**Appendix 6: My prompt sheet for semi-structured interviews for (pilot) interview in July 2012 (questions in bold signify those emailed to ELSAs in advance)**

Semi-structured questionnaire for ELSAs

Name of ELSA:

School:

Dear ELSA

I trust you are well and settling into your new role. You may recall you agreed to complete a reflective journal of your thoughts as to how you have been influenced by the ELSA training and its impact on how you work with children and to take part in an interview to explore these thoughts further. I’ve have set out my research question below and the questions I would like to ask you.

**Title of Research Project:**

Effectiveness of the ELSA (Emotional Literacy Support Assistant) programme for a set of pupils attending schools in a Local Authority in England

Aim:

The aim of this research is to explore how effective the ELSA (Emotional Literacy Support Assistant) programme has been in developing the emotional literacy skills of children working with ELSAs as perceived by the ELSAs and by the use of the referral questionnaire in the ELSA programme.

Objectives:

1. To ascertain from the ELSA the impact they consider the training and subsequent clinical supervision from an Educational Psychologist has had on their skills with developing the emotional literacy of children

2. To ascertain how effective the support provided by the ELSA has been for a specific group of children based on outcomes of the ELSA referral paperwork

In order to explore the objectives above I would like to seek your experiences of working as an ELSA. I am interested in your perspective so I am using a semi-structured interview approach so as not to influence you by my thoughts. I may ask more questions to explore your answers further. There are no right or wrong answers. If there are any questions you would prefer not to answer, just say. All responses will be treated confidentially. No names of ELSAs or schools will be disclosed. The interview should take about 30 minutes. You are welcome to ask questions at any point. [In bold copies of questions provided to ELSAs in advance].

1. **Why do you think you were chosen to go on the ELSA training course?**
2. Were you consulted about the course before embarking on it? (Likert scale)
3. Did you feel prepared for the training, eg, in terms of life experiences, own level of education, prior knowledge? (Likert scale)
4. Do you consider you feel supported since embarking on becoming an ELSA by: (Likert scale)
	1. School management, including managerial supervision
	2. Colleagues
	3. Trainers
	4. ELSA EP, including clinical supervision
5. **How has the training and subsequent clinical supervision affected the way you work with:**
	1. **School management**
	2. **Colleagues**
	3. **Pupils**
	4. **Parents**
	5. **Other agencies**
6. If you could alter the course in any way what would it be?
7. **What do you think are the strengths of being an ELSA?**
8. **What do you consider are the frustrations of being an ELSA?**
9. Do you consider being an ELSA has impacted on the general ethos of emotional literacy awareness in your school and, if so, how? (Likert scale – before and now)
10. Other than the proforma ‘Emotional Literacy Support’ was any other material used to decide on the pupil’s needs?
11. **Do you feel your involvement with the child/ren you worked with has made a positive impact and, if so, can this be contributed to the ELSA training you received?**
12. Do you consider more external support could be provided to you other than half-termly meetings with the EP for clinical supervision, eg, networking meetings with other ELSAs?

I would be interested in any evidence of good practice you would like to contribute to my research, eg, displays, quotes from pupils, anecdotal stories. All evidence would be anonymised. Original copies are not needed as photographic and scanned evidence would suffice. If possible, please would you email them to me at the email address below.

Please remember to provide anonymised copies of baseline assessment and post-intervention of pupil/s you have worked with, ie, the proforma entitled ‘Emotional Literacy Support’, and any other material used to ascertain the pupil’s needs with the dates of completion of the documents. If you worked with more than one child then please label the document ‘Child 1,’ ‘Child 2’ and so forth on the before and after paperwork. I will also need a copy of your reflective journal emailed to me by the time of the interview to:

edp10mkl@sheffield.ac.uk

Thank you for all your time and support. I hope taking part in this research has been beneficial to you as well in reflecting on your own practise and being able to influence positive working practices within your school.

Mary K Leighton

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