Digital Appendix: Analysis sheet 1 (Nicole)

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| No. | Title | Line | Summary (Structural) | Themes/ Identities | Language | Characters | I poem |
| 1 | **School's response** | 3-12 | Orientation  Year 10 or 11 starting feeling sick  Complicating actions   1. School thought she was making herself sick 2. Found out she was pregnant   Resolution   1. Nicole contests this 2. Extended study leave   Evaluation  They didn’t want her there | Falsely-accused (school)  Power-authority  Fighter  Rejection  Victim | ‘Decided that’ (5) – gives the sense that the school has the power  ‘Contested’ (6) – struggle against authority  ‘Straight away’ (9) & ‘Ever’ (12) – the immediacy and finality of schools actions. Increases impact and seems to decrease opportunity for Nicole to act. | **School staff** ‘school’/ ‘they’  (powerful, doing to, imposing on)  **Nicole** – some fight ‘contested’ but positioned as less powerful – done to | I started  I think  I started feeling  I contested  I found out  I was (pregnant)  I told |
| 2 | **finding out I’m pregnant** | 13-21 | Orientation  No obvious signs of pregnancy at 21 weeks. Didn’t know  Complicating actions   1. Accused of knowing 2. Accused of planning the baby   Resolution  Not believed  Evaluation  Definitely didn’t | Falsely accused (social services)  Criminal  victim | ‘Nobody believed’ (14, 19) – increased magnitude | **Harry and His family** – incidental characters  **Nicole**- the accused, positioned as alone with everyone else against  **Social service** – the accuser (inquisition)  **Nobody** – unclear assume included social service | I’d found out  I was (pregnant)  I didn’t know  I had no  I had no  I was on the (pill)  I got (pregnant)  (happening to Nicole) |
| 3 | **Appreciated support** | 22-25 | Orientation  Introduced to family health nurse partnership  Evaluation  Fantastic for me | Supported over time  Positive relationship | ‘absolutely fantastic best thing that’s happened to me’ (23) | **Nicole** – passive, getting from  **Rebecca** – doing to, giving to | I got introduced  I just love  (passive in the plot) |
| 4 | **without my consent** | 26-30 | Orientation  Taken for extra scans by Consultant  Needle phobic  Complicating actions   1. Not told why (extra scans) 2. Nicole refused consent for injection if life in danger   Resolution  Consultant gained consent from her Grandparents behind her back | Lack of informed consent  Dependant (on consultant)  Betrayal- consultant  Victim  Nicole-assertive | ‘Nobody ever’ (27) – increases magnitude  ‘Secretly’ (30) - not open, deviant  ‘Refused’ (30) – another strong stance from Nicole against authority | **Nicole** – active voice but still positioned as less powerful and ‘done to’  **Consultant** – the more powerful, active character in the plot, doing to and against  **Grandparents** – passive | I found out  I’d refused  (active voice, active role in plot) |
| 5 | **The labour experience** | 31-46 | *Part 1*  Orientation  Onset of labour, bad contractions, wanted to go to hospital  Complicating action  Hospital said stay at home  Resolution  Later Nicole found if she had the baby would have died  *Part 2*  Orientation  Examined in a horrible room, told not dilated enough yet  Complicating actions  Trainee Nurse spots that she’s further along  Need to do a C-section  (phobic to needles)  Family told they can watch from a room – this doesn’t happen  Resolution  Put to sleep with gas and air | Struggle against authority  Authority wrong  Negative experience  Unpleasant environment  Separated from family (alone)  Dependent (on medical staff) | Flash forward (34) to explain the importance also presented as hypothetical (what would have happened) adding drama.  Direct speech (39) – takes audience into the action. May indicate key interactions | **Hospital staff** –  ‘they’, powerful and active, trying to control Nicole and family  **Nicole** – assertive part 1, passive – done to, powerless in part 2  **Family and Partner** – passive characters but important to lot | I went  I went  I really want  If I had done  (Nicole – assertive voice)  I had to be  I was taken  I’d say  I were  I couldn’t go  I couldn’t get  I were afraid  I had to be  (passive voice) |
| 6 | **Fight to see my baby** | 47-61 | Orientation  Waking up after labour wanting to know where her baby is  Complicating action  Informed he’s in special care  Resolution  Fell asleep due to morphine  Orientation  Asking for baby  Complicating action  Told repeatedly that she can’t see him yet  Resolution  Phoned Mum, to come down, told by medical staff that they were just about to take her anyway  Evaluation  Determined to see her baby despite medical staff | Struggled against authority,  Power  Alone  Supported – (Mum)  Dependent (on Medical staff)  Victim  Separated from child | Direct speech *‘oh no you can’t go yet,’(52)* repeated again on line 55 – Frustrating mantra  Also ‘want to see my baby’ (51) repeated (54, 57 & 59)  *‘oh he’s fine, he’s on neonatal, unit, special care,’*(49) – contradiction between ‘fine’ and ‘special care’. | **Nicole** – positioned as less powerful but still active in trying to get what she wants  **Hospital staff**  ‘they’, ‘the nurse’  Positioned as more powerful and against Nicole – preventing her  **Mum**  Positioned as ally and potentially more powerful that Nicoe | I remembered  I went back to sleep  I want to see  (I) want to see  I’d had him  I rang  I want to see  I said  I’ve rung her  I want to see  I just thought  I’m going  (assertive voice) |
| 7 | **What’s wrong with my baby?** | 62-67 | Orientation  Her Mum wheeled Nicole over to the neonatal ward  Complicating actions   1. Jack had tubes etc attached to him 2. Wasn’t allowed to touch him 3. Wasn’t told what was going on   Resolution  Nicole crying & saying ‘sorry’  Told the next day that he had low blood sugar | Guilt  Mothering instinct (desire to hold)  Separated physically from child  Not informed  Dependent on hospital staff/ Mum | ‘I’m sorry, I’m sorry’(64) – repetition emphasising  ‘nobody’(66) – gives the impression of being alone in this and many people failing to help | **Nicole** – passive, powerless to impact on the situation (can’t hold, lacks knowledge)  **Mum** – facilitates (wheels over) Nicole dependant  **Hospital staff**  ‘nobody’  **Jack**  ‘he’, ‘him’  passive character though essential to plot (object of desire) | I got wheeled about  I just burst out crying  I’m sorry  I’m sorry  I wasn’t allowed  I was told that  (passive voice) |
| 8 | **Physical state not appreciated** | 68-73 | Orientation  Partner wheels her over to shop.  The day before had to be washed by partner  Complicating action  Nurse challenges the need for a wheel chair  Evaluation  Shocked – needs it  Resolution  Time drags on | Support – (partner)  Intimacy (partner)  Dependent – (on partner)  Negative interaction with authority (challenged)  Unjust/poor care  miserable | ‘do you know’ (71) – important to her that I’m following this  ‘dragging on and dragging on’(73) – repetition, emphasising | **Nicole** – confident in her opinion but positioned as passive and dependant in the plot  **Partner** – Nicole is positioned as dependent on him, though he is positioned as less powerful that the nurse  **Nurses**  Authority figure – challenging/ against Nicole | I’d just had (emergency section)  Had to put me  I couldn’t (walk) |
| 9 | **Between mother and baby: Wishes not respected** | 74-77 | Orientation  Nicole made them aware that she wanted to breastfeed  Complicating action   1. Sending her home without her baby 2. Bottle fed him through a tube   Evaluation  Non verbal - upset | Separation of mother and child (threatened)  Victim  Power of authority  Fighter  Unjust/ poor care | ‘Even though’ (75 &76) – draws attention to the conflict, and that this is against expectation. Repeated in two lines.  ‘first’ (line 76) – gives a natural heightened significance | **Hospital staff**  ‘they’, ‘them’ Powerful authority  **Nicole** – assertive but still positioned as less powerful | I were  I did tell them  I wanted  (Active – knows what she wants, makes sure her wishes are expressed) |
| 10 | **Overwhelmed and in the dark about babies treatment** | 78-82 | Orientation  Nicole keeps asking to have her baby with her  Complicating action  Not told why he has to be in the neonatal ward  Resolution  Finally told he has low platelets  Nicole’s Nan researchers this to find out what it means  Evaluation  Nicole didn’t understand  Non-verbal – Nicole distressed | Dependent (on hospital staff/ on Nana)  Supported (Nana)  Victim  Power of authority  Power of knowledge  Fighter  Mother and baby relationship  Fear for child  Failure of patient care | The phrase ‘Do you know’ (line 78/82) – indicates the importance that the audience appreciates the impact that ‘nobody told me’ (line 78/82) has on Nicole’s experience.  Repeating the sentence – ‘Do you know ... nobody told me’ (line79 & 82) – reiterates this emphasis  Repeated questioning ‘why...why...why’ (line 78-79), gives the impression of being overwhelmed by the situation and lack of understanding  ‘He could have had’ (line 81) – hypothetical, to indicate the potential danger | **Nana** – active character, supports Nicole  **Nicole** – begins assertive but less powerful becomes passive  **Hospital staff**  ‘nobody’ with the power (knowledge) | I kept asking  I got told  I didn’t know    (starts assertively but warn down – becomes passive) |
| 11 | **Unsupported, mistreated and the fight to have my baby.** | 83-91 | *Part 1*  Orientation  Nurses wouldn’t check you were OK  Complicating action  But would tell you to go feed your baby  Resolution  Would walk over alone  Evaluation  Had enough  *Part2*  Orientation  Wanted to take baby home  Complicating action  Needed to check him, refused to let him go  Resolution  Allowed him onto the ward with Nicole  Evaluation  No problems after this | Poor relationship  Miscommunication/ lack of clarity  Mothering  The role of the Medical professional  Separation  Power/authority | ‘On my own’ (line 86) – significance of this qualifying line, it emphasises the loneliness of the experience and how unsupported she felt.  ‘then eventually I just... I just’(line87) – indicates the frustration building up until it can’t be taken any more.  ‘or whatever’ (line 85)- this helps to indicate Nicole’s perception of the attitude of the staff towards her. Rather than them being helpful, this phrase (along with its delivery) encourages me to interpret that Nicole perceives them to be pointing out her obligations.  ‘they’ (line 83,84,85,88,89)– continual reference to medical staff as ‘they’. A unit of power rather than individuals.  ‘Do you know’ (line 90) – This line is used frequently throughout the extended narrative and potentially in slightly different ways. Here I interpret that it signals an authority in her own knowledge at this point. She finally has an explanation for something that is happening that makes sense to her. | **Nicole** – fighting, persistent, but less powerful  **hospital staff**  ‘they’ – with the power (e.g. to refuse)  **Baby Jack** – object of desire, vulnerable, victim | I asked for  I’d walk over  I just got to the point  I just kept saying  I want to/ just want to |
| 12 | **Negative encounter:** **Unexplained criticism of Mothering** | 92-98 | Orientation  Nicole was sat up with baby Jack asleep on her chest  Complicating action  Nurse said not to do that  Resolution  Nurse removed Jack from Nicole and put him in the cot  Evaluation  (following researcher prompt)  No idea why the nurse said/ did this | Poor relationship  Miscommunication  Mothering  The role of the Medical professional  Separation  Punishment? | Direct talk -nurses repetition (line 93) | **Nicole** – victim/ taken from  **Nurse** – Doing to  **Baby Jack** – not active but to essential plot | I had him  I were sat up  I don’t know  I’ve no idea  I don’t know  I don’t know |
| 13 | **Late information** | 99-100 | Orientation  Patients can use the hospital machine to express breast milk to give to their baby  Complicating action  Wasn’t told until the last few days | Breast feeding/ breast milk  Mother child relationship  Communication withholding of information | Never (line 99) – extreme, to emphasise the point. | **Nicole** – done to (e.g. injustice)  **Hospital staff** – implied not directly referred to ‘I was never told’ (line 99). Doing to (withholding/ failing to disclose info)  **Baby Jack** – not active | I was never told  if I were breast feeding  I could use  I wasn’t told |
| 14 | **The all clear** | 101-104 | Orientation  Nicole is told that Jack is OK and can go home  Complicating action   1. He still needs to come for check ups 2. Implied - Nicole doesn’t seem to have a full understanding of what exactly is wrong with Jack and how he’s suddenly OK.   Resolution  Nicole takes Jack home  Jack is given the ‘all clear’ after a check up | Support  Free from dependency (medical)  Free from the authority (medical)  Clear health | ‘just came and said’ (line 101) - Sudden, unexpected? Or reference to lack of debriefing?  ‘that were all fine’ (line 102) – as suppose to be - a return to the expected chain of events.  ‘I took him’ (line 101)  ‘we took him’ (line 103) – once out of the hospital the ‘I’ becomes ‘we’. Suggesting contrast in support | **Nicole** – told, follows instructions  **Hospital staff** – in control dictating what Nicole must do  **Baby Jack** – not active but plot essential | I took him  (we) took him |
| 15 | **Gas** **and Air birth** | 105-109 | Orientation  Nicole was given gas and air during the birth  Complicating action   1. Nicole was ‘knocked out’ (anesthetised) and has no other memory of the birth | Child birth memories  Dependence (medical) |  | **Nicole** – takes ownership of what she remembers (assertive – my birth story) but also implies that her lack of memory is caused by others (victim)  **Hospital staff** – implied role (e.g. gave her gas and air/ knocked her out) | I were given  I wasn’t given  I remember  I remember  I was knocked out |
| 16 | **An interpretation of Postnatal depression** | 110-118 | Orientation  Wanted to give birth naturally  Complicating action  Jack would have died without the doctors intervention  Resolution  Nicole developed depression  Evaluation  She perceives that she became depressed as she wasn’t able to give him life herself | Failure - motherhood  The meaning of motherhood/ idealistic expectation  - denied  Vulnerable child  Medical heroes  Depression | ‘I’ll admit it’ – it stuck me as significant though my interpretation of its purpose is less clear. It possibly indicated that this was something that she had previously found difficult to admit to herself and/ or others. It may reflect an acknowledgement of the stigmatisation of mental health issues and/ or may be designed to impress me off her strength of character in being able to speak out about it.  ‘Not going to happen’ (line 118) repeated helps to emphasise the importance of this denial to her and at the same time signals the end of the story  Hypothetical – what would have happened without the doctors. | **Nicole** – reflective/ dependent  **Hospital staff** hero/ bearer or bad news, powerul | I were really depressed  I’ll admit  I were, did suffer  I thought I didn’t  I wanted to  I wanted to |
| 17 | **An education in Mothering** | 119-133 | Orientation  Nicole moved into flat with partner and Jack. Breastfeeding and later on bottle feeding  Complicating action   1. No Mum to teach Nicole how to look after a baby 2. Hospital staff didn’t teach her   Resolution  Rebecca (family health partnership) taught her everything she needed to know.  Introduced her to other resources (young Mums group)  Evaluation  Nicole acknowledges dependence on Rebecca, expresses admiration for her as well as gratitude for what she has taught/ given her. | Access to services/ resources  Dependence (Rebecca)  Dependence (Jack on Nicole)  Isolation  Motherhood  Skills of Motherhood/ care skills- physical needs  Learning  Support (Rebecca)  No traditional mother  Introduced to Resources | ‘do you know’ (line 123) – has to explain this and check I understand, not as expected (e.g. no Mum – in the traditional sense)  ‘my rock’ (line 122) – cultural idiom shared understanding (assumed)  ‘she has’ (line 122) - emphasis | **Nicole** – dependent but also the one who Jack is dependent on  **Mum** – referred to  **Nurses** – referred to and afforded hypothetical authority (e.g. authority to teach skills)  **Rebecca** – heroine, more powerful (knowledgeable)  **Partner** – not active  **Jack** – passive (e.g. fed by Nicole) | (I) fed him  (I) fed him  I’d be nowhere  I don’t have  I wouldn’t know  All I have to say  I’d have no  I wouldn’t even |
| 18 | **belated debriefing on birth and postnatal hospital experience** | 134-144 | Orientation  Rebecca arranged for Nicole and her family/ partner to meet with the medical staff and ask questions about what had happened at the hospital  Complicating Action  They weren’t able to comment on Jack’s treatment explaining that there would have to be a special review  Resolution  This ended Nicole’s pursuit for further information. She was however able to see the discharge notes stating there was a threat to Nicole and Jack’s life.  Evaluation  Nicole reflects that she doesn’t understand why they didn’t tell her and that she would have preferred to know the truth about what was going on with Jack | Mistreatment (hospital)  Wanting resolution  Action – meeting/ questioning  Barrier  Victim  Knowledge of child/ motherhood  Dependent (information medical staff)  Wanting resolution | ‘your baby’ (line 144) – rather than talking about ‘my’ baby she switches to ‘your’ generalising the concern. This may indicate that she believes this to be the preference of most mothers (to know what is happening with their baby and/ or may indicate her attempt to justify to me (or the wider audience) that this is not just a personal concern but a wider issue that matters to many.    ‘ever’ (line 141) - emphasis  ‘Really do’ (line 141) -emphasis | **Rebecca** – facilitator  **Family** and **partner** – passive, present but not given an active role in the narration  **Nicole** – proactive –asking questing however still facing barriers, victim?  **Medical staff**  ‘they’.  Perceived to be holding the knowledge - in control | Why was I put in  I looked in  I was never told  I think  I don’t know  (reflective voice, however ‘I poem’ doesn’t really reflect the active/assertive role of Nicole in this story) |
| 19 | **Reflecting on a bad hospital experience** | 145-158 | Evaluation  Nicole felt that most nurses (acknowledging a few exceptions) weren’t bothered about her and were there simply for the money.  Complicating action  Care doesn’t meet Nicole’s expectation.  Resolution  Hypothetical – won’t return to the hospital for maternity care again. | Discrimination (age)  Victim  Disliked  Poor care  Poor relationship (Nicole/ hospital staff) | Definitely (line 146) repeated x 3 – emphasis  I knew it (line 146m-147) repeated – emphasis on clarity of conviction  Whole ward (line 147)  They don’t tell you (generalised ‘you’) – makes applicable to a wider population  Hypothetical – to illustrate impact of experience in the absence of specific ‘real’ consequence. | **Nicole** – reflective, powerful (vote with her feet), however also positioned as victim (of discrimination, poor care).  **Nurses** – active, positioned as uncaring | I knew it, I knew it  I felt  I reckon  I said  I won’t be going  I’ll go  If I’m older  (reflective voice, voice of conviction) |
| 20 | **Banned from the prom** | 161-181 | Orientation  When Nicole was several months pregnant (and showing), she was on track to go to the prom and she had bought her dress.  Complicating action  Told that she couldn’t go to the prom by family and school, because she might get knocked.  Resolution  Nicole (and partner) weren’t able to go to the prom  Evaluation  Nicole concluded that she wasn’t allowed to go because she was pregnant. She felt that the reason they gave wasn’t valid but considered that they were protecting themselves | Discrimination/ excluded  Authority  Victim  Support (partner) | Direct talk ‘no you can’t go’ – Repeated x 3 (170, 174, 175)  Everybody (line 170) – exaggeration (people in authority, school, family) | Nicole – positioned as the victim  **Partner** – victim, with Nicole  **School staff** – Authority, more powerful, positioned as the discriminator  **Family** – at least some family members in opposition to Nicole | I bought  I was still pregnant  I’d just started getting a belly  I was pregnant  I’ve come to school  because I was pregnant  if I get knocked |
| 21 | **A few supporters** | 182-185 | Orientation  Nicole’s school was a Catholic school (she evokes a shared cultural assumption that this are negative towards pregnancy out of marriage)  Complicating action  Only a few teachers were supportive  Resolution  One teacher bought gifts and visited Nicole in hospital  Evaluation  Nicole acknowledges the efforts of this teacher and expressed wonder at receiving the gift | Negative of pregnancy  Unsupportive (most school staff)  Support –(a few teachers)  Relationship – one teacher | ‘I will say’ (line 184) – reinforced give credit where credit is due.  ‘so nice, so nice’ (line 185) repetition – emphasis (also deliver) | **School staff** – negative towards pregnancy, unsupportive of Nicole  **Nicole** – positioned as unsupported, however also positioned as valued by specific staff  **Gift bearing teacher** - supportive | I will say |
| 22 | **Medical complications** | 186-212 | Orientation  Nicole reports physical problems since the birth impacting on ability to do things including motherhood tasks. Nicole has expressed her concerns about this. At the time of the after birth check up Nicole reports a  Complicating Actions   1. Nothing expressed her concern but nothing has been done about it 2. The doctors check up was just a phone call and Nicole just said everything was OK and never heard from them again   Resolution  Rebecca sorted out the haematoma  Evaluation  Nicole reports that she was terrified by the haematoma  Nicole feels she didn’t tell the doctor because she just wanted to get on with being a Mum  Nicole perceives that the existing physical issues were caused by healing incorrectly in hospital. | Motherhood(getting on with being a mother)  Concerns ignored  Insufficient care – (phone call not enough – need to see in person)  Medical/ physical complication (ongoing)  Medical complication (at the time)  Implication of physical on identity/ motherhood  Lack of knowledge (haematoma)  Fear  Dependent (Rebecca) | ‘expressed these concerns’ (line 191) – the use of the word expressed  ‘Just a phone call’ (line 196) – just indicates insufficient  Use of hypothetical to illustrate – ‘if someone had have come and seen’ (line 203) | **Nicole** – unable/ fighting against authority – try to get them to act on her concerns/ victim – of unsatisfactory care  **GPs** (presumably)  ‘nobody’  **Phone call Doctor** -  **Rebecca** – positioned as hero – Nicole dependent on | I can’t do  I can’t stand  I have to sit  If I sit  I’m slouched  I can’t walk  I can’t reach  I have expressed  I just said  I just wanted  I had a (haematoma)  I told  I had a (haematoma)  I didn’t even know  I just looked  I was (terrified)  I didn’t know  I healed wrong  (If) I lay down |
| 23 | **Age and access to medical treatment** | 213-222 | Orientation  Nicole reports that she’s going to the GP today as she need pain killers.  She was diagnosed with postnatal depression and referred to a psychiatrist  Complicating actions   1. Stronger painkillers restricted when she was under eighteen 2. Drugs for postnatal depression restricted when under eighteen. 10 weeks before any medication was prescribed. Then it was trial and error to see what worked   Resolution   1. Accessed stronger pain killers from adults who had been prescribed them 2. Tried different medications for postnatal depression. Gave up as weren’t effective.   Evaluation  Nicole reports that she preferred to be with Jack | Age restricting / delaying medication (pain killers/ depression medication)  Medication not effective  Access service/ resources (psychiatrist)  Motherhood  Decision making (meds)  Resourceful (acquiring medication)? Or supported – medication sources for her | ‘throw out’ (line 218)  ‘*‘it’s trial and error’* they said’ (line 219) – direct talk, emphasis, indicates this as an unexpected complicating action | **Nicole** – dependent (for medication), proactive (getting medication elsewhere), decision making (stop meds)  **GP** – Power to refer, to prescribe  **Psychiatrist** – Power, to prescribe  **Baby Jack** – not active – object of desire | I’m going to  I’ve had enough  I need  I’ve had to (take stronger painkillers)  I was underage  I was diagnosed  I were referred  I was under eighteen  I ended up having (several medications)  I just eventually gave up  I can’t do this  I’d rather just (be with Jack) |
| 24 | **Depressed and alone: the start of substance abuse** | 223-230 | Orientation  When Nicole came off the antidepressants she split up with her partner and moved into a new house by herself  Complicating Action  Nicole had broken her ankle so Jack was staying with her Grandparents  Resolution  Nicole began to abuse drugs and alcohol.  Evaluation  The substance abuse problem was known by the Psychiatrist but nothing was ever done about it. | Change  Relationship break up  New house  Separated from child  Substance abuse/ substance abuser  Supported/ unsupported | (Jack) ‘wasn’t there’ (225 & 227) repeated – emphasises the significance of his absence. | **Nicole** – unsupported? victim  **Jack** – not active, object of desire  **Grandparents** – facilitator?  **Psychiatrist** – perceived as powerful but doesn’t do. Just knows. | I came off (antidepressants)  I split up (partner)  (I) Moved into  (I) Broke my ankle  I couldn’t look after him  (I) Started to use drugs  I used |
| 25 | **Problems with** **access to Psychiatric help** | 231-244 | *Part 1*  Orientation  Nicole was seeing a psychiatrist who really seemed to understand her  Complicating Actions  1) Patients were being reallocated based on catchment area and Nicole wasn’t in her psychiatrist’s catchment area.  Resolution  The Psychiatrist decided that he would see her anyway as he felt this would be good for Nicole  Evaluation  Nicole was very positive about the ability of the first psychiatrist  *Part 2*  Complicating Actions  1) The Psychiatrist goes off on long term sick  2) The new psychiatrist discharges Nicole  Resolution on the basis that the postnatal depression is a secondary issue  Resolution  Nicole looses access to psychiatric services  Evaluation  Nicole doesn’t feel that the second psychiatrist based her decision on sufficient information. | Access to psychiatric intervention – potentially helpful  Positive Relationship (1st psychiatrist)/ validation of relationship  Questioning authority  Loss of relationship (1st psychiatrist)  Power to determine Nicole’s fate  Loss of service/ loss of potential help | ‘best person ever’ (line 232) – extreme – emphasis - relationship  ‘Really got into my head’ (line 233) idiom  ‘why is this happening?’ (line 235) – direct talk emphasising her challenge  Extended direct talk (Psychiatrist 1) (line 236 -238) – salient | **Nicole** – victim of changes, active -not simply accepting  Less powerful  **Psychiatrist 1** – advocate, able  **Psychiatrist 2** – powerful, not informed | I got (psychiatrist)  I was being sent off  I said  I never saw (psychiatrist)  I saw (psychiatrist) |
| 26 | **Social service intervention** | 245-257 | *Part 1*  Orientation  Nicole was still living alone, separated from Jack and abusing substances  Complicating Action  Social services became involved. They were very critical of Nicole  Resolution  They are still involved today  *Part 2*  Orientation  In a recent case conference professions agreed that Nicole was doing what she was meant to be doing and that Jack wasn’t at risk  Complicating action  Jack was put on the child protection order anyway as Nicole has slipped up without supervision in the past  Resolution  They’ll stay involved to make sure Nicole continues as she is  Evaluation  The decision seems to make sense to Nicole | Alone  Separated from child  Substance abuse  Social services involved  Criticism (social services)  Bad Mum  Good Mum  Vulnerable Mum  Dependent – Needs support  Power – to separate her from Jack | ‘ thrown in my face’ (line 247)  ‘*‘you use drugs, you use alcohol, you’re a bad Mum, you can’t look after your son, blah de, blah de, blah.’’ (line 248)*– direct talk – emphasises criticism  ‘if that makes sense’(line 254)- delivery of this suggests Nicole is agreeing that it makes sense rather than questioning it | **Nicole** – less powerful, fate determined by others. Dependent on  ‘**chair person of that order**’ (line 251)& **that order** – (multiagency?) power, authority, fair?  **Social services** – Powerful, critical, threat | I just carry on doing  I’m doing |
| 27 | **Difficulties with a specific professional** | 258-278 | *Part 1*  Orientation  Nicole reports that unlike the other professionals she has a negative relationship with the social worker. He claims that she’s argumentative and other negative things in contrast to other professionals who think she’s great  Complicating action  Other professionals say he’s not a nice person, Nicole understands that he’s been reported before  Resolution  Had to put up with him for so long, might as well see it through  Evaluation  Nicole hates him and feels that he hates that she’s managing to do what she need to keep Jack.  *Part2*  Complicating action  When he first became involved her told her she’d need a solicitor and to expect a letter through the door saying that they were taking Jack away.  Resolution  No letter materialised  Evaluation  The threat impacted negatively on Nicole | Negative relationship (social worker)  Positive relationship (other professional)  Expressing opinions  Power (Nicole’s –changing social worker)  Power (social services – take child)  Threat of losing child –emotional impact | ‘that social worker’ (line 258) – indicates hostility  ‘hate’ repetitive use both from Nicole to the social worker (line 259) and Nicole’s perception of the social workers attitude towards her (line 270)  and  ‘awful’(line 259 & 266) x 2 towards social worker  ‘*expect a letter’* (line 271 &275) repetition – salience of the event  ‘sent me down hill’ (line 274) | **Social worker** – powerful, against Nicole, positioned against other professionals  **Other professionals** – contrasted with the social worker, good relationship with Nicole  **Nicole**  Less powerful, but some sense of power | I hate him  I think  I think so (prompted)  I know  I would (change social workers)  I’ve gone so far |
| 28 | **Social worker, child protection and hypocrisy** | 279-297 | Orientation  Before six months ago when Nicole got Jack back he was with her Grandparents due to her broken ankle compromising her ability to look after him physically.  Complicating Actions  1) When the social worker became involved he thought it was best for Jack to remain with his Grandparents until she had moved and sorted her difficulties  2) When initially back with Nicole Jack cried for his Grandma  Resolution  Nicole got a new place and was able to get Jack back  Jack eventually settled and now lives with his Mum and Dad.  Evaluation  Nicole felt that the social workers concern for Jack’s welfare was inconsistent and that he only seemed concerned with her difficulties and not on other factors she expected him to be concerned with (schedule one offense, dangerous area/ window smashed in), | Separation of mother and child - Ability to care (broken ankle)  Separation of mother and child – (Social worker intervention)  Protective Mum (smashed window/ Mum should be there to protect  Provider (house/ money)  Pride (accomplishment – house/ money)  Social worker – inconsistent on child welfare  Mother child relationship – bonding/ Bonding with Grandma | ‘then for some reason’ (line 285) – indication Nicole doesn’t agree  *‘I think it’s best if Jack stays there until you move out’* my old property *‘and get a new one and sort yourself out.’* (285) direct talk, indicates importance – also drop out of direct talk to explain to audience  ‘but yet’ (line 286) – more indication that she finds the social workers reasoning inconsistent | **Nicole** – active (get house) and passive (situation controlled by others). Similar in terms of power.  **Social worker** – Powerful, dictates  **Grandparents/ Grandma/ Grandfather** – plot facilitators, not active. E.g.  **Jack** – active role here, crying for Grandma  **Partner** – ‘Dad’, not active but present | I don’t (remember)  I think  I got him back  I broke my ankle  I got (house)  Got everything I needed  I got my son back |
| 29 | **Surviving with a little help** | 298-311 | Orientation  Nicole use to live in a horrible place when she had the postnatal depression  Complicating action  Rebecca came in and supported her reminding her that social services would take Jack away if she couldn’t cope  Resolution  This motivated Nicole to do what she needed to.  Evaluation  Nicole is highly appreciative of Rebecca and acknowledges that her success was dependent on Rebecca. | Dependence  Relationship  (Rebecca)  Shared problem  Motivated by Rebecca’s approach  Spiritual?/ cultural  gratitude | ‘honest to God.’ (line 298) Particular expression of emphasising sincerity  ‘if I can say that, if I can say that.’ (301) – awareness of audience.  ‘we’ll’, ‘together’ (line 304) & our (line 305) evidence of relationship  ‘Thank God. She’s an angel’ (line 307) | **Nicole** – dependent, grateful  **Rebecca** – ‘angel’ supporter  **Social services** – referred to, power | I don’t know  When I was (depressed)  If I can say  If I can say  I’d be like  I’ve got to  I’ve got to |
| 30 | **My saviour, their bad influence** | 312-352 | Orientation  In addition to Rebecca, Nicole identifies her Partner, his Mum, and both sets of Grandparents as her supporters. Her Granddad has enabled her financially and her Nana provided a home for her, saving her from being in care.  Complicating Action  1) Granddad has a schedule one offence  2) Nan has a murder conviction from before Nicole was born  Resolution  They are judged solely on their convictions and considered to be bad people for her to associate with. The message that they are a bad influence comes from social services  Evaluation  Nicole doesn’t like the way people judge them and feels that they are unfairly judged | Support (family)  Financial (support)  Given a home (support Nana)  Deficit in support  Convictions - implications  Unforgiven/ judged  Pressure (from them people) | ‘all them people’ (line 324) – negative towards  ‘that’s it really’ (line 320) – indicates deficit  ‘sort of’ (line 321) –qualifies  ‘if it wasn’t for her I’d be dead, end of that’ (line 343) &  ‘you know I’d have been in child social services’ (line 344) – use of hypothetical to illustrate her point, dramatic  ‘apparently’ (line 348) – indicates that this is someone else’s view. | **Nicole** – advocate/ victim/ dependent  **Them people** – those that judge/ powerful  **Social service** -  Powerful  **Partner** – supporter – referred to  **Partner’s Mum** – referred to -supporter  **Granddad** – supporter/ victim  **Grandma** – supporter – referred to  **Granddad** – supporter- referred to  **Nana** – supporter/ victim | I love her  I don’t like  I turned (eighteen)  I’ve had money  I’d be dead  I’d have been (in care)  I was (born) |
| 31 | **Social worker, discrimination and a family name** | 353-372 | Orientation  Nicole’s last name. Her Nana’s last name is Stuart but she was born Steven’s. The Steven’s family is considered a ‘bad’ family and Nicole doesn’t associate herself with this family.  Complicating action  The social worker brings up that Nicole is part of the Steven’s family in every meeting and writes it in his reports.  Resolution  Other professions have suggested that it is inappropriate for him to do so | prejudice/ injustice (social worker)  Family Identity  Supporter/ ally (other professional) | ‘that’s wrong’ (ine 369) &’ That is wrong’ (line 370) repetition – emphasis strength of conviction  ‘they just’ (line 353) exasperation | **Social worker** – discriminator  **Nicole** – discriminated against  **Other professionals** – ally | I wasn’t born (into)  I’ve had  I don’t have |
| 32 | **Transition away from school friends** | 373-389 | Orientation  Nicole had a lot of friends at school and most people got on with her unless they did her wrong  Complicating action  When she got pregnant she only had a few.  Resolution  Most of them now have kids. Nicole doesn’t really see them any more she’s made new friends. | Friends  Social  Friendly identity  Reduction in friends  Dependence on school (friends)  Loss/ change of friends  New friends | ‘but now’ (line 387) – contrary to expectation | **Nicole** – Friendly, assertive, victim?  **Friends** | I’ve always had (friends)  I wouldn’t say I was  I had (many friends)  I got (pregnant)  I don’t see  I... made new (friends) |
| 33 | **Friends who understand** | 390-407 | Orientation  The baby groups helped Nicole to meet new friends. Casual friends that she sees once a week.  Complicating action  1) If it wasn’t for the baby groups she wouldn’t have friends or a social life  2) most people don’t care what you’re going through  Resolution  These friends know what you’re going through  Evaluation  It’s nice to have that type of friend | Dependent- service (baby group)  Types of friends  Shared experience/ understanding (supporter)  Relationship equality  Disinterest (most people)  Professional interested (Rebecca?)  Own space | ‘I would have just been sat on my own every day, on my own’ (393) – hypothetical, illustrates perception of important | **Nicole** – Dependent, equal, understood, supporter & supported  **Most people** – referred to as uninterested  **Special people** – professionals like Rebecca?  **New friends** – equal, understanding | If it wasn’t for  I wouldn’t have met  I wouldn’t have known  I would have been sat |
| 34 | **Revelation: Young Mum’s against the world** | 408-423 | Orientation  Nicole though she was going to be the only one in the young Mum’s group with bad experiences  Complicating action  But they all had stories  Resolution  Realisation that it’s happening to young Mums  Evaluation  Nicole is shocked that females having babies are treated differently because of their age | Discrimination (age)  Prejudice (shameful) | ‘opened my eyes’ (line 412) – idiom, revelation – indicating a change in construct  ‘it’s shocking, that’s what it is, shocking’ (line 416) – repetition –emphasis, stunned  ‘Why, why, why’ (line 417) – repetition , increases the magnitude of the question. | **Nicole** – victim, supporter  **Other Young Mums** – victims, supporters | I thought I were  I thought I were  I don’t know  I don’t even known |
| 35 | **Prejudice in town** | 424-430 | Orientation  Nicole has noticed prejudice when she has been in town  Complicating action  People have starred and sniggered when she’s been breast feeding  Evaluation  Nicole questions what their problem is | Prejudice – society (town)  Mothering (breast feeding)  Standing up to societal pressure | ‘definitely, definitely’ (line 426) | **Nicole** – strong, victim  **Some people in town** - Prejudice | N.A. |
| 36 | **prefer to be a Mum** | 431-442 | Orientation  People she knows would rather take cocaine and be ‘blathered out their face’ than be a Mum  Complicating Action  People say that Nicole is missing out on life  Resolution  Now Nicole is at home with a loving family, enjoying daily family events and making memories that will last a life time.  (She can do the other things like going out when she’s older)  Evaluation  Nicole feels that she would rather be a young Mum and wouldn’t change it. | Motherhood –preference to alternative  Motherhood – saved from drugs  Family – love  Family – life/ joys  Family –Memories  Value priorities (family more, now)  Life order  Life after grown up kids | ‘everybody’ (line 431) – extreme – suggest predominant message  ‘*‘oh yeah you’re missing out on the rest of your life’* blah, blah, blah.’ Direct talk / perceived as a lecture – they know best.  ‘I wouldn’t change it for the world,’ (line 441)  ‘why not?’ (line 438) challenging assumptions | **Nicole** – challenged but resolved  **Family** (presumably Partner & son) – referred to, objects of desire  **People (1)** – challenging her choices  **People (2)** – demonstrating an alternate life  (potentially overlap between people (1) and (2)) | I’d rather be  I know (people)  I’m sat (with family)  I don’t know  I wouldn’t  I wouldn’t |
| 37 | **Benefits of being a young Mum** | 443-467 | Orientation  Nicole wants to have more children and wouldn’t wait to have them  Complicating Action  Implied - What other people say (presumably that she should wait)  Evaluation  Nicole feels that it is easier to do things with children when you’re younger and that it’s easier to relate to children when you’re younger and more immature yourself  Nicole felt that it’s easier to have children closer together  Nicole expressed that she doesn’t care what others say | Family plans (more kids when young)  Young Mums advantages – physical, immaturity  Mothering -  Understands her child, competent  Benefit of having children closer together  Challenge to her having more children now  Rejection of opposition to family | ‘I wouldn’t wait’ (445 & 446) repetition emphasis on not waiting, suggest opposition | **Nicole** -  **Nobody** – Influencing, Powerful | I’d say  I might think  I wouldn’t wait  I just would want  I think  I think  (how) I see it |
| 38 | **Gaining a child: Gaining direction** | 468-497 | Orientation  Nicole thought that she would be out partying every weekend and wasn’t aiming for a job or college.  Complicating Action  People would say that she could do whatever she wanted but Nicole didn’t believe that she had anything in her future.  Nicole felt that if you are on you don’t care what happens (unmotivated)  Resolution  Being pregnant and having someone else’s needs to take care of became an incentive for her because if she didn’t do things what would he have.  Evaluation  Nicole doesn’t feel that things (getting a good future) are is as easy as people make out but does feel that it’s easier when someone else’s future is motivating you. | Partying at weekends (empty alternative)  No study/ career aspiration  No future/ direction)  Low self worth beliefs  Motherhood-purpose/ rewarding -boost self-beliefs | ‘as people would call it’ (line 472) & ‘all that, foolish’ (line474) – challenges, not a construct she holds  ‘It’s almost like’ (494) could suggest uncertainty or the development of a new construct as she’s narrating or a difficulty putting her construct into language | **Nicole** – unmotivated, finds purpose  **Jack** – the motivation | I found out  I was pregnant  I was going  I wasn’t aiming for  I wasn’t aiming for  I had nothing  I’d prefer to be (pregnant) |
| 39 | **Other people and the decision to have my child** | 498-534 | Orientation  Nicole always wanted a baby. She was aware that she could get pregnant but it wasn’t planned.  Complicating actions  1) Her Mum and Nana thought she should have an abortion  2) Her Granddad didn’t believe in abortions  3) Other people wanted to know what she was doing  Resolution  Nicole decided with her Granddad to have the child  Evaluation  Nicole reflects that she thinks it’s wrong to have an abortion and that if you created the child you should take on the responsibility  Nicole thinks that creating a life and being a Mum is brilliant. She feels that she has always seen this as positive and felt that it’s given her purpose even when she was depressed | A moral person  Motherhood purpose/ identity  Motherhood- motivated even through depression  Discouragement in having another child  Foetus = somebody  Abortion wrong  Responsibility (pregnant)/ responsible (Nicole)  Challenge )pregnant)/ Achiever (Nicole)  Wanting child  Unplanned  Aware of potential to get pregnant | ‘It’s like, it’s a no brainer,’ (line 517)  ‘do the right thing’ (line 508) – direct talk + repetition  ‘”*oh no, don’t say that, don’t say that”*’(line 503) – direct talk  ‘as if to say’ (line 509) – indicates her interpretation | **Nicole** – decision/ conviction  **Nana & Mum** – Powerful,  **Granddad** - ally  **Other people** – not clear who, friends? Professionals? | I always wanted  I know I did  I use to say  (if) I got (pregnant)  I was already (pregnant)  (if) I got (pregnant)  I told her  I was (pregnant)  I couldn’t do it  I just decided  I couldn’t do that  I want (a baby)  I can’t believe  I have to (look after)  I know I have to  I didn’t care  I didn’t care  I was depressed  I cried  I still got up |
| 40 | **Moving (instability) and getting enrolled with a GP practice** | 535-552 | Orientation  Nicole moved house a few times. Her partner and Jack also moved at least once.  Complicating action  1) Nicole had to keep changing between two GP practices, sometimes both practices would tell her she wasn’t in their catchment area  2) Getting Jack registered was also problematic  Resolution  Nicole had to challenge the GP practices  Nicole had to register Jack twice  Evaluation  Nicole feels the situation was bad | Registration with doctors (disruptive/ frustrating)  Assertive, fight against authority (Doctors)  Victim – done to | ‘and then’ (line 540) – repetition x3 (listing –continuous – one thing after another)  ‘back and forth, back and forth, back and forth’ (line 542) disruptive | **Nicole** – victim, fighter  **Partner** – referred to  **Jack** – referred to, victim  **GP practices** – Powerful | I were at (one doctors)  I became (pregnant)  I moved to  I went to (doctors)  I’d moved again  I had to move (doctors)  I Had to move (partner’s doctors)  I weren’t living  I moved  I’m living  I’m staying  I want (doctor)  I had to do it |
| 41 | **The baby made us closer** | 553-573 | Complicating action  1) (hypothetical) wouldn’t have still been together if not for the baby  2) Nicole’s partner didn’t want a baby  Resolution  The baby brought us closer together  When Nicole’s partner found out she was pregnant he accepted it, wanted it  Evaluation  Closer than a normal couple  Nicole claims that she would never have thought she could be as closer and relaxed with someone ad comfortable with her pregnant body | Relationship (Partner– facilitated by baby experience)  Relationship(Partner -Survived problems )  Relationship (partner- closer/ more comfortable than expected)  Relationship  Partner – worth it)  Decision to have baby (independent of partner)  Partner didn’t originally want child (hypothetically)  Partner accepted even wanted child (reality -when happened) | ‘I don’t think we’d still have been together if we hadn’t had a baby’ (line 555) - Hypothetical alternative future – illustrate importance of experience  ‘never in a million years’ (line 559)– common cultural term – unexpected  ‘But we’ve rolled it out’ (line 566) – problems along the way  ‘but it’s just so, I don’t know it’s just.’ (line 561- Difficulties expressing her existing construction in language versus forming a new construction  Reality of an understanding not created by language interaction gives example (562) to try and illustrate experience instead | **Nicole –** positioned as forming good relationship  **Partner**  **Baby Jack** – referred to, facilitator | I don’t think  I think it  (would) I get in (bath)  I don’t know  I don’t think  I know  I found out (pregnant)  I decided |
| 42 | **How has the experience changed me?** | 574-584 | Evaluation  Nicole felt that her experiences haven’t changed her much  She still has an silly side but can be quieter unless she disagrees with something  She wasn’t sure how she might have changed but overall felt it was for the better | Matured  Immature, young side  Quieter  Not change significantly  More positive about self  Outspoken against injustice | ‘lot quieter,’ Lot – significant change | **Nicole** - reflective | I think  I’ve mostly  I think  I’ve matured  I still have (silly side)  I don’t think I’ve changed  (unless) I disagree  I don’t know |
| 43 | **Looking after little sis: Drug complications** | 585-608 | Orientation  Nicole looked after her little brother and sister. Her little sister use to sleep in Nicole bed  Complicating action  1) Nicole’s little sister was born addicted to heroine  2) Her sister is no longer that close to her like she once was  Resolution  Nicole’s little sister cried for ashtrays and use to regularly have fits and need to go to the hospital  Evaluation  Dealing with the complications of her sister’s addiction was emotionally hard | Relationship (sister – close/ loved)  Relationship (sister - changed)  Looked after siblings (responsible)  Emotionally difficult (seeing sisters difficulties – heroin addiction) | ‘She use to get into my bed’ (line 607) repeat of (605) Repeated – significant  Cultural - evoked child getting into parents bed  ‘does my head in’ (line 608) – Common phrase -cultural – sibling relationship | **Nicole** - supporter  **Little Brother** – referred to as dependent  **Little sister** – referred to as dependent | I looked after |
| 44 | **How to me a Mum** | 609-619 | Orientation  Nicole has always been a Mum to her little brother and sister. She already knew how to be a Mum  Complicating Action  A lot of people wouldn’t know what to do  Evaluation  Nicole felt that that was a shame and that they should be taught in hospital.  She felt that it was strange that they just expected you to know particularly given their perceived attitude towards young Mums | Mum identity  Lack of information about care skills  Should be taught at hospital  Unreasonable & unfair expectations | ‘I don’t know how they expect you to go on , cos you’re such a young Mum’ (line 617) – sarcasm & irony | **Nicole** – supporter, knowledgeable  **Little brother and sister** – referred to position her as supporter  **Other young Mums** – referred to as dependent, unknowledgeable | I always looked after  I’ve always been (Mum)  I really have  I knew  I wasn’t told  I knew  I don’t know |
| 45 | **Strict Catholic school didn’t believe in it so ‘fogged me off’** | 620-632 | Orientation  Because it was a catholic school it didn’t allow sex education. It was a strict school. They didn’t allow coloured socks or beards  Complicating actions  They didn’t talk openly about it (pregnancy or/and sex? - unclear)  They didn’t believe in it. They didn’t want it in their school  Resolution  They just ‘fogged’ Nicole off  Evaluation  Nicole felt that they didn’t allow pregnant people either | Catholic school – no sex education  School strict – unreasonable and discriminatory policy (e.g. beards)  Unofficial discrimination (pregnancy)  Schools judgement  Schools rejection | ‘sent home’ (624 & 627) – listing examples of unreasonable rules – emphasising this  ‘fogged me off’ (line 629)- Just got rid of her but without having to be direct about their discrimination | **Nicole** – victim, unsupported  **Catholic School** – oppressive, unsupportive | I don’t think |
| 46 | **Not having people you can ask** | 633-650 | Orientation  Nicole went to school every day and felt like she bonded with her teachers  Complicating action  1) People get pregnant by accident not knowing anything about it  2) she didn’t have a Mum to ask, She didn’t dare ask the teachers because they are a catholic school, she didn’t know who to ask  Resolution  She had to keep her mouth shut  Even the teacher who brought gifts has to ask special permission to do so  Evaluation  Nicole felt it was awful not being able to talk about it  Nicole felt it was wrong that the teacher had to get permission | Child care should be taught in school  Unplanned pregnancy  Relationship (teachers – bonding/ Mum replacement)  Relationship (teachers – inhibited by school)  Teacher’s unapproachable (Catholic)  Silenced by school | ‘you’ rather than ‘I’ – distance from the experience? Generalising – recognising this situation could apply to others - advocating for more than self –  ‘that’s awful, that is awful’ (645) repetition – emphasises emotional salience | **Nicole** – unsupported, unknowledgeable, dependent, advocate, victim  **Mum** – referred to – unsupportive (lack of a Mum)  **School staff** – unapproachable  **School/ head teacher** – Powerful, inhibiting | N.A. |
| 47 | **Teacher’s expectations** | 651-665 | Orientation  Some teachers would say she would go far, others would say she could do it.  Complicating action  Only a few were supportive, the others bitched about her  Evaluation  Nicole felt that the negativity may have been because some people associated her with the Steven’s family | Negative expectations (most teachers)  Prejudice - family name (teachers)  A few supports | ‘only a selected few’ (line 655) only – not many/ selected – unusual, special | **Nicole** – unsupported, victim of prejudice,  **A few teachers** – supportive  **Most teachers** – unsupportive, possibly prejudice | (like) I said |
| 48 | **Banded from school, banned from friends** | 666-671 | Orientation  Schools friends wanted to see her and asked when she was coming in  Complicating action  School didn’t allow her to come in | Banned from school  Banned from seeing friends | Extended direct talk (line 668-670) – enthusiasm  ‘just wont allowed. Wont allowed’ (line 671) – repetition - salient | **Nicole** - victim  **Friends** – want her  **School** - powerful | N.A. |
| 49 | **Exam provisions** | 672-687 | *Part 1*  Orientation  Nicole didn’t really study for her exams  Complicating action  School just sent her leaflets to read about her exam topics  *Part 2*  Orientation  Nicole went in for her exams and school said to let them know if there were any pregnancy related problems  Complicating actions  Nicole got cramps in her maths exam  Resolution  Nicole left her maths exam  Evaluation  Nicole didn’t feel that they were bothered  *Part 3*  Orientation  Nicole went into school to collect her exam results  Complicating action  a member of staff said that they’d forgotten about her  Evaluation  Nicole felt upset about this | Didn’t study  Insufficient support for exams  Teachers – False support?  Pregnancy (cramps) – interfering with exam  Staff not bothered about her achievement  No relationship (forgotten) | ‘*we forgot about you.’ (line 682 & 686)- repeated and direct talk – very salient/ hurt* | **Nicole** - unvalued  **Staff / Member of staff** – not bothered | I didn’t really (study)  I just went in (exams)  I got (bad cramps)  I had to leave  I went (school)  I thought |
| 50 | **No school: Stranded and without guidance** | 688-709 | Orientation  Loved school  Complicating action  1) Suddenly told she can’t go in because in case something happens  2) they didn’t give her any information about what to do after school  Resolution  Nicole had to stay at home and read leaflets and then just get her results  Evaluation  Nicole felt stranded without school  She felt they weren’t bothered about her | Loved school  Loss (school)  Isolated  Lack of knowledge (next steps) | ‘I loved’ (689 & 690) –(school/ courses) repeated x 4 - emphasis  ‘I were stranded, that were it. I was stranded.’ (694) – loss, repetition –significant | **Nicole** – dependent, isolated  **School staff** – unsupportive, powerful | I loved (school)  I loved going (school)  I went (school)  I loved (school)  I loved doing (courses)  I was stranded  I didn’t know anything  I wasn’t allowed  I might as well |
| 51 | **Rejected by the old head of year** | 710-716 | Orientation  Nicole felt that the head of years would make out that they cared about her and she built up a bond with them  Complicating action  Nicole got a new head of year every year  Resolution  The old head of year no longer, spoke to her, was no longer in her life.  Evaluation  Nicole felt that that was horrible | Relationship (head of year)  No relationship (head of year)  False relationship (head of year) | ‘you’ rather than ‘I’ – allows Nicole to be more emotionally distant  ‘”*oh yeah, yeah, come whenever you want, any problem.”’* (line 714) - direct speech | Nicole - dependent  Heads of year – supportive, then gone | N.A. |
| 52 | **Ambushed at School: the schedule one offence** | 717-734 | Orientation  When Nicole left her Grandma’s house at age 13 she was out in a children’s home, then her paternal Grandparents said she could live with them, which she did  Complicating actions  1) Then the schedule one offence happened (Granddad)  2) Nicole was brought into an office with loads of teachers including those who were his friends who asked her if he’d ever touched her inappropriately  Resolution  Nicole ran out  Evaluation  Nicole was absolutely devastated by this and doesn’t understand why it couldn’t have just been the head of year who asked her | Ambushed- inappropriate | ‘worst thing ever’ (line 726) – extreme - salient | **Nicole** – positioned as victim  **School staff** – positioned as insensitive  **Grandparents** - supportive  **Granddad** –positioned as victim | I was put into (children’s home)  I could live (with Grandparents)  I did  I didn’t know  I were (pregnant)  I wor pregnant, I wor pregnant  I were devastated  I ran out |
| 53 | **The sentence** | 735-751 | Orientation  Nicole felt that they only people who were there for her were her Grandma and Granddad. When the schedule one offence came up her Granddad admitted what he’d done and did everything he was suppose to do.  Complicating action  School were asking if she had a child would she leave it with her Granddad, wash it in front of her granddad  School were saying that she’d be a bad Mum for leaving her child with him  She feels that everyone has condemned her Granddad for life.  Resolution  Nicole’s Granddad takes Jack wherever he wants to go, pays for everything her wants, loves him. Nicole feels there’s no way she’s stop him seeing Jack. Nicole’s has asked her partner and he also feels it’s safe to leave him with Nicole’s Granddad  Evaluation  Nicole felt it was horrible to told that she’d be a bad Mum by school  Nicole recognised that the audience might perceive it as bad and might be unconvinced | Schedule one Interrogation – school (hypothetical Mum)  Granddad relationship with Jack  Judgement – bad Mum (school staff) |  | **Nicole** – positioned as victim  **School staff** – positioned as insensitive  **Grandparents** - supportive  **Granddad** –positioned as victim | I know, I know, I know  I don’t know  I know it’s wrong  I’ve even asked  Like I said |