

Appendix A - Gatekeeper Letter to Local Authority

Address

Date

Dear Principal Educational Psychologist,

I am an Educational Psychologist working within Local Authority, and a student on the Top-Up Doctorate in Educational Psychology at Cardiff University. As part of the doctorate I would like to carry out a piece of research on the narratives of parents of children who display challenging behaviour. The research question is 'What are the narratives of parents of children who have received permanent exclusion from school?'. I am writing to ask for authorisation to proceed with the research in Local Authority.

Parents of children permanently excluded from school during National Curriculum years 3 to 7 are the intended participants in the study. I would hope to identify these parents from lists of permanently excluded pupils for the academic years 2013-14 and 2014-15.

Names of excluded pupils would be kept confidentially in a locked cabinet then destroyed once sufficient numbers of parent participants had taken part. The name of the local authority in which the research took place would be omitted from the research report. Parents would initially be contacted by telephone and then sent further information by post to inform their decision whether to take part.

The research would involve a taped interview with 4-6 parents about their experiences of their child and the challenging behaviour to derive a chronological story. This may occur over more than one session as necessary. The information gathered would be held confidentially and anonymised once the audiotape had been transcribed and destroyed. A report summarising key findings of the research would be provided to the local authority. Pseudonyms would be used in writing the report and no data would be traceable back to participants.

My research supervisor at Cardiff University is Nicola Canale, Professional Tutor on the (Top-Up) Doctorate of Educational Psychology and her details can be found below. I will contact you over the next week to confirm whether you consent to the research. Many thanks for your consideration of this research project.

Yours sincerely,

Jan Walsh

Educational Psychologist
School of Psychology
Cardiff University
Tel: 01922 686375
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Dr Nicola Canale

Professional Tutor and Supervisor
School of Psychology
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Tel: 02920 875474
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**Appendix B - Invitation letter to parents of recently excluded pupils
(original was printed on Cardiff University Letter Heading)**

Dear Parent

Re: Research study into Parents' Narratives about their children

Thank you for agreeing to meet with me on at at

As mentioned during our telephone conversation, I work for Council as an educational psychologist but I am contacting you as a research student on the post-qualification top-up doctorate in educational psychology. This is a distance learning course at Cardiff University.

I am conducting research into parent's views / narratives about their children who have received permanent exclusion from school. I am interested in the story of your son / daughter from your perspective, and would like to invite you to take part in the study. If you decide to take part, I would like you to tell me about your son / daughter from the very beginning to the present day. The enclosed information and consent sheet explains more about what is involved. We can discuss this in more detail when we meet and you are welcome to ask further questions. You can contact me by telephone on

Your participation in the study is entirely voluntary. Information will be anonymised so that no-one will be able to trace information back to you.

You will be provided with summary information about the findings at the end of the study.

I look forward to meeting with you.

Yours sincerely,

Jan Walsh

Janet Walsh

Research Student

Appendix C - Information and consent sheet for parents to sign, to indicate their informed consent to participate

Consent form - Please read the following statements and circle your answers.

I understand that my participation in this research will involve an interview /(s) to elicit the story of my child from the parental perspective	Yes	No
I give my permission for the interview to be voice recorded	Yes	No
I understand that my participation in this study is entirely voluntary and that I can withdraw from the study at any time until data is transcribed and anonymised, without giving a reason	Yes	No
I understand that I am free to ask questions at any time	Yes	No
I understand the limits to confidentiality in circumstances where a child may be at risk	Yes	No
I understand that the information provided by me will be held confidentially, such that only the researcher can trace this information back to me individually	Yes	No
I understand that my data will be anonymised by 1 September 2015 and that after this point no-one will be able to trace the information back to me.	Yes	No
The anonymised information will be retained	Yes	No
I understand that I can ask for the information I provided to be deleted / destroyed or I can request access to the information at any time up until the data has been anonymised	Yes	No
I understand that at the end of the study I will be provided with additional information and feedback about the study.	Yes	No
I understand that a summary of the findings will be provided to the local authority	Yes	No

I (NAME) consent to participate in this study by Jan Walsh, Research Student, School of Psychology, Cardiff University under the supervision of Dr Ian Smillie, Professional Tutor

Signed:

Date:

Contact details

<p>Janet Walsh Research Student School of Psychology Cardiff University Tel: 07555 278242 Email: WalshJ11@cardiff.ac.uk</p>	<p>Dr Ian Smillie Professional Tutor and Supervisor School of Psychology Cardiff University Tel: 02920 875474 Email: Smillie@cardiff.ac.uk</p>
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Appendix D - Voicemail message

Thank you for telephoning the voicemail service for Jan Walsh, Research Student.

If you're ringing about participating in the research study into parent's narratives about their children, please leave your name and contact details and I will return your call.

Appendix E - Flyer provided to parents of permanently excluded pupils

Listening to parents

The parents narratives project is seeking the views of parents about the experiences of their children who have been excluded from school. Parent volunteers are needed to tell their stories. You don't need to give your name or the name of your child.

Can you help?

Please ring or text

Or ring and ask for an appointment to see Jan Walsh

Appendix F - Debrief

What was it all about? (Debrief)

Thank you for your participation in this research study. The study aims to find out about the views and experiences of parents of children who display challenging behaviour through parental narratives about their children over time. The actual research question is 'What are the narratives of parents of children who have received permanent exclusion from school?'

The questions you were asked were designed to allow you a large amount of freedom about what to speak about, what story to tell about your child. Other questions towards the end were designed to help you to remember positive events.

What happens next? All the information you provided during your interview will be held confidentially, such that only the researcher can trace this information back to you. This will be anonymised by 1 September 2015 at the latest, and after this no-one will be able to trace the information back to you. Participants have the right to withdraw their data without explanation, and retrospectively, until the data has been anonymised. A report summarising the key findings of the research will be provided to the local authority and a summary report will be provided to you.

Jan Walsh	Dr Ian Smillie
Research Student	Professional Tutor
School of Psychology	School of Psychology
Cardiff University	Cardiff University
Tower Building	Tower Building
Park Place	Park Place
Cardiff	Cardiff
CF10 3AT	CF10 3AT
Tel: 07555 278242	Tel: 02920 875474
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Further contact:

Secretary of the Ethics Committee, School of Psychology Cardiff University, Tower Building Park Place, Cardiff. CF10 3AT Tel: 029 2087 0360 E mail:psychethics@cardiff.ac.uk

Thank you for taking part.

Appendix G – Questions asked during narrative interviews

1. Please tell me your story of [name of child] from the very beginning.
2. To help you in telling me your story of [name of child], lets construct a grid to structure the story. Imagine that the beginning of the story goes into the first box of the grid and the most recent part of the story goes in the last grid. Can you suggest titles / phases for the other boxes on the grid – to help you to tell me all aspects of your story of [name of child].
3. Tell me about the next box on the grid, which you called ‘.....’
4. Of all the events you’ve told me about, what did you find most helpful?
5. What has gone well?
6. In the story of [name of child], what are you most pleased about?
7. Looking back over our conversation as you have shared your story of [name of child], how do you feel about the experience of telling your story?
8. Which aspects of telling your story of [name of child] has been most worthwhile for you?
9. Do you wish to add any further comments about your experience of telling your story of [name of child]?

Thank parents for participating and for sharing their story of [name of child]

Appendix H -- Blank Life History Grid

Appendix I - Life History Grids used as exemplars

Pre - birth	Infancy	Pre-School	Early Educational Experiences
Key life events – at school	Key life events – at home	Now	Strengths and Achievements

Babyhood / Infancy	Nursery Education	Infant School Education	Primary School Education
Secondary Education	Alternative Education	Current situation	Positives

Family	School	Friends	Achievements
Strengths	Likes	Character	Talents

Birth to age 2	2 nd birthday to 5 th birthday	5 th birthday to 7 th birthday	7 th birthday to 11 th birthday
Influencing Events	Important People	Challenges	Likes and Talents

Key life events	Health	Family	Likes
Friends	Events	Challenges	Successes

Key life events	Health	Family	Likes
Friends	Events	Challenges	Successes

Appendix J - Pseudonyms for participants and people otherwise mentioned in transcripts

Based on:

- names mentioned in The Independent on 4 October 2014, pages 1-4
- names mentioned in The Psychologist vol 27 no 12 December 2014 pages front cover to 905

Girls	Boys	Surnames
Grace	John	Dent
Sue	Howard	Travolta
Theresa	Norman	Jacobson
Fionnuala	Nigel	Clooney
Dorothy	Simon	Dunham
Natasha	Chris	Baker
Loulia	Richard	Morris
Helen	Michael	Hughes
Julie	Jack	Grayling
Claire	Jose	Garner
Ella	Ian	Rosen
Debbie	Boyd	Palmer
Harriet	Tim	Crowley
Rebecca	Nick	Putin
Wendy	David	O'Connell
Jill	Vince	Labrinth
Alana	Tony	Brando
Nathalie	Russell	Morgan
Gail	Amol	Mourinho
Emma	George	Birrell
Catherine	Gordon	Tonkin
Elizabeth	Ed	Sherwood
Rita	Ashraf	Clegg
Hazel	Abdullah	Cameron
Ella	Dominic	May
Henrietta	Walter	Cable
Dulcie	Ben	Blair
Christine	Ian	Brand
Alison	Peter	Rajan
Gillian	Stephan	Osborne
Alex	Phil	Brown
Victoria	Jon	Miliband
Francesca	Mike	Ghani
Christina	Christian	Abdullah
Rebecca	Paul	Grieve
Gillian	Mark	Murphy
Diane	Vaughan	Bishop
Amy	Tony	Sigala
Virginia	Graham	Mischel

Appendix K – Substitute names for places mentioned in narrative

Based on places mentioned in The Independent on 4 October 2014, pages 1-4

Radar
Venice
Glasgow
Portugal
Switzerland
Afghanistan
Bastion
Covent
London
Baltic
Russia
Ukraine
Derby
New York
Colombia
England
Watford
Oldham
Clacton
Heywood
Europe
Britain

Appendix L - Step by step process of Narrative Analysis using Gee's (1991) approach

Stage Number	Title of Stage	Steps to the Stage
1	Researcher's initial familiarity with data	<ul style="list-style-type: none"> • Researcher present at parental interviews • Each interview transcribed and analysed separately • Audio recordings personally transcribed by researcher to produce an initial research text preserving context of questions and prompts by the interviewer, and pauses and hesitations
2	Production of the Primary Transcription Text	<ul style="list-style-type: none"> • Transcriptions to reflect joint-production by including interviewer comments • Researcher to read and re-read the primary transcription to check its accuracy to the audio recording and amend as necessary • Researcher to note any initial ideas and questions about the Primary Transcription Text
3	Secondary transcription to produce research texts where judged necessary (Note that for some interviews this step may not be necessary as the Primary Transcription Text will itself be a chronological account and will be used as a Research Text.)	<ul style="list-style-type: none"> • A chronological account known as the Research Text to be derived for each interview • Each Research Text to be separately analysed
4	Lines identified and numbered (Gee, 1991)	<ul style="list-style-type: none"> • Research Text to be organised in numbered lines
5	Identification of Parts of the Research Text (Gee, 1991)	<ul style="list-style-type: none"> • Groups of lines identified to form each Part of the Research Text. These may correspond to participants' chosen section headings as identified on the framework at the beginning of the interviews.
6	Identification of Micro-components within the Research Text (Gee, 1991)	<ul style="list-style-type: none"> • Identification of pitch glide, with pitch emphasised using capital letters • Identification of idea units, with the end of each idea unit indicated using /
7	Identification of Macro-components within the Research Text (Gee, 1991)	<ul style="list-style-type: none"> • Identification of pairs of stanzas and associated strophe within the research texts
8	Application of Gee's hierarchical level approach (Gee, 1991) to the research texts	<ul style="list-style-type: none"> • Application of Gee's five hierarchically analytic levels to the research texts
9	Checks that Gee's approach has been correctly applied to each of the Research Text	<ul style="list-style-type: none"> • Researcher checks application of Gee's approaches

Stage Number	Title of Stage	Steps to the Stage
10	Producing the report	<ul style="list-style-type: none"> <li data-bbox="831 275 1396 548">• The final opportunity for analysis. Selection of vivid compelling extract examples; final analysis of selected extracts; researchers interpretation and case centred theoretical formulation; relating back from the analysis to the research question and literature; and producing a scholarly report of the analysis

Appendix M – Transcript of plans to record the story of John Dent

(inaudible)

P: (eating crisps) Nearly finished. That's it

P: Right I'm all ready

R: *So how long have you got? So I know*

P: What time wise?

R: Yes

P: As long as you want

R: *Ok, well we'll see how it goes, if you think it's getting a bit late and I can always meet you another time*

P: I'm fine

R: *Thank you (setting up second recording device) That's it, it's going now,*

P: OK

R: *so we'll put that by you*

P: fine

R: *And then to start off with, let's have a look at these possibilities, the different sort of plans you might go for, you may have thought about it a bit*

P: Yes I have a bit

R: *So I think these are the possibilities that were mentioned to you when I spoke to you before. So we're looking at... sort of different ages and stages of life, different events and things ... and umm ... I said didn't I, that you can make up your own one to tell the story you want to tell. So if we can start by just recording (on paper)– I think 've got a blank one – Yes*

P: yes that's fine

R: *So, any thoughts about how are going to do it, how you're going to tell it? So, what you're being asked to do is "Tell me the story of your child from the very beginning"*

P: Right, ok, ...umm.. John is the youngest of four children

R: *Hold on, categories, so the categories - so where are you going to start?*

P: If I start from, do you want me to start from birth?

R: *Ok, ok so birth for the first one... and ... you were just going to say something about him?*

P: John was the youngest of four children

R: *So something about the family maybe? – or do you want it all within birth?*

P: *No, no, no*

R: *So the family for the next one*

P: Yes. ...umm... Probably 2 years old because that was quite ... er ... significant - John achieved quite a lot at age 2, so I think that would be quite good to say what he achieved at 2

R: Ok

P: And then I suppose going onto pre-school ... umm ... early years

P: How many do we have to do – do we have to do eight?

R: *You've got three more blank ones - you can combine some if you want to if you feel you need more*

P: Then probably going from year 4 really, ...umm... Year 4, 5 and 6 ... umm .. .do you think, yes, and I can try and fit everything into that

R: *Lovely, yes*

P: Unless there's something else? Or friends?

R: *It would be nice to have some positive ones towards the end. Do you want friends?*

P: Friends, yes

R: *Ok, (pointing to sample frameworks) and there's some more positive ones on that one, talents achievement successes, positive things, likes and talents, strengths and achievements*

P: Strengths and achievements, yes

R: *Ok, now just have a look at that before we go any further and make sure you're happy with it – I mean, if you change your mind, its ok, I'll let you change it - that's our plan really for the rest of the evening, really you know*

P: Yes that's fine, or, if I think of other things we can change them round can we

R: *Yes of course we can, absolutely*

P: Right, I know I waffle on, so Jan tell me if I go on too much, just move me on

R: *I'm just going to check every now and again that it's recording*

Appendix N – Characters and locations mentioned in the story of John Dent

The names of all characters and place names in this story have been changed to protect the anonymity of John, his mother, and others mentioned in the story.

Characters

John Dent	the boy who has been excluded from school
Grace Dent	sister
Nigel Dent	Father
Sue Travolta	Playgroup Leader at Venice Play Centre
TheresaDent	Mother
Mrs Jacobson	Nursery / Reception class teacher at Glasgow Towers Primary School
Miss Baker	Head Teacher of Glasgow Towers Primary School
Boyd Burrell	friend of John Dent
Ian Burrell	father of John's friend (Boyd)
Mr Hughes	John's Year 4 and 6 class teacher
Mrs Clooney	Deputy Head Teacher at Glasgow Towers Primary School
Ms Virginia Dunham	Special Educational Needs Co-ordinator (SENCo) at Glasgow Towers Primary School
Miss Baker	Head Teacher at Glasgow Towers Primary School
Natasha Morris	girl friend of John
Loulia	girl in John's class
Mrs Grayling	Teacher at Glasgow Towers Primary School
Dorothy Garner	Local Authority Family Support Worker
Julie	Mrs Dent's granddaughter
Claire	sister of John
Ella Rosen	Local Authority Manager for Exclusions
Chris Palmer	Local Authority Officer responsible for assessment and monitoring of EHCP
Debbie Crowley	Parent Partnership representative
Harriet Putin	Local Authority Officer responsible for exclusions

Dr O’Connell	Community Paediatrician
Rebecca	Counsellor to John
Richard	Friend to John
Ms Labyrinth	Support worker providing support to John at school
Jill Brando	Local Authority Inclusion Support Officer
Mr Brando	Head Teacher at Primary Pupil Referral Unit (PRU)
Tim	friend of John
Nick	friend of John
Alana	late mother of friend John’s friend Nick

Locations

The Radar Children’s Hospital	local hospital
Venice Play Centre (at Glasgow Towers Primary School)	Playgroup
Glasgow Towers Primary School	John’s Primary School
St Portugal Language Group in Switzerland Street	Language Group
Covent Centre	Community Centre
Garden Warriors Football Club	Football club - John plays for
Bastion in Afghanistan	holiday destination
Baltic Shapes in Russiana	location of John’s individual football training
Ukraine Football Ground	Home ground for football club supported by Mrs Dent
Derby CAMHS	first CAMHS Service to assess John
Heywood General Hospital	second CAHMS referral
London Hall	Outward Bound Centre
Thoughts and Ideas	Visiting Therapeutic Group
Watford Green High School	John’s receiving secondary school
Heywood	location of local authority PRUs

Appendix O – Transcript of questions to participants and their answers

- R: *Of all of the events you've told me about, what did you find most helpful?*
- 1 Helpful in what way? Kind of thing?
- R *Well helpful - to you*
- 2 Helpful to me, the thing ... helpful as to what John coming into PRU ...
- R: *It can be that yes*
- 3 To the fact that when he got excluded, I'm kind of leaving tomorrow with very very very mixed emotions to what I had nine weeks ago
- 4 To the fact that the thought of him coming here nine weeks ago, I was on the verge of a nervous breakdown, and the fact he has 50 green cards, you know, not one red card ... and that when the teacher... we're taking John in each day and the teachers are there ... and that
- 5 'Hi John', 'High 5', 'thumbs up'
- 6 And when you've had negativity for such a long time
- 7 And suddenly every day you've got positivity every day, every day, every day...
- 8 That is the thing that I've found the most helpful – to the fact that ... the teachers
- 9 The teachers are treating John with respect and John's giving respect back to the teachers
- R *Do you think that John has found the positivity helpful?*
- 10 Yes, yes, I think it's taught us all a lesson
- 11 John's obviously been in a situation where,
- 12 Don't get me wrong, John has got ADHD and like I say, at home, things have been better but we've also had some horrendous times as well, and we do, and probably, they probably are still horrendous to other people on the outside, but to us, it's our everyday living, but to us its normal everyday behaviour, whereas others may look at us and say 'Oh my God', but to us it's normal behaviour
- 13 But I think also, I think what John has learned from it all, is is that he was taken away from his friends
- 14 I think ... he appreciates his friends more now, when he sees them. Before he was arguing with them and whatever, and also ..
- 15 John as a boy, and us as parents, ...umm...he had lots of friends and he still has lots of friends
- 16 But some of his close friends that he actually thought he'd got at school, some of them haven't bothered that much, some have put themselves out more, knowing what John's gone through
- 17 To the fact that John has said 'I've found out while I've been at PRU who my real friends are'
- 18 He's going to France in two weeks and she's one of my friends as well
- 19 Out of All the lads in his group of friends he was with
- 20 There's one lad, that when John had gone into PRU, and she's one of my friends, she said she didn't want her son mixing with John
- 21 and that also upset us as a family and she told her son
- 22 But that friend Boyd, has never bothered with John since he's been in PRU and

23 John has said, you know, looking back, he was actually one of the lads who wound him up in the class

24 And Tim, the lad lives down the road,

25 John has said – one of his friends Nick, and Nick has also had an horrendous time, his Mum, Alana, one of my close friends, she died of cancer in April, and John has always been there for Nick

26 And John has said like, out of all of his friends he's probably got four friends that are his real friends

27 Even though there's 7 or 8 of them in the limo that came round

28 I think he's found out since he's been here, that your friends are really important to you, 'cos here he hasn't really got any friends, it isn't a place you make friends

29 So I think he's also learned that, even though John does get wound up, he's also had to learn that sometimes, if this happens and his behaviour happens like this at Watford Green, he's going to come back to this, and even though it's been a good place in one way, he hasn't got no friends here

30 He hadn't got the freedom to go and run round the playground, you have to bring him in the morning, so ...

R: *It's the Primary PRU, he won't come back here will he?*

No

R *Does he know that? .*

31 Yes hopefully. Is it in Heywood?

R: *Yes, not this one though.*

R: *What's gone well?*

32 A good thing has come out of an absolutely bad situation

33 We're leaving tomorrow

34 When I first come the first two days and yet 9 weeks on ...

35 When we came the first two days, I said we're not going back there, so the whole thing has gone well really, I'll be sorry to say goodbye to the teachers

R *The next question is a bit similar – In the story of John, what are you most pleased about?*

36 In the whole thing, the fact that John's come to PRU, he's got 50 green cards, there's been lots of incidents in the class, the head teacher has said, he's not got himself involved, so we do know

37 I don't know whether its smaller classes or what, that even though

38 Three boys were bullying him in the playground, that he hasn't retaliated, so he can keep himself out of situations ... umm...

39 Just the fact that John himself hasn't changed, but things are good at school. He's got 50 green, he's not had one bad day, not one bad day at all.

40 So much good has come out of something that's very bad, so not one bad day at all, and yet he's been put in an absolutely horrendous situation

R *Right, looking back over this conversation, as you've shared his story, how do you feel about the experience of telling your story?*

41 Good

R: *You do feel good about it*

R *Which aspects of telling his story has been most worthwhile for you?*

42 Obviously the green cards

43 I feel like his junior school have let him down, I do feel they could have done more, but I don't know if things go back to primary school, but the thing that I fine the most the fact that something has been done so right here that wasn't done at Primary ... and if Miss Baker found out ... I would hope she's be pleased ...

44 If John could have had 50 red cards, I would have thought that we had got an horrendous a problem, I am not disputing that we have a problem, because he wouldn't have been here in the first place

45 But the fact that he's got 50 green cards, I can go and say to people, he's gone to PRU, and there hasn't been one problem

46 Something has been done right here that ... that's not done in Primary School

R *Nothing goes back from this conversation – I don't take anything back, I just transcribe as discussed*

47 When Chris Palmer said in January that school should be able to deal with this problem, even though in one way, again I know he's got an EHCP going through

48 And me and Nigel have obviously spoke about it and ...

49 He does need help, he's better if he has one to one, and he has had more one to one here than what he had in mainstream, and the classes are smaller

50 But for the fact , that, in some ways

51 The thing that I feel good in one way, even though I didn't at the time when Chris Palmer said school should be able to cope

52 Looking back at the cards that John's got

53 I feel that school should have ... should have been able to cope and not enough strategies must have been put into place because if perhaps they'd put him in smaller classes and done something more the strategies

54 Chris Palmer said school should have been able to cope

55 PRU have been able to cope, he's had 50 Green Cards and

56 I feel that in some ways, we've proved Glasgow Towers wrong

R *John has*

57 John has

58 John hasn't changed, he's still got autism and ADHD, still on his medication

59 Do I blame the school? Do they not have enough staff?

60 Do I blame the school? We've gone over and over ...

61 If there's a problem, take him out, put him outside ... I don't understand,

62 I can't believe, I don't understand how something so bad has turned into something so good

63 And Chris Palmer has said school should have been able to cope

64 So looking back now, me and Nigel feel that school should have been able to have coped

65 Going back in my story, I do feel that there wasn't enough in John's exclusion letter – it had got that he'd called a girl spotty and he'd upset her

66 That was the first that I knew, that John had called a girl 'spotty' and he'd upset her, now as parents, when that incident happened, it didn't happen, if school had phoned me up and said 'we've had an incident at school today where John had called a girl spotty

67 Us as responsible parents, we'd have got John and we'd have taken her a box of chocolates and got John to apologise

68 Rather than no-one tell us that John had called a girl spotty and use it as part of the
exclusion letter

69 I don't feel there was enough contact with us and the school ... and they hadn't told us,
but they tell us afterwards

70 And I've had it with my own girls in the past

71 If the teacher had said they've been nasty to

72 I've done it, I've said, go and apologise to her, that's how we work as a family

73 But if people don't tell you what's happening in the classroom, how are you supposed to
put them right when you don't know what's going on and that's a prime example which I
said to Miss Baker after the exclusion – if you'd told me he'd called a girl spotty, I'd have
got John to go round and apologise or take her a box of chocolates

74 I told the head teacher ... if you don't tell us... John's not going to come home and say it
... but then, on the other hand, people used to call John, ginger, fat and freckly, so it
kind of works the other way as well

75 I'm getting off the topic

R: *Thank you very much for coming – I bet you're starving, help yourself if you'd like
something*

76 Have I covered everything that you want?

R: *Yes, I wanted your answers to this story that you wanted to construct and that's exactly
what you've done, that's brilliant*

R: it's only if any of the tape is not clear, there might be a question?

77 so that's it, we're off to secondary now

R: *I'll stop this, thank you very much, that's brilliant*

78 well if that will help you

Appendix P – A sample of the transcript (Part 1) with Level 1 and Level 2 analysis – pitch and glide, idea units, lines, parts, strophe, stanza, hesitations, false starts and repairs (A full copy of this transcript is included on the enclosed CD.)

Key to coding used at Level 1 Analysis

PARTS, Strophe, Stanza

PITCH

glide

/ = break between idea units

Lines are numbered in the left hand margin

Key to coding used during Level 2 Analysis

Hesitations

False starts

Repairs

The Story of John Dent

PART 1 (BIRTH)

Strophe 1 (Pregnancy)

Stanza 1 (Background to Pregnancy)

- 1 JOHN ...err... is the youngest of 4 children ... umm ... my eldest is 26, 22 ... err ... 14 and John is now 11, umm /
- 2 I had my first two daughters ... umm ...
- 3 and then, we tried for a THIRD CHILD and I couldn't CATCH, umm ... so that's why there's an eight year difference between my second and my third /
- 4 umm .. I ended up having FERTILITY TREATMENT for Grace, which was my THIRD /
- 5 and then after that, because we'd gone through 8 YEARS, / we DIDN'T USE ANYTHING because I'd gone through fertility treatment for my THIRD /
- 6 then one day I obviously found out, I felt A LITTLE BIT FUNNY / and I thought ... umm ... you know I'm sure... if I didn't know any better... I'M SURE I'M PREGNANT... / which I WAS ... I WAS PREGNANT /

Stanza 2 (A Boy Pregnancy)

- 7 Out of my 4 children I'm not one of these people who want to know what they're having, I've never been someone who wanted to know what I was having
- 8 SO... ALL ... like all OF THEM ... I've only found out when they've been born / ... I'd got no idea when I was having John, that I'd be having a LITTLE BOY /
- 9 I had quite a GOOD PREGNANCY /... umm ... up until 2 weeks before ... umm ... when I SUDDENLY LOST MY SIGHT / and ... umm ... I LOST ALL THE FEELINGS IN MY LEGS
- 10 So this was 2 weeks BEFORE I gave birth... umm /

11 I WENT ... er ... FOR SOME TESTS, I only lost my sight for a short while, / but obviously it
was SOMETHING THAT I KNEW THAT WASN'T RIGHT /
12 So I went for LOTS OF TESTS, / and they told me the SIZE OF MY BABY was a NORMAL
BABY ... umm... /
13 EVERYTHING WAS OK but they said you know, 'We'll just keep a CLOSE EYE ON YOU' /
14 With my other three girls I've always gone over, so I've never actually gone into labour
myself
15 I was exactly 40 WEEKS when I went into LABOUR MYSELF on a SUNDAY MORNING /
16 I woke up, got LOTS OF PAINS, knew I was IN LABOUR ... umm .. /
17 I WENT TO THE HOSPITAL as you do, and when we got there, THEY CHECKED, obviously,
the baby and ... umm ... that I was DEFINITELY IN LABOUR /
18 and then somebody says to me 'Have you been told that you're going to give birth to a
VERY BIG BABY', .. umm.. which two weeks before ... /
19 which going back, 2 weeks before when I'd lost my eyesight and use of my LEGS, when I
had a scan, nobody had picked up that it was going to be a big baby /
20 they told me I was expecting a 10 POUND BABY /
21 They went all over the PROCEDURE that I'd probably have to have, A LOT OF PEOPLE
come in ... umm... because obviously they thought it was GOING TO BE BIG /

Strophe 2 (Birth and Bonding)

Stanza 3 (Birth)

22 I actually gave birth to JOHN, THE FIRST LITTLE BOY THAT WE'D HAD, and he was 11 LB 4
/ and I had an HORRENDOUS BIRTH ... umm... REALLY, REALLY /
23 my LABOUR was going REALLY, REALLY, WELL, and then when I was due to give birth to
John, I HAEMORRHAGED everywhere /

Stanza 4 (Bonding)

24 so to be honest with you, the first bit of the BONDING process, I DIDN'T BOND with
John, because I WAS REALLY POORLY /
25 and when John came out, he wasn't BREATHING and he had to be RESUSCITATED, so
kind of ... (1) /
26 my birth WASN'T ... my PREGNANCY WAS BRILLIANT ... but MY BIRTH WASN'T VERY
GOOD /
27 I ended up having ... umm ... a blood TRANSFUSION ... umm... and so for the first 24 / 48
hours I HAD NO BONDING WITH JOHN, in the beginning anyway ... umm ... /

Strophe 3 (Description of John)

Stanza 5 (John is a big baby)

28 obviously John was OK he was just a VERY BIG baby / and
29 he used to have ... umm ... 6 bottles a day of 8 oz, so it was like 48 oz a day of milk, he
was having, right from birth, so THAT'S A HELL OF A LOT OF MILK /
30 Umm and that was it really that was it really with my birth
31 obviously John has always been BIG ... umm ... /

Stanza 6 (John is a good baby)

32 He was quite a GOOD BABY, he SLEPT A LOT ... umm ... and /
33 he FITTED INTO THE FAMILY ROUTINE REALLY REALLY WELL, umm /
34 Err ... and that's kind of it with my BIRTH /
35 Do you want me to stop? Or shall I?

R: *No, No, you're telling me the story of John, so you do it your way*

Appendix Q - List of Strophe and Stanza

Part	Strophe	Stanza	Lines
PART 1 (BIRTH)	Strophe 1 (Pregnancy)	Stanza 1 (Background to Pregnancy)	1-34
		Stanza 2 (A Boy Pregnancy)	
	Strophe 2 (Birth and Bonding)	Stanza 3 (Birth)	
		Stanza 4 (Bonding)	
	Strophe 3 (Description of John)	Stanza 5 (John is a big baby)	
		Stanza 6 (John is a good baby)	
PART 2 (FAMILY)	Strophe 4 (John is perfect, or is he different?)	Stanza 7 (John is perfect)	36-65
		Stanza 8 (John is different)	
	Strophe 5 (Pain and fear deficits)	Stanza 9 (John doesn't seem to feel pain)	
		Stanza 10 (John doesn't show fear)	
PART 3 (TWO YEARS OLD)	Strophe 6 (John is naughty, or is there something wrong)	Stanza 11 (John is naughty)	66-88 and 104-124
		Stanza 12 (There's something wrong with John)	
	Strophe 7 (Comparing John to other children)	Stanza 13 (John is different to other children)	
		Stanza 14 (John is just like other children)	
PART 4 (PRE-SCHOOL)	Strophe 8 (Aggression and abnormal behaviour)	Stanza 15 (Aggression)	89-103 and 125-135

		Stanza 16 (Behaviour)	
PART 3 (AGE 2) CONTINUED	Strophe 9 (John is different to other children - strong physical skills)	Stanza 17 (Riding without stabilisers)	104-124
		Stanza 18 (Swimming without armbands)	
PART 4 (PRE-SCHOOL) CONTINUED	Strophe 10 (Language Development)	Stanza 19 (Language delay)	125-135
PART 5 (EARLY YEARS)		Stanza 20 (Progress with language)	136-202
	Strophe 11 (Temper and parent responses)	Stanza 21 (Temper)	
		Stanza 22 (Parent responses to John's temper)	
	Strophe 12 (Football and Playing for the Team) [SPLIT STROPHE, PART 1]	Stanza 23 (John joins the Football Club)	
	Strophe 13 (Fear) [INSERTED STROPHE]	Stanza 25 (John shows no fear)	
		Stanza 26 (John feels fear on the inside)	
	Strophe 12 (Football and Playing for the Team) [SPLIT STROPHE CONTINUED]	Stanza 24 (John plays for the Football Team)	
	Strophe 14 (Improving football skills)	Stanza 27 (John has extra coaching)	
		Stanza 28 (John becomes a key member of the football team)	
	Strophe 15 (John is a winner)	Stanza 29 (John is strong)	
		Stanza 30 (John likes to win)	

PART 6 (Years 4,5, and 6)	Strophe 16 (The need to treat John differently to other children in the family)	Stanza 31 (How we treat the girls in our family)	208-771
		Stanza 32 (How we treat John)	
	Strophe 17 (Consequences) [SPLIT STROPHE, PART 1]	Stanza 33 (Parent's use of consequences when John was young)	
	Strophe 18 (Deputy Head's view of John) [INSERTED STROPHE]	Stanza 35 (Deputy Head has no concerns)	
		Stanza 36 (Deputy Head is concerned about John's behaviour)	
	Strophe 19 (CAMHS involvement) (SPLIT STROPHE, PART 1)	Stanza 37 (CAMHS outcome; there's nothing wrong with John)	
	Strophe 17 (Consequences) [SPLIT STROPHE, CONTINUED]	Stanza 34 (Parental use of consequences as John grew older)	
	Strophe 19 (CAMHS involvement) (SPLIT STROPHE, CONTINUED)	Stanza 38 (CAMHS suggest parenting programme)	
	Strophe 20 (Deterioration and diagnosis)	Strophe 39 (Behaviour gets worse)	
		Stanza 40 (Third referral to CAMHS and diagnosis)	
	Strophe 21 (Parental responses)	Stanza 41 (Parental response to diagnosis)	
		Stanza 42 (Parental responses to John's behaviour)	
	Strophe 22 (Use of Medication)	Stanza 43 (Parents decide to medicate)	

		Stanza 44 (John in Year 5, on medication)	
	Strophe 23 (Things are going well)	Stanza 45 (Mum thinks a statement of SEN is going through)	
		Stanza 46 (John has a good Year 5)	
	Strophe 24 (John's reactions)	Stanza 47 (John finds it hard to cope with change)	
		Stanza 48 (John, The Class Clown)	
	Strophe 25 (John in his peer group)	Stanza 49 (Other children cause John to lose his temper)	
		Stanza 50 (John takes on other people's problems)	
	Strophe 26 (John goes to residential)	Stanza 51 (John gets hurt at residential)	
		Stanza 52 (John gets bored at residential)	
	Strophe 27 (John, a Jekyll and Hyde character)	Stanza 53 (John uses bad language and reacts angrily at home)	
		Stanza 54 (John is calm at home)	
	Strophe 28 (Ways of handling John)	Stanza 55 (Parents way of handling John)	
		Stanza 56 (Two teachers way of handling John)	
	Strophe 29 (Home and school reaction to John)	Stanza 57 (John's a 'monster' at home)	
		Stanza 58 (School get tired of dealing with John's behaviour)	

	Strophe 30 (Year 6, and things start to go downhill)	Stanza 59 (A good spell in Year 6)	
		Stanza 60 (John is under threat of exclusion from school)	
	Strophe 31 (Parents and School, EHCP and Exclusion)	Stanza 61 (Parents and school work together towards an EHCP)	
		Stanza 62 (School and parent have different views and John is excluded from school)	
	Strophe 32 (EHCP is rejected by LA)	Stanza 63 (Parent as a supporter of school)	
		Stanza 64 (Parental support for school wanes)	
	Strophe 33 (Support for John)	Stanza 65 (CAMHS support for John)	
		Stanza 66 (Multi-agency support for John's educational needs)	
	Strophe 34 (A key incident in the playground, John 'sorts it out')	Stanza 67 (School version of events)	
		Stanza 68 (Parent's view of events)	
	Strophe 35 (Mum's feelings in the lead up to permanent exclusion)	Stanza 69 (Mum feels confused)	
		Stanza 70 (Mum feels hopeful)	
	Strophe 36 (More of Mum's feelings in the lead up to permanent exclusion)	Stanza 71 (Mum blames some teachers)	

		Stanza 72 (Mum is hopeful)	
	Strophe 37 (John's relationship with school)	Stanza 73 (John's liking for school)	
		Stanza 74 (School suggest a part time timetable)	
	Strophe 38 (Parental and John's reactions to part time timetable)	Stanza 75 (Mum feels upset)	
		Stanza 76 (John is upset)	
	Strophe 39 (Reactions to the mix up)	Stanza 77 (Mum feels confused again)	
		Stanza 78 (John feels angry)	
	Strophe 40 (John's feelings and behaviour)	Stanza 79 (John feels that he hasn't been treated fairly)	
		Stanza 80 (John plays up in class)	
	Strophe 41 (John's needs and school actions)	Stanza 81 (John feels frustrated and needs space)	
		Stanza 82 (School respond and John isn't given space)	
	Strophe 42 (Permanent exclusion)	Stanza 83 (School permanently exclude John)	
		Stanza 84 (Parent's reaction to the permanent exclusion)	
	Strophe 43 (The effects of the mix up and permanent exclusion)	Stanza 85 (Effect of mix up on John)	

		Stanza 86 (Mum's distress at the permanent exclusion)	
	Strophe 44 (PRU visit)	Stanza 87 (Description of PRU visit)	
		Stanza 88 (Mum's initial feelings about PRU)	
	Strophe 45 (More details and feelings about PRU visit)	Stanza 89 (John's PRU classmates)	
		Stanza 90 (Mum's feelings of breakdown)	
	Strophe 46 (Moving on - coming to terms with and starting PRU)	Stanza 91 (Mum comes to terms with what has happened)	
		Stanza 92 (John starts PRU)	
	Strophe 47 (Family values)	Stanza 93 (Standards at home)	
		Stanza 94 (Standards of other PRU parents)	
	Strophe 48 (John attending PRU)	Stanza 95 (Parental uncertainty)	
		Stanza 96 (John is successful at PRU)	
	Strophe 49 (John's feelings and relationships)	Stanza 97 (John perceives unfairness)	
		Stanza 98 (John experiences positive relationships at PRU)	
PART 7 (FRIENDS)	Strophe 50 (John's social context)	Stanza 99 (A family with lots of friends)	772-847
		Stanza 100 (John withdraws socially)	

	Strophe 51 (Parental emotions)	Stanza 101 (Parent feels sad and upset)	
		Stanza 102 (Parent feels happy and upset)	
	Strophe 52 (John's social relationships)	Stanza 103 (John experiences popularity)	
		Stanza 104 (John's friends cope with his temper)	
PART 8 (STRENGTHS AND ACHIEVMENTS)	Strophe 53 (John's strengths)	Stanza 105 (John's green card challenge at PRU)	821-850
		Stanza 106 (John remains strong and resists retaliation at PRU)	
PART 9 (FUTURE)	Strophe 54 (The Future)	Stanza 107 (The challenge of secondary school)	851-869
		Stanza 108 (Hoping for the best)	

Appendix R - Story Summary (built from Stanza labels)

Chapter 1

Background to pregnancy

A boy pregnancy

Birth and Bonding

John is a big baby

John is a good baby

John is perfect

Chapter 2

John is different

John doesn't seem to feel pain

John doesn't show fear

John is naughty

There's something wrong with John

John is different to other children

John is just like other children

Chapter 3

Aggression

Behaviour

Riding a bike without stabilisers

Swimming without armbands

Language delay

Progress with language

Temper

Parent responses to temper

Chapter 4

John joins the Football Club

John shows no fear

John feels fear on the inside

John plays for the Football Team

John has extra coaching

John becomes a key member of the football team

John is strong

John likes to win

Chapter 5

How we treat the girls in our family

How we treat John

Parents use of consequences when John was young

Parents use of consequences as John grew older

Chapter 6

Deputy Head has no concerns about John

Deputy Head is concerned about John's behaviour

CAMHS outcome; there's nothing wrong with John

CAMHS suggest parenting programme

Behaviour gets worse

Third referral to CAMHS and diagnosis

Chapter 7

Parental response to diagnosis

Parental responses to John's behaviour

Parents decide to medicate

John in Year 5, on medication

Mum thinks a statement of SEN is going through

Chapter 8

John has a good Year 5

John finds it hard to cope with change

John, the class clown

Other children cause John to lose his temper

John takes on other people's problems

Chapter 9

John gets hurt at residential

John gets bored at residential

John uses bad language and reacts angrily at home

John is calm at home

Chapter 10

Parents way of handling John

Two teachers way of handling John

John's a monster at home

School get tired of dealing with John's behaviour

Chapter 11

A good spell in Year 6

John is under threat of exclusion from school

Parents and school work together towards an EHCP

Chapter 12

School and parent have different views and John is excluded from school

Parent as a supporter of school

Parental support for school wanes

Chapter 13

CAMHS support for John

Multi-agency support for John's educational needs

School version of events

Parent's view of events

Chapter 14

Mum feels confused

Mum feels hopeful

Mum blames some teachers

Mum is hopeful

Chapter 15

John's liking for school

School suggest a part-time timetable

Chapter 16

Mum feels upset

John is upset

Mum feels confused again

Chapter 17

John feels angry

John feels that he hasn't been treated fairly

John plays up in class

John feels frustrated and needs space

Chapter 18

School respond and John isn't given space

School permanently exclude John

Parents' reaction to the permanent exclusion

Effect of mix-up on John

Mum's distress at the permanent exclusion

Chapter 19

Description of PRU visit

Mum's initial feelings about PRU

John's PRU classmates

Mum's feelings of breakdown

Mum comes to terms with what has happened

John starts PRU

Chapter 20

Standards at home

Standards of other PRU parents

Parental uncertainty

Chapter 21

John is successful at PRU

John perceives unfairness

John experiences positive relationships at PRU

Chapter 22

A family with lots of friends

John withdraws socially

Chapter 23

Mum feels sad and upset

Mum feels happy and upset

Chapter 24

John experiences popularity

John's friends cope with temper

John's green card challenge at PRU

John remains strong and resists retaliation at PRU

Chapter 25

The challenge of secondary school

Hoping for the best...

Appendix S - Summary of analysis at levels 2-5

Level 1 Analysis		Level 2 Analysis (hesitations (H), false starts (FS), repairs (R))	Level 3 Analysis (Number of Mainline comments per stanza)	Level 4 Analysis (Subject Positions from which material in stanza is viewed)	Level 5 Analysis (Summary of Pitch Glide focus)
PART 1 (BIRTH)					
Strophe 1 (Pregnancy)	Stanza 1 (Background to Pregnancy)	8H	1	Mainly 'I' 3 'she'	
	Stanza 2 (A Boy Pregnancy)	10H 1R 1FS	2	Mainly 'I' 5 'they'	Something wasn't right A very big baby Test Procedure
Strophe 2 (Birth and Bonding)	Stanza 3 (Birth)	1H	3	3 'I' 1 'he'	Boy Horrendous birth
	Stanza 4 (Bonding)	3H 1FS 2R	1	4 'I' 2 'he'	Didn't bond Mum poorly
Strophe 3 (Description of John)	Stanza 5 (John is a big baby)	3H	1	3 'he'	John – big Ate a lot
	Stanza 6 (John is a good baby)	3H	1	3 'he'	Good Fitted in

Level 1 Analysis		Level 2 Analysis (hesitations (H), false starts (FS), repairs (R))	Level 3 Analysis (Number of Mainline comments per stanza)	Level 4 Analysis (Subject Positions from which material in stanza is viewed)	Level 5 Analysis (Summary of Pitch Glide focus)
PART 2 (FAMILY) 36-65					
Strophe 4 (John is perfect, or is he different?)	Stanza 7 (John is perfect)	7H	1	Mainly 'he' 1 'they' 1 'we'	Sisters 'over the moon' Perfect development (to 18 months)
	Stanza 8 (John is different)	2H 3FS 3R	0	'I' 'he' 'we' 'they'	Abnormality? No reaction from John No emotion
Strophe 5 (Pain and fear deficits)	Stanza 9 (John doesn't seem to feel pain)	2H 5FS 3R	1	Mainly 'he' Some 'I' 1 'they'	No fear
	Stanza 10 (John doesn't show fear)	1H 3FS 3R	4	'your' 'we' 'he'	No crying when hurt
PART 3 (TWO YEARS OLD) 66-88 and 104-124					
Strophe 6 (John is naughty, or is there something wrong)	Stanza 11 (John is naughty)	6H 1FS 1R	2	5 'he' 2 'we'	Behaviour Temper
	Stanza 12 (There's something wrong with John)	1H 1FS 1R	1	8 'I' 3 'he' 1 'we'	Some things don't seem, to be right
Strophe 7 (Comparing John to other children)	Stanza 13 (John is different to other children)	6H 1FS 1R	1	5 'I' 2 'he' 1 'we' 1 'they'	Aggression Behaviour different to others
	Stanza 14 (John is just like other children)	1H	0	1 'I'	Not behind

Level 1 Analysis		Level 2 Analysis (hesitations (H), false starts (FS), repairs (R))	Level 3 Analysis (Number of Mainline comments per stanza)	Level 4 Analysis (Subject Positions from which material in stanza is viewed)	Level 5 Analysis (Summary of Pitch Glide focus)
PART 4 (PRE-SCHOOL) 89-103 and 125-135					
Strophe 8 (Aggression and abnormal behaviour)	Stanza 15 (Aggression)	3H 1FS 1R	0	2 'he' 1 'we' 1 'they'	John's aggression
	Stanza 16 (Behaviour)	6H 4FS 2R	1	3 'he' 3 'we' 1 'their'	John is different His behaviour is not like other people It's not right
PART 3 (AGE 2) CONTINUED 104-124					
Strophe 9 (John is different to other children - strong physical skills)	Stanza 17 (Riding without stabilisers)	5H 1FS 2R	1	7 'he' 5 'we' 3 'I'	Rode bike without stabilisers
	Stanza 18 (Swimming without armbands)	3H 5FS 4R	2	2 'we' 1 'he' 6 'I'	Swam without armbands John is different
PART 4 (PRE-SCHOOL) CONTINUED 125-135					
Strophe 10 (Language Development)	Stanza 19 (Language delay)	8H 7FS 7R	1	6 'he' 2 'you' 5 'they' 2 'we'	Language group noticed things weren't right

Level 1 Analysis	Level 2 Analysis (hesitations (H), false starts (FS), repairs (R))	Level 3 Analysis (Number of Mainline comments per stanza)	Level 4 Analysis (Subject Positions from which material in stanza is viewed)	Level 5 Analysis (Summary of Pitch Glide focus)	
PART 5 (EARLY YEARS) 136-202					
	Stanza 20 (Progress with language)	5H	2	5 'he' 3 'I' 1 'we'	Speech ok, he caught up
Strophe 11 (Temper and parent responses)	Stanza 21 (Temper)	4H 2FS 2R	1	5 'he'	No fear Early temper 'unfairness' first mentioned
	Stanza 22 (Parent responses to John's temper)	12H 1FS 1R	10	8 'he' 8 'we'	Parents respond to his behaviour GOOD parents John is different to other children Behaviour got worse
Strophe 12 (Football and Playing for the Team) [SPLIT STROPHE, PART 1]	Stanza 23 (John joins the Football Club)	5H	0	6 'I' 3 'he' 3 'they'	John – lots of friends Footballing family
Strophe 13 (Fear) [INSERTED STROPHE]	Stanza 25 (John shows no fear)	1H 1FS 1R	0	3 'he' 1 'we' 1 'I'	No fear – except deep inside
	Stanza 26 (John feels fear on the inside)	2H	5	15 'he' 5 'I'	Underlying fear causes behaviour
Strophe 12 (Football and Playing for the Team) [SPLIT STROPHE CONTINUED]	Stanza 24 (John plays for the Football Team)	3H 2FS 1R	3	10 'he' 5 'I'	Importance of fairness Unfairness causes John's temper

Strophe 14 (Improving football skills)	Stanza 27 (John has extra coaching)	3H 1FS 1R	1	9 'we' 5 'he' 3 'I'	Going back (sticking to plan) IN THE TEAM against the odds
	Stanza 28 (John becomes a key member of the football team)	5H	4	9 'he'	Supportive parenting
Strophe 15 (John is a winner)	Stanza 29 (John is strong)	4H 1FS 1R	3	8 'he'	We'll get you better Parental support
	Stanza 30 (John likes to win)	2H	2	9 'we' 5 'he' 3 'I'	John is successful John is strong and successful He likes to win
PART 6 (Years 4,5, and 6) 208-771					
Strophe 16 (The need to treat John differently to other children in the family)	Stanza 31 (How we treat the girls in our family)	3H 1FS 1R	2	5 'we' 3 'I' 1 'he'	John – behaviour problems Different to sisters
	Stanza 32 (How we treat John)	1H 1FS 1R	3	5 'we' 3 'he'	Parents handle John differently
Strophe 17 (Consequences) [SPLIT STROPHE, PART 1]	Stanza 33 (Parent's use of consequences when John was young)	3FS 1R	2	3 'he' 1 'I'	10 minute parental strategy was successful when John was younger
Strophe 18 (Deputy Head's view of John) [INSERTED STROPHE]	Stanza 35 (Deputy Head has no concerns)	2FS 1R	10	12 'I' 2 'he' 2 'we' 1 'she'	Behaviour not too bad at school
	Stanza 36 (Deputy Head is concerned)	1H 1FS	10	5 'he' 3 'she'	Suddenly school can't control John

	about John's behaviour)	1R		4 'I' 1 'they'	Turning point Negative
Strophe 19 (CAMHS involvement) (SPLIT STROPHE, PART 1)	Stanza 37 (CAMHS outcome; there's nothing wrong with John)	3H	9	8 'I' 6 'we' 2 'he' 5 'they'	CAMHS wrong Parents right
Strophe 17 (Consequences) [SPLIT STROPHE, CONTINUED]	Stanza 34 (Parental use of consequences as John grew older)	1H 2FS 1R	3	4 'he' 4 'we'	Managing John becomes more difficult
Strophe 19 (CAMHS involvement) (SPLIT STROPHE, CONTINUED)	Stanza 38 (CAMHS suggest parenting programme)	1H 2FS 2R	10	9 'I' 8 'we' 2 'they'	CAMHS I'd failed John
Strophe 20 (Deterioration and diagnosis)	Strophe 39 (Behaviour gets worse)	1H	4	6 'I' 1 'they'	Parent can't do what school wants
	Stanza 40 (Third referral to CAMHS and diagnosis)	4H 2FS 1R	6	6 'I' 7 'we' 1 'they'	diagnosis
Strophe 21 (Parental responses)	Stanza 41 (Parental response to diagnosis)	4H 1FS 1R	7	4 'I' 5 'we' 2 'he'	Strain on marriage
	Stanza 42 (Parental responses to John's behaviour)	2FS 1R	5	6 'we' 4 'you' 1 'I'	Strain holds marriage together?

Strophe 22 (Use of Medication)	Stanza 43 (Parents decide to medicate)	4H 2FS 3R	8	13 'he' 9 'we' 3 'I' 1 'they'	Decision to medicate
	Stanza 44 (John in Year 5, on medication)	4H 1FS 1R	2	3 'we' 2 'he' 2 'I'	Good With ups and downs (on medication)
Strophe 23 (Things are going well)	Stanza 45 (Mum thinks a statement of SEN is going through)	3H 4FS 2R	1	9 'I' 2 'we' 1 'she'	Mum thinks a statement is going through
	Stanza 46 (John has a good Year 5)	3H 2FS 1R	1	4 'he' 2 'we' 1 'I'	Good Year 5
Strophe 24 (John's reactions)	Stanza 47 (John finds it hard to cope with change)	1H 2FS 2R	5	9 'he' 2 'we' 3 'I'	Coping with change is difficult
	Stanza 48 (John, The Class Clown)	5H 2FS 2R	1	8 'he' 3 'we' 2 'they' 1 'she'	Class clown
Strophe 25 (John in his peer group)	Stanza 49 (Other children cause John to lose his temper)	2FS 2R	3	6 'they' 2 'I' 1 'we' 1 'he' 1 'she'	Temper Wind up
	Stanza 50 (John takes on other people's problems)	2H 4FS 2R	5	4 'he' 2 'she' 1 'we' 1 'I' 1 'they'	John loses his temper and sorts other people's problems out?

Strophe 26 (John goes to residential)	Stanza 51 (John gets hurt at residential)	2H	7	5 'they' 4 'he' 3 'I'	John vulnerable at residential?
	Stanza 52 (John gets bored at residential)	3H	2	10 'he' 4 'I' 1 'they' 1 'we'	Problems at residential
Strophe 27 (John, a Jekyll and Hyde character)	Stanza 53 (John uses bad language and reacts angrily at home)	1H	6	5 'he' 4 'we' 1 'I' 1 'she'	Problems at home
	Stanza 54 (John is calm at home)	1FS 1R	1	7 'he' 1 'I'	Better times at home
Strophe 28 (Ways of handling John)	Stanza 55 (Parents way of handling John)	1FS 1R	5	9 'he' 2 'we' 5 'you' 2 'I'	Jekyll and Hyde
	Stanza 56 (Two teachers way of handling John)	2H	4	3 'I' 2 'he' 2 'we' 1 'they'	Teachers don't understand John
Strophe 29 (Home and school reaction to John)	Stanza 57 (John's a 'monster' at home)	3H	18	7 'we' 6 'you' 5 'he' 1 'she' 1 'they' 3 'I'	It's hard to love John
	Stanza 58 (School get tired of dealing with John's behaviour)	-	9	4 'I' 3 'we' 3 'they' 1 'she'	School get tired of John

Strophe 30 (Year 6, and things start to go downhill)	Stanza 59 (A good spell in Year 6)	-	0	4 'he' 2 'we'	
	Stanza 60 (John is under threat of exclusion from school)	1H 1FS	4	10 'we' 5 'he' 1 'she'	Negativity
Strophe 31 (Parents and School, EHCP and Exclusion)	Stanza 61 (Parents and school work together towards an EHCP)	3H 1FS 2R	0	16 'I' 5 'we' 3 'he'	School – no statement applied for
	Stanza 62 (School and parent have different views and John is excluded from school)	1FS 1R	9	21 'I' 12 'he' 1 'they'	The lead up to fixed term exclusion
Strophe 32 (EHCP is rejected by LA)	Stanza 63 (Parent as a supporter of school)	-	1	5 'I'	Mum loves school
	Stanza 64 (Parental support for school wanes)	2H 1FS 1R	7	4 'I' 3 'we' 1 'they'	A barrier develops with school
Strophe 33 (Support for John)	Stanza 65 (CAMHS support for John)	2H	0	5 'she' 5 'he' 2 'we' 2 'they'	
	Stanza 66 (Multi-agency support for John's educational needs)	4H	4	7 'we' 3 'he'	Things go downhill Plans made for SATs

Strophe 34 (A key incident in the playground, John 'sorts it out')	Stanza 67 (School version of events)	5H 2FS 2R	3	6 'she' 5 'we' 5 'he' 1 'I' 1 'they'	A key incident develops (school version of events)
	Stanza 68 (Parent's view of events)	4H	2	12 'he' 5 'we' 5 'I' 2 'they' 1 'she'	John's version of the key incident
Strophe 35 (Mum's feelings in the lead up to permanent exclusion)	Stanza 69 (Mum feels confused)	1H	3	14 'I' 4 'she' 2 'they'	Mum is upset
	Stanza 70 (Mum feels hopeful)	-	0	3 'I' 2 'she' 2 'they' 1 'he'	
Strophe 36 (More of Mum's feelings in the lead up to permanent exclusion)	Stanza 71 (Mum blames some teachers)	1H	0	6 'I' 2 'he'	It's not just us Other parents too have problems with this teacher
	Stanza 72 (Mum is hopeful)	1H	8	5 'he' 4 'I' 2 'we' 2 'they' 1 'she'	Friday – things go well
Strophe 37 (John's relationship with school)	Stanza 73 (John's liking for school)	2H	2	9 'I' 3 'he'	John likes school

	Stanza 74 (School suggest a part time timetable)	2H	0	16 'I' 6 'she' 2 'we'	Half time timetable
Strophe 38 (Parental and John's reactions to part time timetable)	Stanza 75 (Mum feels upset)	2H 1FS 1R	5	10 'I' 6 'we' 4 'she' 1 'they'	Mum's feelings
	Stanza 76 (John is upset)	3H	3	14 'he' 6 'we'	John is upset
Strophe 39 (Reactions to the mix up)	Stanza 77 (Mum feels confused again)	1H	1	3 'I' 1 'she' 1 'they'	Mix up
	Stanza 78 (John feels angry)	2FS 2R	5	9 'I' 3 'he' 2 'we' 1 'she'	John gets angry over mix up
Strophe 40 (John's feelings and behaviour)	Stanza 79 (John feels that he hasn't been treated fairly)	2H 1FS 1R	1	8 'he'	Unfairness anger
	Stanza 80 (John plays up in class)	5H 1FS 1R	7	10 'he' 5 'she' 4 'they' 2 'I'	John reacts
Strophe 41 (John's needs and school actions)	Stanza 81 (John feels frustrated and needs space)	-	0	1 'he'	John's needs
	Stanza 82 (School respond and John isn't given space)	1FS 1R	3	7 'he' 2 'I' 1 'she' 1 'they'	School actions John's responds

Strophe 42 (Permanent exclusion)	Stanza 83 (School permanently exclude John)	-	2	4 'she' 1 'he'	School can't cope
	Stanza 84 (Parent's reaction to the permanent exclusion)	-	2	1 'I'	Absolutely dumbfounded
Strophe 43 (The effects of the mix up and permanent exclusion)	Stanza 85 (Effect of mix up on John)	-	7	11 'I' 4 'he' 1 'she'	Mix up
	Stanza 86 (Mum's distress at the permanent exclusion)	1H 1FS	4	6 'I' 2 'he' 1 'they'	Mum's distress
Strophe 44 (PRU visit)	Stanza 87 (Description of PRU visit)	1R	4	4 'we' 5 'he' 5 'I'	Challenging behaviour at PRU
	Stanza 88 (Mum's initial feelings about PRU)	-	3	3 'I' 1 'we' 1 'he'	Sent to hell
Strophe 45 (More details and feelings about PRU visit)	Stanza 89 (John's PRU classmates)	-	0	5 'I' 1 'he'	
	Stanza 90 (Mum's feelings of breakdown)	-	5	9 'I' 1 'he'	Mum – breakdown

Strophe 46 (Moving on - coming to terms with and starting PRU)	Stanza 91 (Mum comes to terms with what has happened)	-	4	8 'I' 2 'he'	Mix up Incident Overload Permanent exclusion, a harsh response
	Stanza 92 (John starts PRU)	-	3	6 'I' 3 'we' 3 'he'	
Strophe 47 (Family values)	Stanza 93 (Standards at home)	1FS 1R	5	5 'we'	We're a normal family
	Stanza 94 (Standards of other PRU parents)	-	4	5 'I' 3 'he' 2 'we'	
Strophe 48 (John attending PRU)	Stanza 95 (Parental uncertainty)	-	1	9 'we' 1 'he'	
	Stanza 96 (John is successful at PRU)	2FS	6	5 'he' 4 'I' 2 'they'	Teachers make a difference
Strophe 49 (John's feelings and relationships)	Stanza 97 (John perceives unfairness)	-	8	27 'he' 6 'we' 5 'they' 5 'I'	Unfairness
	Stanza 98 (John experiences positive relationships at PRU)	-	13	15 'he' 4 'we' 4 'you' 3 'they' 3 'she' 2 'I'	Teacher Class size Positivity Social skills

Level 1 Analysis		Level 2 Analysis (hesitations (H), false starts (FS), repairs (R))	Level 3 Analysis (Number of Mainline comments per stanza)	Level 4 Analysis (Subject Positions from which material in stanza is viewed)	Level 5 Analysis (Summary of Pitch Glide focus)
PART 7 (FRIENDS) 772-847					
Strophe 50 (John's social context)	Stanza 99 (A family with lots of friends)	1H	2	5 'I' 2 'we'	Community support
	Stanza 100 (John withdraws socially)	-	5	11 'he'	Friends shell
Strophe 51 (Parental emotions)	Stanza 101 (Parent feels sad and upset)	1H	4	17 'he' 8 'I' 2 'they' 2 'we' 1 'she'	Parent emotions
	Stanza 102 (Parent feels happy and upset)	-	2	9 'I' 3 'she' 1 'they'	Mum's emotions John's inclusion by friends
Strophe 52 (John's social relationships)	Stanza 103 (John experiences popularity)	-	2	7 'he' 3 'they' 2 'I'	John - friends
	Stanza 104 (John's friends cope with his temper)	-	0	3 'they'	
PART 8 (STRENGTHS AND ACHIEVEMENTS) 821-850					
Strophe 53 (John's strengths)	Stanza 105 (John's green card challenge at PRU)	2H 2FS 2R	3	18 'he' 4 'I' 2 'we' 3 'they'	John achieves his goals He's successful in a challenging place

	Stanza 106 (John remains strong and resists retaliation at PRU)	-	4	10 'he' 4 'they' 2 'we'	John doesn't retaliate
PART 9 (FUTURE) 851-869					
Strophe 54 (The Future)	Stanza 107 (The challenge of secondary school)	4FS 3R	7	7 'he' 7 'I' 1 'they'	Looking forward
	Stanza 108 (Hoping for the best)	1FS 1R		11 'he' 5 'I'	Hope for the future

Appendix T - Detailed analysis of six stanza

The following key applies to coding used in the stanza below

At Level 1	At Level 2	At Level 3	At Level 4	At Level 5
PARTS , <u>Strophe</u> , Stanza / = break between idea units Lines are numbered in the left hand margin	Hesitations False starts Repairs	<u>Mainline</u> <u>Comments</u>	<i>Subject positions</i> <i>I, we, they, he,</i> <i>your, she</i>	CAPITAL LETTERS FOR PITCH and lower case for glide

Stanza 22 (Parent responses to John's temper)

- 144 Which obviously by this time, by the age *he* was 5, *we'd* got our own strategies that *we* would SEND HIM UP TO HIS ROOM, and *he'd* GO in his room for like 10 MINUTES because /
- 145 Obviously *we'd* brought up 3 girls and *we* considered our parenting as GOOD, do you know what I MEAN? /
- 146 And obviously *we'd* had JOHN and *we* was dealing with a COMPLETELY DIFFERENT person, *we* was dealing with a COMPLETELY DIFFERENT SITUATION to what *we'd* dealt with, with the THREE GIRLS umm umm /
- 147 At, well like I say, when he was NAUGHTY umm, *he'd* go up to his BEDROOM, and *he'd* stay in his bedroom ... umm ... after 10 minutes *he'd* come down ... umm... sometimes *he* was SENT UP TO HIS BEDROOM, and *he'd* behave, his behaviour got worse in the bedroom and *we'd* ADD another 5 MINUTES ON, another 10 MINUTES ON umm /
- 148 And even NOW, EVEN AT 11, *we* are still doing this kind of thing, so... umm /
- 149 as John's got older obviously HIS BEHAVIOUR umm HAS GOT WORSE and umm you know *he* has to spend quite a lot of time in his bedroom unfortunately /
- 150 Umm.. right ... umm going on to ... umm
- 151 Is there anything else you want to ask me? At the moment
- R: No you're fine
- 152 Am I ok?
- R: No you're fine, unless you want me to ... you've got the plan, if you're thinking where should I go next?

Stanza 62 (School and parent have different views and John is excluded from school)

- 438 and at 20 to 10 / had a phone call off MR HUGHES saying that John was COMPLETELY OUT OF CONTROL and could / go and pick him up from school, and / couldn't believe WHAT HAD HAPPENED in such A SHORT TIME, but then like at home, John can kick off over a tin ... more baked beans, or the SLIGHTEST THING, but there's ALWAYS A REASON for why *he* kicks off, it might be something very very MINIMAL, but there's ALWAYS A REASON /
- 439 *He* kicks off because JOHN BELIEVES IN FAIRNESS and even now if *he* doesn't think THINGS ARE FAIR, *he'll* just kick off /
- 440 Mr Hughes said, that *he'd* GONE INTO SCHOOL and it was the CLASS ASSEMBLY and John had sat there and /
- 441 One of his friends was sitting there USING A WHITEBOARD, and JOHN WASN'T USING IT and so *he* PUT HIS HAND UP, and *he* said to the teacher 'can I HAVE THE WHITEBOARD?' – and the teacher said, OH ... John GOT UP just to get a WHITEBOARD, / don't think *he* asked the teacher, and the teacher asked him what *he* was DOING and *he* said *he* was going to get a WHITEBOARD because his friends was sitting there and *he* was on his WHITEBOARD
- 442 so John thinks because his friend is on his whiteboard, *he* can get up and go and get a WHITEBOARD, so anyway, the teacher told John off for going to get a WHITEBOARD and told John to go outside
- 443 Told John to GO OUTSIDE /
- 444 Well then in JOHN'S HEAD *he* thought THAT WASN'T FAIR / so
- 445 So John STARTED KICKING OFF outside /
- 446 *he* was then told to GET A BOOK and READ TO A TEACHER /
- 447 Why should / be reading my book with a TEACHER when others in the class are DOODLING ON A WHITEBOARD /
- 448 So to be honest with you that's what the teacher had said had happened
- 449 And John had gone off, STORMING OFF in the school /
- 450 And *they* wanted me to COLLECT JOHN /
- 451 / did say TO THE TEACHERS that / DIDN'T THINK IT WAS A GOOD IDEA
- 452 Because if / brought John home, John is NOT A SILLY BOY
- 453 It would OPEN THE FLOOD GATES for it to HAPPEN AGAIN
- 454 Obviously John'd think 'You know WHAT, 'if / can kick off, if 'll come back, and / can do it again, and 'll be able to go HOME' /
- 455 Which US AS PARENTS, / can understand school, but us as parents as WELL, obviously we didn't want him behaving LIKE THAT IN SCHOOL, kicking off and thinking
- 456 You know what, if / kick off today, / can get Mum, they can phone Mum up and mum can come and FETCH ME
- 457 So / did end up having an argument with the HEAD TEACHER, and / DID REFUSE to get John out of school /
- 458 Which, HALF AN HOUR LATER then /'d got a phone call from ELLA ROSEN to say that John had got to be EXCLUDED FROM SCHOOL on the FIRST MONDAY BACK which / think was 3

Nov because / DIDN'T CO-OPERATE with Miss Baker / / refused to get John out of school
so they EXCLUDED JOHN /

459 Things between me and the school started to GO DOWN /

Stanza 75 (Mum feels upset)

572 Well / came off the PHONE, and
573 / was SHOCKED, / was UPSET ... /
574 John'd been to the PARK, ON THE FRIDAY ... *he'd* come home ... *he* said *he'd* had a NICE
DAY ...there'd been NO INCIDENTS and / just COULDN'T UNDERSTAND what HAD
HAPPENED from the FRIDAY to the MONDAY, to be honest with you /
575 On the MONDAY AFTERNOON / was ABSOLUTELY SHOCKED, / was ANGRY umm
576 Because, NEVER ONCE had Miss Baker EVER BEEN in to ANY OF THE MEETINGS and /
couldn't UNDERSTAND why *she* knew that we'd had A MEETING ON THAT WEDNESDAY,
and yet *she* was putting us on a HALF a DAY TIMETABLE, and *she* hadn't attended any of
the meetings and *we* was A WEEK before HIS SATs /
577 And academically John is QUITE BRAINY and so / felt that *she* was kind of then doing him
out of his revision for his SATs /
578 And there's no way *he* wouldn't revise especially if *he* was on a half days timetable /
579 So on the MONDAY MORNING
580 Myself and Nigel went into to see MS DUNHAM and MISS BAKER and
581 Miss Baker said straight away, *he's* got to go on half a day's timetable, umm ... *we're* not
happy with his behaviour / and
582 Myself and Nigel ended up having a big argument with Miss Baker because ...
583 *We* couldn't understand what the problem ... *we* couldn't understand HOW *we'd* sat in
the meeting on the Wednesday and things were quite low level to the point where
584 *we* were sitting in the meeting on the MONDAY and ON THE TUESDAY and *he* was on
HALF DAYS TIMETABLE /
585 That WEEK was actually MAY DAY WEEKEND and *they'd* got teacher training, no, or was
that the WEEK AFTER,?, / don't know, / BUT ANYWAY ... WE COME HOME , because as /
say, John likes school

Stanza 88 (Mum's initial feelings about PRU)

- 663 / felt like we'd been SENT TO HELL to be honest with you
664 / just can't even DESCRIBE
665 It was like sending a young boy TO PRISON /
666 *He* has got BAD BEHAVIOUR
667 But then / was thinking to myself, is this GOING TO MAKE IT WORSE? / because

Stanza 92 (John starts PRU)

689 *We* started coming TO PRU, the first day *I* met Mr Brando the Head Teacher, *I* WAS
DEVASTATED, and *he* said 'does *he* want to start next week as *he's* so upset'
690 And *I* said, 'NO, let's GET IT OVER WITH' ... 'so *he* started on the THURSDAY' /
691 The first day I brought him in to the PRU ...
692 *I* walked in, and *I* am absolutely NO SNOB but *we* have always tried to bring our children
up in a DECENT WAY in a DECENT AREA where *we* live /

Stanza 97 (John perceives unfairness)

- 718 We found his behaviour at home ...
719 THE LAST COUPLE OF WEEKS he's deteriorated again /
720 But I think that's due to him, still having LOTS OF FRIENDS AT SCHOOL
721 And us being in a SMALL ESTATE and his friends that he sees AFTER SCHOOL, are saying
to John 'WE'VE GOT THE PROM' /
722 In the class with the girls he was QUITE POPULAR and GOING BACK TO FAIRNESS
723 EVEN THOUGH he was excluded, that he STILL FEELS that his exclusion was UNFAIR /
724 So when he went up to his SECONDARY SCHOOL which was Watford Green, two weeks
ago, and when he went to WATFORD GREEN – he's been up there TWICE
725 The FIRST week there was just a FEW children, from ... which, I already know, John was
going to this, OBVIOUSLY children who find it DIFFICULT or got a DISABILITY – autism, find
CHANGE HARD /
726 So John went to Watford Green but when he got to Watford Green, his FRIENDS that had
gone up there for the DAY, he couldn't sit there and he had no FRIENDS from PRU and his
friends from Glasgow Towers Primary School were SITTING HERE and he to go and SIT
HERE /
727 And again he didn't show it while he was THERE and when he came home, he climbed
out the window and SAT ON THE ROOF and did not understand why he hadn't been
TREATED FAIRLY and couldn't go and SIT WITH HIS FRIENDS in Glasgow Towers /
728 Going back to FAIRNESS, we had an HORRENDOUS night to be honest with you /
729 And then he WENT TO Watford Green with ALL of his friends the FOLLOWING WEEK,
which was GREAT
730 They all called for him, and they all walked to school TOGETHER /
731 But then when they all got their CLASSES that they're in, they were all with someone
from Glasgow Towers
732 And John isn't with anybody /
733 Us as a family, WE'RE QUITE HAPPY he's going to Watford Green with a clean sheet,
where he doesn't know anybody /
734 In JOHN'S HEAD he feels again, he's NOT BEING TREATED FAIR because his friends have
all gone into a class, so we had another kick off again /
735 The other thing was, he's in GROUP 3 and all his other friends are in GROUP 1 AND 2 and
he feels like he's a 'THICKO' because he's been put IN PRU and so he's been put into
Group 3, into the LOWER GROUP at Watford Green /
736 So we tried you know ... in his head, he feels like he's a FAILURE, that he hasn't been
treated FAIR, he's been PUNISHED and put in GROUP 3 /
737 I don't know whether that was because he hasn't done his SATs, I don't know if they
count for secondary school, I don't know, but he's been put in Group 3 /