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| Emergent Themes | Original Transcript | Exploratory Comments |
| Appreciation  Fun  Enjoyment  Over coming  Empowerment  Confidence  Relaxed  Secure  Enjoyment  Fun  Confidence  Fun  Enjoyment  Having a sense of purpose  Happy  Confidence  Purpose  Sense of Purpose  Belonging  Fun  Pride  Appreciation  Empowerment  Praise  Pride  Affirmation  Well being  Parental support to positive outcomes  Solutions  Empowerment  Pride  Well being  Confidence  Parental support  Confidence  Fun | **PUPIL FAMILY 3**  I: Q1 Before the ‘Our Future’ Project (‘OF’)  R: I can’t really remember how. I think it was starting to get better at the start of the year and then it got worse, really really bad. It was really bad and I was starting to battle it even more. (20:00)  I: Q2 Sept post ‘OF’ Y10  R: That has been a real challenge. Things got so bad, I just refused to come in.(20:01)  I: Is there anything being done in school to help you about that?  R: Yes lots, TAF meetings, CAMHS, Psychologist, I’m even on medicine now but I don’t feel like the medicine is working any more. (20:03)  I: Q2 Part of being ‘OF’  R: It was so much fun, some of us already knew each other though a couple of us didn’t know who each other were, so we were kind of nervous but after the first hour or so, everyone was really happy and everybody I know would all love to do it again because it was all so much fun. (20:04) We all got to learn so much new stuff, it was so nice for all of us to be together and sit down and talk about each and all of our problems and play, and play games. It was really good and I know that everybody would like to do it again. (20:05)  At the start, the first day I was really panicking, I was refusing to come in cos I was scared because I don’t know what I was going into but I er from then on, I found it good. (20:06)  I found it more comfortable being there (at the hotel) than being here (school) because you know, it was more comfortable talking about school than being here because you know if I was somewhere else like the M (hotel) it was more relaxing so we could feel like we could talk about our problems really.  (20:07)  I: (Prompt) Being in that environment was better?  R: Yes it helped than being here (in school).  R: The end of the day, we did a team building thing. We got put in groups where we were building like a shelter, so that was really fun to do. We played different games like em, we had to sit in a seat and somebody would wink at us and we had to try and er get out of that seat before the person behind us could touch us and that was a lot of fun to do. (20:08)  I: (Prompt) Did you like making the shelter?  R: Yes.  I: – Food at the Mollie (hotel)?  R: The food was really nice, (Day 2). That felt more comfortable. I knew exactly what was going on so I got there earlier the next day because it was so much fun. If I had the chance to do it again I would. (20:09)  R: We built the shelter, played more games, discussed the Come Dine with Me and what we would all be doing. We all had our phones and tablets so we were researching about what foods we can do. We got to talk to the chefs when we decided what foods we were going to do.(21:00)  R: Erm we just talked to the chefs about how we would prepare it and how to clean it and what knives and what boards to use and how to cut it (the fish), the vegetables and that was a lot of help to do. Erm I cooked spaghetti bolognaise and for desert we had, we had you know like the little cup cake erm holders, the actual things were chocolate, dark chocolate. (21:01) We melted it and left them to dry so then we could just take out and then it was just like a chocolate cup cake thing, then we filled it with ice cream and strawberries. It was really nice. (21:02)  R: It was good, I was coming into school even more. Yes, I was more keen, I was happy to come in every day because I knew (21:03) that *we were going to be discussing it even more and that even that was just helping me and it ended and that was it – what now?* (21:04  (Link to opening question)  R: School difficult again because we’d had so much fun and I actually had something to participate in and to come into school for. (21:05) Then that all stopped and I felt I had nothing to come into school for. *I guess my subconscious thought there’s nothing for me*. (21:06)  I: The evening?  R: I invited my mum and dad yeh. Everyone invited teachers except one of my friends. It was a lot of fun, it really really was. I was Head Chef, I supervised all the other foods, how it was set out and cooked the spaghetti bolognaise. (21:07)  I: – Talk me through that evening. (21:08)  R: We started cooking first and we left it on a low heat to cook even more and we carried on, a lot of people stepped out to go and get changed while we were cooking, we set out all the tables in the social area and we got everything done. We had to set up our things, knives and forks and decorations. People started arriving. We sat them down, took photos and it was a very nice night. We carried out the entertainment as we were bringing out our food. (21:09)  I: (Prompt) What did you do for entertainment? (22:00)  R: We had singers from the school (22:01) to come and sing, they were happy to do it and it was nice, it was a nice night.(22:02)  I: prompt – Did you talk about it when you went home?  R: Yes, mum and dad said it was brilliant. They were surprised like how much I was doing in it cos er, it was a big role to do, they said they were really proud of me. (22:03)  I: – How did that make you feel?  R: Really happy and really good.  I: prompt – re cooking. (22:04)  R: I cook at home whenever I can manage to cook. I like cooking a lot actually. I’ve not cooked much more since but I like cooking. (22:05)  I: Do you think support from parents/carers makes a difference to how you enjoy school itself? (22:06)  R: Their support helps me every day. I just don’t want to come anymore but they help me, they give me the confidence to come in. You can tell I’m here today. Agreed (22:07). Projects - focus and something to participate in (yes).  R: Up to the school, they have to pay for everything. Up to the time and effort that the school needs to do, to do stuff like that. (22:08)  I: comment (insightful answer) – What else do you think? (22:09)  R: Do more stuff like we did at the MB (hotel). It made us all feel special, it made us all feel like we are actually doing something. Well we do that things (like selling cakes in the corridor) like that any way. (23:00)  I: – Anything else?  R: My parents, my parents give me the confidence. They give me the strength to come in every day because they are helping me so much and it feels really good when they are helping me. (23:01)  I: – Into school?  R: I know when I’m in school I’m happy here, any way once I’m here, once I’m in its okay.(23:02)  R: If we were going to do something like ‘OF’ again, we should do it at the hotel (23:03) because we went there, it is a safe and comfortable place to be. If we go to a new place it’s going to be a kind of scary. (23:04) It’s going to be unsure. If we go to the same place and the same rooms, it’s kind er we know the last time we went there we had so much fun so we know yer, we know it’s gonna be good! (23:05)  **END PUPIL – FAMILY 3** | Realistic of his situation  Battle to come into school to overcome anxiety.  Appreciative that school are being supportive  20:03 Realised school is being helpful  Problems mentioned several times – glass half full as referred to by Mum (Polarisation)  Insight into needs – new things, change 20:05  Problem focus – glass half full – referred to by Mum also refers to the anxiety. Coming in a taxi to the hotel. 20:06  Feeling relaxed and secure (Maslow). Away from the school environment more relaxed, could engage and talk about the school more. 20:07  Descriptive  ‘Em’, ‘er’ – language function, processing.  I: Closed question  Questioning then opened up again  Descriptive about the activity easier for him to talk and answer the question although evidence of insightfulness such as finding it easier being at the hotel rather than in school once he got there.  Further reference to need to feel comfortable and secure in the situation and environment  Easier Day 2 because knew what to expect 20:09 to 21:00  Descriptive but reflects learning from the experience to 21:02  Narrative about what happened. Relating his experience. Entering X’s experience of story lived.  Reflecting the need for the project to be ongoing  Sense of abandonment and helplessness 21:04 Bereft  Reflective  Reflective once the project had finished nothing to come into school for. 21:06 Need a purpose reflective about needing a purpose.  21:07 Reveals X capabilities and the place of having responsibility as Head Chef. This ties with Parent account how he can be capable if pushes himself and rises to the occasion.  21:08 An example of my tendency to be affirmative. Encouraging X to reflect on the positive through reliving and describing.  Narrative of the event to 21:09  22:00 Naive question on my part to give an opportunity to have an answer to elaborate on.  Became animated when reliving the experience. Repeated in a reflective manner it was a nice night 22:02  22:03 Affirmation from parents  As interviewer I wanted to get a sense of the feelings evoked  The enthusiasm really shows through animated while reliving the event through the narrative  22:05  22:07 The importance of parental support confirmed. The place of parental support to help him access school  22:07 A big achievement that he was in school today speaking with me and dealing with something out of the ordinary  Recognition of the cost to school in time and  Money 22:08  Insightful  Feeling special Psychological concepts of the importance of affirmation, self-esteem and having a sense of purpose. 23:00  Affirmed  Purpose  Recognition of parents giving strength 23:01  Appreciative 23:01 Sense of appreciation conveyed.  The situation – once in school contributes fully 100% it is just the actual getting him in. 23:02  Recurring theme – comfortable 23:03  Reflection of uncertainty, newness, change  Willingness to do it again. Predicting that he will be unsure if something else is done in another place. 23:04  Sure that it will be good because the association is that last time it was so that positive memory enables X to want to have similar experiences (23:05.  How can this be made into a positive experience for X in school? Polarisation confidence of others compared to his confidence how rooted is it? |