friend	☐	☐	☐
Often fights with other children or bullies them	☐	☐	☐
Often unhappy, down-hearted or tearful	☐	☐	☐
Generally liked by other children	☐	☐	☐
Easily distracted, concentration wanders	☐	☐	☐
Nervous or clingy in new situations, easily loses confidence	☐	☐	☐
Kind to younger children	☐	☐	☐
Often lies or cheats	☐	☐	☐
Picked on or bullied by other children	☐	☐	☐
Often volunteers to help others (parents, teachers, other children)	☐	☐	☐
Thinks things out before acting	☐	☐	☐
Steals from home, school or elsewhere	☐	☐	☐
Gets on better with adults than with other children	☐	☐	☐
Many fears, easily scared	☐	☐	☐
Sees tasks through to the end, good attention span	☐	☐	☐

Do you have any other comments or concerns?

Please turn over - there are a few more questions on the other side

213

Appendix (x) – SDQ Teacher T2

<div align="center">

Strengths and Difficulties Questionnaire   **T4-16**

</div>

<div align="right">

FOLLOW-UP

</div>

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour **over the last month.**

Child's Name ....   Male/Female

Date of Birth...

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	☐	☐	☐
Restless, overactive, cannot stay still for long	☐	☐	☐
Often complains of headaches, stomach-aches or sickness	☐	☐	☐
Shares readily with other children (treats, toys, pencils etc.)	☐	☐	☐
Often has temper tantrums or hot tempers	☐	☐	☐
Rather solitary, tends to play alone	☐	☐	☐
Generally obedient, usually does what adults request	☐	☐	☐
Many worries, often seems worried	☐	☐	☐
Helpful if someone is hurt, upset or feeling ill	☐	☐	☐
Constantly fidgeting or squirming	☐	☐	☐
Has at least one good friend	☐	☐	☐
Often fights with other children or bullies them	☐	☐	☐
Often unhappy, down-hearted or tearful	☐	☐	☐
Generally liked by other children	☐	☐	☐
Easily distracted, concentration wanders	☐	☐	☐
Nervous or clingy in new situations, easily loses confidence	☐	☐	☐
Kind to younger children	☐	☐	☐
Often lies or cheats	☐	☐	☐
Picked on or bullied by other children	☐	☐	☐
Often volunteers to help others (parents, teachers, other children)	☐	☐	☐
Thinks things out before acting	☐	☐	☐
Steals from home, school or elsewhere	☐	☐	☐
Gets on better with adults than with other children	☐	☐	☐
Many fears, easily scared	☐	☐	☐
Sees tasks through to the end, good attention span	☐	☐	☐

Do you have any other comments or concerns?

<div align="center">

Please turn over - there are a few more questions on the other side

</div>

Appendix (xi) – EL checklist – Pupil

Emotional Literacy Pupil Checklist

Ages 7 to 11

First name .... Surname ....

Date .... Year group ☐   Boy ○   Girl ○

Here are some questions about you. Please try to answer them as honestly as you can. Read each question and then put a tick in one of the boxes. Make sure you do each question.

Here is an example of how to answer the questions. If you do not think you are shy at all, you would tick the box 'not like me at all'.

	Very like me	Quite like me	Only a bit like me	Not like me at all
I am a rather shy person.				✔

Now please answer the rest of the questions.

		Very like me	Quite like me	Only a bit like me	Not like me at all
1	I try to help people when they are unhappy.				
2	I often forget what I should be doing.				
3	I know what things I'm good and bad at.				
4	I often lose my temper.				
5	A lot of people seem to like me.				
6	I get annoyed when other people make mistakes.				
7	I often leave it to the last minute to do my school work.				
8	I can describe how I am feeling most of the time.				
9	I get upset if I do badly at something.				
10	I find it difficult to make new friends.				

Please turn over

		Very like me	Quite like me	Only a bit like me	Not like me at all
11	I know when people are starting to get upset.				
12	I carry on trying even if I find something difficult.				
13	I am easily hurt by what others say about me.				
14	I calm down quickly after I have got upset.				
15	I am usually included in other children's games.				
16	I laugh at other children when they get something wrong.				
17	I make a good effort with most of my school work.				
18	I am good at many things.				
19	I am usually a calm person.				
20	I spend too much time on my own.				
21	I try to help someone who is being bullied.				
22	I find it easy to pay attention in class.				
23	I worry a lot about the things I'm not good at.				
24	I can wait for my turn.				
25	I can make friends again after a row.				

Thank you for filling in this checklist.

GL assessment
the measure of potential

● 128

Appendix (xii) – EL checklist – Parent

Emotional Literacy Parent Checklist

Ages 7 to 11

Child's name _____ Date _____

School _____ Year group ☐   Boy ○   Girl ○

Please look at each statement and put a tick in the box that best describes how you think your child generally is. There are no right or wrong answers. Please make sure you answer each question. Your responses will be treated in strictest confidence.

	Very true	Somewhat true	Not really true	Not at all true
1 Listens to other people's point of view in a discussion or argument.				
2 Gives up easily when things aren't perfect.				
3 Can name or label his/her feelings.				
4 Is quick tempered and aggressive.				
5 Spends too much time alone.				
6 Is tolerant of people who are different from him/her.				
7 Seems able to shut out distractions when needs to focus.				
8 Tends to have feelings of self-doubt/insecurity.				
9 Is liable to sulk if doesn't get his/her own way.				
10 Finds it difficult to make new friends.				
11 Is insensitive to the feelings of others.				
12 When starts a task, usually follows it through to completion.				
13 Can recognise the early signs of becoming angry.				
14 When things go wrong, immediately denies that it is his/her fault or blames others.				
15 Is liked by a lot of people.				
16 Is very critical of others' shortcomings.				
17 Leaves things to the last minute.				
18 Is aware of his/her own strengths and weaknesses.				
19 Rushes into things without really thinking.				
20 Can make friends again after a row.				
21 Gets annoyed when other people get things wrong.				
22 Keeps trying even when faced with something difficult.				
23 Is easily hurt by what others say about him/her.				
24 Is a bad loser.				
25 Mixes with other children.				

Thank you for completing this checklist. Please return the completed checklist to the school.

Appendix (xiii) – EL checklist – Teacher

Emotional Literacy Teacher Checklist

Ages 7 to 11

Pupil's name .... Completed by ....

Date .... Year group ☐   Boy ◯   Girl ◯

Please look at each statement and put a tick in the box that best describes how this pupil generally is. There are no right or wrong answers. Please ensure you answer all the questions.

	Very true	Somewhat true	Not really true	Not at all true
1 Listens to other people's point of view in a discussion or argument.				
2 Gives up easily when faced with something difficult.				
3 Is aware of his/her own strengths and qualities.				
4 Loses temper when loses at a game or in a competition.				
5 Laughs and smiles when it is appropriate to do so.				
6 Is intolerant of people who are different from him/her.				
7 When starts a task or assignment, usually follows it through to completion.				
8 Finds it hard to accept constructive criticism and feedback.				
9 Is liable to sulk if doesn't get his/her own way.				
10 Makes the right kind of eye contact when interacting with others.				
11 Is insensitive to the feelings of others.				
12 Leaves things to the last minute.				
13 Can recognise the early signs of becoming angry.				
14 Remains calm and composed when loses or 'fails' at something.				
15 Is disliked by many of his/her peers.				
16 Is very critical of others' shortcomings.				
17 Does things when they need to be done.				
18 Can name or label his/her feelings.				
19 When things go wrong, immediately denies that it is his/her fault or blames others.				
20 Has a sense of humour and fun that is used appropriately.				

Appendix (xiv) – Ethical approval letter

EXTERNAL AND STRATEGIC DEVELOPMENT SERVICES
uel.ac.uk/qa

Quality Assurance and Enhancement

UEL
University of
East London

MS HELEN WARD
NO.6 SOUTHVIEW
CHARSFIELD
SUFFOLK
ENGLAND
IP13 7PZ

Date: 9 May 2011

Dear Helen,

Project Title:	*THE IMPACT OF FAMILY SEAL*
Researcher(s):	*HELEN WARD*
Supervisor(s):	*MARK FOX*

I am writing to confirm that the review panel appointed to your application have now granted ethical approval to your research project on behalf of University Research Ethics Committee (UREC).

Should any significant adverse events or considerable changes occur in connection with this research project that may consequently alter relevant ethical considerations, this must be reported immediately to UREC. Subsequent to such changes an Ethical Amendment Form should be completed and submitted to UREC.

Approval is given on the understanding that the 'UEL Code of Good Practice in Research' (www.uel.ac.uk/qa/manual/documents/codeofgoodpracticeinresearch.doc) is adhered to.

Yours sincerely,

Merlin Harries
University Research Ethics Committee
Email: **m.harries@uel.ac.uk**

Docklands Campus, University Way, London E16 2RD
Tel: +44 (0)20 8223 3322   Fax: +44 (0)20 8223 3394   MINICOM 020 8223 2853
Email: r.carter@uel.ac.uk

219

Appendix (xv) – Consent letter to parents

Educational Psychology Service
XXXX
XXXX
XXX

Enquiries to: Helen Ward
Tel: xxxxxxxxx
Fax: xxxxxxxxx
Email: xxxxxxxxxxxxx
Web: xxxxxxxxxxxxx
Date: 14th February 2011

Dear Mrs   ,

Thank you for attending the **Family SEAL** programme, I'm sure your support means a great deal to   . I hope that you find the course interesting and enjoyable; we aim to have fun!

I look forward to hearing any comments that you would like to make along the way that might improve the course in the future so please do feel free to talk to me or email at any time.

Another way that we like to find out how effective a course has been is by evaluating it using questionnaires. As you know, the Family SEAL programme's aim is to help children in developing social and emotional skills. The questionnaires enclosed with this letter helps us gain an idea of whether or not the programme has had an impact on the children's development in these areas. Please would you be kind enough to fill out the questionnaires and return it to me? If you have any questions, I will be more than happy to answer them.

In addition, we feel that it is extremely important to gain the children's points of view in all areas that affect them. It would be helpful for us to gain an idea of whether the programme has had an impact on the children from their perspective. With your permission, I would like to use a short questionnaire to ask the children their thoughts and feelings about school and friendships. You are more than welcome to see a copy of the questionnaire if you wish.

Thank you once again for your support and I look forward to sharing some enjoyable times with you and   over the next few weeks.

With best wishes,

Helen Ward
Trainee Educational Psychologist

I give my permission for   to take part in a questionnaire survey to evaluate the effectiveness of the Family SEAL programme.

Name.…………………………………………..
Signed…………………………………………..

Appendix (xvi) – Consent form Child

The Impact of Family SEAL

Project Description

The Family SEAL project helps children get on better in school by learning ways to talk about their feelings and to get along with others. Now that you have finished the Family SEAL sessions, I would like to talk to you about what you thought about doing the activities.

Confidentiality of the Data

When I ask you questions it will be important that you are as honest as you can be. There are no right or wrong answers so you can tell me exactly what you think. I will record what you say on a tape machine and then write it down too. You don't have to worry though; no one will know that it was you who told me because I will use a special, secret code when I write down what you said! If you don't want to answer a question or if you don't want me to write something down that you have said, that's ok, you can tell me. All the information that you give me will be looked after in a special locked place and no one will be able to get it. Also, I will make sure that it all gets destroyed when I have finished my project.

If you want to stop talking to me about Family SEAL, you can ask to stop at any time you like. If you get upset about anything, you can tell your mum, dad or the person who looks after you; or one of the other adults and we will listen to you and find someone to help you. You might also have filled out some questionnaires about some of your thoughts and feelings. With your permission, I would like to use your scores from the questionnaires in my project. Thank you very much for helping me with this project. It's really great that you can do this project because it will help me learn how to help other children in schools in the future.

The Impact of Family SEAL

I have the read the information about the project and how I am going to help with it and I have been given a copy of the information to keep. An adult explained what the project is about and why we are going to do it and I have been able to ask her any questions about it. I understand what it is all about and what I will be doing.

I understand that no one will know that it was me that gave the answers to the questions and that my answers will be kept locked in a safe place and will be destroyed when the project is finished.

I am happy to join in with the project and help by giving my answers as honestly as I can. I know that if I don't want my answers to be used in the project, I can ask to have them taken out.

Participant's   Name   (BLOCK   CAPITALS)
……………………………………………………………………………

Participant's   Signature
………………………………………………………………………………….

Investigator's   Name   (BLOCK   CAPITALS)
……………………………………………………………………………

Investigator's   Signature
…………………………………………………………………………………

Date:
………………………………………………………………………………………….……

221

Appendix (xvii) – Consent form – Parent

<u>The Impact of Family SEAL</u>

Project Description

The Family SEAL project helps children get on better in school by learning ways to talk about their feelings and to get along with others. Now that you have finished the Family SEAL sessions, I would like to talk to you about what you thought about doing the activities.

Confidentiality of the Data

When I ask you questions it will be important that you are as honest as you can be. There are no right or wrong answers so you can tell me exactly what you think. I will record what you say on a tape machine and then transcribe a copy too. All of your answers will be kept made anonymous so on one will know that it was you who said it. Also, your answers will not be shown to anyone except my university research tutor and the person who examines this research. The information that you give me will be kept on encrypted hardware and all information will be destroyed after the project is finished. You might also have filled out some questionnaires about your child's strengths and difficulties and about how he or she thinks and feels about certain things. With your permission, I would like to use the scores from the questionnaires in my project; these will also be anonymous.

If you feel upset by anything at any point during our conversation, please let one me know and I will listen to you and do what I can to help you. This might mean suggesting that you talk to someone else from outside the school who can help.

You are not obliged to take part in this study, and are free to withdraw at any point. Should you choose to withdraw, you may do so without disadvantage to yourself and without any obligation to give a reason.

Thank you very much for helping me with this project. Your participation is very much appreciated and will help me to understand how to help children better in future.

<u>The Impact of Family SEAL</u>

I have the read the information relating to the above programme of research in which I have been asked to participate and have been given a copy to keep. The nature and purposes of the research have been explained to me, and I have had the opportunity to discuss the details and ask questions about this information. I understand what it being proposed and the procedures in which I will be involved have been explained to me.

I understand that my involvement in this study, and particular data from this research, will remain strictly confidential. Only the researchers involved in the study will have access to the data. It has been explained to me what will happen once the experimental programme has been completed.

I hereby freely and fully consent to participate in the study which has been fully explained to me.

Having given this consent I understand that I have the right to withdraw from the interview without disadvantage to myself and without being obliged to give any reason.

Participant's   Name   (BLOCK   CAPITALS)
....
Participant's   Signature
....
Investigator's   Name   (BLOCK   CAPITALS)
....
Investigator's   Signature
....

Date: ....

Appendix (xviii) – Consent form – Teacher/Facilitator

The Impact of Family SEAL

Project Description
The Family SEAL project helps children get on better in school by learning ways to talk about their feelings and to get along with others. Now that the Family SEAL sessions have finished, I would like to talk to you about what you thought about the programme and any impact you think it had.

Confidentiality of the Data

When I ask you questions it will be important that you are as honest as you can be. There are no right or wrong answers so you can tell me exactly what you think. I will record what you say on a tape machine and then transcribe a copy too. All of your answers will be made anonymous and confidentiality will be respected. Your anonymised answers will not be shown to anyone except my university research tutor and the person who examines this research. The information that you give me will be kept on encrypted hardware and all information will be destroyed after the project is finished.

If you feel upset by anything at any point during our conversation, please let me or a member of staff know and we will endeavour to help as best we can.

You are not obliged to take part in this study, and are free to withdraw at any point. Should you choose to withdraw, you may do so without disadvantage to yourself and without any obligation to give a reason.

Thank you very much for helping me with this project. Your participation is very much appreciated and will help me to understand how to help children better in future.

The Impact of Family SEAL

I have the read the information relating to the above programme of research in which I have been asked to participate and have been given a copy to keep. The nature and purposes of the research have been explained to me, and I have had the opportunity to discuss the details and ask questions about this information. I understand what it being proposed and the procedures in which I will be involved have been explained to me.

I understand that my involvement in this study, and particular data from this research, will remain strictly confidential. Only the researchers involved in the study will have access to the data. It has been explained to me what will happen once the experimental programme has been completed.

I hereby freely and fully consent to participate in the study which has been fully explained to me. Having given this consent I understand that I have the right to withdraw from the interview without disadvantage to myself and without being obliged to give any reason.

Participant's   Name   (BLOCK   CAPITALS)
....

Participant's   Signature
....

Investigator's   Name   (BLOCK   CAPITALS)
....

Investigator's   Signature
....

Date: ....

Appendix (xix) – Table of scores – SDQ

SDQ measure scores – parent and teacher ratings

Child	School	Rater	Conduct problems		Hyper-activity		Peer problems		Pro-social behaviour		Emotional		Total	
			T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Martin	Mnstrm	Teacher	2	2	6	4	2	1	2	2	8	8	18	15
Tyler	Mnstrm	Teacher	0	0	2	0	0	0	10	10	1	3	3	3
		Parent	0	0	0	0	0	1	10	10	0	2	0	3
Abbie	Mnstrm	Teacher	0	0	0	0	0	0	10	10	0	0	0	0
Colin	Mnstrm	Parent	1	1	5	5	0	1	8	10	1	0	7	7
Rachel	Mnstrm	Parent	2	5	2	2	1	2	8	7	0	0	5	9
Doug	Mnstrm	Parent	0	0	8	6	1	0	8	10	0	2	9	8
Keiran	PRU	Teacher	6	4	7	3	5	4	2	5	1	2	19	13
		Parent	6	6	8	8	8	8	7	7	1	4	23	26
Connor	PRU	Teacher	2	1	3	2	2	0	3	5	0	1	10	4
		Parent	7	3	9	9	6	6	2	4	6	6	28	24
Laura	PRU	Teacher	0	0	0	0	1	2	10	10	2	0	3	2

Cells highlighted in red indicate 'high needs' (Goodman, 1997)

Appendix (xx) – Table of scores – EL

<u>EL measure scores – parent, teacher and child ratings</u>

Child	School	Rater	Empathy		Motivation		Self-awareness		Self-regulation		Social Skills		Total	
			T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Martin	Mnstrm	Child											84	90
		Teacher	9	12	8	7	9	11	9	13	9	12	40	55
Doug	Mnstrm	Child											85	81
		Parent	16	18	11	12	12	13	15	16	20	19	74	74
Lee	Mnstrm	Child											52	73
Tyler	Mnstrm	Child											79	72
		Teacher	13	13	15	15	13	13	16	16	11	14	68	71
		Parent	19	19	15	17	15	14	16	17	20	20	85	87
Carrie	Mnstrm	Teacher	14	13	12	13	9	12	14	14	13	14	62	66
Abbie	Mnstrm	Teacher	13	16	16	16	14	15	16	16	16	16	73	77
Colin	Mnstrm	Parent	16	17	15	12	15	15	13	13	18	20	77	77
Rachel	Mnstrm	Parent	15	13	14	11	14	14	13	12	16	17	72	67
Connor	PRU	Child											67	48
		Teacher	7	8	11	12	10	13	6	8	14	13	48	54
		Parent	6	10	8	8	10	11	5	7	9	14	38	50
Kieran	PRU	Child											79	77
		Teacher	4	7	6	9	10	11	4	4	9	12	33	43
		Parent	11	10	13	10	12	13	6	7	19	16	63	56
Laura	PRU	Teacher	16	16	15	14	12	15	16	15	16	14	75	74

Cells highlighted in red indicate the pupil, parent and teacher checklist cut-off band for scores considered to be 'well below average' and 'in need of intervention, (Faupel, 2003, p. 28)

Appendix (xxi) Interview Transcription

Interviewer: OK. Hello. Thank you for talking to me today. Erm… we are going to talk about Family Seal. A little bit about Family Seal. So, do you want to tell me a bit about what you thought about doing Family Seal sort of overall?

Child D: It was really fun, because normally I don't …don't get to do stuff with my mum but this was a chance to do like all the kind of fun stuff.

Interviewer: OK! All right. So, erm what particular things fun things did you think were good?

Child D: I liked the egg and spoon race…

Interviewer: Right…

Child D: …building them big castles and the party.

Interviewer: Fantastic. OK. So what was it about those things that you liked in particular?

Child D: I like to have a change and that party was just like a day off from having hard work at school.

Interviewer: Right, so it was a bit of fun was it compared to school? What was it erm what was it like working with mum?

Child D: It was cool 'cause at home like when we do stuff together it's really small but when we get to do stuff with other people.

Interviewer: Uh-hum. So when you mean with other people, do you mean other people in the Family Seal Group?... yeah. OK. So what was good about working with other people in the group?

Child D: 'Cause normally they like go off and do their own stuff but now we get to like bond together and like we get to make new friends.

Interviewer: OK. So when you did the activities in Family Seal did you find you were talking to people you perhaps wouldn't normally talk to then?

Child D: Yeah, 'cause normally they just go off and do their own game.

Interviewer: Ok. That's good. Erm so was their anything difficult about the Family Seal Group do you think?

Child D: Erm. No.

Interviewer: OK and was there anything a bit difficult or strange about working with mum in school?

Child D: No, it was cool.

Interviewer: Yeah you liked that did you? OK. Good stuff. Erm do you think that erm anything has changed because you did Family Seal? Have you noticed anything?

Child D: Yeah it is, cause normally like erm we can't do stuff together like because normally I'm on Playstation but now we try badminton and stuff together.

Interviewer: Oh brilliant and you've started doing that since you did the Family Seal? That's really good. So did you sit down and decide what activity you were going to do or did someone just suggest ' oh we'll do badminton'

Child D: Yeah. Mum suggested we do badminton and my sister ??? and we just had a go at snakes and ladders.

Interviewer: Fantastic. Yeah. So, did you do any of the activities that you did in Family Seal at home as well?

Child D: Erm…I don't know where my mum's put the folder.

Interviewer: (*laughs*) We'll have to ask her later. OK. Did you notice that erm sort of… did you think that mum had changed in any way from doing Family Seal?

Child D: Yeah.

Interviewer: OK. What… what do you think has changed?

Child D: She's more like when I ask her to do something she like normally says like 'oh, can we do it later, because this is happening' but now like ??? she says 'OK, I can do this one later.'

Interviewer: OK. Brilliant. So do you think you do more things with your mum now?

Child D: Yeah.

227

Interviewer: That's brilliant. OK and you do you think that you do anything different with anyone else in your family?

Child D: Nope.

Interviewer: No? Just mum. OK. That's really good and and is that nice doing more things with mum?

Child D: Yeah.

Interviewer: Yeah? What's good about that then?

Child D: Because we get to bond more together because normally she was ?ironing and I was on the Playstation, but now we're just bonding.

Interviewer: OK. That sounds really good. That sounds brilliant. OK and what sort of things… what activities didn't you like as much in Family Seal?

Child D: Erm… Hmmm… That erm thing where you had to clap you hand in like that story thing was hard.

Interviewer: It was wasn't it! I remember that and I've done it again and I still found it hard. Yes. So what was difficult about it?

Child D: You think it's… when you say a word and you get mixed up with another word and you clap like twice or something.

Interviewer: Yep, yep and you get muddled up. Yes. You've got good memories, you lot, you've remembered lots about the Family Seal. Erm. OK. So do you think when you did the… do you remember ages and ages ago when you did erm the story about the children and the tree and you erm did that big presentation in front of the parents where you acted out then ending of the story? Do you remember that? When we went into the hall …and you sang the H-School song and the parents came in to watch you and then you did the activity where you drew around the hand.

Child D: Yeah.

Interviewer: Yes. Do you remember that? When you did those stories in class about the children that saw the magic tree full of the food and the villagers then turned them away. Did you think that was er a good thing to do in class?

Child D: No.

Interviewer: No? What was not good about it?

Child D: ?? I don' t know what you mean by it.

Interviewer: That's all right. We did erm I don't know if you remember, but ages ago in Teacher H's class I came in and we did… we went into little groups didn't we? And we talked about erm we read a story about the children, who went up to the village and they saw the tree that was full of food and every time they took food off the tree the food grew again and they asked the people in the village if they could have some food and the people went 'No! Go away. It's our tree' and then in your groups you all did little activities didn't you where you acted out the ending? Erm what … did you did you like doing that or was that not very good?

Child D: That was fun.

Interviewer: OK. What did you like about doing that? What was fun about it?

Child D: Because normally we don't get to act out stuff ??you just get to do like maths?? the kind of thing where you can do like drama and stuff.

Interviewer: OK and was it fun sort of talking about erm how those children might have been thinking or feeling?

Child D: Yeah.

Interviewer: Yeah? What was good about it?

Child D: 'Cause normally like…erm… we don't… we don't normally like think about like their feelings, we just think about like what are their…what… what do you think they're doing, but that time we got to think about like what would you feel if that happened to you.

Interviewer: OK. Yeah. And do you think that would help you in school?

Child D: Yeah.

Interviewer: Yeah? How do you think that might help you?

Child D: Because erm…'cause it's better to do your …??like think about your fears than to ?? think about what you are doing.

Interviewer: Uh hum.

Child D: And then if you like … because if I don't like do my feelings I sometimes like I just go off sit on a bench by myself.

Interviewer: Right. OK. And then if you talk about your feelings do you find that it's better?

Child D: Yeah.

Interviewer: … OK… than going off and just keeping it to yourself. OK. That sounds really good. Was there anything bad or difficult about doing those those sort of activities… about thinking about the children's feelings?

Child D: No, it was really fine.

Interviewer: It was OK was it? OK. Good. Do you think it's imp… Do you think it would be good to do more of that sort of things in school?

Child D: Yeah.

Interviewer: What do you think would be good about doing more of those things?

Child D: Because… like we're doing??playscripts?? and like stuff now and like we think about like their expression on their face, but we don't think about their feelings and I want to know about their feelings more than their facial expressions.

Interviewer: OK. That sounds like a really good idea because it's feelings that usually make the facial expressions isn't it? So I guess you need to understand that don't you? That's really clever. OK. Erm … what was it like erm for the coming out of lessons to do Family Seal?

Child D: Erm… it was good because like ?? like the stuff that we do ??   a break of school like a couple or minutes… a couple of minutes of fun.

Interviewer: Yeah. So you thought it was fun to come out did you?

Child D: And to have something to eat!

Interviewer: Yeah. Yes the biscuits were quite popular, I think. Yeah. Erm and was it like… what was it like to work with Fiona and me?

Child D: It was cool 'cause I've seen Fiona twice now 'cause she used to do massage classes.

Interviewer: That's right, yeah.

Child D: …and erm it was fun because like if there was just one person it would be harder to understand what they meant.

Interviewer: OK. So it was helpful having two people because you could understand them. Was there any time when you didn't understand what we… what was going on in the Family Seal?

Child D: No.

Interviewer: OK and did you feel that if you didn't understand you… what do you think you might have done if you didn't understand?

Child D: When we like had a ??? went up to you and asked and say I didn't understand.

Interviewer: OK. Would that have been OK? You would have felt all right about doing that? OK. Super. Do you think there is anything that we could have done to make the sessions better? What do you think would have made them better?

Child D: Erm…It would have been better if there was chocolate cake!

Interviewer: (*laughs*) Chocolate cake! OK. We had chocolate cake on the party didn't we? We saved it up for the end. Erm…and do you think anything … what could we have done to make the whole session better?

Child D: It could have been like a couple of more minutes.

Interviewer: You think a little bit longer could have been helpful? Because sometimes we were a bit rushed at the end weren't we? Yeah? Do you think the activities were good or what could have made them better?

Child D: If you like you had like …you have like… a kind of like… you had more like activities where we had to use our brain to concentra…concentrate and like some like when we had to like and like some more quizzes.

Interviewer: Yeah. OK. More thinking things then as well. That would have been quite good wouldn't it, because we did some concentration activities. OK. Erm do you think… what do you think is good about doing something like this in school compared to doing it out of school?

231

Child D: 'Cause like we don't have a egg and spoons at home, well only proper eggs and proper spoons.

Interviewer: Right! And that would have made a mess!

Child D: And at home my mum has to like all the housework but at here we like… we just like do stuff like what you tell us to do and we don't have to do anything else.

Interviewer: OK. So it's kind of special time do think? That's good. And what do you think it would have been like if perhaps Teacher R or Teacher C had come and joined one or two of the sessions with us?

Child D: Well that's even better because like there's like more people to help us.

Interviewer: That would have been OK? You wouldn't have felt funny about that?

Child D: No.

Interviewer: That's good. And if you think about erm sort of what you would tell other people about doing Family Seal? What do you think… what message would you give to other children?

Child D: I would say it's the ??? and you should join the erm Seal because it's better to bond with your mum because normally you just take her for granted.

Interviewer: OK. So what do you think differently about your mum now? Do you think anything's changed about how you…?

Child D: Yeah.

Interviewer: Yeah? Could you explain that a little bit more?

Child D: 'Cause erm.. like we do more stuff together like erm we play badminton and we play my sister's … we do challenges to each other.

Interviewer: Yeah? You do challenges? Yeah? What sort of things do you challenge each other?

Child D: Like sometimes we do like a quiz or we play er… we sometimes play Scrabble.

Interviewer: Ah brilliant! Oh, I like Scrabble. I play Scrabble with my mum actually. Fantastic. If you had to have a message for parents, what do you think you might tell parents about doing it?

Child D: You should do it because you get to bond with your family more.

Interviewer: OK and do you think…how do you think it would help parents then?

Child D: Erm like 'cause normally like you think you can't do stuff because you're like all tied up but once you have done this like it's a time when you get to do stuff and you won't be tired out or anything.

Interviewer: Brilliant. OK. So you think it will help parents to learn how to make that time for their children? Yeah? OK. That's really interesting. Erm…are there any questions that I *should* have asked you?

Child D: Nope.

Interviewer: No? OK. And do you think that erm there are things from Family Seal that you will carry on doing in the future?

Child D: Yeah. There's a lot.

Interviewer: Yeah? What do you think you might do in the future?

Child D: Like in the future we might like try and go to a park and like have a game of rounders of something

Interviewer: Oh that sounds like fun.

Child D: We'll try and like ?? the ?? egg and spoon race.

Interviewer: Ohhh! That would be brilliant. Yeah. And have you spent any time talking about anything you did with Family seal with your friends?

Child D: Erm normally I just like go off and play a game 'cause I'm thinking of something at that time.

Interviewer: Yeah. So you've got other things on your mind. And do you think mummy has talked about anything with her friends?

Child D: I don't know…

Interviewer: No?

Child D: …because I am normally on the Playstation or playing out the front.

Interviewer: Right OK. So that's something I'll have to ask mummy. And erm is there any question that you want to ask me?

Child D: Erm … nope.

Interviewer: No? OK. That's great. And erm… what do you think about doing this interview? What was that like?

Child D: Erm… it was erm… it was good because I didn't like tell all the information like how I felt and stuff.

Interviewer: Yeah. OK and thank you very much, because you did tell me loads of information and that was really helpful so thank you. And if there's nothing else I'll press the 'stop' button but if there's anything else you want to tell me…

Child D: No.

Interviewer: No? Thank you ever so much, Doug, that's fantastic. I'll press the 'stop' button…*End of interview*

Appendix (xxii) – Familiarisation with data – sensing themes and codes - extract

Outcomes			
Self awareness Self expression	**Behaviour Reframing language**	**Developing/building Relationships**	**Motivation**
Feelingsometer Used at home to express anger – ack helpfulness as diff to use voice – Ch.L	Parent making conscious effort not to shout – seeing impact – ch coming back down stairs after strop if just left –M.S	Building relationships at home – playing board games – Ch.L Playing cards with mum and sister more now – didn't before– Ch.A 109 Playing games with sister. Ch.D 49 Sharing learning – M.G. 297.	Completed motivation chart – felt negative about it – Ch.L
	Noticing positive personal impact - stressed person – M.S Mum feels better about not shouting – explaining instead. M.N. 504 & 44	Opportunities to do activities together that wouldn't happen at home – 'me and him time'. Need to do this M.N. 16 & 502 Also ack presence of other adults – Ch.L PRU 89.	Team games providing opps for self – efficacy and motivation. M.V 585
	Noticing impact on behaviour of using +ve lang – doing things quicker. M.N. 35 Mum reframes lang – thinking about impact 'accusing' ch respond better M.V 149	Opportunities to do things with mum – not normal, fun Ch.D 6, 42, 214 Ch. R 12, 9. Ch ack different to play with mum – didn't do before – Ch.L PRU 63 – 80.	
	Reframing hard – habitual – trumpet – M.V 1608.	Make new friends with other children. Ch.D 25	
	Using reframing language and taking time to think – giving consequences – stepping back a bit – thinking, not reacting. F.T 497 - 528	**Protected time** Protected time - M.G 7 & 23- 40 FS provides opportunities to bond – special time –Ch.D 250 Sets aside time – not easy with job and other children. M.V 12	

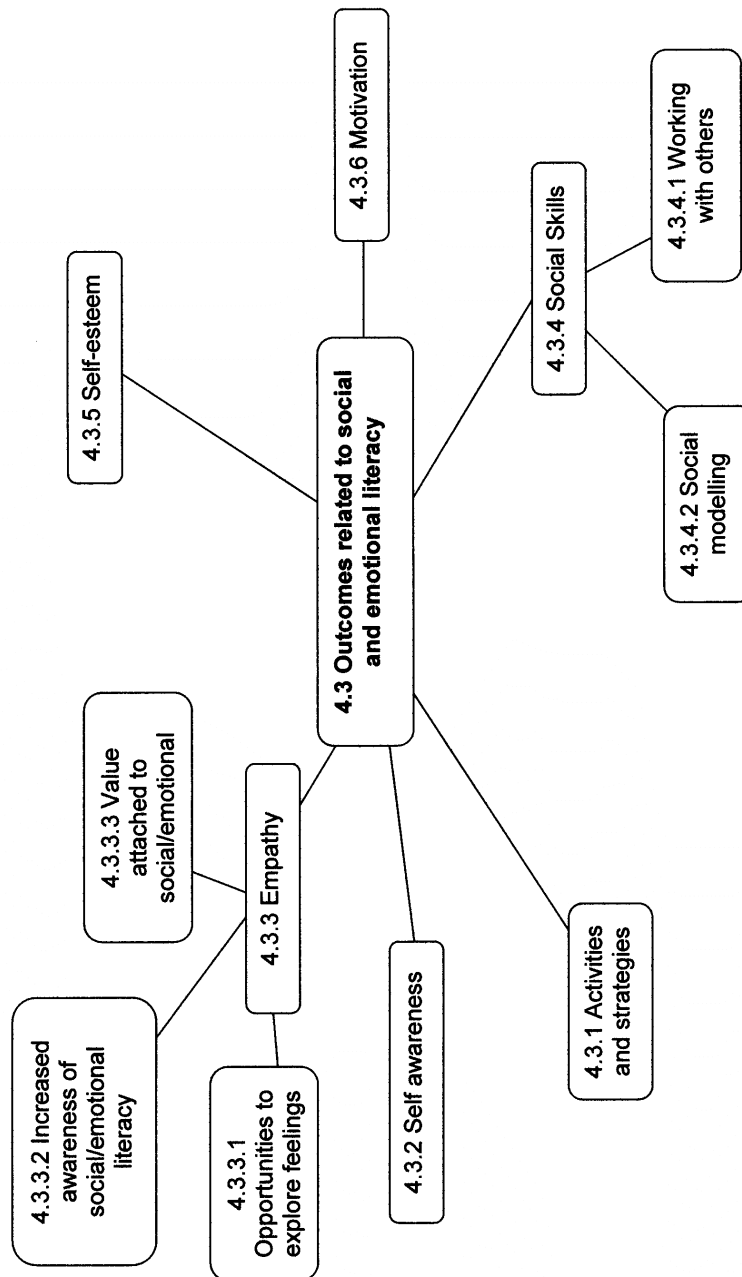|			
		M.F 356.	
		1:1 time – M.J. 857	
		Never wasted time – precious to spend time with ch – teacher's own perspective 180	
		Teacher ack opp to build relationship with step child- help dev social and emotional skills. 227 - 231	
	Noticing parents picked up on reframing Fac.B 394	**<u>Parents aware that children value time together.</u>** Mum indicating imp. To child of spending 1:1 time together. M.V 18 – 48 Ch enjoyed working with mum and others – Ch.R 63 Ch. Very important to ch.to spend time with just mum – Ch.R 89 Ch from split family told mum loves being with her – M.F. 64 & 327. 429. Ch values mum coming in – M.J 169, 216 Ch identifies fun thing for mum is being with him – Ch.L 126 PRU	
		Value of 1:1, getting to know ch. M.I. 69	
		Building relationships with other parents – more at PRU – shared diffs? M.I. 192. Fac.B 415 &426 Mainstream 419 Fac. J 2	
		Role for FS – keep doors open. Fac.J 6	

Appendix (xxiii) – Generating a Process codebook

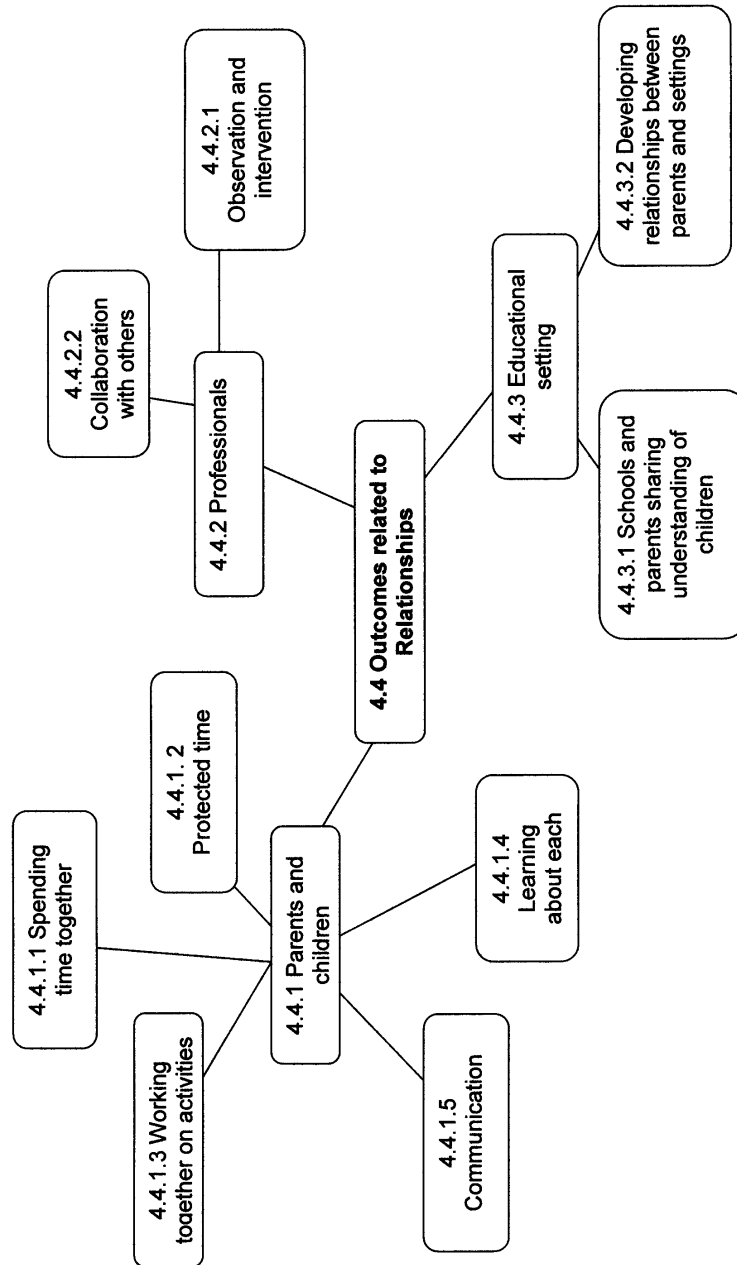| Code		Description
1	Refreshments	Children and parents discuss feeling positive about having tea, coffee, biscuits etc.
2	Clarity of role	Adults discuss problematic issues re. parenting roles associated with discipline
3	Length of session	Adults and children share their thoughts about the sessions being too short
4	Children's involvement	Adults discuss how and when to involve the children.
5	Timetabling	Adults discuss issues related to
6	Familiarity with children	Facilitators discuss importance of being familiar with PRU children
7	Familiarity with Family SEAL materials	Facilitators discuss issues related to interpreting and being familiar with course materials
8	Links to school SEAL curriculum	Adults discuss issues related to Family SEAL linked to school SEAL
9	Information	Adults discuss issues regarding awareness of SEAL
10	Facilitators	Adults discuss value placed on professional facilitators.
11	Collaboration	Adults discuss benefit from working
12	Recruitment	Adults discuss issues relating to successful recruitment
13	Reflection	Adults and children discuss benefits of building reflection time into the programme
14	Group make-up and numbers	Parents and children discuss benefit of having friends on course.
15	Course content	Adults and children discuss views on course content
16	Setting	Adults share views on the setting of the course
17	Additional support	Adults and children discuss ideas about additional support from professionals

Appendix (xxiv) – Generating an Outcomes codebook - extract

Code		Description
RELATIONSHIPS		
Relationships with each other		
4	Perception of time together	Children and parents discuss feeling positive about having time together.
1	Shared activities	Children and parents discuss developing relationships through shared activities
1a	New friends	Children discuss building new relationships
2	Special time	Children and adults talk about protected time together
3	Novel activities	Children and adults discuss idea that they are doing things they wouldn't normally do
22	Communication	Parents discuss better communication improving relationship
26	Developing understanding	Adults discuss finding things out about children and knowing them better
6	Professional observation and intervention	Adults discuss benefits of professionals being able to offer support and strategies
35b	Collaboration	Adults discuss benefits of working with other professionals
Relationship with setting		
34	School and parents working together	Parents discuss benefits to children of school and parents sharing experience.
35	Perceptions of PRU	Adults discuss changed perception of PRU
35a	Comparison of PRU and mainstream	Parents discuss feeling differently about doing Family SEAL in mainstream and PRU
35c	Increased understanding in mainstream	Adults discuss benefits to mainstream settings - - developing better understanding of parents' situation
22	Increased communication between school/PRU and parents	Adults discuss opportunity to increase communication between settings and parents

Appendix (xxv) – Thematic map One – Outcomes related to social and emotional literacy
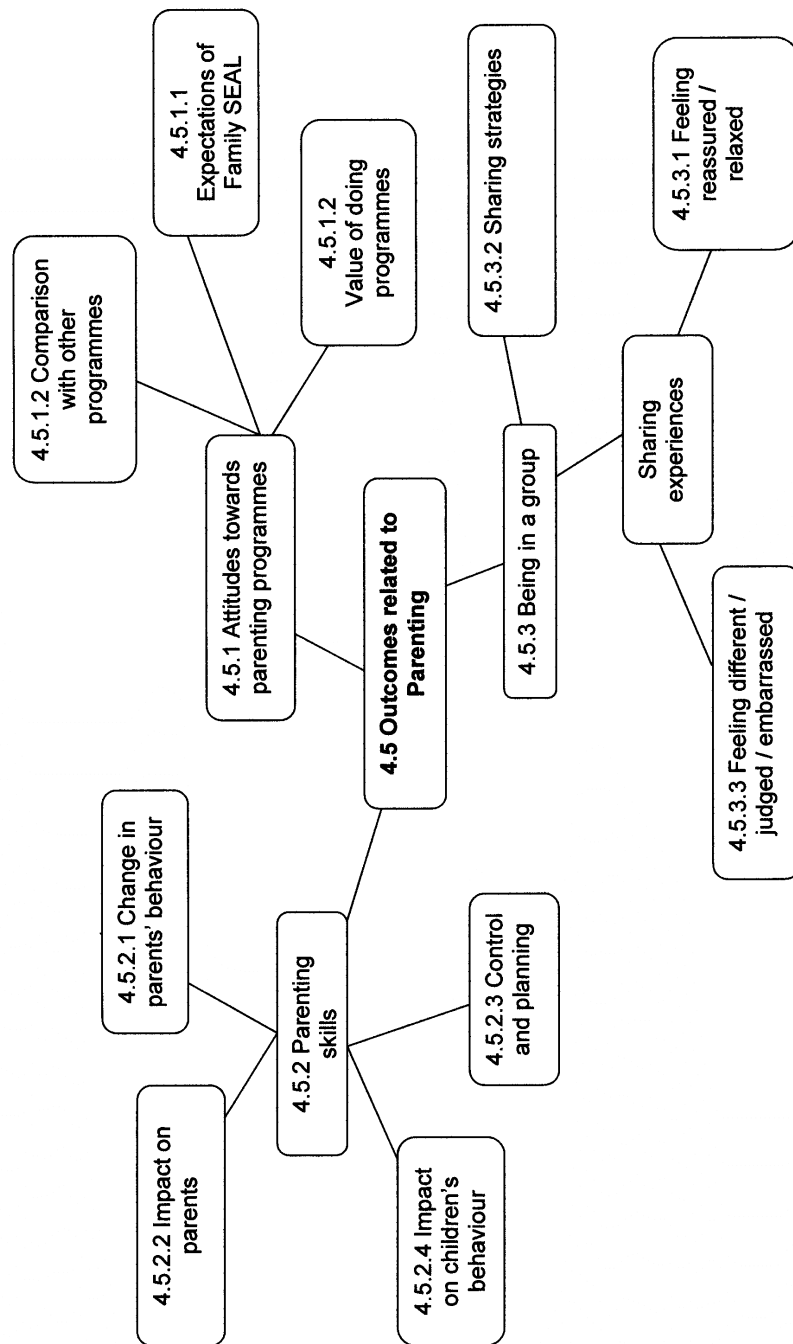

4.3.6 Motivation

4.3.4.1 Working with others

4.3.5 Self-esteem

4.3.4 Social Skills

4.3 Outcomes related to social and emotional literacy

4.3.4.2 Social modelling

4.3.3.3 Value attached to social/emotional

4.3.3 Empathy

4.3.3.2 Increased awareness of social/emotional literacy

4.3.3.1 Opportunities to explore feelings

4.3.2 Self awareness

4.3.1 Activities and strategies

Appendix (xxvii) – Thematic map Three – Outcomes related to parenting

- 4.5.1.1 Expectations of Family SEAL
- 4.5.1.2 Value of doing programmes
- 4.5.1.2 Comparison with other programmes
- 4.5.1 Attitudes towards parenting programmes
- 4.5 Outcomes related to Parenting
- 4.5.3.2 Sharing strategies
- 4.5.3.1 Feeling reassured / relaxed
- 4.5.3 Being in a group
- Sharing experiences
- 4.5.3.3 Feeling different / judged / embarrassed
- 4.5.2.1 Change in parents' behaviour
- 4.5.2.2 Impact on parents
- 4.5.2 Parenting skills
- 4.5.2.3 Control and planning
- 4.5.2.4 Impact on children's behaviour

Appendix (xxviii) – Table showing children's EL scores

EL measure scores – parent, teacher and child ratings

Child	School	Rater	Empathy		Motivation		Self-awareness		Self-regulation		Social Skills		Total	
			T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Martin	Mnstrm	Child											84	90
		Teacher	9	12	8	7	9	11	9	13	9	12	40	55
Doug	Mnstrm	Child											85	81
		Parent	16	18	11	12	12	13	15	16	20	19	74	74
Lee	Mnstrm	Child											52	73
Tyler	Mnstrm	Child											79	72
		Teacher	13	13	15	15	13	13	16	16	11	14	68	71
		Parent	19	19	15	17	15	14	16	17	20	20	85	87
Carrie	Mnstrm	Teacher	14	13	12	13	9	12	14	14	13	14	62	66
Abbie	Mnstrm	Teacher	13	16	16	16	14	15	16	16	16	16	73	77
Colin	Mnstrm	Parent	16	17	15	12	15	15	13	13	18	20	77	77
Rachel	Mnstrm	Parent	15	13	14	11	14	14	13	12	16	17	72	67
Connor	PRU	Child											67	48
		Teacher	7	8	11	12	10	13	6	8	14	13	48	54
		Parent	6	10	8	8	10	11	5	7	9	14	38	50
Kieran	PRU	Child											79	77
		Teacher	4	7	6	9	10	11	4	4	9	12	33	43
		Parent	11	10	13	10	12	13	6	7	19	16	63	56
Laura	PRU	Teacher	16	16	15	14	12	15	16	15	16	14	75	74

Cells highlighted in red indicate the pupil, parent and teacher checklist cut-off band for scores considered to be 'well below average' and 'in need of intervention, (Faupel, 2003, p. 28)
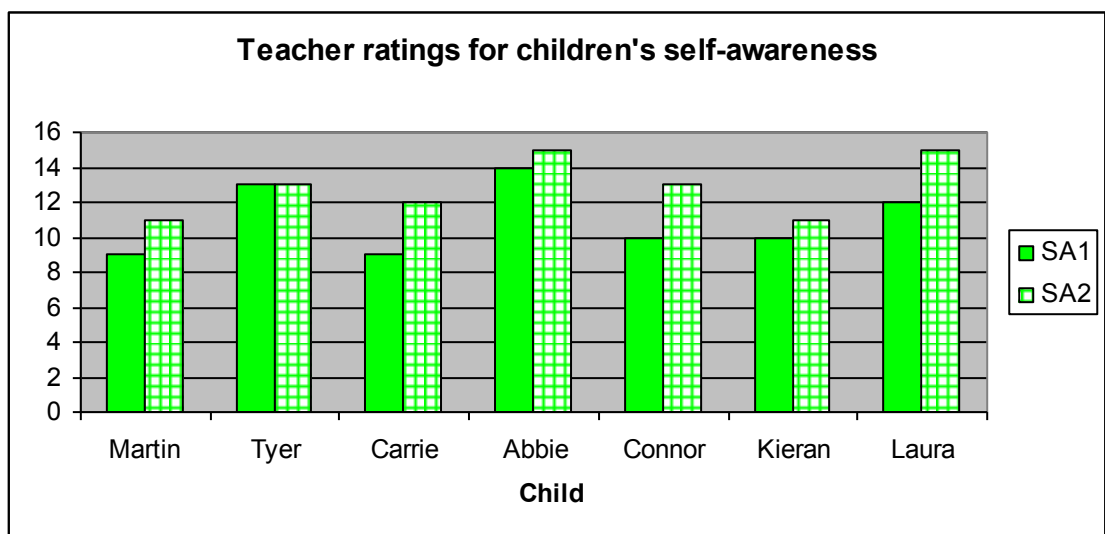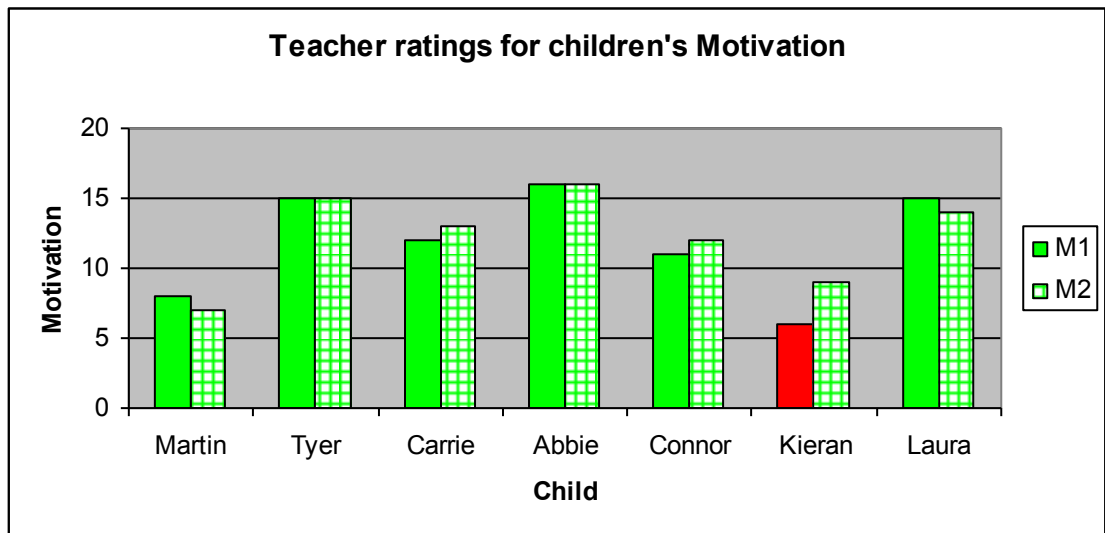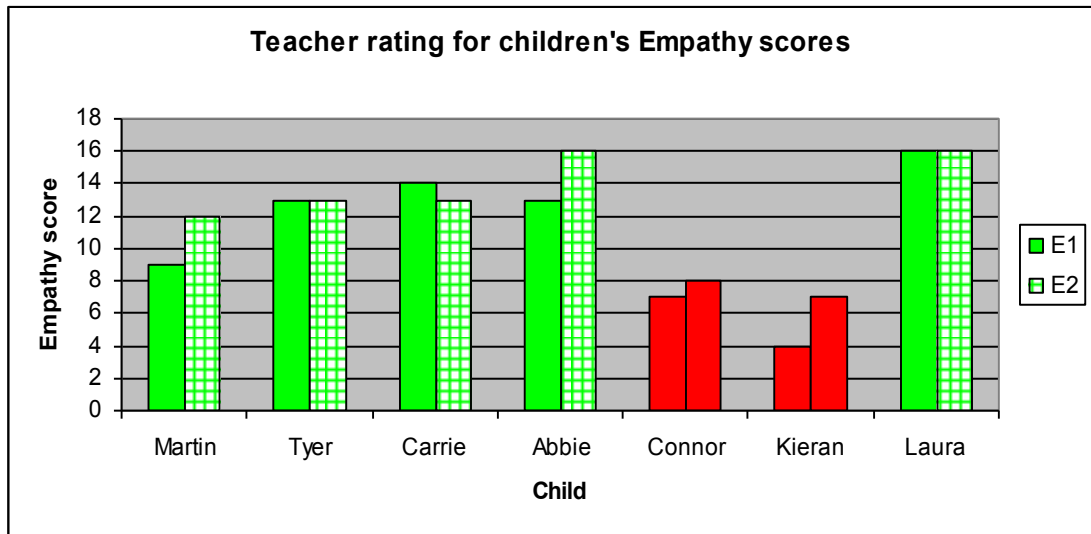
Appendix (xxix) – Graphs showing parent ratings for children's measures of empathy, motivation and self-awareness

Parent rating of children's Empathy


Parent rating of children's Motivation

Parent rating of children's Self-awareness
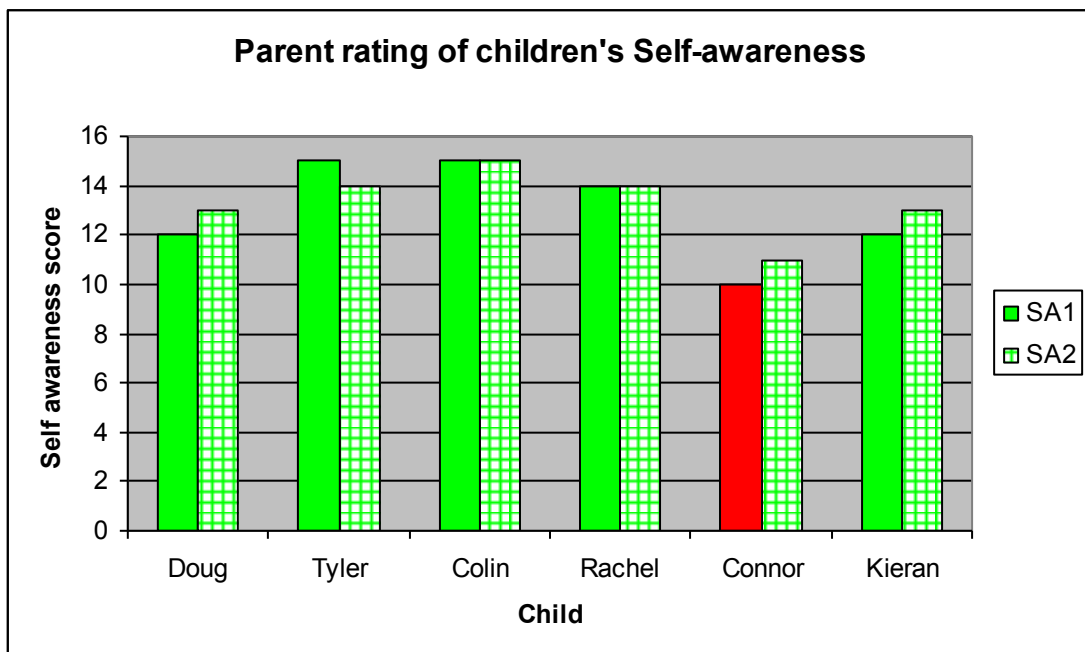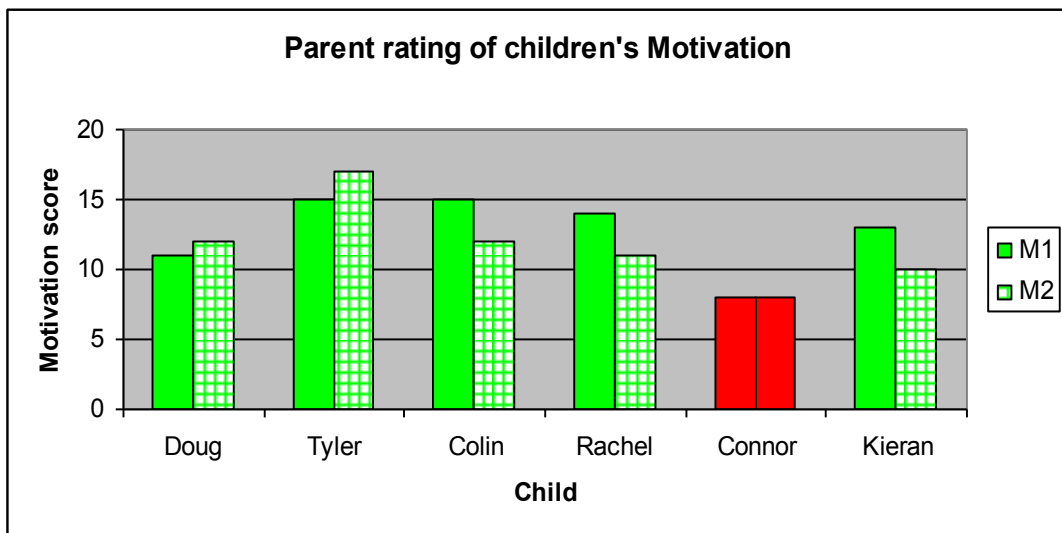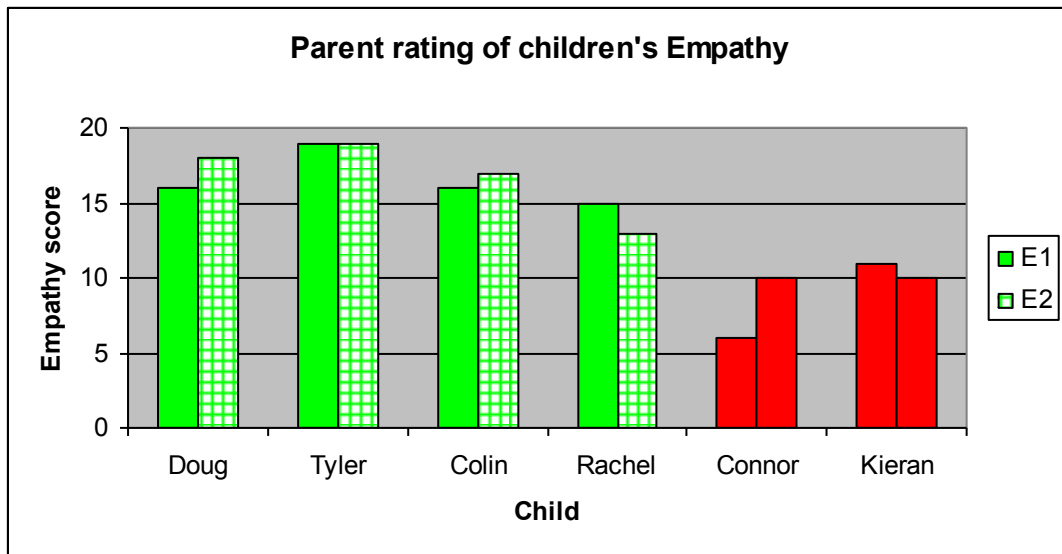
Appendix (xxx) – Graphs showing parent ratings for children's measures of self-regulation and social skills

Parent rating for children's Self-regulation

Parent ratings for children's Social Skills
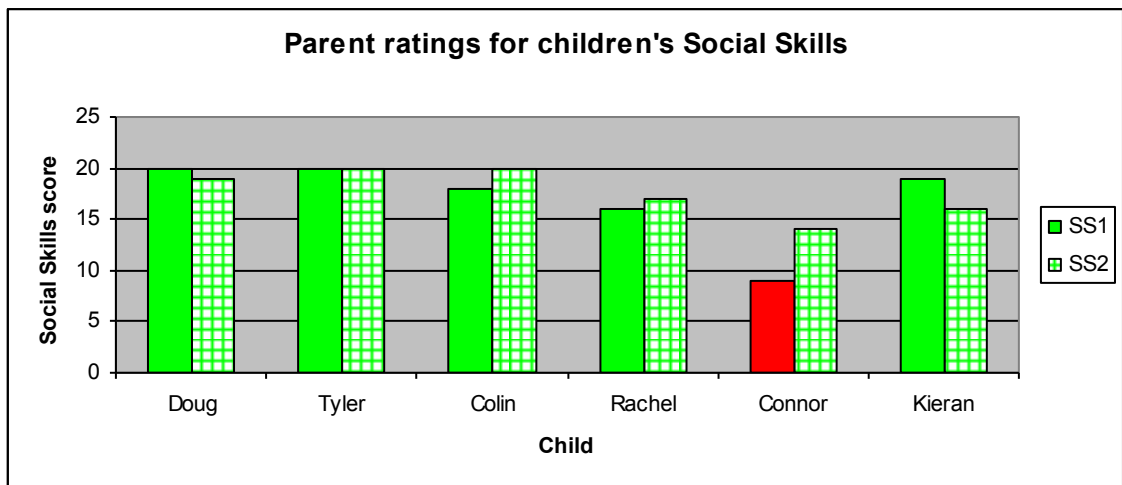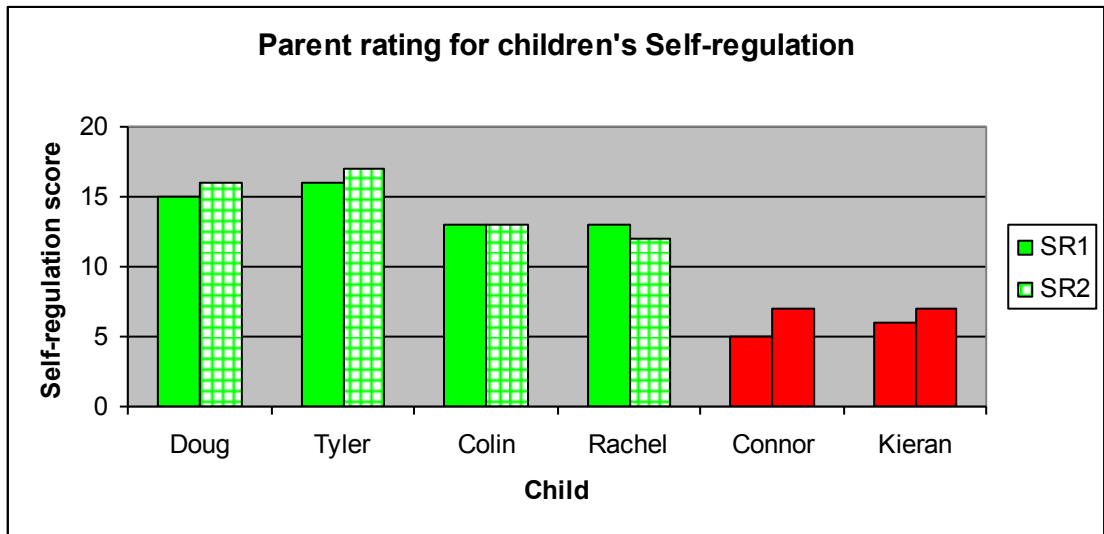
Appendix (xxxi) - Graphs showing teacher ratings for children's measures of empathy, motivation and self-awareness

Teacher rating for children's Empathy scores

Teacher ratings for children's Motivation

Teacher ratings for children's self-awareness

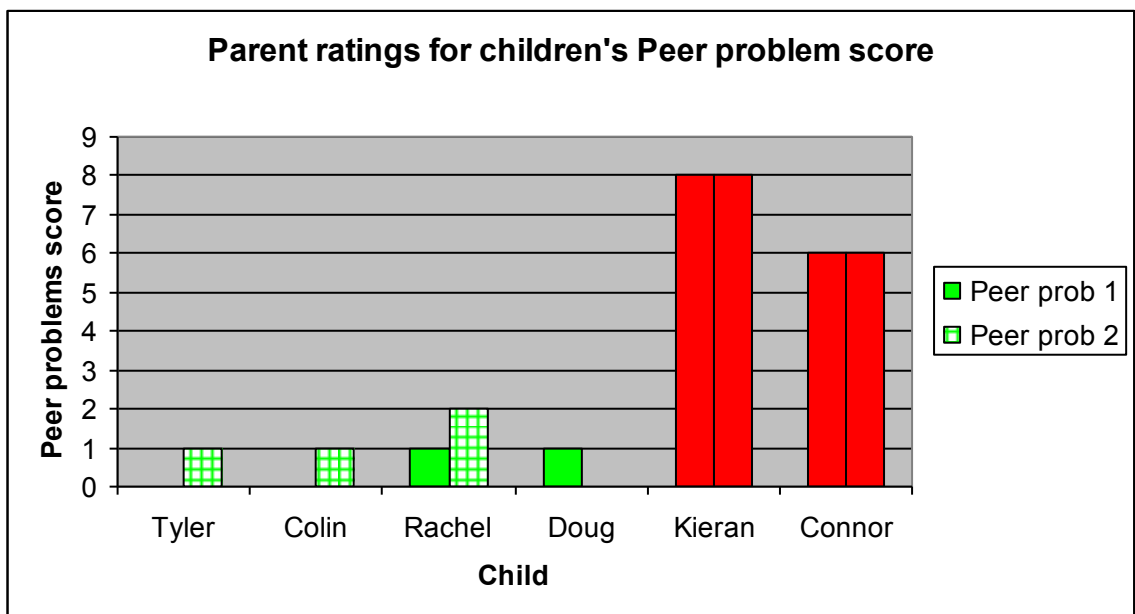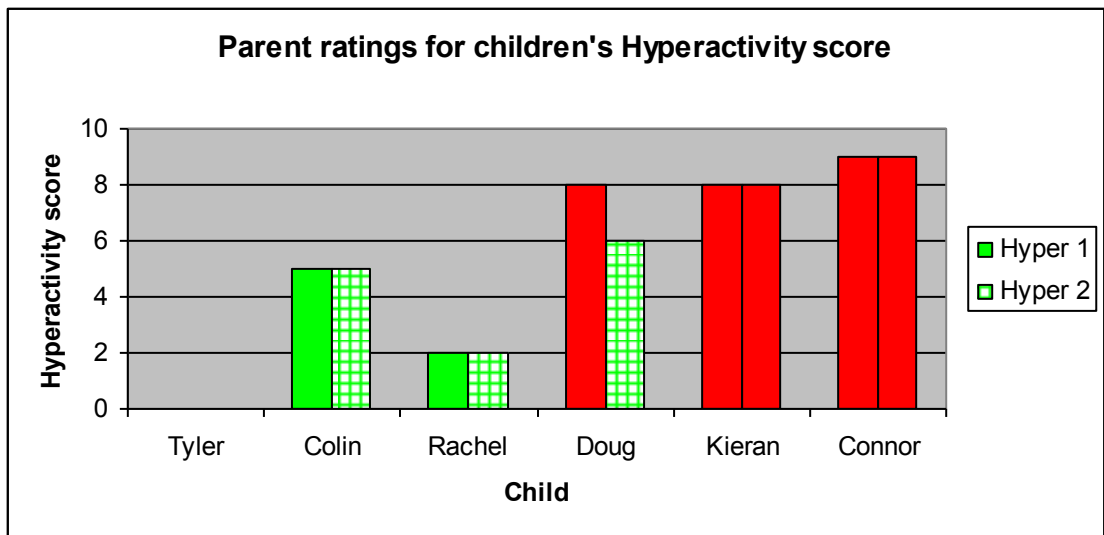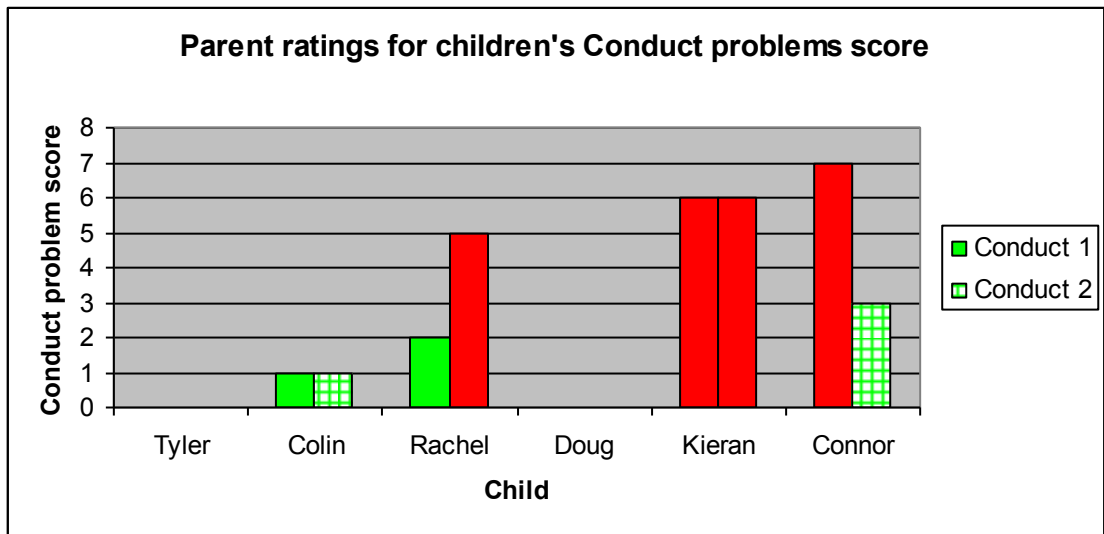**Appendix (xxxii) - Graphs showing teacher ratings for children's measures of self-regulation and social skills**

Teacher ratings for children's Self-regulation

Teacher ratings for children's Social Skills
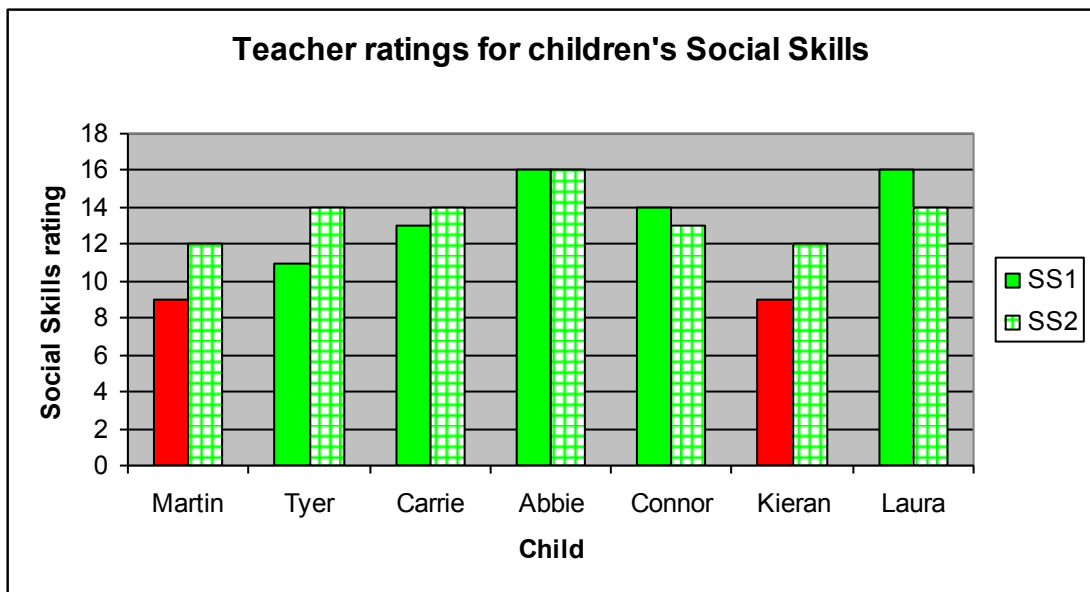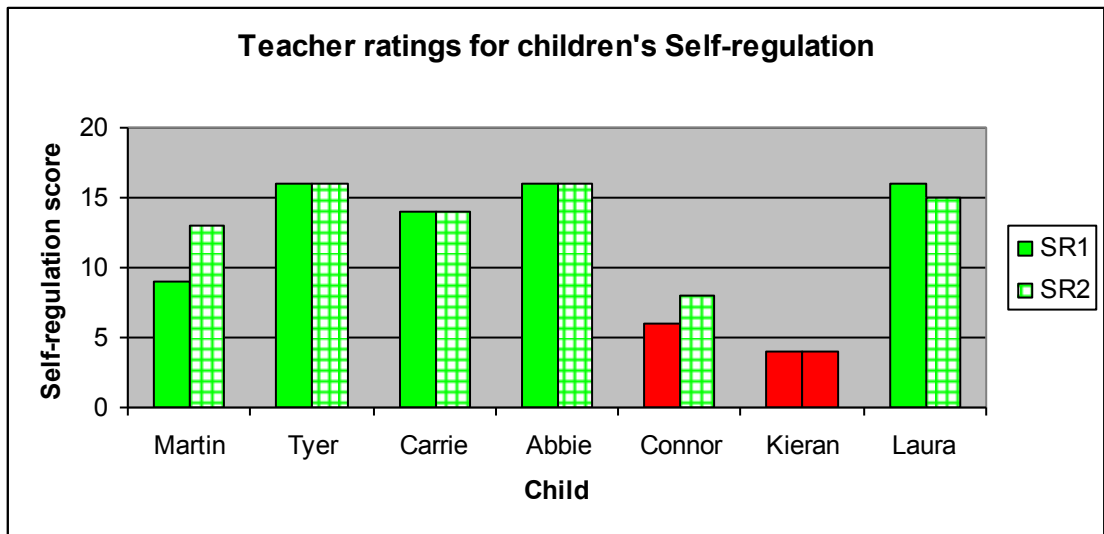
Appendix (xxxiii) – Table showing children's SDQ scores

SDQ measure scores – parent and teacher ratings

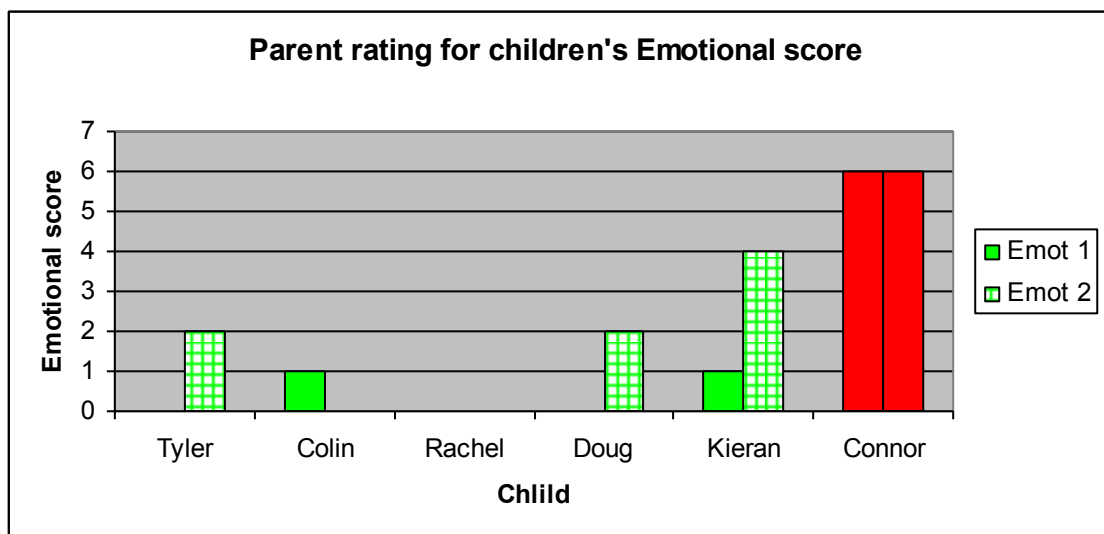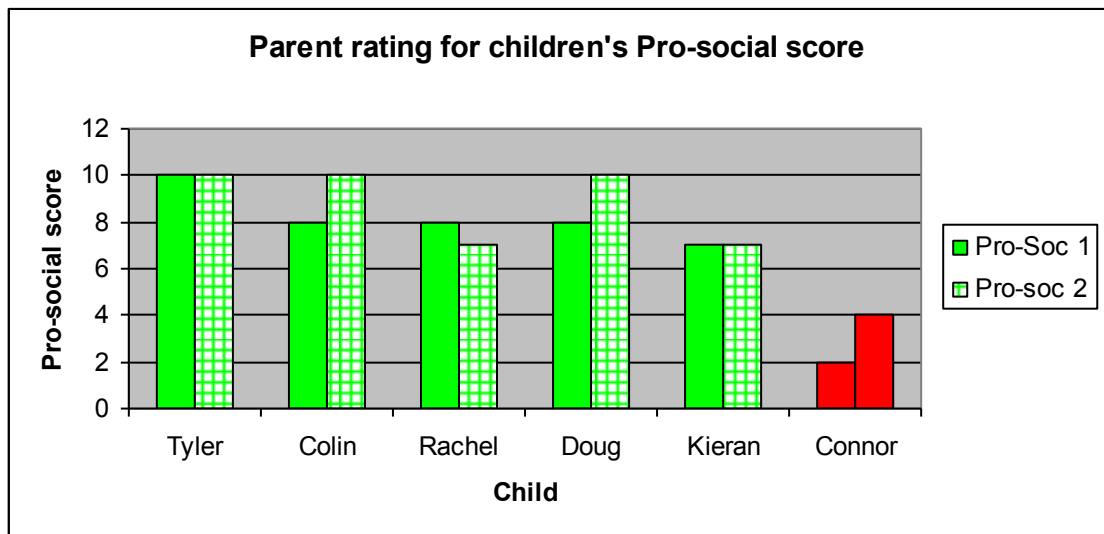| Child	School	Rater	Conduct problems		Hyper-activity		Peer problems		Pro-social behaviour		Emotional		Total	
			T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Martin	Mnstrm	Teacher	2	2	6	4	2	1	2	2	8	8	18	15
Tyler	Mnstrm	Teacher	0	0	2	0	0	0	10	10	1	3	3	3
		Parent	0	0	0	0	0	1	10	10	0	2	0	3
Abbie	Mnstrm	Teacher	0	0	0	0	0	0	10	10	0	0	0	0
Colin	Mnstrm	Parent	1	1	5	5	0	1	8	10	1	0	7	7
Rachel	Mnstrm	Parent	2	5	2	2	1	2	8	7	0	0	5	9
Doug	Mnstrm	Parent	0	0	8	6	1	0	8	10	0	2	9	8
Keiran	PRU	Teacher	6	4	7	3	5	4	2	5	1	2	19	13
		Parent	6	6	8	8	8	8	7	7	1	4	23	26
Connor	PRU	Teacher	2	1	3	2	2	0	3	5	0	1	10	4
		Parent	7	3	9	9	6	6	2	4	6	6	28	24
Laura	PRU	Teacher	0	0	0	0	1	2	10	10	2	0	3	2

Cells highlighted in red indicate 'high needs' (Goodman, 1997)

Appendix (xxxiv) – Graphs showing parent ratings for children's measures of conduct problems, hyperactivity and peer problems


Parent ratings for children's Conduct problems score

Parent ratings for children's Hyperactivity score

Parent ratings for children's Peer problem score

Appendix (xxxv) — Graphs showing parent ratings for children's measures of prosociality and emotionality

Parent rating for children's Pro-social score

Pro-social score (y-axis: 0 to 12)

Children (x-axis): Tyler, Colin, Rachel, Doug, Kieran, Connor

Legend: Pro-Soc 1, Pro-soc 2

Parent rating for children's Emotional score

Emotional score (y-axis: 0 to 7)

Children (x-axis): Tyler, Colin, Rachel, Doug, Kieran, Connor

Legend: Emot 1, Emot 2

Appendix (xxxvi) - Graphs showing teacher ratings for children's measures of conduct problems, hyperactivity and peer problems


Teacher rating for measures of children's conduct problems

Teacher ratings for children's Hyperactivity

Teacher ratings for children's Peer problems score
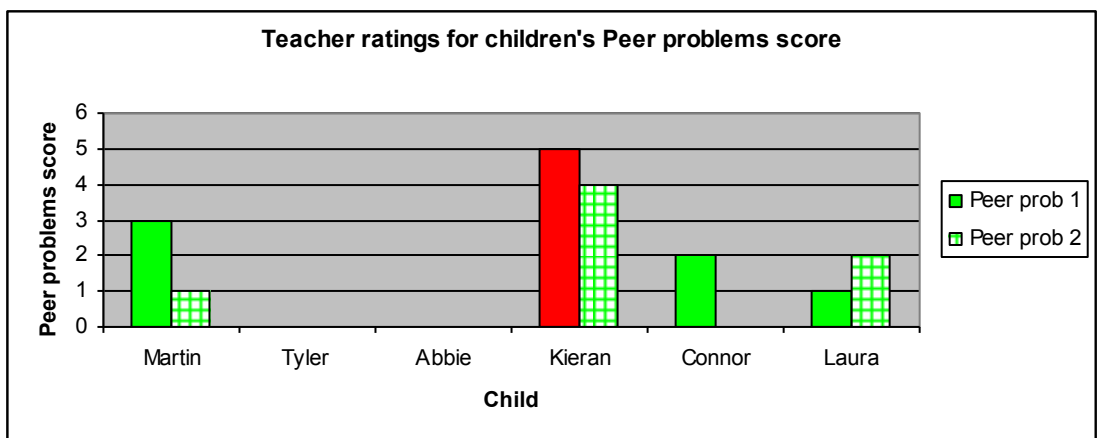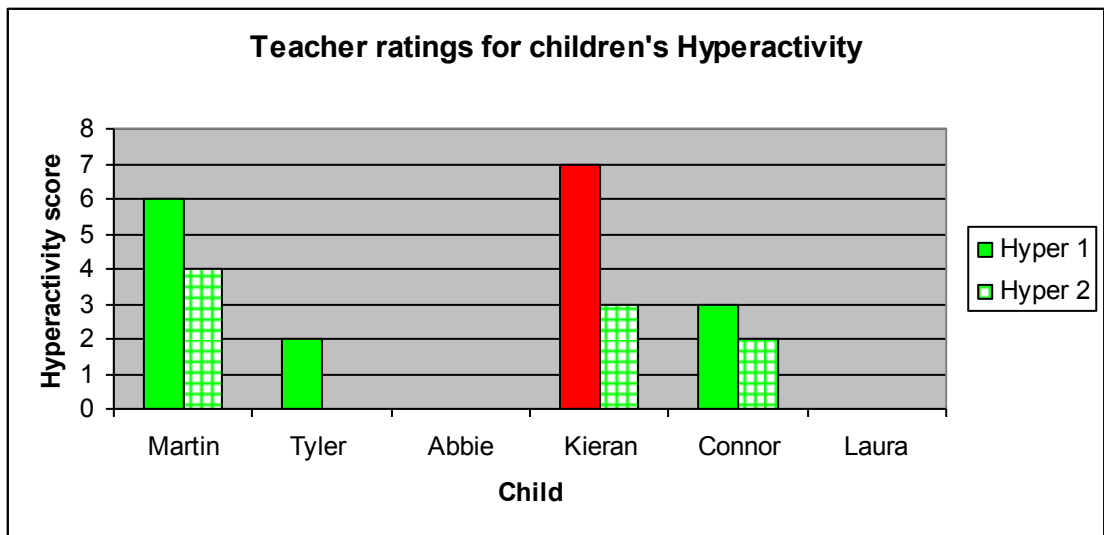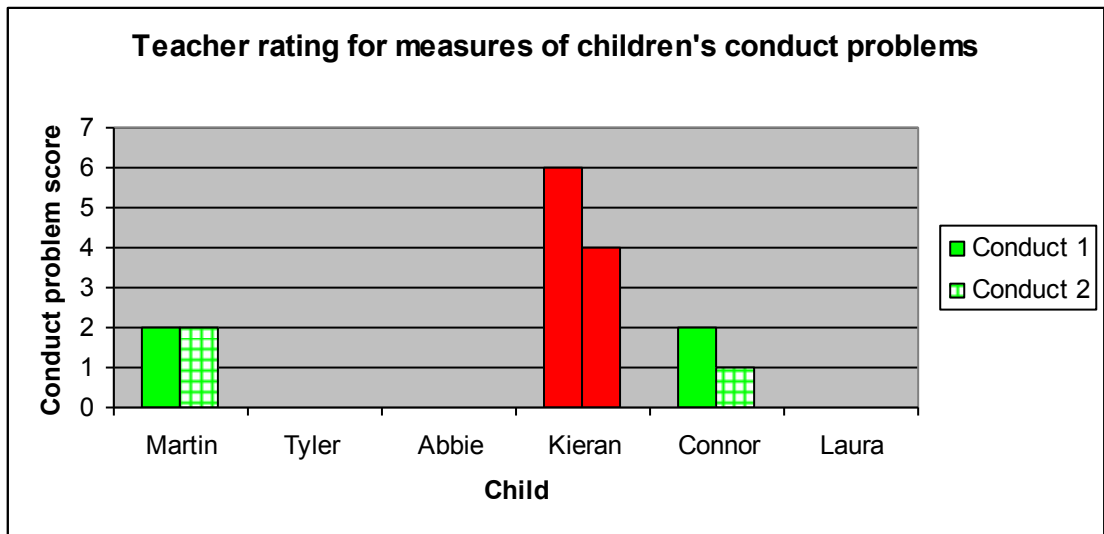
Appendix (xxxvii) - Graphs showing teacher ratings for children's measures of prosociality and emotionality

Teacher ratings for children's pro-social score

Teacher ratings for children's Emotional score
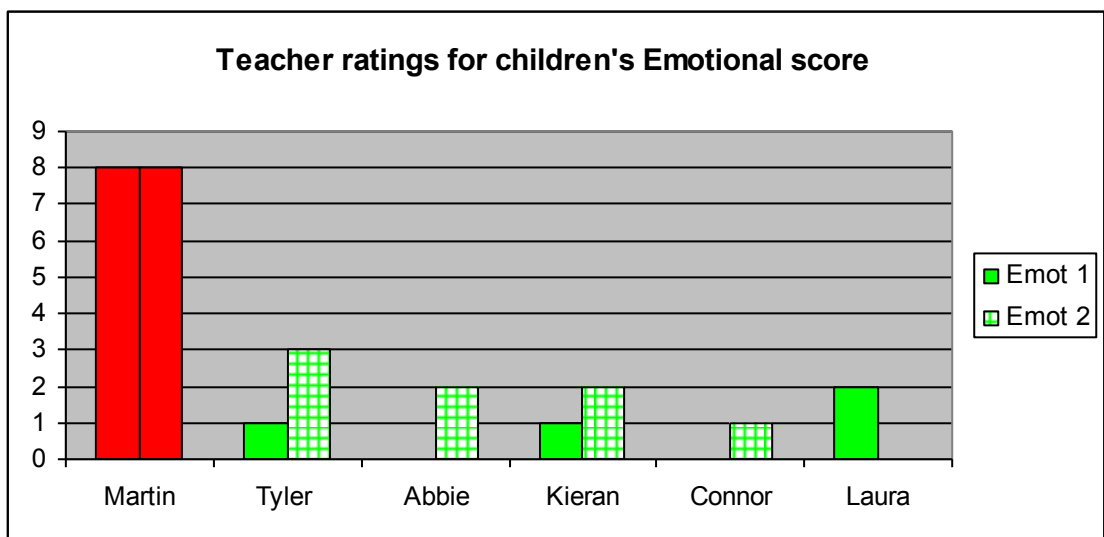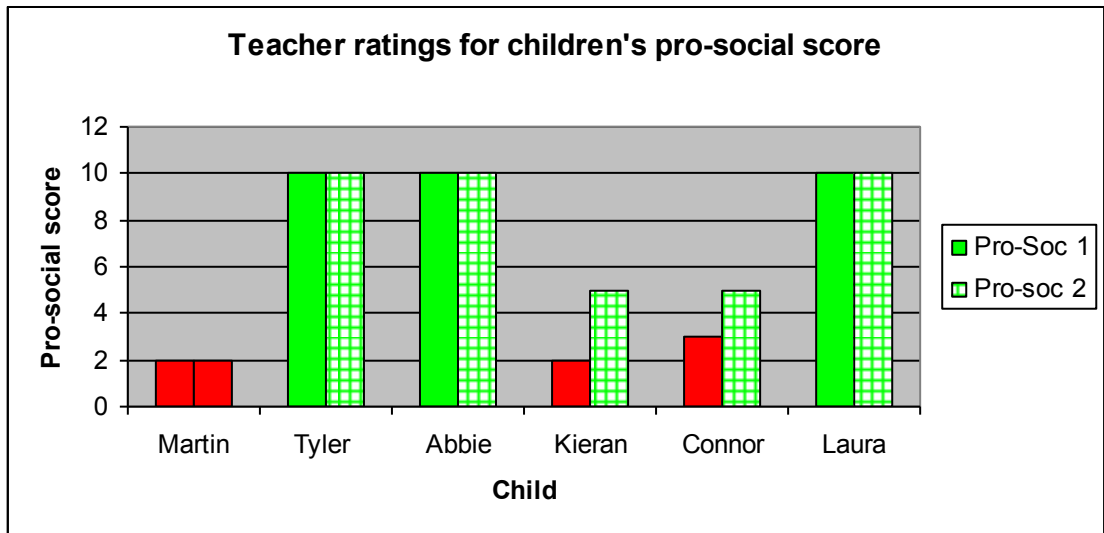
A disc containing interview transcriptions and Family SEAL programme materials.