## Appendix 1.4: The annotated transcript from Interview One

### Interview One: annotated transcript

<table>
<thead>
<tr>
<th>Key</th>
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<td>Social actors contributing to the construction of the discursive object - EP’s professional identity (both implicit and explicit references illuminating discursive constructions).</td>
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</table>

*Colours have been used to illustrate the distinctions between the social actors and as means of highlighting possible patterns in the text. This process has also contributed to an understanding of the discursive constructions and how these may interconnect in the talk to construct the EP’s professional identity (in this instance).*

| School: red |
| Family: blue |
| Dad: pink |
| Mum: yellow |
| EPS: green |
| LA: dark green |
| Boy: purple |
| Child/children - turquoise |

- Text highlighted in bold indicates a point that has stood out as needing further consideration and as offering something interesting or as needing to be revisited.
- Where the transcript could not be heard correctly this has been indicated by using the term ‘unclear’.
INT: Thank you very much for, again agreeing to take part. Really it would be great
if you could just talk to me about the piece of casework which you found
challenging, maybe something that stood out to you or that you had kind of
significant involvement in.

EP: Yeah, sure, erm, I guess this year so the first year since, erm, qualifying, erm,
and probably one case was one that was quite an ongoing piece of casework. It
was, erm a teenage boy at one of my secondary schools, and it was
probably difficult for a few reasons. Erm, I sort of began to find out about him
initially through sort of a planning meeting with the school and they were quite
concerned. And they explained that on a few occasions that he had quite
challenging behaviour, and they thought there was possibly ADHD but the
family had not always, erm, been keen to explore that further and to look into
erm, the difficulties that he experienced, and we couldn’t even keep away from
the label.

The school thought that they resisted support, erm, so they’d mentioned to me on a few occasions but just after some time they gave their consent and I
began to work with him. Erm, so initially I think I observed him, erm, on two,
erm on two sessions, and then I had a meeting with the family to sort of
discussed that but they didn’t attend that one and then they came later. Erm,
and I think the issues with it that were probably the most challenging part it
wasn’t particularly thinking, erm, how am I going to intervene or what am I
going to do to sort of support this and try and move things forward in the
situation.

Erm, the main difficulty I think was, erm, one meeting that we had. So it was a
review meeting after I’d sort of done my report and we talked about things, and
I got his views. Erm, and the parents, erm, came along and school was quite
surprised because the parents didn’t always engage. Erm, and it was all the
negativity of dad, dad was so negative and initially at the start he was saying,
oh you know there’s lots of issues but I’ll let the boy’s mum talk about them.
And then he just proceeded to talk over her and just, erm, he did all the talking
really, she said a few things.

Erm, and it was the negativity that he sort of had about his son and about the
relationship, and sometimes when I come back from sort of case or
something, I’ll ring the school, then I’ll sort of chat to people about it or talk
about, you know, whether it’s been positive or feels negative or how it’s gone.
Erm, and this one ... it was quite different to normal casework. I feel I can
normally just go in and sort of work and I don't feel I get too sort of emotionally invested, I try and keep some distance.

But with this one it felt quite sort of emotionally invested, or almost emotional which feels so strange to theory casework really. And I think just this clear sort of feeling of this dad about sort of the anger and the annoyance about this child and about the situation and a feeling that, you know, there wasn't anywhere to move, I think he mentioned, you know, they'd had problems with the police and he wasn't sure whether he wanted the boy to go into care and it really sort of struck a chord because that doesn't tend to happen, it's really rare that I feel through training or through this year about those cases.

So it was really sort of, erm a reaction to that and talking about it. So I sort of came back and then luckily, err, on that morning I had peer supervision which I sat through that term, erm so I was able to talk about it a little bit during that and that was really useful. There was some other colleagues there so I could talk about it and we were using coaching groups like you talk with one of the sort of colleagues about the situation. They just ask you to say your views, so have quite a frank discussion and then the sort of mirror group, or the other group that are listening, they then mirror back their thoughts to you but in a discussion, just themselves, the two of them.

Erm, so they did that so I could reflect and think about that and then the third part was a discussion between me and a colleague again about what I'd do differently, or how it felt and the next steps to intervention. Because I was quite keen to move forward and to continue to support and I felt that some support was needed there to maybe sort of pull that situation forward. Erm, people talked about maybe some short form of solution focus like brief therapy really, erm so I went in, erm and because we have quite sort of a strict time allocation system, I discussed with the school and said, you know this will be extra time, it'll be additional, erm which again is something I tend to be quite strict with schools and give them extra time. Obviously so they can understand my case .......[unclear].

Erm, and that was good, it was good to have a bit of time to talk. Initially the results of talking about maybe skills or successes in a certain area and then how they could be, err translated into his schooling. So for example, we talked about football, he loves football and he was talking about, erm how good he was there and we talked about being a team player and taking responsibility and letting
other people take their turn and all that kind of a thing and how that might

transfer.

Err, so we did that and that was quite good and we had sort of four sessions and
he sort of presented his views.  He, erm, he did sort of have quite sort of
fleeting attention so to get him to speak and to get that chat could be quite
tricky.  Erm, but we did that and we felt it to be useful to have another meeting
with the parents.  Erm, and that felt a lot more positive, that felt a lot less
difficult or a lot less tricky than the first meeting, erm and they were interested
to hear, you know, what had been said. Erm, dad was still, erm, saying oh he
said these things but he won’t act on them, and still I think dad’s stuck in that
problem situation, erm and not really sure what to do next.

But we managed to do that and then the school had gone on a lot about sort of
ADHD and a CAMHS referral for some time, erm, so because the parents wanted
that as well I thought I supported that in this case as well.  I also completed a
CAMHS referral and we did that and they sent that through and then since then
there’s not been loads of involvement really.  I just work with the school to sort
of chase parents up, for want of a better phrase, to erm, check they’re attending
their meetings.  Like I could start, obviously there’s a long CAMHS waiting list,
erm and then my time in the school sort of decreased over the year and I’ve not
really spoken to them about him for a while but I assume it will be sort of
discussed at the next planning meeting.

So yeah that was probably one of the most challenging pieces of work and I
think challenging because in a way it hit me on sort of an emotional level and
that never really happens.  Erm, and I thought, you know what ... how do I
react to this and how do I react to my feelings and how am I going to contain
this, erm, and move things forward.  And I was sort of thinking, because it
obviously has had such an impact on me, what is the best way to intervene and
what psychology should I use and how should I move this forward.

So it was great that colleagues were so supportive and sort of gave their ideas
and erm, had a chat and were there to reflect with me and could be
compassionate about it, why I was feeling this and what some possible next
steps would be.  And it feels that, you know, the situation has moved forward a
bit but, err for me to, you know, give extra time and extra sessions it must have
been something a bit different to normal.
Erm, but yeah we'll see I guess, we'll see how the family are doing, we'll see how, erm the boy is doing so I'll be going back in the meeting in September.

Erm, but yeah I think maybe because it surprised me so much that was why it was quite a challenging piece of casework really. Yeah.

INT: You talked a lot about the kind of emotional side and that kind of impact, can you describe to me a bit more about those emotions and the thoughts and reflections you had?

EP: Yeah, sure. Erm, I think, as I said it was quite a surprise because normally I just, erm, feel that I am sort of compassionate and understanding and do want to listen to people's, you know, perceptions of an issue or constructions of a situation and try to take on board all those views and those beliefs. And gather some information or celebrate through an observation of some work and then come up with, erm, an understanding and a formulation of what was happening. Erm, but it was sort of, erm causing a real strange emotion that I could actually feel myself feeling quite saddened about the situation. His dad felt this is so entrenched and I can't move things forward.

I know when he talked about putting the boy into care, I don't know whether maybe, you know, my sort of background a bit more looked after children where that was on some level hitting him, thinking oh well this is such a grave situation. Erm, and I think normally obviously you meet so many parents who are very keen to give their views or keen to sort of, erm, to support and are keen to sort of take some actions or maybe they said to the school we need to do this. But in this situation it was sort of very much school led and it shouldn't be. Erm, and the parents came, erm, and it was just, yeah it sort of flipped on its head. It was this, erm, not a lack of care, probably on reflection it was just such a difficult situation, I probably really weren't sure what to do next.

And they'd had a few people involved previously and they felt ... they tried to do things and they had support there but they couldn't, in my opinion really, separate the boy from the behaviour and that was really challenging. Erm, you need think you know sort of he is your child and I'm sure you do want him to do well, I'm sure that you want, you know, to look after him and for him to develop and do well in school. Erm, and I just really didn't expect it, erm, for them to have such explicit opinions about how he was doing. And I think because he was there as well, I was really mindful in this meeting that he hears negative things.
And so to some extent, you know, some part of self-fulfilling prophecy if you hear enough bad things about you then this is what’s causing this. Erm, so for me, I guess leave that and then come back to work and not really have too much time to process, because my schools are quite close obviously to the office, maybe then I just sort of came back and need to speak to people. I needed to share that and maybe wanted to contain that, and maybe wanted to contain myself to some extent in terms of how do I understand this and erm. But I needed that time to [debrief really, to think about it which normally sort of working with young people normally I’d sort of do that work and think about it a bit but can usually compartmentalise it. But for this one it was really, well more raw maybe, erm, in terms of understanding].

And that obviously became a lot easier as I decided what am I going to do and how can I support the family and maybe as I always help, you know, able to do some things with them and take some steps forward. But initially it was, erm, maybe more that I was surprised, you know, by my reaction that I didn’t really know how to process it, erm, until sort of I had the discussion with colleagues and that was really supportive. Maybe in a different service or organisation maybe I’d have felt a lot more that I was like working with him and it might have taken me more time to think what to do and how to do that. And I may even have, you know, sourced support from outside of the service with others, other EP colleagues, those kind of people.

Erm, so yeah it sort of sorted itself out and felt a lot better afterwards, erm but this sort of surprising emotional reaction to a case, erm, when I … I knew the boy and I got to know him a bit. And he showed sort of challenging behaviours and he came away from lessons and things but at the same time he is very likeable and sort of [unclear …12:33…] to his character I think. It’s something that people had received positively, erm, yeah just a surprise to myself. Maybe I felt was not being professional, maybe I felt that I was having a personal reaction and I don’t tend to do that.

Erm, and I guess you have that professional persona about I’m an EP and this is the way that I work and you go in as a man and you have your shirt on and you’re part of a thing and you have your uniform as it were, and your title. Erm, and maybe I felt that I was straying from that to be a person, maybe that felt uncomfortable as well, erm, I’m not sure.
INT: So do you ... can you tell me a bit more about that kind of ... you've just been describing the kind of professional persona and the person. Tell me a bit more about what you think about that professional persona.

EP: Yeah, I think, erm that's something that obviously sort of you work at and I think because people say you learn more and more and sort of with each case and with each year and you probably change your practice in what you do. Erm, but I definitely feel that it's an expectation from parents, from schools, I mean not as much with young people because often my first discussions are who do you think I am, do you know who I am and I explain what my job is. So some children are quite interested and maybe think it's a different job title or, like in the past I've been asked if I was a caretaker or if I was a new learning mentor so I have to explain that!

Or older children sometimes obviously don't want to work with you or don't want to work with a new person. So luckily after I explain who I am and what I do and that it's not about judgement it's just about working with them and understanding what they're thinking and where they're coming from, that's quite positive. But I do feel, yeah, for schools and for sort of parents or carers, and other external agencies as well, that there's sort of an expectation about an educational psychologist, erm, in terms of maybe presenting in a certain way.

You know, how you look and being smart and, erm, I guess because people ... it feels like you pay attention and listen to your views and do, err take what you say as quite important. Erm, and I guess sometimes that's like placement decisions or sometimes in terms of advice and support, then you feel there is that expectation to act, maybe, in a certain way. Which is nice, it's nice to feel I guess you're in an occupation that is respected and that you are working in such a positive way. I speak to other friends and they sort of say, you know, your job's so nice in that way, it's really positive and it's public sector and erm, you're in effect working to make situations more positive which is great.

I don't think we always take the time to stop and think about [unclear 15:34] or reflect on our week but I guess you always get those standout cases where you think oh I have made a change or I have changed perceptions or we've worked on this system. Erm, and that's lovely, those are moments, and those are the times to think about things like breakthroughs or changes or situations improving. But I do feel people expect, and I'm amazed to some extent you put that expectation onto yourself, you have a perception that you must act in a certain way. So you look to that, you think I should say certain...
things, or, erm I need to work in certain ways which can be useful I think in terms of advocacy for parents that are disengaged or that maybe don't have a voice. Or for children who've not had a voice, that's really important. As long as it's not tokenistic which I feel at times it can be, erm, in terms of decisions.

But, erm, usually you know the **private sort of self is kept quite separate** really and I think, erm sort of, well it's just a personal thing, **I feel I sort of come to work and almost when I put the badge on, the badge around my neck, then I'm sort of in my persona and I'm an EP then. Erm, and that's the way I sort of coordinate myself to the point where if you go out for lunch or something you take the badge off and you're like a **civilian, you're like a normal person again**. So it is quite a different entity, you know it and at the same time I guess I'm having a member of something like the **AEP or having a relationship with HCPC**, I feel aware that, erm I have to sort of act in a certain way. Which I feel I would do anyway in terms of who I am and my **morals and things**. But there's almost a different expectation, you have to sort of work in those ways, if you said things in a certain way or something was taken out of context, or ... you'd put yourself in a vulnerable **situation**. It could really impact upon your practicing, your ability to actually do your job which I love and I feel lucky to be able to do, erm in the future. So you really have to weigh that up as well.

Erm, and at times maybe, yeah that could affect somebody, how you act in **public situations or how you see your personal life** affecting work. Erm, clearly it's not, you know, things like on some personal ways, I notice if you go on like social networking sites, maybe people are aware where you work and things so that's something that I'd never do because I just think why would you put yourself in that situation. Erm, just need to be aware of who you are and your standing and the **expectation**, erm, and you look to that. Which I would say can be maybe a challenge at times but at the same time I think it's quite nice in a way to be in that sort of professional, **ticking that professional box when you are filling in forms and that kind of thing as well**.

Erm, but I guess yeah at times there is like that challenge and that's why this case I think stood out so much because it really felt that the **two were merging and crossing over which normally never the twain shall meet**. Erm, so it was a bit of a different, erm, situation. I don't know ... I guess the thing is in a way you have relationships with schools and obviously try and have good relations with SENCos, I mean obviously that does become a bit more
personal because you maybe have the odd comment about your holiday or a weekend, or erm, they might mention about their family or something like that. So you have those times, erm, which are positive because obviously we all like relationships and we all want to have that, erm contact with someone. But, erm, normally it’s quite separate, erm, to the point when you see someone out of context, you know in a supermarket or whatever, that’s always a bit of a scary situation and I don’t think they know what to do, like I don’t always know what to do. Erm, but yeah they’re sort of quite separate, erm, identities really, quite separate identities and agendas.

INT: Can erm ask about something that you said a bit earlier on which was about a particular case and you mentioned about potentially change of placement for the child and that might be to do with children background. Could you tell me a bit more about what you meant by that or what that’s about?

EP: Yeah, yeah. I guess, erm, as I said in terms of maybe taking work and changing the practice and you know different cases you’ve come across or different things you learn about or where there’s a particular focus for you, you know CPD wise. I think similarly that the experiences you had in terms of training or in terms of casework, affect you as well. Erm, and that said, because I’ve sort of done you know doctoral research before, and looked after children and explored that more, you know, in terms of what literature there is there and trying to work more with colleagues here, erm, who work with looked after children.

Maybe there is something in terms of, erm, the gravity of that situation about the parent talking about a child maybe, erm, being, you know, given over to social care or re-thinking about sort of like changing parent’s responsibility, erm and knowing that social care, erm thresholds are so high. Erm, for them to be involved in very extreme situations, erm maybe for me I thought there was a lot more that we could do, you know, with parents, maybe more support. That we could get them, erm more ways to sort of intervene with the young man to think about his behaviour, how he was sort of acting like he was acting.

Erm, things that could be done in school with teachers and perception and systems and how they work pastorally. It just felt like it was a real, jilt from the current situation who I’d expected to what they were talking about. Erm, but part of that maybe I guess is that, erm, unconscious competence and there’s that awareness that we don’t realise sometimes what we know. We don’t realise that you have this holistic perspective and you can stand back and...
think okay this is the situation. These sort of steps we can take, and these are, you know, opportunities we can gain before we get to, you know from x to y.

But I guess other people, especially those in those situations that don't have the, erm, opportunity to go to a meeting, to drive away, to do some admin and then, you know re-visit it two weeks later. Erm, wouldn't be aware of and wouldn't understand, erm you know that a lot more can be done and a lot more support can be given. Because I guess maybe a way for them, err acting quite emotionally and they understand what's happening outside of school which could be an even more complex situation altogether.

Erm, I think that can be a challenge as an EP as well sometimes. You feel, obviously you go on the information that you get so to a massive extent obviously that's on the questions that we ask and how we gain information, and erm, what people, erm give to us or what they provide us with. But at the same time if you don't get that information, especially about the home situation, or any support the parents might want which can be difficult sometimes with different cultural, erm, practices or different social situations, you don't always get that information. So sometimes the support you ... maybe there's signposting you can offer or some of the support you feel you can give is different to how it might be in another situation.

Erm, but for this young man to be talked about in terms of going into care, it just seemed a real sort of surprise. Erm, and so I felt you know, knowing some parts about, you know, the successes or the, erm low attainment of children who enter care, erm, that it would be sort of policy to continue to work with this family. Erm, but again that's my perception, erm, but I guess anything to do with truth there's not one truth is there, it's sort of multiple truths and everyone's got their own truth and construction of an issue. And it's like trying to gather that together and, erm explain it, this is what my belief is and then to offer that to the school and the parents and to be able to support them.

Erm, but I don't believe at the moment he's in care, but we'll have to find out, erm soon really.

INT: You talked about your belief, what was your belief around this particular case?

EP: In terms of, you know, what's going on or?

INT: Erm, I think you were just saying that you couldn't express your belief at that time and I just wondered what you might mean by that in relation to the case.
Erm, I guess just you know my formulation of what I understood to be, erm the issues that were going on. It felt like there was a lot more than maybe what the school were sort of bringing forward. And logically obviously school refer to us, that’s what we currently sort of work with in terms of service delivery, with a presenting issue or problem and that’s what they were seeking, support. So it was about him absconding from lessons, truanting, erm, challenging behaviour, erm, and a lack of, erm, you know awareness of rules and just sort of doing what he wanted in lessons. Erm, and so it felt, you know, they were sort of things to work on, they were things to do with him. So I did, erm, solution focus, you know, coaching with him, we talked to the school about, you know, offering some additional support, erm around how he acts in lessons and think about his feelings and his behaviour and some strategies.

And it was positive in a way, but one of the review meetings to [unclear 25:59…..] some support manager was talking about, erm him really trying and she said, you know physically you could see he was really trying not to shout things out or not to say silly things or to keep in lessons. But it just seemed, she said, erm, that when he has a thought he just comes straight out and it doesn’t matter what the consequences are and you can talk about them afterwards. But his ability to almost transfer or generalise those is quite lacking, you know, at the moment. Erm, and this is hard to, erm, to move some of those things forward, develop some of those skills with him when he’s a child. So they have talked about, you know, statement thing and they have talked about maybe changing educational placement as well.

Erm, they would be going into Year 10 I think it is so it’s obviously moving through secondary school, erm and I’m not sure what the parents will think. But at the same time, I guess, as you get to know an authority you know about different provisions and things as well. And thinking whether, in my opinion, obviously we need to take into account the school, the parents and the boy’s views, but whether it would be more positive to stay, you know where he is, where people do know him and maybe are a bit more inclusive and maybe do offer more flexibility. Erm, but it would be nice to do sort of further work with him and obviously school prioritise their, you know, opportunities for [unclear …..27:32…..]. I’m not really sure what will happen but I feel, erm, maybe because you so infrequently work with children on an ongoing basis, this was quite a right case in that because they felt they wanted more support and felt I wanted to give more support maybe which is a bit wrong in terms of equality of opportunity.
Erm, I feel I know him more than maybe a lot of the other children that I work with, children and young people I’ve worked with this year. Erm, so there is sort of some, I don’t know, maybe investment really, it feels like there is and wanting him to do well which I imagine will be the same for all the children if I got to work with them on such an ongoing basis. But, erm, those opportunities for ongoing casework are a challenge within a sort of strict time allocation systems when schools only have so much time, erm, to undertake that work.

INT: Can I ... is it okay to ask perhaps ... because just listening to what you’ve said, I’ve heard you mention a few times about, erm, gathering needs of children and parents and school and just wondered what your thoughts are around kind of the gathering of views and how you might have gone about doing that.

EP: Yeah, erm I think it’s massively important. I guess it seems to become more and more of like a national agenda, you know we sought parental views a few years ago and then obviously the authority I’m in are quite keen and have a push for the next academic year about children’s views as well which I think’s great. Erm, but something that was really key during my training was definitely about pupil voice and about getting that and I feel that had been so tokenistic. And I read something in a journal just the other day and that was talking about there’s no point in us asking a child their view and then doing the same as what we would have done anyway because it just is so tokenistic.

And I just think another like principle for me is if there’s an issue how can you begin to understand it or work through it or around it if you don’t understand the views of the person that you believe is, you know, pivotal to the issue. So to go into a school and be told that, I don’t know, a young girl is not behaving the way they want but not to work with her, I find that, erm, difficult to get my head around really. I just think, you know, in terms of, you know some principles, small changes can have, you know, massive affects. And if I speak to that girl and she says oh it’s because I’ve fallen out with my friend or it’s because I’m getting up late, or it’s because, erm, I don’t feel that I’m heard, as I’ve had in, you know, different cases, then I think having those discussions with schools and with parents opens up fantastic opportunities to ... you know for them to reflect on, you know, current practices and things.

Like we do this and maybe then the child will maybe feel more valued or will feel heard or feel that they have some impact. And I think this psychologically impacts upon, you know, systems, it impacts upon locus of control. It’s about longing, it’s about a lot of those things and self-efficacy. So I think it’s so
important, erm, because in effect to not consult with the child, if you’re not getting their views, is to say you ask the recipient of these services and what message is that giving if, you know, we’re all working towards empowerment and about moving situations and enabling people and doing things with them.

Erm, so that’s important. But obviously parental views, I think, you know we write often about parental preferences but I think that’s massively important, parents should feel empowered and they should be provided with enough information. And they should feel obligated for signposting to appropriate, you know, teams or appropriate sectors. And I think that’s really important because I think maybe historically there was a lot less empowerment, it was that people would do things for you, erm, and direct you. So maybe that’s more a medical model, I’m not sure, erm, but I think that’s important. But then at the same time that’s not to say that the child or the family are, you know, right, erm and that the school are wrong.

It’s just understanding as well the school’s opinions and what their beliefs are and just that, I guess social construction, some underpinning, that everyone has their own views that they’ve formed, definitely me included, I’m not separate from that at all, erm, about the situation. Erm, and we, maybe, having some views because they affect how we work or ... because we may experience cognitive distance about how we actually think about an issue. And I just think my job really, my role is to solicit information gathering, get the views of the people involved but then to observe and then maybe do some work and then to begin to use psychology to think about how would I add extra intervention. Or how am I understanding this issue and to offer some hypotheses and formulation about what’s happening, erm, once I’ve got all the information together.

Whether that’s more doing a sort of piece of casework or something a bit more formal like a, it’s like a total assessment. But I think it’s massively important to get views, as I say you can’t change people or do things just to them, I think you have to sort of work with them to make things a bit different. People need to see a reason, or a positive point in changing because, as we all know, probably our continued habits, whether that’s you know, eating or drinking or spending or whatever, it feels easy and it works for us. So erm, sometimes you got to think well what’s the function, what does that say of them, how do we tweak or replace, or work with that.
And that's again me making a judgement that my way of doing that is a positive one but hopefully if you are using sort of consultation with people rather than acting as an expert and saying this is what you should do, erm, understanding their context perhaps in their own situations, erm I see more. Hopefully I ask the right questions and try and effect some change in those ways rather than, erm telling people that I know best about their lives and I've only met them for half a day or something like that. So yeah the voice is really important to me and I think it's important as well because as a practitioner, especially someone that is maybe early on in their career, feel I want to be reflective because that's something, you know, erm drilled down to me through training.

And you want to be a collective as well, I'd hate in two years to feel that I only used a certain intervention or a certain assessment or certain way of working, erm because I don't think that works at all. I think it's so important to have that time, whether you're sort of in your office or you know driving back or whatever or discussing with colleagues about how am I going to work and what is the best way to offer support. And it gives that new... [unclear...] to use a framework for these conversations or a bit of ongoing work or we need to change, you know, some of the organisational things in a school, like a policy. And I just think it's so important to do that and at times I don't think maybe people you work with always want that.

I think sometimes schools maybe want you to work in a certain way, erm but then part of that is an opportunity for me to show them what I can do and what psychology can offer. Because, to some extent, you know, if you don't know what somebody does, or if you've always had the same thing, why would you expect anything different? Because you wouldn't know it to be different so why would you say to someone, oh you know can you do this or this if you didn't know they did. So part of me setting out my stall guess is, is to say I can do this or we could do this and erm, what are you interested in, which hopefully, you know after [unclear ...35:54...] will be easier to move on with those relations that have been established.

Erm and I guess you use the opportunity to be a bit more critical which I think I definitely need to be. Or to just add those suspicions together and maybe, yeah be a bit more challenging, erm, which I guess is that critical thing type of, erm, argument really. Erm, but yeah it's exciting, it's good opportunities, yeah.

INT: You talked about school's expectations what in your experience are school's expectations?
Erm, I guess they normally, erm, seem to be positive expectations. I guess, erm ... it's difficult. I think in one way you serve functions for a school so obviously in some cases which, the ones that are maybe like a little bit less, erm, as a practitioner the things where schools see you as maybe a box to tick. So in terms of maybe writing a certain report about moving a child or sometimes maybe doing a statement in those situations. Erm and they see you as someone who can do that. Erm, but I think a lot of them, you know, value where you're coming from and value some of the questions you ask and value your expertise and respect you.

I think they have quite positive expectations. I'm not sure about the level of the expectation, whether it's high or whether because it's a council they get told the psychologist will be coming in. Erm, I'm not sure whether they think that's high, it's not a low one, I just think they just consider oh this is what it is let's use it and so they use it accordingly. But again, I guess linking to the earlier discussion, when maybe you have an ongoing relationship or maybe a bit of a personal connection with people and get on with them, then maybe I feel as well that I can offer them a few other things. Or I can say certain things to them so we can try and make things a bit more positive.

Erm, and I guess as well different people in schools have different expectations. So obviously you've got the SENCO that you work with most to, erm ... he's the main, you know, communication mechanism I guess for the school. Where you've got a Head who obviously has to sometimes make the tougher decisions but I found can be either massively inclusive and all about keeping children and working with them and being reflecting and see what they can do. To other ones who can be a lot more, we need to get this child out, erm, I had that in one of my first meetings last year. A Head Teacher was very friendly and said, oh come in, you know we can have a chat and then you know quite quickly will go, we have part challenge, get them out [unclear] Well, you know, luckily for them I continued to work, you know, towards parental preferences and towards my beliefs and then towards my efforts as well. And that child continues to be there, erm, possibly against them but I think that's the issues, when you're working with inclusion.

You are sometimes asking things that people don't want to hear or you're asking questions or you are challenging people and I think that's the funny thing. That schools think that they're the client, or the customer if you want to say, or recipient or whatever, erm, but I always ... and I'm happy to say that to them.
But I always believe personally and have done the [Unclear 39.39...] of the child is my plan, that is why I’m going in, to make things more [Unclear 39.42 ...] for them. To make them to learn and achieve and develop socially, erm, so that they can be a happy and positive, erm, I don’t know well adjusted young person and adult when they leave school and go into the workplace and things, erm and get 

So if you’ve got a head teacher, and I guess you’ve got class teachers as well who maybe ... aren’t really sure what to do or are maybe looking for a bit more direction and things and they go to a SENCO to get more support. So sometimes when you turn up and have a consultation or talk about what do you think, you know, would be sort of change, sometimes they might look at you and say well I don’t really know, I’ve tried everything that I think. Which is good because you know because it’s a challenge, beginning to think what other skills can I use or how can I try and encourage them to generalise cases or maybe I do need to move and be a bit more directive in this case to ... 

But I think, yeah their perceptions and expectations of an EP can vary and parents too. I think maybe a lot of parents, because I cover two different areas in terms of one is high-level deprivation and the other I think maybe the area of high deprivation maybe has less knowledge of external agencies like educational psychology offer educational support. Erm, some are wary of external agencies and some professionals in terms of what their role may be. You know, in terms of social care or policing or housing and that kind of a thing and don’t want to engage understandably. Erm, but sometimes those parents I think don’t really have any expectation, maybe in a funny way with the sort of changing landscape or EPs, the sort of doctoral title, some really do. But I think I always try to dispel any myths and often will say you know I don’t diagnose, that’s not my role, erm and I don’t label. I’m here to sort of work with you, you know the child best. 

And I think that’s, part of that’s making that really clear with them and just being honest. But I think you need to be approachable and accessible for people to want to invest in change so I think that’s really important. Erm, to, you know, the opposite where you get parents that are very directive and erm, again want you to help them or assist them with this, you know, ongoing journey back. Getting a child in a certain school or that kind of a mind, erm which currently isn’t the case for me, as much in you know I can only work with. But definitely know that that can be a challenge for some EPs in the team 

Comment [A126]: Interesting use of wording

Comment [A127]: Focus/placing value on being ‘happy’, ‘well adjusted’ going into the ‘workplace’ Following a path for achieving – next steps, forward focus ...EP ‘giving to the child’ ‘EP as facilitator’ - ‘hopeful future’ ....

Comment [A128]: Collaborative versus expert model. Taking control and ‘fixing the problem’???

Comment [A129]: Higher deprivation – less knowledge ??? Is this the community EP/services aim their resources at? So why is it that they would have less knowledge? Refer to literature about parental understanding of EP role....


Comment [A131]: EP as social constructionist ?? EP as non expert – contradictions with above – tensions for participant with status and title and expert model???. Doctorate title does not equate to a medical professional – confusing for families??? Do we explain this? Should we?

Comment [A132]: Positioning the parent as expert – tensions between this view/value and the situation experienced in the casework talked about – where dad was perceived to be unhelpful....

Comment [A133]: Valuing honesty and transparency...

Comment [A134]: Parent as demanding a service which is not part of the role??EP considered as the decider around placement? Positioned as such by LA/EPS??
depending on where they're working, erm, and who their clients at that time may be.

Erm, so yeah I guess schools, I'm not really sure what their expectations are and maybe in some way you, erm, you're fearful to ask, you know. I'd like an evaluation tool ... the meeting last September when I started with the school to say you know, how have you found the last year's EP? Which is fine to do because obviously it wasn't anything to do with me, but that's something which I guess secretly I'm excited about, erm, and hopefully I'll have a relationship where it is positive and that I do have a good relationship with those schools now. I can have open and frank discussions and I will be clear with them and say, you know for us to work best together I need to understand what worked well, what maybe didn't or what could be improved or how would you like things to be different. Because I do want to feel that I'm supporting you because that's a funny one because it's true but almost to an extent.

Because if they sort of, not that they generally would, but if they said, oh well you're sort of really good but we need to move so and so and so. Then I would still have to start a separate discussion about these children and say well what are the other issues or what are your concerns and what are the reasons for this? And just explore it as I would any case, erm but again that's the point I guess about being someone who is supportive and wants to, erm empower them to have more skills and knowledge. Which I think is a challenge for schools, I think schools are expected to do more and more and more and whether that's a society thing about being a bit more of a parent. Breakfast clubs, and clubs and pickups and drop offs and things, to having to work on, you know, circle time skills that they did or PSHE curriculum.

And so they've got a lot of things and then I feel sometimes we are asking them to do more but then hopefully I'm supporting them in doing that and can try and signpost and get additional support and that kind of thing. So it's, erm sort of the system we're in and I guess that's, you know, working for a council you are working systems, er, that involve working towards certain priorities. So as long as they're in line with your practice, I don't think that's particularly ... be a bad thing, it's just erm, something to be explicit about, to reflect on. But I think schools understand that as well, so it sort of tends to work correctly.

INT: And if something wasn't in line with your practice?
In terms of council priorities, well that’s a tricky one. Erm, I guess I’d cross that bridge when I came to it. I don't feel like I’ve come to it so far with things. I think odd times there have been maybe decisions, erm, the authority have made about the placement of a child in a certain, erm, school or setting. And in those case I’ve, you know, had to come to you with my belief and my values really so I’ve made that explicit that this is what my belief is with the information that I’ve got at this time. Erm, my professional opinion is that, maybe the child should go to here or here and that’s perhaps different to you.

But, erm, that’s the paramount, you know, part about being an EP, I think at times you do have to make difficult decisions and you do have to say things which ... you know this year I’ve had to sort of say things that have been different to maybe what parents wanted. There were parents that were quite keen for, erm a specialist placement around specific, erm, learning difficulty. I had to talk with them and explain, you know, in terms of the work that I do and the information that I gather from school, assessment and things that wouldn't be appropriate for him. Erm, but obviously you know parents, for annual review purposes can go on to the reviews and you know have to, and those kind of problems and things, they can share their views.

Erm, and if it was such a straightforward decision-making process then, you know, you wouldn’t probably learn from it would you, you wouldn’t understand. Erm, but I feel I always need to, you know, continue what my views are and the good thing is maybe when you have really challenging cases, whether it’s challenging because, you know, like a parent or a challenging because you feel you’re not maybe enabling change or working with the child. My challenging ... one case which was a high challenge case this year. Because quite a few of the professionals have felt, erm, I certainly would be appropriate for this child. But again the parent and I and some other professionals felt that, you know to continue with mainstreams really or to ... and they are difficult discussions to have.

Erm, and I think it takes time for people to respect you, to maybe understand them and maybe they think you’re being a bit challenging or they think maybe your making your mark. Or that you’re, erm, putting erm, sort of a barrier in the way but there’s reasons behind it. I know that this maybe quite explicit which allowed me in those meetings, erm. But I guess like anything really, we do work on a formulation, we do ask questions and we do, like anybody, erm,
we work with the child at the centre with the best will in the world but we work on information that we have.

And situations are flexible and variable and things do change and at times you maybe, you’re hoping that things are working a certain way and you find out that maybe things aren’t as positive. Or there’s certain steps that need to be taken, I guess that’s just the flexibility of the role really. Erm, and as long as you have carefully considered and reflected about what you do and learn from it, then that’s all I feel that you can do in a role really, I think, erm. If you didn’t learn, that’s, the day that I stop learning from things, and stop thinking about what I’m doing, that’s the day I need to, err really have a word with myself, or consider maybe a different career.

And I think with this authority it’s fantastic because it really does, erm, foster that, erm, idea about who are we, about supervision, about support, about being sort of reflective and thinking about what you’re doing. Erm, so I think that’s really positive. Erm, but I just think you need to be careful about what you’re doing and sort of what you’re recommending and, erm, you just need to take the time which I think we do, which I think we do as a sort of occupation. Don’t rush into decision-making because that wouldn’t be helpful for the child or the young person or anything.

INT: Is there anything else that you wanted to kind of say around that or anything that you haven’t had a chance to say?

EP: Erm, about sort of challenging casework in general or?

INT: And about the things that you’ve talked about already.

EP: Erm, I’m not sure, I think erm, as I said before in terms of sort of casework you get challenges in different ways. I’ve not maybe come across so far things that have been, erm, challenging because of, you know, factors outside of my life most of the time that can be quite a challenge because certain things I think can maybe impact upon sort of casework and what you’re doing. Erm, I guess in general the challenges I get sometimes, the frequent ones are probably, erm, I guess when people want you to make decisions in certain ways and they go against your principles or they go against parents and things.

And that’s why I just think a lot of our role is about asking questions and gathering information and making sense of that and trying to use psychology to understand motivations or thoughts or people’s constructions of an issue, err...
and making that explicit and sharing that information. Erm, because you sometimes ... I've got nothing against different people's agenda's, hopefully you're working to the council agenda but then obviously within the council you've got certain, maybe, I don't know, set things or teams who are also working for their agenda. So it's a challenge, erm but you just need to be explicit about it and then feel supported that you can make those decisions which I think I do tend to, like line management and those kind of things.

Erm, I think professional identity as well probably changed a lot and because we are quite busy and you sort of you're working through the year, you do reflect on casework but maybe you don't reflect on who you are as a practitioner and how that's changed. I know other colleagues, much more experienced and definitely talk about that changing and I guess if I think about a few years ago when I began to work in my own sort of settings, I'm sure that's changed in terms of what I do and how I act and the things that I, erm, ask them. But I don't think that's a bad thing, I think it's just ... I guess just like any experience in just like life, you change your perceptions with your experiences. So once you come across a certain case or individual or you work with a certain person, you erm, you think oh okay well maybe I can do this, this way.

Or you work in a service that maybe pushes certain initiatives or certain areas of interest and so you listen to those. So I think the exciting thing really about professional identity will change, erm and that's okay and I think it's quite a good thing, erm, because you don't rest on your laurels and you continue to move, you know, move forward sounds too positive but just move along. Erm, but it's just about being explicit with yourself about how you're doing and taking stock, erm and evaluating and obviously you need to be making positive change, otherwise, erm maybe you're not doing the job correctly. But hopefully line managers will ensure that's discussed as and when needed. Erm, yeah I think they're the main bits.

INT: Thank you. I had another question and I'm not sure if it's the time for the question so I'll put it out there and then you can ... it was just really kind of why was it that you wanted to become an educational psychologist? What was it that interested you?

EP: Erm, I guess, erm ... it's a funny profession isn't it because you don't really know about it until you sort of come across it, in a way. So it's almost like a hidden world, and I always find it an interesting one to try and explain and describe to people. Erm, because I usually start by saying that I work...
with children in schools and if they have sort of issues along learning or behaviour then I try and support things to move forwards. And they ask if I’m a teacher and I say no I’m not a teacher and then you have to try and explain that.

Erm, for me, erm, the major ... **I guess I always felt I wanted to do something in helping people** and working with people because I feel I get on well with people and I like them and I like establishing relationships and tend to be like by people so that resolves everything about doing something like that.

Erm, but for me the old adage of it’s not what you know it’s who you know sort of came to the fore so one of my, erm ... I always wanted to do psychology, psychology A’ Level, went to university and did psychology and during one of the summers, erm, one of my best friend’s auntie is an educational psychologist. And I think probably during some discussions with him or his parents who are both teachers, talked about this auntie.

So I shadowed her and that was fantastic but, erm during the err, the end of the day with her, someone that was sort of more experienced and further down their career talked about the government changing lots of things and it’s going to be challenging and really hard and they were quite despondent about their job. And that sort of stayed with me for a while and almost veered me slightly off educational psychology. Erm, and then seven years later after I sort of completed uni graduate degree and travelling a bit and things, I was talking to someone and they were saying, oh you know it’s such a shame if you’re not going to go forward with your degree and use that more. And I began to reflect on that a bit more and thought actually yeah I think they’re right.

And so thinking about my positive experience in education, and thinking about that shadowing time, it felt logical to move back into that. So then I began to work in a secondary school and then [unclear 55:35 .......] for a bit and work in a primary school and got a job as an assistant EP alongside this auntie. Erm, and then got onto the course. So yeah, so I’d like to say it was always a, erm, an ongoing journey to slide towards being an EP but it wasn’t in that way really. But erm, **I’m very happy that I have done and I love it to bits**, and it’s an amazing job. I always hope that I do something really varied, I don’t think you get many jobs that are much more varied in some ways than this. Erm, so I feel lucky to be able to do it. But yeah, **I guess I wanted to work with people** and it just sort of veered towards education and doing this, but yeah it’s amazing.
Thank you, [Name]. Anything else at this time?

I think that’s it really, I think they're the main parts.

Okay, thank you very, very much.

You’re welcome.
Appendix 1.5: The annotated transcript from Interview Two

**Interview Two: annotated transcript**

**Key**

Social actors contributing to the construction of the discursive object - EP's professional identity (both implicit and explicit references illuminating discursive constructions).

*Colours have been used to illustrate the distinctions between the social actors and as means of highlighting possible patterns in the text. This process has also contributed to an understanding of the discursive constructions and how these may interconnect in the talk to construct the EP's professional identity (in this instance).*

<table>
<thead>
<tr>
<th>School/educational setting: red</th>
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<tbody>
<tr>
<td>Family: blue</td>
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<tr>
<td>Mum: brown</td>
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<tr>
<td>EPS: light green</td>
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<tr>
<td>LA: dark green</td>
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<tr>
<td>Boy: purple</td>
</tr>
<tr>
<td>Child/children - turquoise</td>
</tr>
</tbody>
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- Text highlighted in bold indicates a point that has stood out as needing further consideration and as offering something interesting or as needing to be revisited.
- Where the transcript could not be heard correctly this has been indicated by using the term 'unclear'.
I can see the bars moving so I am hoping that’s all good. Erm, so thank you very much for agreeing to join in this piece of research and I’d just like to kind of ask if you could tell me about erm, a piece of casework which you found challenging and that’s interested you?

Okay. And what’s your kind of like, erm does it matter if I use names whatever does it?

Erm, I won’t, erm, I’ll anonymise anything, yes good question, anything you want to talk about.

So a piece of case work that I found challenging?

Yeah and kind of how you went, your thoughts and reflections and kind of how you went about things really.

Okay. Erm, so do you need to know much about the background or just sort of the bits that were challenging?

I think it’s what you feel is important to talk to me about so...

Okay, so do you need to know much about the background or just sort of the bits that were challenging?

Yeah and kind of how you went, your thoughts and reflections and kind of how you went about things really.

Okay. Erm, so do you need to know much about the background or just sort of the bits that were challenging?

I think it’s what you feel is important to talk to me about so...

Okay, so the case in mind that probably most recently I found most challenging, and I brought it to erm, two forms of supervision, both peers supervision and [underline managerial].

... erm so that’s just the extent to which this kind of thing dealt with it. Erm, and I worked on that for, so a piece of statutory assessment, I think it’s within the, it’s probably one of the pieces that I’ve spent the longest on inside 3 years. So it just really really got to me, and also on a number of levels.

Erm, it’s a Year 6 boy who erm, was, had been permanently excluded from his school, after sort of jumping between I think about 5 or 6 different primary schools because his family had moved about, [unclear 1:33 check] permanent what have you and [unclear 1:35 check] permanent provision.  Erm, and so I think within any case, where that’s there, that’s [underline got away, take those sorts of, most take [unclear 2:05 check] away, it’s just open to Year 6 to Year 7, what’s right for this young person, obviously got
some needs in some areas. And I think I found that probably the most challenging because it felt like quite a, you are so setting this young person up on a bit of a path and I suppose my sense of responsibility came from the fact that we are certainly not decision makers in any way but we are adding to that story and that understanding and going along with the flow of what's already been said or trying to diverge it off which brings a new strain into [k]. So I felt quite a sense of responsibility rightly or [wrongly]. Erm, and I ended up taking the position of going against the big Statements Code which was there which he should go to specialist provision starting off in Year 7. And I agonised over it heavily but really, I had spent quite a lot of time with him as well which again would have [unclear 0:8 check] about 7 sessions with him. So quite a lot more than we would normally get to [spend]. And really really really tried to listen to what he was trying to tell me even though he was struggling to know what he was trying to tell me anyway. And trying to represent that and trying to put that on balance, trying to unpick the ethics of going along with a child who has obviously got erm difficulties with experience, difficulties with the education system and what they want versus what the adults around him want, what his family want [unclear 3:40 check] extremely well. Erm, and making sure that I wasn't just tipping him over to one side because it felt easier to do, it felt more nice to do, it was nice to go stand up for the child sort of thing [kol... I ended up writing quite a long statutory advice and within it as part of the peer supervision that I got out of that I really really really tried to keep putting his words in and at the end of it my summary was actually very, could have been interpreted either way. It basically got a decision to make here, this is what the decision is, this is what this young person is telling us, this is not easy. And I am not going to say a or b but you know this is really complex and really difficult. And then after that what I found very challenging was that I felt that it was, the complexity of it was understood by the receiving officer who was responsible to kind of look into it all, that they made a very very quick decision based on one phone call to parents, what do you want, the psychologist hasn't really come off the fence here, what do you want, you want that or that and then that unearthed a plethora of difficulties with that receiving school, with the alternative setting being agreeable to doing transition visits to the young person wanting to go to that specific setting because of the area it was in and the community activities that he's involved with. And he ended up then becoming an even bigger piece of work involved, things like [unclear: 05:07...] for that area and it just seemed to keep getting messier and messier and messier and messier. And it's still one that I reflect on and think could I have...
unpicked that mess a little bit more, had I even enabled that mess to be
unpicked a little bit more. So I think that’s one of the challenges still let with me
a bit, whether..... [unclear 5:27].

INT: And you talked about kind of it being messy, having agonised with it, how did
you feel going through that process?

EP: Erm, I think it’s very difficult with a case like that because you are trying, well I
feel like you are always trying to make sure that your motivations are where
they should be at and that your intentions are where they should be at and you
are not because when you spend that length of time with the young person you
can get quite involved with their story and you can, there’s certain parts which
you will attune to and you will hear that will mean something to you, because of
your own professional background or personal background. Then you will also
be, if you are involved with the setting, very attuned and aware of the difficulties
they are experiencing. And then meet with family, very aware of that as well. So
I think I felt that I was in some way attempting to weave those together and
attempting to do the impossible. But wasn’t quite willing to accept that it was
the impossible, probably until about half way, three quarters the way through
the process of the whole case from start to finish. That kind of acceptance of I
am just going to have to write this as a mess. You know because it is
messy. And I think I hadn’t really accepted that, that that was okay.
really up until that point. And to think it’s as well because it felt, that felt
particularly more difficult than it did in other cases, strictly because of the
transition point that that young person was [sil]. And you couldn’t just say oh we’ll
try this or we’ll do that, it’s kind of, it was kind of A or B, there’s two decision
points here so going back or going back into an environment or something that’s
been similar to, it’s going to be a change whatever it is. So I think I felt very, I
felt very, I

 smelling with it, how did

 trying to remain objective even though as I say you can never fully do that. So I think
that was my struggle because I was perhaps reflecting a little bit too
much on what I was going through because I was finding it so hard, I
was constantly questioning myself and constantly questioning why am I
writing it in this way. why have I said that mum has said that, why have I
written that kay and mum said that but the other bit that she said I haven’t.
And kind of and really kind of most I do on other cases. And I don’t know
whether that was because I was, it was maybe easier for me to focus on that
than it was on right what is the question that’s been asked here, what setting
does this young person need. Because I knew that was a very very difficult question. So I think it just, how it made me feel was...I don't know, it's a difficult question to answer I think. Just a whole range of different...but in a way as well, because I was attempting to actually get fully involved and had the luxury of doing that because of the amount of time that setting was given; I think I felt a little bit right I've finally got my teeth into something here, you know you want to do a good job and be given the luxury of time which I never normally have. For whatever reason this young person has chosen to engage with me which doesn't normally happen in these types of cases because you are another bod coming in. So probably in some ways it's probably why he stuck with me as well because it felt like we've actually done a bit of work here and it hasn't been great and it hasn't been wonderful in any way but I've actually done a bit of psychology maybe.

INT: Can I ask you about, you talked about erm, you used to kind of sucked in and finding conflict, can you describe what you mean by that, what your experience was around that?

EP: Erm, so again sucked into any points of views, I think it's very easy to identify with human emotions especially in our job and it's very easy to feel and to empathise with another person's experience. So if you are sitting opposite a very experienced head or very experienced teacher who is being very trusted and honest and very raw in terms of their experience working with this young person, and has very very clear views as to where they should go... I think it's our job in my opinion to sit alongside that and not be, I am coming along to hear what you are going to say and then I will go away and find if there's truth in it or not. So I think in that attempting to sit alongside, I mean we've got so many different voices, each one being quite loud because the situation that it is and one feels quite emotive, quite impassioned, quite erm share their own view... that by sitting alongside each one of those that, and attempting not to be the hierarchical that I come and I take my notes and then I go away and I will decide what's appropriate here. That for me there's always a sort of a little thing in the back of my mind of sitting alongside the joined [unclear: ...10:41:...] because I don't think that's our job. I think it's the job of some other professional, I think they are in a very valuable position and a very privileged position to be able to do that. To just sit alongside and to join whatever time that family needs or that teacher needs or whatever but I don't think we are in that position to be able to do that, other than the statutory process. So I suppose that's what I meant by being sucked in.
And how do you find that people receive that kind of approach that you've just described?

I don't know that people, I don't really know in terms of skills and... I don't know, it may be a very interesting question to ask you know how do you consider this professional who gets in and out of your experience, how do you feel they are interacting with you? Because it's not a question that I ask or that I feel evaluation forms ask, or the time and space is really ever given to you. So I don't know how conscious or reflective a process it would be. But I suppose by attempting to sit alongside there is perhaps some erm possibility that that person will feel doubly unheard, sat alongside me and attempting to understand, having to maybe not join because you are not in a position to do that but to hear me. But yes I also going to be doing that with x and y and z very differently to me. So that is quite exposing is that not then whenever you try and piece it all together and tell others what it is I have said or I have thought, did you really hear me at all? So I think it can be, it could probably be quite a challenging position for those other professionals to sit in with those families to sit in, or it could be quite enriching, it would be just very difficult to know really I think.

And kind of reflecting, you've been kind of reflecting on that particular piece of case work, how sitting here kind of now do you see your part in that piece of work?

Hmm, [short pause]. Hmm. That’s a hard one actually. I think probably, because [unclear 13:21............] psychologist, kind of done the handover, so reflecting back on the whole process and maybe now more than it was to just hear another voice or a voice or whatever it was to say A does not equal B, this is not straightforward, this is not easy. There's no right answer and to maybe just validate that in some way. That it's not that somebody got it wrong before or decisions not made at the right time before or this young person just never had the right support, maybe it’s just there’s so much going on and so many different agencies involved. And maybe, maybe that was my role even though that doesn’t sound probably [unclear 14:07.......] answer questions here, probably very appealing. I think from a psychology point of view has made it okay.

So is there something about, you said from the psychologist’s kind of angle and the local authority angle, are there, you've mentioned those kind of in two parts, I just wondered about that?
Well I think it’s kind of you always have to be mindful don’t you of what question you are being asked in any given situation and I think the local authority have obviously a very very visible and strong watertight statutory assessment process and they are asking you as a paid employee please give us your view on... but there I feel their understanding of erm how that view is formulated or considered is perhaps very different from how I see it or how I think a lot of the profession see it. So I think that’s maybe where there is a bit of conflict and I think you can go into a situation like the one I’ve described or attempted to describe with a question in mind and that’s fine, that’s what you have to answer. But actually what you walk into or what you are met with or are allowed to be seen means that that question is actually very very very layered and very difficult to answer. So you’ve got, rightly so, people on one side saying well we’ve asked you questions, you know please answer and you are saying well actually there’s all this and I think I don’t know about other teams but I think there’s a bit of a thing about complex case studies, complex has become this kind of very used term to describe pretty much any case where it is not straight forward which is probably most cases we are involved with. So by saying you know this is very complex it’s lost its meaning, and because of all the complex needs service it’s just lost its kind of ability to be heard and understood. So I do think there’s a bit of a difference in understanding but I think that could be resolved, I think we don’t spend enough time as two teams kind of talking and interacting and seeking to understand each other. It maybe seems like well we say this and you say this and we’ll go off in two little camps and... so I do think it’s something we could enrich and we could resolve but I don’t know whether that would happen. It’s not, I don’t think that they are polar positions I really don’t, I just think that they are at times difficult to reconcile and I think that the authority officers, the case work officers are in a very difficult, very difficult position, they don’t have the luxury of ourselves being able to write something which actually just reflects the mess or says actually there’s so many layers here that I am seeking to understand and this is some sort of conclusion that I come to, they have to write a very definitive, you know named place. So I think actually in their way job is at times a lot more difficult, they don’t have that luxury. So I don’t think that we are coming from the good and they’re coming from the bad or the other way round, I think it is... a lot more complex than that. To use that word. But it is there.

And you talked about, you think could be resolved, what could you... tell me a bit about your ideas around that, your thoughts around that?
Erm, oh gosh...I suppose it’s similar to different settings that you might work with or different groups of professionals, then you can interact with them on a level which seeks to answer the question and resolve the issue without being explicit to the question you asked earlier about how do you feel that your approach is understood and received by others? And I kind of was going oh well I don’t really know what they think, how they understand it and then you ask a question, and never ask the question. I suppose it’s sort of similar in a way that we interact on a level which gets the job done if you want to call it that. But perhaps don’t take the time to understand the other processes behind that. And maybe that’s because time or erm, that historically the way things have been done and historically the way we communicate as two teams or erm a bit of fear on both sides about erm ability for each other to understand each other’s position. But I think, I think it would be useful but then what I am hearing in my head is that I suppose people maybe saying well they need to be more objective, yes we will work together but we have to be at arm’s length as two teams which I completely understand as well. We are not the only professional voice by any longshot, nor should we be. We are not the deciding voice and nor should we be. So if they are going to engage with us on that level they should probably engage with the other teams on that level as well and seek to understand the perspectives that when they get a report maybe this is coming from the perspective of the report is going to be written in a certain way. That will probably, I think it will be very interesting question maybe to ask that team, if they have any motivational [unclear 19:51........] or see any need for it or not, I don’t know, I’ve never asked them. So just bumble along doing what everybody else does, putting stuff in their own ways.

INT: It seems something that you have thought about now you’ve come to mention it and to say that you feel there’s a way forward and...

EP: I don’t know about a time I explicitly thought about it, probably now and again thought you know interactions or sitting in meetings and erm, especially something with a pre-tribunal meeting, I thought these conversations could perhaps be easier if we could set aside that agenda for however long and just talk about perspective or err, how we see the world sort of stuff. It sounds a bit sort of probably a bit quite airy fairy but I think it might make the conversations a little bit easier, a little bit more meaningful, a little bit more erm, productive even instead of sometimes it feeling a little bit like horns flashing although my experience has never been that with anybody from that team, there’s never been a sort of difficult onerous process. But there
are sometimes implicit layers of difficulty that you can feel sort of tensions or you can say something and you know how it’s being received but you know that’s not the intention and do you go into that and do you not, meetings are very quick and you’ve only got an hour and there’s 5 people there and blah blah... so at times I’ve left feeling frustrated and if I just maybe reconcile that in my mind, maybe that was difficult because... not that was difficult because that person chose to be really... or I chose to be difficult, you know maybe that’s my way of understanding or being cool with the situations. But I’ve never actually sat down and thought oh this would be a practical way of addressing some of those issues at all, it’s just been points in time when I’ve left a meeting or I’ve left an interaction until now.

INT: Erm, is there anything else that you want to kind of talk about in relation to that particular piece of casework?

EP: Erm, I think, I think for me in that piece of case work it was the role of my colleague and my peers that, that probably enabled erm, (unclear 22:37 ...) like a more erm kind of thick engagement with what was going on because the way it, obviously you know the way it’s set up, the access with peers here, the time is very much given to you know you’ve got an hour, an hour and fifteen minutes to explore a specific aspect of a specific case with peers. And it is a very erm, open kind of there’s no answers expected, there’s no so what are you now going to do about this? Erm, and again in respect, such a rich perspective because you have maybe got 7 other psychologists there all giving their views or not giving their views, just asking specific questions or just listening. And it’s such a rich experience that it enables you to engage with something that can be quite thick and quite dense, maybe a technique or perspective, take a step back, take a new look at it, but it enabled that. Where I would think for me what I do supervision, because of the way it is set up it’s time limited, it is time barriers you have to get through. You are, it’s obviously there’s probably a number of cases that you need to re-use or bring up and that level of engagement isn’t enabled through nobody’s fault, just because of the process. So I think for me the absolute integral part of that case was the peer involvement, and peer supervision, and I think without that I probably would have been, maybe would just have been another case where I breathed a big heavy sigh and tried to sort of write something and put something together and you know wished my lucky stars that these in a way enabled some sort of helpful change instead of it being a more considered, hopefully more effective process. So I don’t, I think with cases like that there would be, they’d be extremely difficult to do away from
your professional team. Or in isolation, or maybe just with one other. So for me they were probably the key part and enabled me to even feel quite okay with what I had written and how I had presented it instead of feeling like really I’ve not done very well here or I’ve missed something or I’ve not been able to answer what I was asked. I was able to you know do the final full stop, hit print, sign it, give it in and feel do you know what… all was in place I’ve really done what I can do and that’s okay. And then when it kind of did grow and get a bit bigger and all sorts of things happened after I felt okay still with what I had done and I think that probably is the difference. So for me when you said to me you know talk about a case that has been challenging I think my mind went to that one because I felt okay with the challenge but I think it’s a very different conversation if I’d picked the one where I’d find it really challenging and the challenge had remained at a high level and I had never quite been able to meet, or feel comfortable with. I think this conversation really would have felt extremely different and probably would have been more a supervisory conversation and probably would have been helpful and consideration and views (unclear). So it was probably a resolved challenging case, although for that young person it’s not a resolved situation. But the psychologists that I’ve handed it over to and again that felt really good because that psychologists that have been involved in the peer supervision, having a level of understanding, erm, had also given supervision outside of the peer supervision group with another person. And so I felt like do you know what this is continuing along this stream, this isn’t just kind of [unclear 26:41......] and all the branches, this is kind of you know where [unclear 26:46 ....] something that’s going to continue on whatever course or text, at least it’s a flow. So yes, I think without that it would have been, would have been very very different. So yes.

INT: Thank you.

END
Appendix 1.6: The annotated transcript from Interview Three

Interview Three: annotated transcript

Key

Social actors contributing to the construction of the discursive object - EP’s professional identity (both implicit and explicit references illuminating discursive constructions).

Colours have been used to illustrate the distinctions between the social actors and as means of highlighting possible patterns in the text. This process has also contributed to an understanding of the discursive constructions and how these may interconnect in the talk to construct the EP’s professional identity (in this instance)

| School: red                        |
| Family: blue                      |
| Dad: pink                         |
| EPS - light green                 |
| CAMHS - orange                    |
| Child/children (in this instance the girl) – turquoise |

- Text highlighted in bold indicates a point that has stood out as needing further consideration and as offering something interesting or as needing to be revisited.
- Where the transcript could not be heard correctly this has been indicated by using the term ‘unclear’.
INT: And thank you very much for agreeing to take part in this and just really, erm ... wondering if you could tell me about a bit of case work which you have found challenging that has been of interest to you, that you would like to talk to me about today.

EP: Yeah, erm ... so this is, erm ... a piece of case work, erm ... at my high school that I got involved in, erm ... just after Christmas about a young person, erm ... who the school up until that point hadn't had concerns about but over the sort of Christmas period, erm ... had, erm ... engaged in some self harm and her parents had got very concerned and taken her to casualty and she spent the night in the hospital. Erm ... and a result of that they asked for some involvement with CAMHS and also they had come to school and said, look we are really worried about how our daughter is getting on, what do you think. And the school said, okay can we have some consultation and then this ... so I guess there has been different strands to this piece of work, there has been one strand which is around, erm ... making connections with the young person and, erm ... for me doing some individual work with her using some narrative approaches, using a little bit of, erm ... I suppose some ideas on work from cognitive behavioural approaches, erm ... another thread has been about how to support the young person and the school to get better connected. Erm ... and I guess another part of the work has been trying to, erm ... encourage support from open links between CAMHS, school and myself the other people in school that she is talking to, so to try and to I suppose, erm ... hold it all together really, or, erm ... yeah I suppose hold it together but also kind of I guess, erm ... you have that idea out there but that is something that its worth us spending time doing.

INT: Yeah.

EP: So erm ... yeah just trying to think what is useful to ... if its useful to say a bit about what I have done so far or whether its worth just diving in with some of the challenges and the thinking about this particular case.

INT: What would you like to start with?

EP: Erm ... maybe if I talk a little bit about things have gone, that will lead into some of the challenges. I guess headlines for me, for this one about my practice as an EP have been questions for me around, erm ... what are the approaches that are best to use, erm ... for this young person and I guess the sort of sub-question of that has been around areas of my practice, why the narrative that I wanted to...
develop and being comfortable that those fit are appropriate, you know that it feels okay to be using those approaches in this case but that's, erm ... helpful for me but predominantly its led by more I think what the young person thinks is going to be helpful for them. So I guess questions for me about what approaches, erm ... to use The other headlines I guess have been about, erm ... some tensions for me about, erm ... I guess when you begin to work more with a young person on one to one sessions, erm ... I suppose questions about making sure that is useful for them but also holding onto how do you maintain first and foremost the connections with the people who are around everyday. Erm ... friends in school, teachers in school and so my big question on this piece of work was about how to balance, erm ... in a sense [Name] and I developing the relationship and me developing an understanding of her and her needs and the issues that you know are going on for [her]. But also to how to support that to happen for the school because at the end of the day she needs to be, that is where she goes to school everyday and I guess for EP practice thinking about you know those questions about who do we work with and where do we place our efforts. Erm ... and trying to hold I guess both those, erm ... you know how to support the school to, erm ... make connection with [Name], how to support them to seek ways of understanding her experiences, how do I act as a bridge between those two things and is it helpful to have that bridge, erm ... you know how do you make that a positive thing rather than a barrier, you know to their relationship. Erm ... And I guess another big question for me in this, in this case has been thinking about what are the goals I am working towards, what are the goals the young person is working towards and what are the goals that the school is working towards and areas where they overlap and areas where the don't necessarily overlap and how to manage that. So for example [Name] has been very unhappy at her high school and one of the things that she is, erm ... wanted for sometime is to move schools and I guess, erm ... in thinking with my work with her one of the questions has been about how much am I working in service of that goal or [her]. Erm ... yeah, when it's a piece of work that in a sense has been questioned by the school that she is part of, erm ... so yes those are my three big practice questions and I guess in the progress of the work which I talk about in the little there is another big practice question for me in terms of the way that the work is at the moment and how it is about, erm ... about looking at the impact of what's, erm ... how we have worked in the relationship that we built and questions about, erm ... whether the intervention has been helpful or not, effective or not, erm ... yeah so, erm ... the work that I
have done has been, erm ... a number of weekly session with [Name] talking
about the issues that she identified very early on that she was concerned about
and, erm ... some goals that she identified in relation to, erm ... feeling happier
and more settled in school, seeing more of her friends and also for, erm ... gosh
I am trying to ... erm ... for her wanting to find a different way or finding some
way to reduce, erm ... the worry, the black cloud, the thing that she identifies
as, erm ... the shyness as being problematic for [her] Erm ... so those are sort of
the goals that she identified, erm ... it felt like, erm ... at the beginning I also, I
used, erm ... the Beck Youth Inventory with her, erm ... which isn't a tool that I
had used at all before, erm ... I thought that that would be useful as a way of,
erm ... getting a feel for the different preas, erm ... that potentially were
concerning and worrying for her particularly because at the start when we were
talking about how things had come about the details about the self harm and
how she had ended up being admitted to hospital were very woolly and in fact ...
the same time I met with dad to talk about that we gathered some [information],
but again there was a sense that it was quite difficult to put together a picture
of, erm ... of what had happened, erm ... And I guess I had questions about how
comfortable how [Name] and her family were about talking about this really
significant event. Erm ... and so I guess that is part of what got me thinking
about whether a narrative approach might be helpful in this particular case
because of the emphasis on very obviously shifting the issues, externalising the
issues that, erm ... that that problem isn’t [Name], the problem is very much the
context that she is in and when she began to talk about things like shyness and
worry and self consciousness it felt like those were sort of, erm ... ideas, concepts, thinking’s that could be, erm ... talked about very much as a separate
from her. Erm ... I am rambling ... erm ... yeah so I did the Beck Youth Inventory,
I met with [Name] and we had a chat right at the beginning about who I was,
why I had come into school, erm ... gathered some information about her
strengths, we used the strength cards with her, erm ... talked a bit about
interest, people she admired, hope for the future and began to try and get a
sense of some of her resources, erm ... and friends came up, friends outside of
her school came up as a big one. Erm ... and took some time to find out from her
what it was that she wanted to be different. So hopefully we were establishing a
kind of, erm ... a focus for the work, erm ... and I guess, I suppose that in this
piece of work again that has been a big issue for me to think and reflect on
about who leads the work and, erm ... checking back in with those goals that
[Name] set right at the very start and whether we were following those. Erm ...
particularly I suppose because, erm ... it has taken time to build a relationship
with [Name]., erm ..., she has been quite quiet, quite reserved. she has been
quite confident, she has been quite bubbly, she has been quite uncomfortable
with some of the stuff we have talked about, she has been quite comfortable. So
I guess, **I suppose there is in practice always of how you navigate that really isn't it, and who is in charge** and yeah I guess
reflecting on the piece of work, that is still a big question because I don't think I
could say with absolute confidence that this has been a piece of work that she
has driven. Erm ... so there are questions about is the work being done with, is
the work being done to, erm ... and I guess as I am sitting here thinking now, I
am thinking there has been lots of done with moments. Erm ... but maybe also
some done to moments, erm ... which I guess I will think about a bit more in a
minute. Erm ... so we have taken things session by session and largely, erm ... tried to stick with the goals that [Name] identified at the beginning but also as
[Name] has come in each session checking with where she is and what has been
going on, and you know to some extent be led by what is on her mind at the
moment. And I guess, erm ... there has been a mixture of approaches in the
sessions but I think probably the biggest narrative tool that I have used with
[Name] has been the letters after the sessions as a way of, erm ... re-capping
what we have talked about, checking out what we have talked about, erm ... me
quite actively pursuing this idea of externalisation and, erm ... and the different
stories that there are about [Name] and the different stories that she wants to
write, she does want to write, step towards, step away from. Erm ... so we have taken things session by session and largely, erm ...
and asking questions to think about between the sessions, erm ... yeah so I will come back
to that in a minute. **Running alongside of that, erm ... I have had a number of**
consultations with the SENCO, the head of Year 7, erm ... and also with one of
the Support Assistants who was identified right at the beginning as a good
person for [Name] to, erm ... to meet with again on a week to week basis to
begin to establish, erm ... a **connection** and a relationship with someone in
school. Erm ... to sit alongside and to compliment and to co-ordinate with the
kind of work that I was doing with [Name]. Erm ... and I guess for me as a
psychologist I felt that my work was about using some of these psychological
approaches like narrative, like CBT and to look at, erm ... with [Name] some of
the psychology of what is going on for me, the focus in my mind in establishing
those links in school was to, erm ... help the school to get more, erm ... just
more information, more understanding about [Name], who she was, what she
was interested in, what her strengths were, erm ... what she was worried about,
erm ... for her to kind of be known and seen in school because it felt very much, erm ... at the beginning this was something of a bolt out of the blue, erm ... for the school there wasn’t a sense of, erm ... them having, yeah it was a bolt out of the blue in some respects for both the family and the school and big questions about blimey how did we get here, kind of thing. Erm ... so I guess there has been different consultations about that and we have had some practical consultations around the arrangements for [Name] in terms of placement in groups, placement in tutor groups and some thinking about what is going to help support her with, erm ... and I guess we have done quite a lot of consulting and thinking about bigger questions about, erm ... understanding what other barriers in school for [Name], understanding her point of view, erm ... and I guess for me professionally thinking about again what is the psychology behind that which is about building awareness, understanding, opportunities to think, reflect, plan, put something into place. Erm ... and again sitting alongside that have been meetings with parents involving, erm ... initially involving just me and the SENCO but then trying to incorporate all of these other people, so we are trying to build a bit of a network around [Name]. Erm ... yeah, erm ... Can you ask me that question again?

INT: Yeah, so I was asking about, erm ... asking if you could tell me about a piece of case work that has been challenging, erm ... and maybe what aspects you found challenging and what your thoughts are round that.

EP: Yeah, I think, erm ... one of the challenges, erm ... one of the challenges I think for me has been using the narrative approach which is relatively new to me and I think the challenge of the confidence of sticking with it, erm ... and the challenge of what it means to take a narrative approach because its, I think the more generally that I have got into narrative stuff and the more that I have used it here the more it feels like it’s a way of being and how do you begin to move towards that way of being and how do you begin to move towards that way of being, I guess my question for them where am I on that way of being in the moment and what pulls me into a narrative approach. Erm ... what is appealing about it and what is it that pulls me in a different direction, so I suppose when I did the narrative training I just loved the idea of externalising things because when we did all these activities on our training it just felt like such a great way off, erm ... giving permission to talk about things, erm ... distancing yourself from the issue but also really getting into the issue in a way that feels hopefully and in my experience when I have done it myself feels less...
personal, less threatening, less blaming, erm ... so I suppose yeah there is a sense, erm ... of wanting to use that approach and feeling that approach would be helpful here. And I guess one of the challenges has been, erm ... you know seeing what [Name] made of that approach and how she responded to that, erm ... and I think her response has been quite a quiet one and I guess that has left me with questions and wonderings about what do I then make of that, that quietness, erm ... she has engaged with me up to a point at the end of term there was a big disengagement in our work together which has been very challenging to manage and to think about what that might be about in terms of our, erm ... our relationship, in terms of the context of what is going on in school, erm ... yeah. Sorry, yeah I guess as we have worked together there have been moments when, erm ... there has been connection or it has felt like, erm ... and that connection to me is important because it has been about an opportunity for [Name] to be seen and heard and for her to tell her story and then for me to be able to act as a hopefully something of a mediator to get the story out there and to support her in getting her story out there to be more seen and known, erm ... in school. I am kind of lost again ....

INT: You were talking about connection with her, and I was wondering about the connection because you have mentioned that word a few times. Could you tell me a bit more what you mean by that.

EP: I think on ... I think as my practice has developed and thinking where I am now and the sort of the things I am trying to think about and develop there are different levels to it but I suppose on at a most basic level I guess the connection is about being seen and being heard for the young person to experience being seen and being heard and for me to, erm ... see and hear what is on offer. Erm ... and I guess in this case that has felt really important because it seemed like [Name] had really flown under the radar until this thing happened, erm ... yeah and I suppose more recently I guess I have started framing some of that idea about connectiveness in relation to attunement you know and how attuned my interactions are with, erm ... you know what is going on in the interaction in the here and now with me and [Name] in the sessions and how attuned the stuff that I do ran alongside and runs alongside that with the other people it is with them but also how in tune it is with the conversation that I am having here. So if some of the conversation that we are having and the focus we are having has been about, erm ... looking at shyness, understanding its tricks, understanding, erm ... how much or how little
[Name]'s life it has hold of, which bits it has you know a footing which bits are free of it. Erm ... how to then ... how to use that information helpfully to promote these other connections and respectfully because it's this persons information that makes [Name]'s information that she has shared it... it was her journey. Erm ... I think for me I suppose one big question that this, one of the questions that this piece of work has raised with me and one of the ... again sort of self challenges to sit with is about that evaluation process, session, to session to session, erm ... about is the work that we are doing useful, helpful, having an impact, erm ... how is [Name] experiencing this, how is everyone experiencing this, erm ... and I guess you know when I am thinking about the narrative approach I think in some ways it appeals to me because it is very much a talking approach and in writing letters very much a writing approach and I am conscious that perhaps those are my strengths, skills, areas where I feel comfortable. And I guess I thought in this piece of work about things like here is a young person who, erm ... who is very communicative but also who is experiencing this issue around shyness, erm ... who can be articulate, erm ... but also can be quite quiet, erm ... who I am very conscious of my power relationship with because my hunch is that it would be very easy for her to nod and go along with and accept, erm ... the power and balance that obviously exists between us, so what you know we had some conversations about ways that she would let me know that she was feeling uncomfortable and I have asked lots of questions about that in the letters, but I guess the big question for me is, is always is that enough, is it affective, is it authentic, is it real ... erm ... its interesting isn't it when you start drawing down. Erm ... and I guess my conclusions, erm ... I suppose if we had this conversation you know three weeks before the end of term my conclusions about this would be really different compared to my conclusions today because we worked together on mapping out shyness and understanding a little bit about its tricks and tactics, we talked a little bit about, erm ... the hopelessness that can be around and what that sometimes does for [Name]. We have talked a bit about the dumb bug which is, erm ... a belief about being dumb, erm ... that [Name] talked about and that was quite a difficult one I found to externalise and to try and frame that and that felt so important to try and frame that in a really, erm ... clear external way. We done lots of exploring of those different kind of issues and [Name] had engaged with that and introduced things that she was concerned about and, erm ... shared things and wanted to be witnessed as well as someone who is successful and competent and all of those things sort of felt generally very positive and ...
moving in the direction of addressing some of the things she talked about it at the beginning and some of the concerns that the school had. Erm ... two weeks, three weeks before the end of term, erm ... at a point of which there had been a meeting with her family about remaining at school and some issues about bullying in school, we had a session where she said very little, erm ... and then we had a final session where in fact she said very little at all and it felt like there had been, erm ... a shift in our work together and I had and have big questions still about what had that been about, questions for myself about, erm ... does that mean that the approaches that I have been using have been unhelpful, does that mean that, erm ... the approaches that I have used have been helpful. You know what story, what do I want to make about what has happened here, you know could I make a story about where [Name] is, has been about making a strong statement about this is what I want to happen, I am not going to go to school, I do not want to engage in these things I am taking some sort of control autonomy about pushing for what it is that I want which is to be in a different place to this school. And a sort of assertiveness, you know could I make a story about that being a positive assertive declaration of independence. Could I also make a story about that being about a fracture in our relationship, or erm ... a failing in my practice, a failing in my attunement as well, I am not sure. So I still have questions and wonderings about that, erm ... could I make a story about, could I have an interpretation about this being about endings and relationships and disconnections at the end of the year. Erm ... I don't know, erm ... in my conversations with [Name] I have reflected with her on the experience of what the sessions have been like and wondered about what is going on for her, I followed those up with some letters again asking those kind of questions and seeking, erm ... ongoing evaluation of the [process] erm ... and I am planning to do a home visit, erm ... tomorrow to again follow some of this [process]. So, erm ... yeah I think, yeah, erm ... the context I guess things in school, erm ... actually at this point I am not talking about something ... and maybe that is why I am talking about it I suppose from the schools perspective perhaps also doesn’t feel very successful, when the school looked at, erm ... [Name]’s academic progress as they were moving towards the end of the year they found that she has made sub levels, regression progress and we are very concerned about that and there has been a plan on the part of parents and [Name] to look at moving her to a different school. Erm ... because has increasingly communicated how unhappy she is with being at the school. So, sorry [Name] can you ask me the question again?
INT: Yeah I think it was about kind of just really it was quite an open question about could you tell me about a piece of care work that you found challenging and you have talked lots about that.

EP: Yeah, it has ... it has been challenging and rewarding you know its all the co-existence of both of those things and I think in some respects sitting here reflecting about it, erm ... thinking about how things are at the moment feels quite uncomfortable and a little bit I suppose exposing in terms of thinking about you know my professional practice and the quality of that, erm ... and I suppose thinking about it from the schools perspective around whether or not I have met the expectations that they had at the outset of the piece of work which were around getting to know [Name] more and helping her feel more settled at school, but certainly and again I will reflect with [them]. I am planning a meeting in September, I suspect they would say that they feel that they know her a lot more, but in knowing her perhaps also there are greater levels of concern about what they do know, that the knowing is both helpful and uncomfortable and to be tolerated and to be worked through really I think it has been a really meaty piece of work as an educational psychologist, its been unusual because you know its not often you get to do quite so many sessions with a young person, quite so many sessions you know linking, erm ... maybe people who are supporting that young person as well and it has encouraged me to do lots of thinking about you know what sort of practitioner am I, what sort of practitioner do I want to be, what are the skills and strengths I have got, what are the areas I still need to work on, that, whose responsibility is this piece of work, whose responsibility is the well being of this young person. Erm ... how do we share that, you know what are the hooks into me feeling personally responsible or the ethical bits about needing to be responsible. Erm ... it would be nice to be able to sit here and say and [Name] is now at the point of looking forward to Year 10, she is settled in the high school, she is you know she has got some strategies about the shyness and what kind of space she wants it to have in her life or not, and you know she is got a position about the story about the dumb bug, but you know we are not there, erm ... I wish we were but we are not but I certainly learnt a lot in the process, I think my biggest fear is, erm ... I suppose my biggest fear is about that thing that you always start where you know practitioner do no harm, erm ... yeah and questions about that. [Yeah]
Thank you is there anything else which you want to say about that particular piece or anything that you feel that you would like to say before we finish or that you haven’t had the chance to say.

I don’t think so, I suppose in thinking about you know your piece of work and discourses as an EP and how they influence our practice and I suppose stuff about discourses, actions, congruence between them, erm ... I think for me at the moment where I am in my practice that is a big question for me about, erm ... the narrative approaches that I would like to embed more into my practice which is I suppose a question for me, is my discourse is the way I talk about things and think about things narrative or not. Erm ... and where am I on that, will it ever be and where am I. Yeah ...

Thank you, thank you very much.