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Making sense of behaviour: a Q study to elicit the viewpoints of educationalists who work with children and young people with challenging behaviour.

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Abstract

The majority of research, relating to the ways in which school staff interpret the behaviour of children and young people, adopts a narrow focus on attributional styles. Other existing research seeks to measure attitudes associated with context specific or hypothetical information, in order to infer perceptions of cause and effect relationships regarding the ways in which the behaviour of children and young people comes about. To the researcher's knowledge, there have been no attempts to date to explore the complexities relating to the multifaceted views of school staff, in terms of making sense of the behaviour of children and young people. In addition, there is a dearth of research which integrates wide-ranging aspects of the lives of children and young people which are considered to be important by those who make sense of their behaviour. The current research employs Q methodology to investigate the ways in which 21 members of staff, working within five Local Authority funded provisions, rank 67 statements according to their importance. Statements represented issues or ideas considered to be important in terms of understanding the behaviour of children and young people. Participants work with children and young people who exhibit the most challenging behaviour within the Borough. Q analysis yielded a three factor solution and factor interpretations were constructed, based on the empirically detected areas of convergence and divergence and data from semi structured interviews with a subset of participants. Field notes were also used to facilitate the interpretive process. The emergent social perspectives are discussed in terms of the roles of; parents and the home, school staff and children and young people themselves.

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Glossary

Abduction; the process of analysing data or information which is encountered by the researcher, in order to produce interpretations or explanations. These interpretations are based on inferences made by the researcher, relating to mechanistic explanations of patterns detected within the data.

Attitude; a judgment or opinion relating to an issue, which involves cognitive information (existing beliefs) and affective information (emotional saliences attached to mental objects).

Attribution; a judgment relating to causality, which is associated with specific examples of behaviour. Weiner (1985) specifies that, judgments are made along three continua; locus of causality, stability and controllability

BESD; Behavioural, Emotional and Social Difficulties.

By-hand rotation; the manual rotation of extracted factors on an orthogonal axis.

Centroid factor extraction; a method which averages the relationships between all Q sorts, potentially generating an indeterminate number of factors.

Cognitive dissonance; a perceptual process described by Festinger (1954, cited in Molnar and Lindquist, 1989) which is employed by individuals to reduce threats to the self by reducing conflict between two competing ideas. This may be achieved by discarding one of the competing ideas, reducing the importance of the conflict of ideas, or, synchronising the competing views so that they are in some way compatible.

Common variance; the proportion of variability which is shared by, or common to, the Q sorts within the study.

Communalities; the sums of squared factor loadings for each Q sort. Communalities indicate how much of the variance specific to each sort is shared with other sorts.

Communicability; all available and accessible shared knowledge and meaning which is made observable in terms of self referent statements and opinion.

Concourse; the raw material upon which Q sorts are based. Such raw material relates to the range of communicable and subjective ideas associated with a particular subject or area of investigation. The Q set is generated from the concourse.

Condition of instruction; the instruction which is part of the Q sort exercise. The condition of instruction provides a context, within which participants should consider each statement.

Confounding (Q) sort; a Q sort which loads significantly on more than one factor within the factor solution.

Consciring; the sharing of common and available knowledge, which is known as conscire. Daily conversations are one such way of consciring.

Consensus statement; a statement which has a similar factor values within each of the factor arrays included within the factor solution. Consensus statements represent areas of agreement or convergence between factors.

Construct; a (social) construct is a meaningful product of social interaction. Meanings are constructed when they are ascribed by individuals. Examples of constructs within this thesis include parental separation and mood.

Construct validity; the extent to which a study elicits or measures only the phenomena which it purports to elicit.

Content validity; how completely a study elicits the range of phenomena which it purports to elicit.

Correlation matrix; a grid of correlation coefficients which shows how highly Q sorts are related. A correlation matrix allows the interrelatedness of Q sorts to be examined preliminarily.

Cultural Deficit Model; a series of beliefs, held primarily by school staff, that the developmental needs of a subset of children are not met at home, resulting in perceived difficulties and underachievement in school.

Cultural Difference Model; a series of beliefs that difficulties exhibited by children in school are at least partially attributable to the unresponsiveness of school as a whole, to individual differences in areas of competency, which are culturally sensitive.

Defining (Q) sort; a Q sort with a rotated factor loading which exceeds a predefined significance value, so that it may be said to closely approximate one of the dominant viewpoints associated with a factor.

Discourse; a collection of meanings and representations (visual or pictorial or linguistic) which give a particular version of events.

Distinguishing statement; an item or statement which is ranked in a significantly different way by participants whose views more closely represent a particular factor. Distinguishing statements facilitate the ascription of meaning to the distinctiveness attached to a particular factor.

Ecological validity; the extent to which findings may be applicable or generalizable to naturalistic settings and situations.

Emotion coding; - the identification and labelling of emotions which are mentioned by the participant or inferred by the researcher.

Eigenvalue; a value which provides an indication of the explanatory power of an emergent factor.

Exemplar (Q) sort; Q sorts with particularly high factor loadings, which are considered to be closely related to, or highly typical of, an emergent factor.

Factor analysis (Q); a statistical analysis comprised of factor extraction and factor rotation. Factor analysis compresses the complexity of views so that they may be thought of in terms of, usually, between two and five factors.

Factor array; a prototypical Q sort generated by Q analysis, which is representative of an individual, whose loading on a particular factor would be as high as possible (1.00).

Factor extraction; an iterative statistical process which constitutes the initial stage of factor analysis. During factor extraction the number of factors which most adequately explain the variance within a dataset are extracted. Usually, several criteria are adopted to guide this process.

Factor interpretation; the ascription of meaning to each factor within the factor solution. Factor interpretation is based on the outcomes of Q analysis, in addition to qualitative data, generated from interview data or field notes.

Factor loadings; a correlation coefficient which indicates how closely a Q sort is associated with an emergent factor.

Factor rotation; the second stage of factor analysis. Once factors have been extracted, they are rotated so that a solution which represents the best fit to the data may be arrived at. This may be achieved by applying mathematical formulae (Varimax rotation) or rotating the data manually, in a more subjective way.

Factor solution; the final number of rotated factors and defining Q sorts which are accepted by the researcher to reasonably explain the convergence and divergence in views.

Factor value; the ranking or position of an item (statement) within a factor array. This is often represented by a value within the range of -5 to +5.

First cycle coding techniques; coding methods applied to interview data (which are typically followed by second and third cycle coding) so that themes may be developed from codes. First cycle coding techniques were applied within the present study in isolation, specifically for the purpose of organising the data, without undertaking further analysis.

Hybrid Q set; the use of a combination of naturalistic and ready-made statements within the Q set.

Idiosyncratic (Q) sort; a Q sort which does not load significantly on any of the factors within the emergent solution. Idiosyncratic sorts are unlikely to be included as defining sorts within the factor solution.

Macro level; within the context of this study, views were examined at a macro level, ie. with respect to all other views included in the study.

P set; the sample of participants engaging in the research.

PQMethod; computer software developed by Peter Schmolck, which allows Q data to be entered, upon which a Q analysis may be completed.

Q analysis; the Q methodological equivalent of R factor analysis. Q analysis allows the researcher to compare individuals as variables, so that underlying patterns in a collection of views may be understood in terms of dominant voices, which highlight areas of convergence and divergence.

Q methodology; a methodological approach to research which makes use of both quantitative and qualitative analyses to explore the views of individuals, relative to one another.

Q set; a series of statements which participants are asked to rank according to importance. The Q set is the collective term for the items or statements which have been refined and selected from the concourse to appear on cards, which participants will rank or order during the card sorting exercise (the Q sort).

Q sort; an exercise which requires each participant to make ordinal judgments, relating to the relative position of cards on a grid. Each card depicts a statement which should be considered in accordance with the condition of instruction.

Qualiquantological methodology; a term developed by Stenner and Stainton Rogers (2004) to describe Q as a self-contained methodology, which incorporates a quantitative analysis and qualitative data to detect

subjectively interpreted areas of convergence and divergence between the views of participants.

Quasi normal distribution grid; a Q sort grid which is broadly similar to a normal distribution curve. One card depicting a specific statement is placed in each space to indicate the relative importance ascribed to each statement.

R factor analysis; more commonly known as exploratory factor analysis. The aim of R factor analysis is to detect underlying structures according to the scores of individuals on a number of dimensions or scales (for example, attitude scales).

Simultaneous coding; the use of more than one code to describe a sequence of data which may not be described adequately by a single code.

Social Narratives; Q sorts which are completed by individuals represent individual perspectives. These individual perspectives are analysed holistically to yield organising factors at a macro level, which are termed, social narratives.

Social Perspectives; the meaning ascribed to the emergent viewpoints or social narratives.

Specific variance; variance which is specific to individual participants and Q sorts.

Stakeholders; key adults within the lives of children and young people.

Statements (used interchangeably with “items”); prompts which appear on Q sort cards. Participants are required to consider each statement in relation to condition of instruction.

Unrotated factor matrix; a table generated during factor extraction, which shows the factor loadings associated with factors prior to rotation.

Varimax factor rotation; the rotation of extracted factors according to mathematical formulae, which results in the maximum amount of common variance being accounted for. This is achieved by privileging aspects of views which occur more frequently within the data.

View; Although there are many interpretations of the nature of views, Q methodologists think of views and operant subjectivity synonymously. Views are constructed externally through the Q sort exercise. The process of considering items in relation to one another, based on their personal significance, is termed operant subjectivity.

Within-child construct; an intrinsic characteristic or quality which is attributed to children and young people.

Chapter 1: Introduction

The construal of behaviour exhibited by children and young people is an issue which transcends individual professional practice and national policies and guidelines associated with education.

The ways in which a subset of staff working in educational provisions make sense of the behaviour of children and young people is central to this research. It is hoped that findings may contribute to the existing body of knowledge relating to the investigation of such views, in addition to informing local Educational Psychology practice.

Construals of behaviour within the current political landscape.

The behaviour of children and young people is described in a number of ways within government legislation and communication. A multitude of guidelines and resources are available to school staff, which describe the effective management of behaviour. For example, the Ensuring Good Behaviour in Schools summary document, recently published by the Department for Education (DfE, 2011), offers guidance for school staff and parents in relation to “poor” pupil behaviour and describes the Government’s expectation that all teachers should be skilled in “improving” pupil behaviour. However, within this document, the Department acknowledges that persistent, disruptive behaviour may be indicative of wider, unmet needs which may require multiagency involvement. Within this context, it seems that concepts such as, disruptive behaviour and the improvement of behaviour, lend themselves to a false dichotomy, within which behaviour is construed in moral terms such as good and bad, these polemic terms being diametrically opposed. Conversely, the notion of behaviour as a communication of need suggests that it may not be helpful to use reductionist descriptors such as good and bad and acceptable and unacceptable in order to understand behaviour.

Challenging behaviour is often described within the context of Special Educational Needs. The SEN Code of Practice (DfES 2001) outlines Behavioural and or Emotional Difficulties as a specific category of need and subsequent guidance produced by the Government refers to such difficulties as BESDs (Behavioural, Emotional and Social Difficulties; DCSF, 2008). It may be said that a description of need has been transformed into a label (BESD) which pathologises behaviour and directs thinking towards a specific within-child deficit or difficulty¹.

Observations made by the researcher, whilst practising as a Trainee Educational Psychologist, suggest that, irrespective of changes in policies and guidelines, the implementation of legislature and standards is dependent upon the subjective views of school staff and the ways in which they interpret the behaviour that they encounter. Perhaps, more importantly, construals of individual examples of behaviour will be shaped by views relating to the nature of behaviour itself, ie. the influences which may generally contribute to the manifestation of behaviour and the ways in which it comes about. This, in turn, will impact upon individual interpretations of the relative acceptability of specific pupil behaviour. In summary, perceptions of behaviour depend upon the thoughts and expectations of the perceiver. Pomerantz (2005) suggests that the notion of challenging behaviour is dynamic, fluid and is co-constructed by discourse between pupils and teachers. More specifically, it is argued by Pomerantz that teacher initiated interactions may often place

¹ More recently, the conjecture associated with the use of the term BESD was highlighted by the inclusion of related questions published by the Department for Education, in conjunction with the consultation paper, entitled "Support and Aspiration; A new Approach to special educational needs and disability." For example; "Question 24: How helpful is the current category of BESD in identifying the underlying needs of children with emotional and social difficulties? ... Question 25: Is the BESD label overused in terms of describing behaviour problems rather than leading to an assessment of underlying difficulties?" (DfE, 2011, pp.116.). It is clear that this renewed attempt to capture the views of key stakeholders serves as an acknowledgment of the disparate nature of the views held by parents, school staff and other professionals, relating to the ways in which we think about the behaviour of children and young people.

pupils in a defensive situation and may therefore heavily influence pupil behaviour which is perceived to be challenging. A review of the literature relating to understanding children's and young people's challenging behaviour reveals a lack of research which takes into account a comprehensive range of influences with regard to the way in which the behaviour of children and young people comes about (for example, the influence of the views and the role of teachers on pupil behaviour). This is an area of enquiry which the current study seeks to explore, in addition to explicitly avoiding the use of terms which may guide thinking towards specific examples of behaviour, which are commonly perceived as being negative or challenging, and which serve to pathologise behaviour.

Much of the existing research, which attempts to elicit the views of school staff in relation to the nature of behaviour, is nomothetic in design and includes underlying assumptions based on specific theoretical underpinnings. For example, the findings of studies which assume a realist and positivist approach to collecting data claim to accurately reflect the attributional style of school staff, in relation to specific and more general examples of challenging pupil behaviour (for example, Gardiner and Gibbs, 2008). These will be discussed in greater detail in the Critical Literature Review chapter. In contrast, the present research is exploratory and seeks to investigate:

- The views of a specific subset of school staff within a North-East of England Borough, relative to one another, regarding the ways in which they make sense of the behaviour of children and young people.
- Areas of convergence and divergence across the emergent views.

Personal motivation relating to the current research

The role of the researcher is central to the current research and it is considered important to contextualise this role, in conjunction with the researcher's professional responsibilities and motivations which are connected to the area of enquiry. The interpretation of data will be dependent upon subjective decisions made by the researcher as a Trainee Educational

Psychologist (TEP) and the motivation to address the area of research identified has developed from the researcher's practice within the field. More specifically, during conversations and consultation sessions with school staff, it has become apparent that a range of views exist, in relation to the ways in which the behaviour of children and young people is shaped and interpreted by stakeholders. These views are often based on the influences within the lives of these children and young people, which are considered by individuals to be particularly salient. The researcher has witnessed discussions which are suggestive of staff tendencies to ascribe blame, in the case of groups of children whose observable behaviour is considered to be challenging. After reflecting on such discussions, a decision was taken to investigate the ways in which a particular group of school staff make sense of the behaviour of children and young people, namely, staff who work with the children and young people in the Borough whose behaviour is deemed to be the most challenging. This decision was also influenced by the views of management, at an organisational level within the Local Authority. It was considered to be potentially insightful to explore the range of views held by staff who are charged with the task of managing and understanding the behaviour of the children and young people within the Borough who are thought to be the most challenging to work with. It was noted that the views of these staff in particular have never previously been sought.

Chapter 2: Critical Literature Review

Viewing behaviour through a narrow lens

It is commonly understood that we make sense of the behaviour of children and young people, using a range of heuristics, or reasoning processes, which guide thinking and allow decisions to be made, relating to the ways in which behaviour has come about. Arguably, the use of such heuristics leads to a reductionist view of behaviour, which may then result in the ascription of blame to stakeholders and children and young people themselves.

Blame and the Invidious Triangle

Pianta and Walsh (1996) describe the ways in which blame may be apportioned by incorporating the Cultural Deficit Model, the Cultural Difference Model and a within-child deficit model into an overarching triangular model, termed the Invidious Triangle (depicted in *Figure 1.1*). The authors describe the Cultural Deficit Model as a series of beliefs, held primarily by school staff, that the developmental needs of a subset of children are not met at home, resulting in perceived difficulties and underachievement in school. Conversely, the Cultural Difference Model posits that difficulties exhibited by children in school are at least partially attributable to the unresponsiveness of school as a whole, to individual differences in areas of competency which are culturally sensitive.

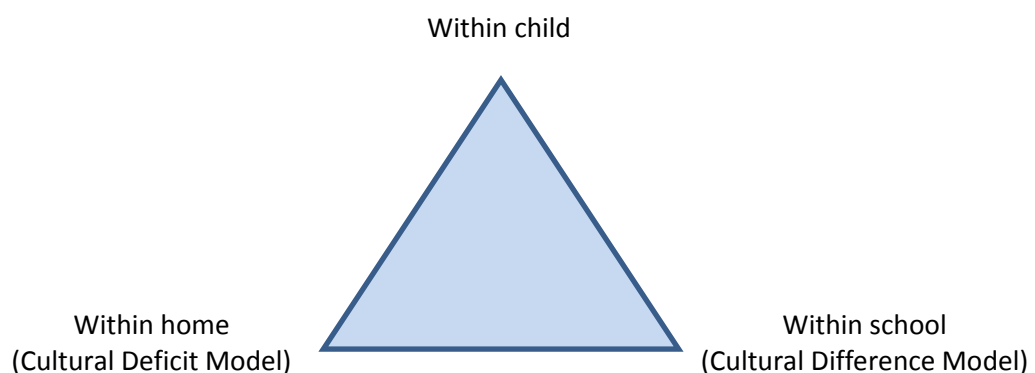


Figure 1; The Invidious Triangle, as described by Pianta and Walsh (1996).

As described in Chapter 1, labels such as BESD are suggestive of an internal deficit with respect to the functioning of a child or young person. Pianta and Walsh (1996) argue that perceived within-child deficits have significant implications in terms of the responsibility of stakeholders (parents, carers, school staff and other professionals) associated with the learning and wellbeing of a child. For example, Kyriacou (2010) reported that high school teachers in Japan tended to attribute misbehaviour to such emotional and or behavioural difficulties, and that this finding is consistent with research from the UK and the USA. Therefore, it may be said that, behaviour which is deemed to be challenging is often construed as requiring an explanation as to where underlying problems or causes may lie. Within the literature relevant to this study, the notions of blame and causality appear to be used interchangeably and synonymously, as described within the next section. More specifically, to locate blame is to infer linear causality (ie. one single cause leads to an observable effect).

It seems that, in spite of training and resources focused on highlighting the complexity of challenging behaviour, tendencies to ascribe blame and locate cause within one of the three factors contained within the Invidious Triangle (Pianta and Walsh, 1996) may still exist. According to Potter and Wetherell (1987), the linguistic devices which may be commonly used to describe the cultural deficit model and the cultural difference model are interpretive repertoires. As described by Burr (1995), these may be thought of as part of an overarching discourse, which, within the context of the present study, is associated with influences on the behaviour of children and young people, which help us to make sense of their behaviour. The participants who engaged with the current research work with children and young people whose behaviour is considered to be the most challenging within the Borough, In consideration of this, the researcher believed that it would be insightful and relevant to explore the views of these staff, in conjunction with their own experiences and the wider discourses associated with making sense of the behaviour of children and young people.

It may be said that the design of much of the research, which investigates the views of school staff relating to pupil behaviour, serves to perpetuate the notion of specific areas of causal influence (influences at home versus influences at school), associated with the behaviour of children and young people. Conversely, the present research incorporates wider ranging and descriptive influences, in order to facilitate the emergence of more detailed understandings, according to the perceived relative importance of each. It is beyond the scope of this chapter to provide a description of all relevant research, therefore, an emphasis is retained on applying a critical perspective to the design of existing research, which purports to investigate similar areas of enquiry.

The concept of linear causality implicit within existing research

Bibou- Nakou (2000) employed teacher-led focus groups to elicit views relating to the causes of challenging pupil behaviour which they encountered. Whilst it could be argued that the ecological validity of the study is a relative strength, given that the focus group discussions may have emulated similar discussions amongst colleagues in the field, there are arguably a number of methodological shortcomings which render its conclusions questionable. For example, it is likely that participant responses were influenced by the specific dynamics within each focus group. In this regard, the population validity of findings may be disputed, as conclusions are drawn in terms of the staff involved being a homogenous group, although focus group dynamics will have differed from group to group². Therefore, it could be argued that the elicitation of individual participant views within Bibou-Nakou's study (2000) may have been inseparable from perceptual processes and biases specific to the group dynamic and composition. As a consequence, the level of

² For example, Molnar and Lindquist (1989) argue that the principles of Festinger's cognitive dissonance may be applied to such group situations, within which social support for false or unlikely beliefs results in those beliefs being strengthened.

construct validity applicable to the findings is therefore debatable. In addition, participants were asked to identify causal factors which may contribute to the manifestation and perpetuation of problem-behaviours. It may be said that the language included in the question used is suggestive of individual, isolated and discrete unidirectional linear causes or influences, of which the child is the focus and a passive recipient. Dowling and Osborne describe the ways in which linear causal relationships (ie. A causes B) result in blame “swinging from one person to another” (p4, 1994). The language used in the question given to participants may therefore have biased and structured their thoughts and responses in this way, as opposed to allowing staff to provide multifaceted explanations which take into account the interactionist and dynamic nature of behaviour (see also studies undertaken by Poulou & Norwich, 2000; Mavropoulou & Padelidu, 2002).

Similarly, Erbas, Turan, Aslan and Dunlap (2010) distributed a survey to capture the attributional styles of teachers, with regard to pupil behaviour. Participants were required to provide scaled responses, according to how much they considered thirteen factors to affect problem behaviours. However, the relevant section of the survey distributed was entitled “causes” and it may be argued that, similar to the work of Bibou-Nakou (2000), a degree of response bias may have skewed the data collected. It may be that participants assumed that they were required to apportion blame by identifying one linear, or particularly dominant cause, as being more salient than the rest, given that each cause was to be considered in isolation. In addition, the descriptions used within the survey contained ambiguous information, to which the participants may have applied different interpretations, which may have compromised the content validity of findings. For example, some teachers may have interpreted a “bad home situation” as being specifically related to poverty or deprivation, whereas others may have assumed that this referred to experiences of abuse, separation or loss. Smith (1999) criticises such data collection tools by claiming that researchers ascribe their own meaning to the terms used, before measuring participant responses according to this imposed meaning. In this way, Smith claims that meaning is created for participants.

Negative connotations associated with general and individual examples of behaviour

Although the epistemological position adopted by this research and the nature of Q methodology will be the focus of Chapter 3, it is worthy of comment that the current research differs markedly in its approach, when compared to the research described above. More specifically, a social constructionist perspective is assumed, which acknowledges the centrality of discourse³ and the language used within research. In this regard, the views of school staff are considered to be transient relative to one another and bound by the communicable discourse associated with the ways in which we make sense of the behaviour of children and young people. These views are made empirically observable by Q methodology, which serves to compare and contrast the relative importance ascribed by participants to a wide range of items (or influences) which are considered alongside one another. In addition, the instructions accessed by participants during the current research purposefully omit language commensurate with the notion that staff should make sense of behaviour in terms of linear, causal relationships. In this way, the content validity of existing research, which incorporates terms such as “misbehaviour” was also a major consideration with regard to the design of this study. The present research does not seek to pathologise behaviour and required participants to consider the relative importance of a range of influences on behaviour in general, rather than in relation to a particularly negative construal of behaviour, which participants are presupposed to share. It is evident that this is a problematic issue applicable to existing research. As noted in Chapter 1, construals of misbehaviour will vary between participants, and, it follows that there is a requirement for researchers to describe their intended meaning attached to this term in a transparent and explicit way. In failing to do so, it could be argued that,

³ Discourse is defined by Burr (1995) as a collection of meanings and representations (visual or pictorial or linguistic) which give a particular version of events.

nomothetic research which makes use of quantitative methods in particular, may generate findings which are not generalisable, based on the premise that they have elicited responses relating to a spectrum of behaviours which may be perceived as misbehaviour, as opposed to a specific and shared understanding of misbehaviour (for example, Gardiner and Gibbs, 2008). This argument was introduced in the preceding section, based on the views of Smith (1999), to question the assumption that the meanings attached to objects of thought which are the focus of attitudinal research are necessarily shared by respondents.

Conversely, research which maximises content validity, by providing precise definitions of challenging behaviour, also compromises generalizability (for example, Bibou-Nakou, Kiosseoglou & Sogiannidou, 2000). It could be argued that, by providing such specific examples of behaviour, teachers may be forced to make contextually specific causal attributions which relate to the behaviour of a narrow range of children with whom they have worked or with whom they are currently working. This may be contrary to the purpose of the research, if, for example, it purports to elicit views relating to the factors which contribute to more general examples of misbehaviour. Therefore, it is difficult to draw generalisable conclusions with regard to the presiding attributional patterns of individual school staff which, for example, Bibou-Nakou, Kiosseoglou and Stogiannidou, (2000) claim to achieve. Such attributions are temporally bound and heavily influenced by individual circumstances, contextual factors and the information available in conjunction with specific children and young people. As described earlier in this chapter, although the participants included in the present study work with children and young people whose behaviour is considered to be the most challenging within the Local Authority, the aim of the study is to elicit their views in relation to the relative importance attached to influences which may shape behaviour in general.

Much of the research which seeks to explore the views of school staff in relation to pupil learning and behaviour does so with the explicit intention of directing the thoughts of participants towards individual children in order to

infer the causal attributions made by staff. Although, it is the researcher's view that this is the body of existing work which is currently most relevant to the present study, there are a number of fundamental differences between existing research and the current research. These will be discussed in greater detail within subsequent sections of this chapter. However, at the core of these differences are the assumptions made by existing research, that internal cognitive phenomena such as causal attributions and attitudes may be revealed and measured respectively. In contrast, the current research holds that views are external expressions of subjectivity, which bound by the language used to describe relevant ideas and understandings.

Attribution theory and the perceptions of school staff

According to Weiner (1985), causal attributions are based on judgments made along three continua; locus of causality (internal locus of causality being consistent with a characteristic intrinsic to an individual), stability (how much or little the cause is likely to change over time) and controllability (the extent of the control which an individual has over the cause of a behaviour). This framework is often reflected in the design of research. For example, research conducted by Aldrich and Martens (1993) employed an experimental design to determine whether or not the causal attributions made by school staff (and associated with problematic pupil behaviour) were influenced by varying information given to participants, who were also shown a video clip of pupil behaviour. Findings suggested that causal attributions varied according to whether information provided to staff implicated features of the learning environment or the home environment. However, it could be argued that a shortcoming associated with the use of vignettes as a methodology is that their ecological validity may be questioned. Similarly, ecological validity is compromised within research undertaken by Poulou and Norwich (2000), who asked participants to complete an Attribution Inventory, which required them to make judgments relating to causes of behaviour described within vignettes containing minimal information. Arguably, the restrictive information provided by Poulou and Norwich (2000) does not

reflect the information typically available to school staff, who work with particular children and young people on a daily basis. In a sense, the above studies required participants to make causal attributions in an artificial situation, within a vacuum and in the absence of conscurring⁴, which is not reflective of their day to day reality.

Within their study which linked teachers' sense of self efficacy and differences in role with attributional styles, Brady and Woolfson (2008) acknowledged that the complexity and bidirectional influences in the classroom are not adequately encapsulated by vignettes. However, it may also be said that there is a bias towards implicating education-based and classroom based influences if the examples of behaviour offered are restricted to the school environment. An alternative may be to include descriptions of children and young people completing everyday tasks and experiencing daily social interactions. It is therefore difficult to extrapolate the findings of studies incorporating vignettes to the responses of a wider population of school staff, as it could be argued that findings relate very specifically to responses to biased information, dissimilar to that which may be available in the field.

Given the different focus adopted by the present study, behaviour is not contextualised in a specific way and participants construals of behaviour remain central to the views which emerge. Therefore, ecological validity is not a primary consideration, as the aim of the study is to explore social nature of views, associated with how participants make sense of the behaviour of children and young people in a more holistic way. In this way, views are considered to be social phenomena, as opposed to cognitive phenomena which may be investigated in isolation (in a similar way to attitudes⁵ and attributions). By considering views in this way, the current

⁴ According to Smith (1999), conscurring is the sharing of common and available knowledge and, in this regard, daily spontaneous communication is a crucial mechanism

⁵ McGuire (1986) describes attitudes as being judgments, based on both existing beliefs and affective information (emotional saliences attached to mental objects).

research seeks to avoid the inconsistencies intrinsic to existing nomothetic research which considers cognition in a constructivist sense. For example, Gardiner and Gibbs (2008) added three questions to an existing survey to measure teachers' attributions relating to pupil behaviour and the influence of the national curriculum in both the UK and Ireland. Limitations associated with content validity are worthy of consideration here, and these are arguably similar to those identified in conjunction with the work of Bibou-Nakou (2000). Within the study completed by Gardiner and Gibbs (2008), the terms perceptions, views and attributions are used interchangeably and it is unclear which of these constructs the study claims to elicit. As discussed above, attributions are commonly understood by many in the field to constitute decisions relating to the causality of specific behaviours exhibited by individuals (Weiner, 1993), yet, Gardiner and Gibbs (2008) asked participants to consider general misbehaviour, to decide upon how potentially influential a narrow range of variables may be. Therefore, the claim that the research elicits stable, reliable, attributional patterns in relation to a more general construct of misbehaviour is paradoxical. This confusion of ideas is also reflected by procedural measures taken to increase the reliability of findings, and limit the reactivity of participants by administering the questionnaire after the school holidays, so as not to distort the reality which the questionnaire is said to elicit. This is arguably an unnecessary consideration, given that the questionnaire is assumed to measure a stable construct or cognitive phenomenon, based on views of the general construct of misbehaviour as opposed to eliciting specific attributions which are likely to be based on recent experiences with pupils exhibiting specific behaviours.

Research employing a similar methodology was undertaken by Izzo, Weissberg, Kaspro & Fendrich (1999), who asked participants to judge the level of parental involvement in educational activities at home, according to a three point scale. Such research is based on assumptions that desired cognitive phenomena may be extracted or measured in isolation. In addition, it is assumed that the use of a three point scale adequately reflects the nature of the cognitions elicited, whereas it may be said that the use of such an instrument precludes detailed discrimination and makes the task of

inferring the perceived importance of this variable, relative to other variables, more problematic.

The research discussed within this chapter retains a focus on the cognitive phenomena which are embedded in individual experience but which may overlap at a nomothetic level to reveal generalisable patterns. As opposed to assuming that the intrinsic complexity which is representative of cognitive landscapes is detectable, the current research adopts an alternative perspective, with regard to the pursuit of operant subjectivity and views.

Operant subjectivity and views

Potter and Wetherell (1987) describe that meaning and understanding is created when language is used in dialogue, this is in contrast to language as a means of describing existing internal cognitive phenomenon, such as attitudes. Therefore, discourse may be understood as accumulated social knowledge (for example, shared views) which has been influenced by culture and created and communicated by the use of language (Watts & Stenner, 2012). Within Q methodology, the notion of communicability is highly related to discourse, given that communicability is considered to be all available and accessible shared knowledge and meaning, made observable by self referent statements and opinions. Watts and Stenner (2012) explain that, from this communicability, it is possible to source a “universe of statements” (p.33) relating to a particular issue. This universe of statements refers to the concourse, from which the Q set⁶ is selected during the process of developing the Q sort tool which is used to generate views.

The statements themselves are units of meaning (language) which participants consider systematically, with regard to their personal significance, so that they may be arranged in an order or configuration

⁶ The Q set is the finalised set of statements which participants place relative to one another within a grid, during the Q sort.

relative to one another. This process is defined as operant subjectivity and takes place as the result of the completion of a Q sort. Within Q methodological texts, operant subjectivity is used analogously with the term view, both of which are constructed externally (Brown, 1980). These individual views or perspectives are then compared to the views of other individuals to identify areas of commonality and divergence which characterise prevalent viewpoints shared to different extents by individuals. According to Stephenson (cited in Webler, Danielson and Tuler, 2009), configurations of statements produced during the Q sort exercises which are completed by individuals, represent individual perspectives (or views, as described above). These configurations are analysed empirically to yield organising factors, termed social narratives (Stephenson 1965). Social narratives are then interpreted by the researcher to generate social perspective (Webler *et al.*, 2009). Figure 1.2 illustrates the relationships between these constructs. The social perspectives which emerge may then be considered in conjunction with wider discourses.

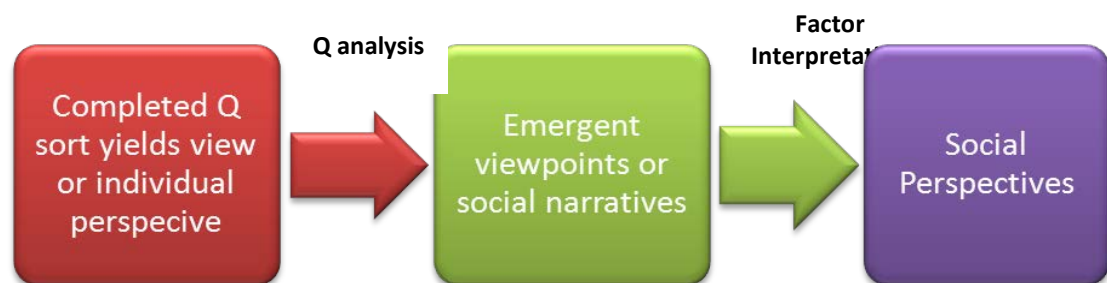


Figure 2; The relationship between views, social narratives and social perspectives.

Arguably the most comprehensive study, which is relevant to the present research, was undertaken by Miller (1995), who elicited the views of school staff who had worked to modify the behaviour of specific children, following input from an Educational Psychologist (EP). The study highlights the ways in which the work of EPs relates directly to the investigation of staff attributions

concerning pupil behaviour, and, in this regard, the ecological validity of these findings may be considered to be an area of strength. Similar to the work of Bibou-Nakou (2000), qualitative methods of data collection allowed a rich and comprehensive picture of the causal influences identified by staff to emerge. Many of these influences will be used in this study (see *Appendix I*), to form the basis of the Q set (the series of items relating to influences on behaviour that staff will be asked to rank according to importance). However, given the nature of data analysis completed by Miller (1995), “causes” were reduced to single statements and details relating to multidirectional and temporal aspects of influences on pupil behaviour were lost. The present study begins with such reduced data as units of communicability⁷ before developing a rich picture of how these relate to one another, within the context of common viewpoints.

The significance of the current research

As discussed in previous sections, one of the flaws relating to attributional research is that the specific meanings attached to objects of thought which are identified as causes will differ from individual to individual. For example, staff may differ in their views as to whether or not ability is a static, innate and specifically a within child construct, which may not be influenced by cumulative experiences such as targeted support in school and regular learning opportunities. This view will in turn affect their causal attributions in specific cases, in terms of whether ability is stable and controllable. The impact of differences in such underlying views with regard to causal attributions were illustrated by Clark and Artiles (2000), who completed an analysis of existing literature which suggested that Latin American teachers in a range of different countries placed greater importance on ability as a determinant of outcomes, whereas teachers within the United States of America considered the effort of pupils to be more influential in terms of

⁷ Communicability is an observable field of statements which are self referent and which represent shared knowledge (Watts & Stenner, 2012).

outcomes. This suggests a perceived difference in controllability with regard to outcomes. In contrast, the present research seeks to investigate the ways in which such influences are considered in parallel with a range of other influences to create a holistic picture of the views of individuals in relation to one another, regarding making sense of the behaviour of children and young people. Moreover, the research seeks to provide more contextual descriptions of broader, ambiguous terms such as “ability” used in existing research to uncover patterns within and between the views of participants. Where more subjective terms are used (for example, motivation, impulsivity and self-discipline), it is hoped that there will be scope to investigate individual meanings attached to these, which will support the interpretation of the viewpoints which emerge.

Despite the methodological limitations associated with research into causal attributions, which are outlined above, this should be recognised as an area of enquiry which is worthy of consideration, given that the attributions of school staff have been shown to influence their expectations and behaviour associated with children and young people. Research undertaken by Rolison and Medway (1985) suggests that the expectations of teachers differed according to whether or not a student was labelled as learning disabled and this in turn affected the nature of the attributions which were made according to the progress made by the student. The findings of Reyna and Weiner (2001) suggest that teachers’ responses to the academic failure of pupils were moderated by their attributions. Teachers who attributed failure to factors which were within the control of the child tended to react in a more retributive way, whereas those who perceived the child to possess little or no control over their failure adopted a utilitarian approach to the way in which they interacted with and offered support to the child in question. In addition, it is inevitable that the thoughts and behaviour of young people will in turn be influenced by the ways in which they construe the behaviour of school staff. This was an issue which was raised by staff who participated in the focus group which constituted the pilot study associated with this research.

On the basis of these findings, theories have been developed relating to the ways in which pupils may be stereotyped. Reyna (2000) hypothesised that stereotyping of young people is based on characteristic patterns or “signatures” associated with the position of their perceived behaviour on each of the continua described within Weiner’s attribution theory (Weiner, 1986). It could be argued that these ways of organising knowledge and structuring perceptions of behaviour are an efficient way to interpret and predict the complex social phenomena which we experience on a daily basis. However, the application of stereotypes and the assumptions which accompany these demonstrate a need for educationalists and EPs to reflect on their own views and practice as individuals who undertake an active role within the lives of children and young people and who are charged with the responsibility of promoting equality of provision.

It may be argued that, for the above reasons, it is important to investigate the underlying or general views of school staff relating to the ways in which they make sense of the behaviour of children and young people. The views adopted by staff in the workplace will determine the information deemed to be salient by school staff in the field. This may then influence the information associated with individual pupils, which they actively seek and which is likely to play an active role in the causal attributions made on daily basis. Finally, these attributions will inevitably impact upon the subsequent behaviour of school staff.

This chapter has applied a critical approach to existing research which is considered to be most relevant to the current study, To reiterate, there is a dearth of research which seeks to explore the ways in which school staff construe behaviour and methodological and procedural limitations associated with nomothetic and constructivist research have been outlined. The approach taken by the current research seeks to account for similar shortcomings, by considering views in a social sense, so as to explore the Social Narratives and to infer the wider discourses at work. Key to this is the application of Q methodology to the current area of enquiry and this constitutes the focus of Chapter 3.

Chapter 3: Methodology and Procedures

This chapter will elaborate on the ontological, epistemological and methodological approaches underpinning the present research, which were introduced in the previous chapters. In doing so, the decisions taken relating to research design will be justified, and, subsequently, explanations will be presented, with regard to the ways in which processes associated with using Q Methodology were implemented within this research. Such areas of discussion include the recruitment of participants and the design and procedural information relating to the Q sort and data generation. The quality criteria which will be used to evaluate the research will also be outlined and discussed within this chapter.

Positionality of the current research

It is important to consider the aims of the present research, in conjunction with the role of the researcher and the prospective findings. As a Trainee EP, the researcher is aware that personal views relating to the ways in which people may make sense of behaviour will contribute to data interpretation. Within their current role, the researcher interacts with school staff on a daily basis and has been exposed to a range of viewpoints over the duration of their professional career to date. It is the view of the researcher that, attempts to portray such views as purely unidimensional would be of little use to the researcher's employers. This research represents an attempt to consider the views of participants as complex social phenomena, influenced by culture, which are likely to demonstrate areas of convergence and divergence.

Ontology and Epistemology

The current research assumes that the communicability associated with behaviour, and the ways in which we make sense of it, constitutes existing

semantic entities, and that the relative extent to which individuals gravitate towards these is measurable. These existing semantic entities or bodies of knowledge provide a backdrop for interpreting the location of individuals, when compared to others, with regard to their adherence to particular positions (or viewpoints) (Watts, 2009). More specifically, viewpoints are considered to be constructed bodies of meaning (bound by language), which exist socially, and, to which individuals may adhere in a transient way. As argued by Watts (2009), the overlap in individual views and the consistency in views held by individuals between studies (see Watts and Stenner 2005^b) is suggestive of existing and, to some extent, reliable social phenomena. Watts (2009) suggests that the detectable convergence in views observed over time within and between Q methodological studies may be considered to indicate that views exist as phenomena which may be located or revealed within social space, once individuals gravitate to different extents towards existing bodies of knowledge.

In terms of the epistemological positions generally associated with Q methodological studies, Watts and Stenner (2012) describe the applicability of constructivism and social constructionism in particular. By its nature, constructivism is commonly associated with the meaning making processes employed by individual participants, which affect cognition at a micro level. Murphy (1997) argues that, as opposed to assuming that truth is akin to reality, social constructivism holds that the ways in which individuals organise their experiences, and, what may be considered to be reality, are inextricably linked. According to von Glasersfeld (1984), epistemology "...becomes the study of *how* the mind operates, of the ways and means it employs to construct a relatively regular world out of the flow of its experiences." (p. 14.) In terms of Q methodological studies, this perspective is commonly adopted in relation to single participant studies, during which multiple Q sorts are completed by individuals to offer an insight into the ways in which their views coexist within a cognitive landscape.

In contrast, Watts and Stenner (2012) suggest that a social constructionist approach may be applied to Q studies which require multiple participants to complete the same Q sort, in order to explore views within a social

landscape (at a macro level). According to Burr (2003), social constructionism is difficult to define in narrow terms and there is no core or fundamental epistemological principle to which all social constructionists adhere, and by which, the approach may be defined. Burr suggests that, as a general rule, social constructionists tend to share the following heuristics:

- That assumptions based on the notion that we are able to understand the world based on our observations on it should be challenged. The categories which we apply to the world do not represent real delineations.
- The rules and labels which we apply to the world are shaped by cultural and historical influences.
- The ways in which we understand the world (or, our knowledge of it), is created between people, during interactions. These units of knowledge are social constructions, which are created through the use of language.
- Social constructions are linked to sequences of human actions, which have developed within a particular culture at a particular time. Burr (2003) argues that such actions are often associated with power relations between people.

In applying these heuristics to the present research, it may be said that the views of staff relating to the ways in which they make sense of the behaviour of children and young people are considered to be inextricably linked to the language accessible to us. These views are not assumed to be a product of observations of the natural world, but, of social processes and interactions in which people (including the participants) are constantly engaged. The language used or the discourse around the ways in which staff may make sense of the behaviour of children and young people are the subjects of contextual influences, which are cultural and historical in nature. Views are considered to be social phenomena which represent the adherence of individuals to existing bodies of knowledge or discourse. In conjunction with Burr's (1998) description of the range of meanings ascribed to the term

“reality,” the current research considers social bodies of knowledge (towards which individuals may gravitate) as material, rather than illusory.

Subjectivity and objectivity

In consideration of the issues discussed within the preceding section, it may be argued that the social constructionist epistemological position adopted throughout the current research is consistent with the research design and the objects of thought which constitute the focus of the study (the views of 21 participants). However, the terms subjectivity and objectivity are used throughout the current research, within the context of their accepted meanings within Q methodology. It should be acknowledged that these may differ markedly from the meanings attached to the terms, when these are used in conjunction with other methodologies. Both subjectivity and objectivity are contextualised throughout the current research, by their significance or application to the views which emerge from the data generated. Subjectivity was introduced within the Critical Literature Review as the observable behaviour of individuals (during a Q sort or card sorting exercise) which impacts upon the environment. These behaviours or processes during the Q sort may be defined as a person’s subjectivity, which is a terms used synonymously with their view, relating to a particular issue. This view or subjectivity is captured during a structured exercise, which occurs within specific conditions (according to specific instructions).

According to Stephenson (1936, in Watts & Stenner, 2012), the descriptor “subjective” may be applied to the Q sorts (representing individual views or perspectives) which have low factor loadings and have less in common with the viewpoints which emerge as social narratives (Stephenson, 1965). These individual views which deviate to a greater extent from the emergent factors, may be considered to be more idiosyncratic in nature (Watts & Stenner, 2012).

Conversely, objectivity is a descriptor applied to the overlap or convergence between views, ie. viewpoints which cluster closely together may be

considered to possess a higher degree of objectivity. Watts (2005) suggests that a high degree of objectivity may be indicative of adherence to existing cultural and historical discourses, to which Stephenson (1965) refers as social narratives. To reiterate, the common linguistic devices used to construct these are interpretive repertoires, as described by Potter and Wetherell, (1987). Although, interpretive repertoires will not be investigated directly within this study, they serve as a reminder of the importance of language in terms of revealing social narratives and the individual meanings which may be attached to units of language.

The use of Q Methodology and justification for ruling out alternative research methods

Q methodology assumes that the views of individuals are both communicable and emerge from a position of self reference (McKeown & Thomas, 1988). Q is a qualiquantological methodology (Stenner & Stainton Rogers, 2004), which makes use of a Q factor analysis technique to guide thinking towards identifying shared viewpoints within a group. This, in turn, facilitates the exploration of specific areas of convergence and divergence between and within individual views. The researcher's interpretation also serves to identify aspects of findings which are considered to be particularly salient (in conjunction with the area of study). In this regard, the views of individuals (represented by their ordering of a series of statement cards within a Q-sort exercise, according to a particular instruction) are compared and contrasted. In this way, a macro-level approach to investigating the position of individual views relative to one another is made possible. The Q analysis allows a self-referent component to be retained by treating individual Q sorts as variables, which are subjected to a statistical analysis procedure. The objectively detected convergences and divergences between views (the ways and extent to which views of individuals differ) will be evident when all Q-sorts are compared to one another. However, these patterns are devoid of relevance without the ascription of meaning, on the part of both the researcher and the participants, during the interpretation process.

Based on the description provided by Brannen (2005), the principle of elaboration or expansion appears to be particularly relevant to Q methodology. Elaboration or expansion is described as being the process whereby qualitative data may illustrate the ways in which patterns identified during quantitative analysis apply. Although this process will occur during data analysis and interpretation, it should be noted that it is not necessarily unidirectional and discrete in nature. Q is a self-contained qualiquantological methodology (Stenner & Stainton Rogers, 2004) as opposed to a mixed methods design. Qualitative and quantitative components of Q methodology occur in parallel, given that decision making processes associated with the generation of the Q sort tool and Q analysis are themselves subjective in nature.

Although the emergence of meaning is a pertinent issue within Q methodology, it should be acknowledged that there are other methodological approaches which also incorporate such abductive techniques. Haig (2005) describes abduction as the process within which the researcher encounters information or data, which is then analysed to produce interpretations or explanations. These interpretations emerge from the data and are the product of a sorting and interpretation process, to which the researcher's own experiences (in the field) and understanding (influenced by information from relevant literature) are central. However, Watts and Stenner (2012) emphasise that Varimax methods of factor rotation (which will be elaborated upon later in this chapter) are based on the automatic application of mathematical formulae, to which the researcher does not apply judgement. In this regard, an abductive approach is applied only to the factor extraction and interpretation stages of the current research. The connections between items within stereotypical Q sorts which represent an emergent factor (factor arrays) provide guidelines which may be related to an understanding or interpretation of the whole viewpoint. The factor interpretations generated should be thought of as a hypothesis or posited explanation of the factor array.

In addition, grounded theory, exploratory factor analysis and Q methodology are identified by Haig (2005) as examples of methodologies which adopt an abductive approach. These constitute some of the methodologies which will now be considered as alternatives to Q methodology.

Q methodology vs. Grounded Theory

In consideration of the aims and procedures associated with Q analysis and factor interpretation, Watts and Stenner (2005) suggest that Q methodological studies are exploratory in nature and may be conceptualised as precursors to research which makes use of grounded theory.

According to Charmaz, (2003) grounded theory requires the researcher to adhere to systematic guidelines with regard to data collection and analysis, for the purpose of developing theories that explain or add meaning to the collected data. Charmaz (2003) describes that, as more data is accrued, it serves to inform and refine the evolving theories, in addition to guiding further data collection. It is the researcher's understanding that, typically, research which employs grounded theory involves a smaller number of participants, given the relatively large volume of rich qualitative data generated. Importantly, such a small sample size would not have afforded the current research scope to explore views across a subset of staff within the Borough at the macro level described above. Given the dearth of research relating to the area of enquiry adopted by the present research, Q methodology was considered to be a more appropriate exploratory approach or starting point, upon which to base more refined and targeted research which may make use of grounded theory, for example,

Q methodology vs. Exploratory factor analysis

As described above, exploratory factor analysis (R analysis) is commonly used to investigate phenomena such as attitudes (and their constituent

components) in isolation. Watts and Stenner^a (2005) suggest that Q methodology differs, in the sense that it places individuals central to data analysis and therefore enables the investigation of subjectivity. The researcher was curious to investigate views as a frame of reference within a social landscape, and, as argued by Smith (1999), R analysis would not provide scope to pursue this type of investigative research. Moreover, R methodology is associated with measuring the location of an individual with regard to an imposed scale or instrument of measurement, whereas, Q methodology allows for the emergence of operant subjectivity by virtue of the engagement of individuals with the card sorting exercise. In practical terms, this affords the researcher opportunities to locate and investigate rich, individual viewpoints in relation to one another, in addition to providing a comprehensive and detailed interpretation of these views. More specifically, views will be interpreted within the context of existing bodies of knowledge or particular social narratives and discourses associated with the ways in which we make sense of the behaviour of children and young people. This was considered to be conducive to providing an overview of the views of a subset of staff, so that this may inform future action and input from the Educational Psychology Service and other services. The qualiquantological (Stenner & Stainton Rogers, 2004) Q methodological approach, as opposed to the purely quantitative R factor analysis of attitude will fulfil this obligation by allowing the researcher to interpret views and ascribe meaning in conjunction with supporting qualitative data (from the field notes and interviews conducted).

Q methodology vs. Interpretive Phenomenological Analysis (IPA), Narrative Research and Discourse Analysis

An alternative approach to the investigation of the ways in which school staff understand the behaviour of children and young people relates to the specific and targeted experiences of staff and the ways in which they make sense of these experiences. Although methodologies such as IPA, Discourse Analysis and Narrative Analysis, would allow the retention of the self-referent characteristics inherent within this study, the focus of studies employing

these techniques would be notably different from the focus of the present research.

Interpretive Phenomenological Analysis (IPA) would be more appropriately used in conjunction with the investigation of the meaning ascribed by individuals to specific, shared experiences. Arguably, IPA would not allow the researcher scope to compare participants' views, relating to the more general area of the behaviour of children and young people, with one another, and to describe the extent to which these may overlap and demonstrate areas of convergence and divergence.

Similarly, it could be argued that a narrower focus may have been retained, were the researcher to have undertaken Narrative Research. Although it is relevant to consider the interconnected nature of social narratives (Stephenson, 1965), which emerge from Q methodological studies, and the individual narratives and construals which are the focus of Narrative Research, both areas of focus represent different research questions and aims. The current study makes use of Q methodology to explore the views of a common group of staff in relation to one another, as opposed to seeking to explore the ways in which staff perceive themselves in relation to their views or in relation to other aspects of their professional identities.

The links between Q methodology and Discourse Analysis are perhaps more obvious, given that language and discourse plays a key role in both methodologies. Watts and Stenner (2012) argue that Q may be considered to be a form of Discourse Analysis, as a Q sort completed by multiple participants represents an expression of their subject position. In addition, the emergent factors and interpretations provide scope for a constructionist researcher to clearly infer the dominant discourses present in the data. However, the design of Discourse Analysis and Q methodological studies differ markedly and Potter and Wetherell (1987) argue that the purpose of discourse analysis is to provide a fuller, richer and narrower picture of the ways in which views are constructed through the use of language. Although language is intrinsic to Q methodology, which is embedded in the communicability or the discourse available to us, it does not constitute the

main focus of the current study. More specifically, linguistic devices which are argumentative and rhetorical in nature, may be considered as mechanisms used by individuals to construct views during any given interaction. In comparison, the focus of this study is the ways in which individual views are interrelated and located in a social sense, at a macro level.

It is important to clarify that the above alternative methodologies are considered to yield findings which are neither more nor less important than the findings of the current research. However, as outlined above, such findings would be less applicable to the agreed aims of the current research, in addition to the constructions which it seeks to explore.

The principles of Q methodology and its historical context

Q methodology was originally developed in the 1930's by William Stephenson, who was an assistant to Charles Spearman, the founder of factor analysis. (According to Brown (2006), factor analysis influenced the development of Q.) Stephenson was concerned with using the factor analysis technique to study subjectivity, which he considered to be a highly important area of investigation. He achieved this by treating participants as variables within the factor analysis, as opposed to cases and this allowed the comparison of individuals (Stenner, Watts & Worrell, 2008). In contrast, R methodology (better understood as exploratory factor analysis) does not allow for the comparison of individuals, but compares the variance or relationship between an individual's scores or measures on certain variables. Therefore, inferences are made relating to which items are likely to be viewed in similar ways by participants, for example. As such perspectives are combined and synthesised, the characteristics of individuals are lost. In contrast, Q analysis allows the exploration in differences between the placement of individual items (or statements) within an individual Q sort, in addition to the ways in which the configuration or structure of individual Q sorts are similar or different to all other Q sorts. As opposed to an indication of the ways in which participants may be thinking, Q analysis allows

conclusions to be drawn as to how participants are thinking, as their views are expressed through the completion of the Q sort. As outlined in the previous chapter, a Q sort is an exercise which requires each participant to make ordinal judgments relating to the relative position of cards on a grid. Each card depicts a statement relevant to the instruction which accompanies the Q sort and participants are asked to arrange statements positionally, in relation to their significance for the individual participant. These features will be described in greater detail within subsequent sections and the remainder of this chapter will focus on the ways in which Q methodology is operationalized within the context of the current research. Definitions associated with key terms are included within the Glossary.

Developing the Q set

The Q set is the collective term for the statements which participants arrange during the card sorting exercise (the Q sort). Typically, the statements are small sections of text which reflect one specific idea or item which is relevant to the area of enquiry. The statements, which are selected for inclusion in the Q set, originate from a wider range of items; the *concourse*. According to Brown (2006), the *concourse* is the raw material upon which Q sorts are based; the range of communicable and subjective ideas relating to a particular subject or area of investigation. There are a number of sampling procedures described within the literature which may be employed to ensure that the Q set used within a study is representative of the entire *concourse*. For example, Weblar, Danielson and Tuler (2009) describe that strategic sampling (the formal or informal categorisation of items within the *concourse* and the selection of a number of items from each category) may be applied to a relatively large *concourse* to select a set of approximately one hundred to three hundred potential statements. Within the current study, this process was applied incompletely and in an informal way for the following reasons. To the researcher's knowledge, (as outlined in the Critical Literature Review Chapter), the current research is unprecedented in terms of its attempt to use Q methodology to explore views relating to influences which have been

identified as helping adults to better understand or interpret the behaviour exhibited by children and young people. Consequently, the concourse (which was drawn from a combination of the findings of relevant research and the conscire⁸ which occurred during a focus group) was relatively limited, in comparison with the number of concourse items typically documented within existing Q methodological studies (see Akhtar-Danesh, Brown, Rideout, Brown, & Gaspar, 2007). As a result, it was decided that the majority of concourse items should be included within the Q set, so that it may be as comprehensive and as representative of the concourse as possible. This inclusive approach was also thought to be consistent with the exploratory nature of the research.

Pilot study

The pilot study associated with the current research constituted a focus group of four staff, all of whom work within a school in the Borough attended by pupils from the ages of 11 to 16, whose Statement of Special Educational Needs documents their primary need as being related to Behavioural, Emotional and Social Difficulties (BESDs). The group consisted of two teachers and two teaching assistants. Although these staff were not included within the P set (see subsequent sections and Glossary for an explanation of this term), the decision was taken to conduct the pilot study within this setting as:

1. Data from the pilot study was considered to be relevant, given that other staff from this provision would be included within the P set.
2. It was the view of the researcher that, there is an apparent lack of existing research relating to the views of school staff working within specialist Key Stage Three and Key Stage Four provisions, associated with BESD. In this way, it was considered that the data would increase the likelihood that the

⁸ Conscire is shared common and available knowledge, which is a product of the consciring process.

coverage of items within the concourse would encompass items relevant to this population of staff.

Ideally, the pilot study may have included staff from all settings within this study. This would have served to maximise the likelihood that the concourse represented the full range of communicable and subjective ideas relevant to the aims of the research. However, this was beyond the scope of the current research, due to time restrictions associated with the research schedule. However, Watts and Stenner^a (2005) offer the heuristic that, "Whatever the research question, the Q set must always be broadly representative of the opinion domain at issue." (p 55).

A piloting phase was undertaken to provide feedback with regard to the comprehensiveness of the Q set, in addition to other features of the Q sort. This will be described in greater detail below, however, none of the staff who participated in this phase of the research were able to identify any items which they considered to be missing from the Q set. This further suggests that both the concourse and the Q set may be deemed to be broadly representative of the range of relevant and communicable ideas available.

It should be acknowledged that the pilot study was completed in conjunction with University "block ethical approval" guidelines and, for this reason, the researcher is unable to provide a transcript of the semi structured interview, which lasted thirty eight minutes. However, *Appendix II* includes the questions which were asked of the focus group participants. As described above, the concourse (within *Appendix I*) demonstrates salient issues which emerged from the pilot study and which were considered as part of the concourse.

According to McKeown and Thomas, (1988) the use of a combination of naturalistic and ready-made statements may be considered to form hybrid Q sets. Within the context of the current research, the naturalistic items coincide with comments during the pilot study focus group and the ready-made items relate to the findings of existing research. The primary sources used (focus group data) are judged to be quasi-naturalistic (McKeown &

Thomas, 1988), as the participants who engaged in the pilot study were not part of the P set.

Generating The Q set

The 67 statements included within *Appendix III* represent the Q set used within the current research and these were considered to be adequate in terms of number (Dennis, 1992; Watts and Stenner^a, 2005). The items within the concourse, (once collapsed into 67 items) were converted to statements which were refined during a piloting phase, according to the guidelines of Watts and Stenner^a (2005). Statements were considered in terms of their accessibility, the number of ideas contained within each statement and the ways in which they were understood. Changes were made based on discussions with six mainstream teachers (three from primary school settings and three from secondary school settings) to ensure that the statements represented single ideas which were originally present within the concourse. Once finalised, the statements were allocated random numbers so that their original grouping or categorisation was not apparent.

Features of the Q sort

Decisions relating to the characteristics of the Q sort were taken during the piloting phase. These will be outlined with reference to existing literature.

The condition of instruction

The condition of instruction is defined as the instruction which is part of the Q sort and which directs the thinking of participants according to which of the statements have different degrees of significance or importance. The condition of instruction within the present study was as follows:

- When making sense of the behaviour of children and young people, it is important to consider.....

The ellipsis denotes the position in which each of the 67 statements may be systematically transposed and considered in accordance with how important each of the items are considered to be by participants. Accordingly, the phrases “most important” and “least important” were included above the Q sort grid, at the far right and left poles respectively (see *Appendix IV*). The statements which participants deemed to be more important or more worthy of consideration, when making sense of the behaviour of children and young people, were placed towards the right hand side of the grid, whereas comparatively less significant statements were placed increasingly towards the left hand side of the grid.

As described within both Chapter 2 and the present chapter, it was considered to be highly important that the above condition of instruction neither imposed particularly negative construals of behaviour (such as challenging behaviour or misbehaviour) on participants, nor suggested linear causality (by using terms such as cause).

The use of a quasi-normal distribution grid

A small scale example of the Q sort grid is shown in *Appendix IV*, within which each of the 67 statements (comprising the Q set) were placed or ranked according to their relative importance. It is acknowledged that, in theory, the format of the grid is unimportant with respect to the relative position or arrangement of each statement. However, some authors (eg. Brown, 1993) argue that the quasi - normal distribution grid format is a useful device to facilitate the meaningful consideration of each statement. This issue also emerged during the piloting phase, when a quasi-normal distribution grid was adopted. The six teachers during the piloting phase made positive comments about the quasi-normal distribution; “it helped me to order my thoughts more as well as the statements”, “I could clearly see which cards I wanted to move after I had thought about things in greater detail.”

In contrast, the use of numerical markers was considered to be unhelpful by all six teachers during the piloting phase. Initially, number within the range -5

to +5 was placed at the top of each column within the grid, to indicate the gradation of significance from left to right with respect to items which were considered as being least important, to most important, across the grid. However, comments made by school staff during the piloting phase suggested that the use of numbers in this way implied that participants should think of a large proportion of the items as being unimportant. On the contrary, the instructions given to participants stated that it may be that some participants considered most if not all statements to be important to different extents. However, participants reported that they felt that the use of numerical markers served to force them to consider some statements (specifically those they placed in the columns identified by negative numerical markers) as unimportant, when this was contrary to their instincts. It was therefore decided that the use of numerical markers should be abandoned during data collection, on the basis that their inclusion was likely to be counterintuitive with respect to the condition of instruction and the purpose of the Q sort itself. More specifically, the researcher considered that, by allowing the P set to sort as freely as possible, according to as little structured discourse as possible (associated with the weight ascribed to the statements in relative positions), rich information relating to the significance of the relative positioning of items would be obtained. In particular, participants were assumed to express their views according to individual frames of reference and the ascription of meaning to the relative positioning of the statements themselves was considered to be a prospectively rich source of information, ie. details relating to *how* participants chose to sort the cards. This was considered to be in keeping with the exploratory nature of the research.

Accompanying instructions

The script which was read aloud to participants (who were also provided with a copy of these instructions) before they completed the Q sort is included within *Appendix V*. In addition, participants were asked to complete a brief data collection form which captured qualitative data associated with their thoughts during the Q sort (see *Appendix VI*). The researcher also recorded

field notes associated with naturalistic conversations which occurred spontaneously with individuals following their completion of the Q sort. Further detail will be provided within Chapter 4.

Recruiting the P set

The current research does not claim to assign an exhaustive range of items to the ways in which a subset of school staff working within the Borough make sense of the behaviour of children and young people, nor does it intend to yield interpretations of views which may be generalisable to the general population. In consideration of these issues, it was deemed unnecessary to apply a sampling procedure to the identification and recruitment of the P set (the group of participants, each of whom completed the Q sort). The participants may be considered to be part of an extensive sample (McKeown & Thomas, 1998), who were available within the settings originally identified and who were thought to provide a cross section of views of staff within the Borough who work with the children and young people whose behaviour is the most challenging. Moreover, these staff volunteered their time after having learned about the aims and the procedures associated with the current research. *Appendix VII* includes the information sheet which participants received, and the consent form, which participant signed prior to engaging in the research. In essence, participants were recruited on the basis of convenience and pragmatism, given their willingness to participate and their employment within the particular settings previously identified.

The P set within the current research consisted of a naturalistic sample of 21 members of staff, working at five different provisions within the Borough. *Table 1* provides demographic information volunteered by the P set, according to work setting.

Participant Code	Gender	Role	Number of years of experience within this role	Training courses attended (considered by participants to have been influential with regard to their thinking or practice).
LJ01	F	Special Educational Needs Coordinator / Teacher in Charge	7	SEN training National SENCo award.
LB02	F	Teaching Assistant	8	
LA03	F	Unqualified Teacher (range of previous experiences in Early Years and Key Stages 1, 2, 3 and 4)	8	Team Teach, course on ADHD
SN01	F	Director of Curriculum Interventions. Previous roles include; teacher, head of department, work within behaviour units.		
SK02	F	Interventions Coach	3	
SB03	F	Achievement Guide	3	
ML01	M	Special Educational Needs Coordinator	4	SENCo accredited course
MG02	F	Student Welfare Leader. Previous roles include; Learning Mentor – Youth and Community (22 years).	2	Drawing and Talking, Youth Worker, Child Protection, Drugs, Alcohol and Sexual Health.
ML03	F	Student Welfare Leader	10	
MS04	F	Student Welfare Leader. Previous roles include; behaviour mentor, teaching assistant, youth offending mentor.	7	Child Protection, Educators and Care.
MK05	F	Leader of Learning, Previous roles include Ethnic Minorities Achievement Grant Coordinator.	20	
MB06	F	Faculty Director for Extended Support and Inclusion. Previous roles include; Head of Department, Special Educational Needs Coordinator, Home-School liaison, class teacher.	4	MA in working with children with Behavioural and Emotional Difficulties, Youth Leader Training, Awareness of Autism.
MM07	F	Dance Teacher and Mental Health Coordinator.	5	Mental Health, Active Listening, Neurolinguistic Programming, Resilience, Social and Emotional Aspects of Learning, Solution Focused Training

Participant Code	Gender	Role	Number of years of experience within this role	Training courses attended (considered by participants to have been influential with regard to their thinking or practice).
AM01	F	Higher Level Teaching Assistant, extended curriculum. Previous roles include working in a residential BESD school (6 years) and working in a school for children and young people with moderate learning difficulties and severe learning difficulties (3 years).	11	
AD02	M	Sports Development Officer	14	
AD03	M	Relationship Coordinator and Teacher. Previous roles include Leader of Alternative Curriculum.	6	Social and Emotional Aspects of Learning Implementation, Personal, Social and Health Education Coordinators Training.
GA01	M	Assistant Headteacher. Previous roles include; Head of Autistic Unit, Leader of SEN Provision	4	Recognition of SEN, Behaviour and Cognition Recognition.
GD02	M	Maths Coordinator. Previous roles include; Teacher of Geography and Humanities.	2	Working with BESD Pupils, ADHD and links to behaviour.
GP03	M	Headteacher. Previous roles include; Technology Teacher, BESD teacher in three independent residential schools, Deputy Headteacher at a Pupil Referral Unit.	18	
GL04	F	Deputy Headteacher. Previous roles include; Senior Teacher of Science, Designated Teacher for Child Protection and Looked After Children.	2	BSc Biomedical Science and Physiology.
GA05	M	Teacher	4	

Table 1; Demographic information relating to the P set.

The following is a description of the settings in which participants within the P set work, in conjunction with the participant codes:

- **L:** A satellite unit attached to a primary school which is attended by children between the ages of 4 to 11 whose behaviour has been identified as challenging. These children attend the unit on a temporary basis before returning to mainstream school.
- **S:** A mainstream comprehensive school which has been identified as having a particularly high rate of fixed term or permanent exclusions.
- **M:** A mainstream comprehensive school which has been identified as having a particularly high rate of fixed term or permanent exclusions.
- **A:** A setting attended by young people aged 11 to 16 who have been excluded from a mainstream school and who are educated in relatively small groups, according to an alternative curriculum, before they complete a managed move to another setting.
- **G:** A specialist school for pupils aged 11 to 16, whose primary need is identified as being BESD on their Statement of Special Educational Needs.

The number of participants within the P set was considered to represent a trade-off between the number of items within the Q set and the number of factors likely to emerge from the analysis. Webler, Danielson and Tuler (2009) describe a series of rules of thumb or guidelines which are commonly applied to Q methodological studies, which were, in turn, applied to the current research when deciding upon the size of the P set (and, to some extent, the Q set):

- It is usual for two to five viewpoints to emerge from a Q analysis, each of which should have four to six participants who are deemed to load significantly on one of the emergent factors and consequently define a perspective. With this criterion in mind, the P set should include between eight and thirty participants.
- It is accepted that there should be fewer participants within the P set than statements which are ordered during the Q sort. Typically, a ratio

of 3:1 is applied. Therefore, with regard to the current research, in consideration of the 67 statements within the Q sort, there should be approximately 22 participants.

Participants completed the Q sort exercises within the field, at their place of employment. Q sorts were completed individually, however, participants within the same settings completed the exercise whilst sitting together in the same room.

Q analysis

As described within the above sections, the Q analysis differs in a significant way from an R analysis; the individual Q sorts are considered to be the variables within the analysis. A number of different computer software programmes have been developed for the purposes of running Q analyses. The current study made use of such software, namely PQMethod, which was written by Peter Schmolck and may be down loaded from the following website:

<http://www.lrz.de/~schmolck/qmethod/downpqx.htm>.

Although the Q analysis makes use of a statistical procedure, it requires a degree of judgment on the part of the researcher at a number of stages. Firstly, a decision must be taken with regard to whether a centroid or principal components analysis method of factor extraction is to be employed. The centroid method averages the relationships between all of the sorts and it potentially generates an indeterminate number of factors. Principal components analysis generates the least number of factors which explain a common variance and, by its nature, focuses on the specificity of individual sorts. The current study adopts a centroid method of factor extraction as, according to Watts and Stenner^a (2005), the potentially indeterminate number of factors generated by the method allows for decisions relating to

by-hand rotation and final factor solution to be made based on theoretical aspects as opposed to being guided by statistical and mathematical criteria.

Secondly, as described by Webler, Danielson and Tuler (2009), judgment enters into the analysis when decisions are taken associated with the rotation of factors generated from the above methods of factor extraction.

The method of rotation is also an issue which should be resolved based on the intentions of the researcher. Varimax factor rotation reduces the influence of the researcher by generating a solution which maximises the amount of variance explained by as few factors as possible and, for this reason, it is widely used within Q studies (Webler *et al.* 2009). Varimax factor rotation is used within the current study, in addition to a subsequent phase of by-hand rotation. The reasons for applying by-hand rotation will be described in full within Chapter 4.

When a factor solution is produced, the factor values and factor arrays are consulted so that the factors themselves may be interpreted by the ascription of meaning to the empirical data. Factor values are defined as the average ranking or position of a particular statement associated with one of the factors (within the current study, this is represented by a value within the range -5 to +5, in consideration of the layout of the Q sort grid). These factor values are considered in a holistic way with regard to each factor and a factor array may be generated. A factor array may be conceptualised as a finalised, prototypical Q sort which is representative of an individual whose loading on that factor would be the highest possible (1.00), ie. a Q sort which is one hundred percent representative of a particular factor.

Factor interpretation

Simplistically, factor analysis reduces the complex nature of the views or operant subjectivity so that they may be thought of in terms of, usually, between two and five factors (Webler, Danielson & Tuler 2009). These factors are then interpreted within the context of the meaning ascribed to the

statements. At this stage, Weblar *et al.* (2009) suggest that the interpreted factors represent social perspectives. Within the current research, crib sheets, which are similar to the materials suggested by Watts and Stenner (2012), have been used to aid the researcher in ascribing meaning to the relationships between items during factor interpretation. Crib sheets were completed in note form and are included in appendices X, XI and XII for the purposes of elucidating the researcher's thinking and reasoning during factor interpretation. In addition, results tables have been organised in ways which highlight these links in terms of consensus and distinguishing statements. With regard to interview data, two coding techniques were used purely for the purposes of familiarising the researcher with the qualitative data generated from semi structured interviews, so that sections of raw data may be more readily linked to aspects of factor interpretation. This will be explained in greater detail in the subsequent section.

Semi Structured interviews

The number of semi structured interviews conducted was dependent upon the final factor solution. Questions were based on distinguishing statements associated with each factor, in addition to salient features of the factor arrays and areas of convergence and divergence within and between factors. Given that a relatively large amount of data was expected to be generated during interviews, it was considered important to identify ways in which to structure, organise and prepare the qualitative data, so that sections which supported factor interpretation were more easily identifiable. As alluded to in the previous section, it is important to emphasise that the purpose of this structuring exercise was not to analyse or reduce the qualitative data in any way. The intended outcome was to support the researcher to process, and become more familiar with the interview data, so that relevant sections may be identified during factor interpretation. With this in mind, two techniques described by Saldana (2009) were used. Simultaneous coding was used to identify overlapping and multifaceted constructs and emotions coding was

used by the researcher to infer when language may have been used emotively in conjunction with a particular construct.

Research Quality Criteria

The debate relating to the relevance and applicability of criteria which indicate the quality or success of research has very much focused on the divide between qualitative and quantitative research methods. However, it is important to acknowledge the ontological and epistemological principles underlying research, so that the objects of thought and the implications associated with eliciting these remain key considerations. In the researcher's view, it was important to select criteria which are consistent with the exploratory and abductive design, and, which do not adhere to a scientific or hypothetico-deductive paradigm. The criteria identified have been described by Lincoln and Guba (1986) and Morrow (2005), and the ways in which these were considered with regard to the current research are described within *Table 2*.

Overarching Quality Criteria	Composite Quality Criteria	Definition of Composite Quality Criteria	Measures taken to ensure that criteria are met
Trustworthiness	<i>Credibility</i>	The accuracy and representativeness of data following analysis. According to Morrow (2005), the reader should be clear in terms of how rigour has been applied to the research.	<ul style="list-style-type: none"> • Peer debriefing; subjecting colleagues within the Educational Psychology Service and Academic Research Tutors to data and analysis to ensure that the researcher's reasons for adopting solutions and decisions taken during the factor interpretation process are logical and reasonable. • The use of crib sheets to structure the researcher's thoughts with regard to the output of Q analysis and the significance of items during the factor interpretation process. • Member checks; checking that the researcher's understanding of the meaning ascribed to constructs within semi structured interviews are reasonable.
	<i>Transferability</i>	Ensuring that the level of description following analysis is such that the findings may be applied elsewhere. Morrow (2005) suggests that transferability should also take account of the extent to which the researcher is able to make claims relating to the general applicability of their conclusions.	<ul style="list-style-type: none"> • Factor interpretations should be detailed and substantiated with qualitative data collected. • A thorough account of the researcher's role within the research and the procedures followed is included in this thesis.
	<i>Dependability and confirmability</i>	Ensuring that the ways in which the interpretations are reached are transparent. These processes should be clear to an external auditor and should be commensurate with the interpretations developed.	<ul style="list-style-type: none"> • The researcher will complete the Q sort exercise, which will be subject to a separate Q analysis with the 21 Q sorts completed by the P set. This will give an impression of the views of the researcher relative to other views and the interpretation of factors. • The use of crib sheets to structure the researcher's thoughts with regard to the output of Q analysis and the significance of items during the factor interpretation process. • Checks with colleagues within the Educational Psychology Service and, Academic Research Tutors will ensure that interpretative processes may be followed and understood by others and that the interpretations reached are considered to be logical and reasonable outcomes.

Overarching Quality Criteria	Composite Quality Criteria	Definition of Composite Quality Criteria	Measures taken to ensure that criteria are met
Authenticity	<i>Fairness</i>	Ensuring that there is scope for a full range of views to emerge.	<ul style="list-style-type: none"> The research adopts a criterion which specifies that the final factor solution should include as many q sorts as possible. In this way, there should be as many defining q sorts as possible, which will allow the generation of meaningful interpretations. By its nature, Q methodology examines the ways in which individual views relate to each other and relies upon a range of individual views so that convergences and divergences may be identified.
	<i>Ontological authentication</i>	Ensuring that the research is enlightening in the sense that it allows participants to reflect on their individual views.	<ul style="list-style-type: none"> Semi structured interviews will allow some participants to process their views further. Views and factor interpretations will be discussed with all participants who attend feedback discussions.
	<i>Educative authentication</i>	Ensuring that the research provides opportunities for participants to better understand different views and social perspectives.	<ul style="list-style-type: none"> The feedback of findings will require an explanation of alternative viewpoints and social perspectives.
	<i>Catalytic authentication</i>	The power of the research itself and the findings in particular with regard to effecting change and bringing about meaningful action.	<ul style="list-style-type: none"> This research was agreed with the Local Authority and is intended to inform future action with regard to prospective work undertaken by the Educational Psychology Service. This work will be undertaken in partnership with staff working in within the settings represented within this research.

Overarching quality criteria	Composite quality criteria	Definition of Composite Quality Criteria	Measures taken to ensure that criteria are met
Authenticity	<i>Tactical authenticity</i>	Ensuring that further action taken following the research is done so in a way which will empower and provide participants with opportunities to effect positive change themselves.	<ul style="list-style-type: none"> It is hoped that work undertaken as a result of this research will involve enskilling and empowering staff to bring about sustainable change within the settings. However, the nature of this work is yet to be decided, given that this process will involve decisions taken at strategic levels. In spite of this, it should be noted that, the Educational Psychologists whom will be involved in such follow up work, are bound by the professional principles stipulated within British Psychological Society's Code of Ethics and Conduct (BPS, 2009). Within the Code, section 1.1(ii) describes that Educational Psychologists should demonstrate a respect for the knowledge, insight, skills and experience of those with whom they work.

Table 2; Alternative quality criteria adopted by the present research, based on Lincoln and Guba (1986) and Morrow (2005).

In addition to the above criteria, Yardley (2000) describes a range of considerations which were also considered to be pertinent to the current research.

1. Sensitivity to context; the current research has been completed in a North East of England Borough, involving members of staff from five Local Authority Funded Provisions. During the researcher's conversations with senior colleagues within the Local Authority, the views of these staff are considered to be marginalised and have remained uninvestigated to date. Given that participants are deemed to work with the children and young people within the Borough whose behaviour is perceived as the most challenging, their views are considered by both the researcher and senior colleagues to be important and informative objects of enquiry.

2. Commitment and rigour; the researcher has a particular interest, motivation and curiosity to investigate the current area of enquiry, due to its relevance to the role of a Trainee EP. In addition, the researcher has invested time and resources associated with developing an applied knowledge of Q methodology as a research tool which may be potentially useful to EPs.

3. Transparency and coherence; the researcher's own position as a Trainee EP has remained central to this thesis and the interpretations and conclusions reached. The researcher has taken steps to describe their thoughts and reasoning processes in a transparent way, so that the reader may relate these to the interpretations and the conclusions reached. Such measures include using frameworks associated with factor interpretation and using first cycle coding techniques to support familiarisation with the raw data which emerged during semi structured interviews.

4. Impact and importance; as suggested by Yardley (2000), the context within which the research has been undertaken should be taken into account and appropriate sensitivity should be employed. The researcher will be in a position to make judgments relating to the extent to which findings may challenge existing assumptions, policies and procedures within the settings and within the Borough.

The quality criteria within this section will be reapplied to the practices, procedures and findings in an evaluative way in Chapter 6. However, in the interests of elucidating and contextualising the procedures associated with the current research, the next section outlines the chronology or research schedule.

Research Schedule

This chapter has described the ontological, epistemological and methodological perspectives adopted by the current research, in addition to the procedural detail associated with its operationalization. The timescale associated with data collection was as follows:

1. The pilot study was conducted on 15th February 2011.
2. Q sorts were completed by the P set during five sessions between May and July 2011.
3. Six semi structured interviews were conducted during September and October 2011.

Chapter 4: Q analysis and Results

This chapter will describe the results of Q analysis, which were used to guide the structuring of interviews, which were completed by participants after the Q data had been analysed. Factor interpretations (which constitute the focus of Chapter 5) were then generated, based on the researcher's interpretations of the emergent factors. Although readers of this thesis may perceive alternative decisions regarding analysis and interpretation to be preferable, this chapter outlines the researcher's reasoning, within the context of their role as a Trainee EP.

Q analysis

As described in the Methodology and Procedures chapter, the data associated with 21 Q sorts completed by participants was entered into PQMethod, following the creation of files which incorporated details of the 67 statements within the Q set. It should be noted that, throughout this chapter, values ranging from -5 to +5 are ascribed to items within the Q set, to indicate the degree of importance (within Q sorts) attributed to each by participants. Each value is representative of one column within the Q sort grid, with -5 representing items considered to be least important, and +5 representing items which were identified as most important. These ordinal values did not appear on the participant Q sort grids for the reasons outlined within Chapter 3. The full PQMethod output relating to factor extraction and rotation may be found in *Appendix IX*.

Figure 3 shows the correlation matrix generated, which allows the interrelatedness of Q sorts to be examined systematically. For example, it can be seen that the most highly correlated sorts are:

Sort 2 (LB02) and sort 9 (ML03); Correlation = 0.56

Sort 10 (MS04) and sort 15 (AD02); Correlation = 0.56.

Sort 2 (LB02) and sort 14 (AM01); Correlation = 0.50.

Sort 2 (LB02) and sort 17 (GA01); Correlation = 0.50.

Sort 3 (LA03) and sort 14 (AM01); Correlation = 0.49.

Sort 8 (MG02) and sort 13 (MM07); Correlation = 0.49.

Sort 16 (AD03) and sort 18 (GD02); Correlation = 0.49.

Correlation Matrix Between Sorts

SORTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1 LJ01	100	37	30	27	27	-11	13	27	28	24	16	32	9	5	25	45	25	34	10	10	16
2 LB02	37	100	42	40	34	14	13	22	56	18	39	7	18	50	20	35	50	44	19	38	28
3 LA03	30	42	100	35	4	24	8	11	22	20	37	8	10	49	26	24	45	35	2	22	37
4 SN01	27	40	35	100	41	29	5	38	32	48	39	30	17	34	31	24	36	24	17	23	-2
5 SK02	27	34	4	41	100	21	9	32	31	22	26	16	11	32	5	32	16	20	35	6	17
6 SB03	-11	14	24	29	21	100	-1	1	15	26	33	23	15	14	26	5	30	14	1	7	8
7 ML01	13	13	8	5	9	-1	100	35	16	14	18	46	34	16	14	38	16	7	11	2	-1
8 MG02	27	22	11	38	32	1	35	100	42	25	33	31	49	21	19	46	18	6	23	2	14
9 ML03	28	56	22	32	31	15	16	42	100	38	43	24	38	25	38	35	47	12	36	38	20
10 MS04	24	18	20	48	22	26	14	25	38	100	22	34	31	13	56	29	38	37	18	44	5
11 MK05	16	39	37	39	26	33	18	33	43	22	100	12	32	42	17	34	35	29	15	33	10
12 MB06	32	7	8	30	16	23	46	31	24	34	12	100	24	4	26	37	31	9	20	-1	-1
13 MM07	9	18	10	17	11	15	34	49	38	31	32	24	100	4	33	27	16	5	25	7	-1
14 AM01	5	50	49	34	32	14	16	21	25	13	42	4	4	100	10	32	29	44	26	26	31
15 AD02	25	20	26	31	5	26	14	19	38	56	17	26	33	10	100	19	26	17	1	30	26
16 AD03	45	35	24	24	32	5	38	46	35	29	34	37	27	32	19	100	33	49	10	17	18
17 GA01	25	50	45	36	16	30	16	18	47	38	35	31	16	29	26	33	100	43	5	41	15
18 GD02	34	44	35	24	20	14	7	6	12	37	29	9	5	44	17	49	43	100	23	43	18
19 GP03	10	19	2	17	35	1	11	23	36	18	15	20	25	26	1	10	5	23	100	9	-2
20 GL04	10	38	22	23	6	7	2	2	38	44	33	-1	7	26	30	17	41	43	9	100	21
21 GA05	16	28	37	-2	17	8	-1	14	20	5	10	-1	-1	31	26	18	15	18	-2	21	100

Figure 3; Correlation matrix between sorts

The highlighted sorts may be considered to be relatively modestly related, which may indicate; a high level of specific variance (variance specific to individual participants), and, that participants tended to sort statements in reasonably disparate ways. However, despite the initial level of interrelatedness evident within the correlation matrix, (correlations between individual sorts ranging from -0.11 to 0.56), the Q sorts may yet be shown to

share commonalities, with regard to particular factors which emerge during factor extraction.

Based on calculations described by Brown (1993)⁹, correlations within the range of 0.24 to 0.30 (and correlations exceeding this range) were considered to be important. It can be seen that many values within *Figure 3* satisfy this criterion and this provides further evidence to substantiate proceeding with factor extraction.

Centroid factor extraction

For the reasons outlined within Chapter 3, a centroid factor analysis was employed to explore the ways in which individual Q sorts were related.

Throughout the analysis, decisions relating to the number of factors to both extract and retain were taken. Criteria which are included within relevant literature were used to guide these judgments and it was decided that, at the factor extraction stage of analysis, it would be undesirable to discard any of the factors which appear somewhat worthy of consideration. As outlined in previous chapters, the use of Q methodology to explore this specific area of enquiry is unprecedented and an inclusive approach to understanding the complexity associated with emergent views was adopted.

Four factors were extracted from the data. The reasoning and criteria associated with these are described below.

⁹ According to Brown (1993), the formula which may be applied to the data to ascertain the level at which a correlation must be, before it is worthy of consideration, is as follows:

Estimation of Standard Error = $1/\text{square root of the number of statements within the Q set.}$

Brown stipulates that correlations should be between two and two and a half times the standard error before they are considered to be significant. With this in mind, it can be seen that, the standard deviation relating to the current dataset is 0.12.

Unrotated factor matrix

The unrotated factor matrix, shown in *Figure 4*, includes the communalities associated with each Q sort and the total amount of variance attributable to each of the factors extracted. An initial observation suggests that the communalities and the variances explained by the factors are relatively low, which could indicate that individual Q sorts have little in common in terms of their configuration. However, as suggested by Watts and Stenner (2012), it may be that a relatively high proportion of the variance explained by factors may emerge as common variance, which is shared by other Q sorts and which may be strongly associated with a factor. At this stage, the researcher considered it prudent to remain open minded and to apply a range of criteria to the four factors extracted, in order to establish the most appropriate pathway in terms of proceeding with data analysis.

each Q sort	Factors				Communalities	Percentage of factors 1-4
	1	2	3	4		
SORTS						
1 LJ01	0.4384	-0.1280	0.0110	0.2211	0.2570	26%
2 LB02	0.6530	0.1299	0.0164	0.2525	0.5073	51%
3 LA03	0.5046	0.4300	0.1843	0.1296	0.4903	49%
4 SN01	0.5908	0.0518	0.0032	-0.0864	0.3592	36%
5 SK02	0.4487	-0.1244	0.0103	0.1915	0.2536	25%
6 SB03	0.2965	0.2448	0.0553	-0.2766	0.2274	23%
7 ML01	0.3141	-0.3845	0.1251	-0.0465	0.2644	27%
8 MG02	0.5123	-0.4805	0.2143	-0.0251	0.5398	54%
9 ML03	0.6702	-0.0828	0.0043	-0.0858	0.4634	46%
10 MS04	0.5830	0.0310	0.0014	-0.3725	0.4796	48%
11 MK05	0.5853	0.0564	0.0037	-0.0383	0.3472	35%
12 MB06	0.4219	-0.3473	0.0991	-0.2039	0.3500	35%
13 MM07	0.4125	-0.2901	0.0662	-0.3273	0.3658	37%
14 AM01	0.5230	0.2341	0.0505	0.3567	0.4581	46%
15 AD02	0.4786	0.0825	0.0070	-0.3323	0.3463	35%
16 AD03	0.6125	-0.2467	0.0466	0.1833	0.4718	47%
17 GA01	0.6210	0.2244	0.0466	-0.0910	0.4464	45%
18 GD02	0.5295	0.2488	0.0571	0.3246	0.4509	45%
19 GP03	0.3056	-0.2417	0.0444	0.0743	0.1593	16%
20 GL04	0.4262	0.4130	0.1678	-0.0944	0.3893	39%
21 GA05	0.2803	0.1568	0.0231	0.2431	0.1628	16%
Eigenvalues	5.2497	1.3790	0.1542	1.0076		
% expl. Var.	25	7	1	5		

 = Eigenvalues which satisfy the Kaiser-Guttman criterion
Green text = Significant factor loadings

Figure 4: Unrotated factor matrix and communalities

*Criteria considered whilst exploring the extraction of seven factors***a) Kaiser- Guttman Criterion**

The Kaiser-Guttman criterion (as described by Watts and Stenner^a, 2005 and Watts and Stenner, 2012) is considered by many researchers as a crude method of examining the explanatory power of an extracted factor. The criterion stipulates that eigenvalues above 1.00 indicate that a factor is likely to make a significant contribution to the final factor solution, and should be retained. Applying this criterion to the unrotated factor matrix shown in *Figure 4*, it can be seen that factors 1, 2 and 4 satisfy this criterion.

b) Identifying at least two Q sorts which load significantly on a factor

The calculation for a significant factor loading is described by Watts and Stenner (2012) as:

$$2.58 \times (1 \div \sqrt{\text{No. of Items in Q set}}).$$

By applying this formula to the dataset, a significant factor loading at the 0.01 significance level may be calculated as follows:

$$\begin{aligned} & 2.58(1/\text{square root of the number of items in Q set}) \\ & = 2.58(0.122) \\ & = 0.32 \text{ (to 2 decimal places).} \end{aligned}$$

When this rule is applied to the unrotated factor matrix, as shown in *Figure 4*, factors 1, 2 and 4 satisfy the criterion of having at least two Q sorts which load significantly on a factor (significant factor loadings highlighted in green).

c) Humphrey's rule

According to Brown, (1980) Humphrey's rule requires the researcher to calculate the standard error associated with the data set, in addition to multiplying the two highest factor loadings. The multiplied factor loadings should exceed twice the standard error for the factor to be significant (and

worthy of being retained). The standard error was calculated using the equation:

$$1 \div (\sqrt{\text{No. of Items in Q set}}).$$

The standard error of the current dataset was calculated as 0.12, which suggests that the multiplied factor loadings should exceed 0.24.

This criterion was applied to each of the factors within the unrotated factor matrix:

$$\text{Factor 1: } 0.6530 * 0.6702 = 0.44$$

$$\text{Factor 2: } -0.4805 * 0.4300 = 0.21$$

$$\text{Factor 3: } 0.2143 * 0.1843 = 0.04$$

$$\text{Factor 4: } -0.3725 * 0.3567 = 0.13$$

It can be seen that the strict application of Humphrey's rule suggests that only factor 1 should be retained. However, Watts and Stenner (2012) describe a heuristic which may be employed in place of Humphrey's Rule; specifically, that the product of the two highest factor loadings should exceed the standard error. According to this heuristic, factors 1, 2 and 4 should be extracted and retained.

d) Scree test

As suggested by Watts and Stenner (2012), a Principal Components analysis was undertaken prior to factor extraction. It was hoped that, by consulting the eigenvalues generated by Principal Components Analysis (PCA), the number of factors to be extracted may be estimated. Data pertaining to the PCA is included within *Appendix VIII. Figure 5* depicts the scree plot generated, which indicates that a two factor extraction may be most appropriate, given the change in the line gradient, following factor 2.

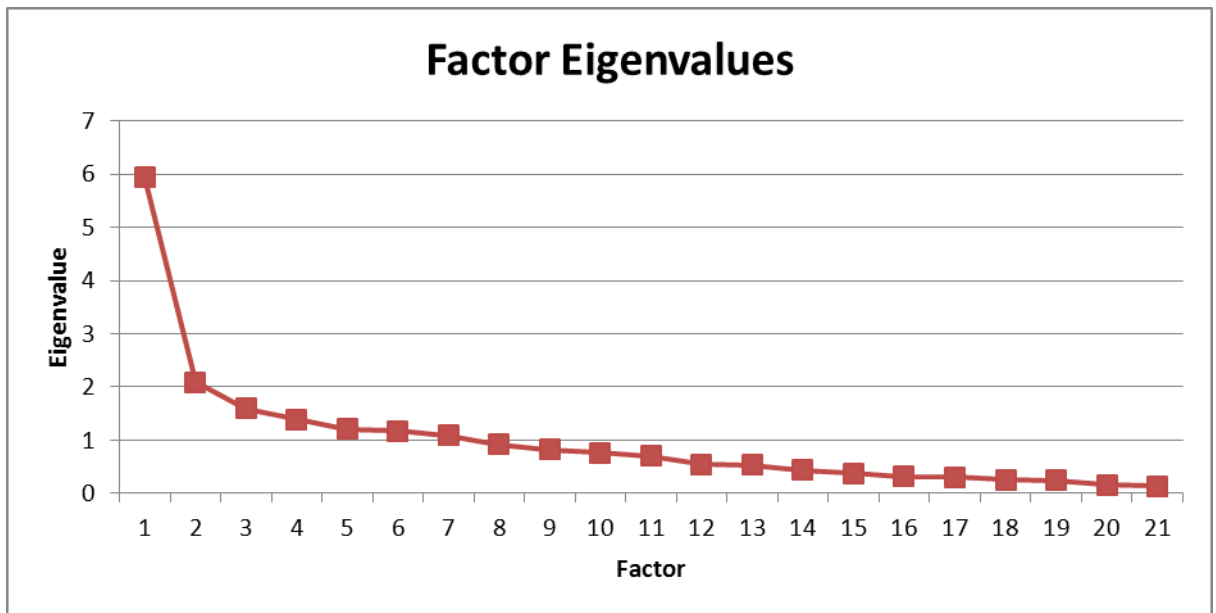


Figure 5; Scree Plot generated from an initial PCA, prior to factor extraction.

In summary, a number of criteria were applied to a four factor centroid extraction, to establish whether or not an alternative factor extraction was necessary, in addition to examining how many factors should be retained and rotated, in conjunction with the next stage of analysis.

According to the above criteria, it seems appropriate to extract four factors and retain two to three factors. However, at this stage in the analysis, the researcher was mindful of guidance within the literature, associated with discarding factors at a relatively early stage in the analysis (Watts and Stenner, 2012). It was the researcher's view that there was little to be gained from discarding factor three at this relatively early stage, yet much to be lost, given the exploratory nature of the study, which was guided purely by the emergent data, as opposed to specific theoretical underpinnings. This has implications with regard to factor rotation, and, more specifically, Brown (1980) and van Exel and de Graaf (2005) advocate extracting more factors than the researcher preempts to be significant. Watts and Stenner (2012) elucidate this point by referring to systematic variance which may be associated with factors which appear to be insignificant during the early stages of analysis. Such variance may be instrumental during factor rotation in terms of contributing to individual sorts reaching a critical loading on a particular factor. (As subsequent sections will confirm, one of the major aims

of the analysis was to include as many sorts as possible within factor solutions. By adhering to the logic presented by Watts and Stenner (2012), it was considered that the retention of a greater number of factors than apparently necessary at the rotation stage may facilitate this inclusive approach to developing a factor solution). *Figure 6* shows the cumulative communalities matrix, which demonstrates how each of the communalities shown within the unrotated factor matrix (see *Figure 4*) were reached, during the systematic extraction of factors. Although the amount of cumulative variance which factor 3 explains is negligible, according to *Figure 6*, the small amounts of systematic variance which are associated with this factor may be redistributed during the factor rotation stage of analysis, to maximize the number of sorts defining other factors. Therefore, factor 3 may be rotated out, as it is unlikely to be included within the final factor solution, yet it may still contribute to the generation of the factor solution.

Cumulative Communalities Matrix

SORTS	Factors 1 Thru			
	1	2	3	4
1 LJ01	0.1922	0.2085	0.2087	0.2575
2 LB02	0.4264	0.4433	0.4436	0.5073
3 LA03	0.2546	0.4395	0.4734	0.4903
4 SN01	0.3491	0.3518	0.3518	0.3592
5 SK02	0.2014	0.2168	0.2170	0.2536
6 SB03	0.0879	0.1479	0.1509	0.2274
7 ML01	0.0987	0.2465	0.2622	0.2644
8 MG02	0.2624	0.4932	0.5392	0.5398
9 ML03	0.4491	0.4560	0.4560	0.4634
10 MS04	0.3399	0.3409	0.3409	0.4796
11 MK05	0.3426	0.3457	0.3457	0.3472
12 MB06	0.1780	0.2986	0.3084	0.3500
13 MM07	0.1702	0.2543	0.2587	0.3658
14 AM01	0.2735	0.3283	0.3309	0.4581
15 AD02	0.2290	0.2358	0.2359	0.3463
16 AD03	0.3752	0.4360	0.4382	0.4718
17 GA01	0.3856	0.4360	0.4382	0.4464
18 GD02	0.2803	0.3423	0.3455	0.4509
19 GP03	0.0934	0.1518	0.1538	0.1593
20 GL04	0.1817	0.3522	0.3804	0.3893
21 GA05	0.0786	0.1032	0.1037	0.1628
cum% expl. Var.	25	32	32	37

Figure 6; Cumulative communalities matrix.

On the basis of the criteria described above and the guidance offered by a number of authors, including Brown (1980) and van Exel and de Graaf (2005), it was decided that four factors would be retained for factor rotation.

Factor rotation

Varimax factor rotation was used in conjunction with the next stage of data analysis. Reasons relating to the decision to use this technique are explained within the Methodology and Procedures chapter. However, to summarise, it was felt that Varimax factor rotation would provide a base from which by-hand rotation could be applied to fine tune the rotations, so that the number of participant Q sorts loading significantly on each factor could be maximised. Moreover, Varimax rotation was employed to provide an initial overview of the data according to mathematical principles, as opposed to rotating the factors according to pre-existing theory or suppositions. It has been stated throughout this thesis that the current research is an exploratory study and, given that the area of inquiry has never been investigated using Q methodology before, there was considered to be a dearth of theory or guidance provided by previous findings which may guide the exclusive use of by-hand rotation sufficiently.

As explained in the previous section of this chapter, four extracted factors were rotated, using the “QVARIMAX” and the “QROTATE” functions of PQMethod respectively, to implement Varimax rotation and, subsequently, by-hand rotation procedures. Eventually, a three factor solution was finalised. *Figure 7* shows the factor matrix, which incorporates factor loadings and identifies defining sorts (flagged with an X). The eigenvalues and the amount of common variance associated with each factor are also shown. This solution was arrived at by applying the criteria and reasoning described within subsequent sections, which were considered to facilitate the generation of a meaningful solution.

Factor Matrix with an X Indicating a Defining Sort

QSORT	Loadings		
	1	2	3
1 LJ01	0.4266X	0.2634	0.0173
2 LB02	0.6632X	0.1288	0.2157
3 LA03	0.5635X	-0.1403	0.3542
4 SN01	0.3775	0.2254	0.3998X
5 SK02	0.4155X	0.2698	0.0461
6 SB03	0.0945	-0.0251	0.4643X
7 ML01	0.1101	0.5000X	0.0432
8 MG02	0.2491	0.6820X	0.0941
9 ML03	0.4018X	0.3759	0.3857
10 MS04	0.1799	0.2890	0.5979X
11 MK05	0.4061X	0.2108	0.3633
12 MB06	0.0910	0.5364X	0.2318
13 MM07	0.0151	0.4978X	0.3411
14 AM01	0.6666X	-0.0286	0.1135
15 AD02	0.1447	0.1937	0.5341X
16 AD03	0.5001	0.4545	0.0889
17 GA01	0.4414	0.0986	0.4916
18 GD02	0.6544X	-0.0317	0.1468
19 GP03	0.2111	0.3363	0.0080
20 GL04	0.3559	-0.1239	0.4704X
21 GA05	0.3985X	-0.0522	0.0355
% expl. Var.	16	10	10
Eigenvalues	3.19	2.07	2.16

Figure 7; Factor matrix showing factor loadings, defining factors, eigenvalues and percentage of variance explained by factors within the final factor solution.

1. It was decided that the maximum number of Q sorts possible should be included as defining sorts within the factor solutions. The research was initially agreed with the researcher's employers so that it would provide an overview of staff views, which was as comprehensive as possible, with regard to the educational settings represented within the study. Given the relatively small number of participants, this could be achieved by adopting an inclusive approach to generating a suitable factor solution. It can be seen from *Figure 7* that only three sorts were not included within the factor solution. More specifically, Q sorts 16 (AD03) and 17 (GA01) were confounding (more than one factor loading exceeded the critical value of 0.40, which was adopted) and Q sort 19 (GP03) is idiosyncratic (the Q sort does not load significantly on any of the factors, according to the critical value adopted). In addition, from the researcher's perspective, the views of all participants and the time which they had afforded to the study were worthy of respect and consideration. This view was also commensurate with the implementation of an inclusive approach.

2. A factor loading of 0.40 was adopted as being a critical or significant factor loading. According to previous calculations, a factor loading of 0.32 may be deemed significant. However, by adopting this criterion, the number of sorts which may be included within the final solution is compromised to a great extent. On this basis, many of the sorts would be discounted from the final factor solutions, as they are confounding. Therefore, the decision was taken to raise the level of significance to 0.40, so that Q sorts which loaded at this level or above on only one of the rotated factors would be included within the final factor solution as defining sorts. In addition, a factor loading of 0.40 was judged to represent a closer approximation (as opposed to 0.32) of the views represented by each factor. This may be considered within the context of the communalities calculated during factor extraction (see previous sections of this chapter). The relatively low communalities relating to the variance explained by the four extracted factors suggested that the relationship between the Q sorts themselves was not anticipated to be particularly strong. For this reason, it was accepted that a higher critical level adopted for exemplar sorts would be advisable.

3. It was decided that, in accordance with the Kaiser-Guttman criterion, the eigenvalues associated with each factor within the final factor solution should exceed 1.00. As shown in *Figure 7*, this criterion has been satisfied.

4. The total study variance or the amount of common variance explained by the solution should exceed 35%, in accordance with guidance found within the literature. The total variance explained following rotation was 36%.

Figure 8 shows the ways in which factors were rotated by hand in order to arrive at the solution.

Rotating Angles Used Between Factors

FTR#1	FTR#2	ANGLE
1	2	7.
1	2	3.
1	4	2.
1	3	1.
2	3	-1

Figure 8; By-hand rotation of factors.

It can be seen that factor 3, which is not included in the final solution, was rotated to maximise the number of defining sorts included within the factor solution. As pre-empted and as explained within previous sections, it transpired that the small pockets of common variance associated with factor 3 in particular (which was later discarded) were used so that points a) and b) and e) could be satisfied. It should be acknowledged that, by rotating a factor which was eventually discarded, the assumption of parsimony (as described by Cureton and D' Agostino, p8, 1983) associated with factor analysis, has been violated. In addition the overall variance explained by the factor solution decreased, which, typically, is not a desirable outcome of analysis. Following the Varimax rotation and subsequent by-hand rotation, the overall study variance explained decreased by 1% (as shown by comparing the explanatory variances shown in *Figure 4* and *Figure 7*). However, according to point d), the changed total amount of study variance explained is still considered to fall within acceptable parameters.

It is also worth noting that the correlations between factor scores, shown in *Figure 9*, indicate that there is a significant level of similarity between factor 3 and factors 1 and 2 (according to the value of 0.32, calculated earlier in the chapter, which represents a significant factor loading).

	1	2	3
1	1. 0000	0. 3094	0. 5014
2	0. 3094	1. 0000	0. 3474
3	0. 5014	0. 3474	1. 0000

Figure 9; Correlations between factor scores

This may indicate that factor 3 is explaining much the same views as factors 1 and 2. However, following an initial observation of the factor arrays generated (which will be described within the subsequent section), the researcher noted potentially subtle and important differences between all three factors, when considered at a theoretical and semantic level. This

approach contrasts with the purely statistical and mathematical guidelines employed so far, characteristic of the centroid factor extraction and Varimax rotation techniques.

In a similar way, although it is desirable that a solution should account for as much of the study variance as possible, whilst incorporating as few factors as possible and reducing the complexity of the data, this was not the sole aim of this study. It is for this reason that the reduction in study variance and the violation of the parsimony assumption were considered to be acceptable, given that the current research seeks to retain a flexible approach commensurate with the exploratory nature of the research.

Determining how many factors to include in the model requires the researcher to balance the need for parsimony (i.e., a model with relatively few common factors) against the need for plausibility (i.e., a model with a sufficient number of common factors to adequately account for the correlations among measured variables). (Fabrigar, Wegener, MacCallum & Strahan, 1999, p.277.)

This point was made in conjunction with R factor analysis and, within the context of this study, it could be argued that it is plausible to include factor 3 within the solution, which, despite its overlap with other factors, does account for a substantial proportion of the study variance. In addition, its inclusion allows for the further exploration of a greater number of individual views.

The three factor solution

To reiterate, a list of all 67 items may be found in *Appendix III. Figure 10* shows the factor values for each statement, in addition to distinguishing statements associated with each factor. According to van Exel and de Graaf, (2005), the difference between factor values associated with a particular statement should exceed a critical value (the difference score), before

statements may be considered to distinguish between one factor in particular and other factors within the solution. Factor values are the rankings (weighted average scores) of each statement within a factor array (a prototypical Q sort with a 1.00 correlation with a factor).

Factor Q-Sort Values for Each Statement

		Factor Arrays			
No.	Statement	No.	1	2	3
1	1. ability of staff to see things from pupil perspective	1	2	4	3
2	2. whether work in school is accessible	2	4	0	2
*3	3. parenting skills of parent or carer	3	2	5	3
*4	4. their mood at any given time	4	1	-2	-4
5	5. their motivation to achieve	5	2	-1	1
*6	6. parents' or carer's views about school	6	-1	4	-2
*7	7. parent's/carer's participation in ed. activities at home	7	0	4	-1
*8	8. empathy towards them, shown by key member of school staff	8	0	-2	3
*9	9. their anticipation of failure during lessons	9	4	-2	3
*10	10. ways that they think peers view their school behaviour	10	-2	2	1
11	11. concern about consequences of their behaviour in school	11	2	0	-2
12	12. their knowledge of rewards available in school	12	-3	-4	-3
13	13. their need to release their emotions	13	3	2	2
***	14. how effectively teachers communicate task instructions	14	5	-3	1
***	15. their need for attention	15	5	0	-3
***	16. their own views of their abilities	16	3	-4	0
17	17. the influence of God's will	17	-5	-5	-5
*18	18. their parents'/carer's own experiences whilst growing up	18	-3	4	-4
*19	19. their exposure to negative behaviour at home	19	4	5	5
***	20. the emotions of adults at home	20	1	5	-1
***	21. whether or not they have general learning difficulties	21	2	0	4
***	22. their level of interest in the work set	22	4	-5	1
23	23. the presence of a male role model within school	23	-2	-2	-2
***	24. the absence of a male role model at home	24	-4	3	-1
***	25. if they recognise bad behaviour does not = bad person	25	1	-2	5
*26	26. how safe they perceive themselves to be in school	26	3	-1	4
27	27. their intention to behave in a challenging way	27	1	0	0
28	28. their diet	28	-2	-3	-1
29	29. their views that staff treat other pupils differently	29	0	1	0
***	30. attempts of school staff to teach positive behaviour	30	0	-2	5
*31	31. triggers within immediate environment at any time	31	5	3	3
*32	32. the physical features of the learning environment	32	-3	-5	-1
*33	33. their impulsivity	33	-1	-4	-4
*34	34. their desire to fit in with the crowd	34	-1	0	-3
*35	35. rules they have learned over time to guide behaviour	35	2	3	0
***	36. ways they expect others to respond to their behaviour	36	4	-4	0
37	37. personality clashes	37	-2	-4	-3
38	38. whether or not they have had a bad start in life	38	-4	-3	-2
39	39. how effective staff think they are as professionals	39	-1	-1	0
40	40. whether or not staff find their behaviour acceptable	40	-3	1	0
*41	41. the amount of self-discipline that they have	41	2	-2	-4
*42	42. the quality of their relationship with parents or carer	42	1	5	2
*43	43. deprivation eg. experiencing poverty	43	-1	0	2
***	44. that they grew up in a single parent home	44	-5	2	-4
*45	45. poor peer relationships in school	45	0	0	4
46	46. their need to communicate	46	1	2	4
47	47. staff awareness of links between routines- beh patterns	47	3	2	2
*48	48. their negative experiences of adoption	48	-4	1	-1
*49	49. adults' understanding of their strengths	49	-1	3	0
50	50. peer pressure outside of school	50	-2	-1	-2
51	51. live in a location isolated from local communities	51	-5	-3	-5
52	52. level of parents'/carer's education	52	-4	-3	-5
*53	53. the extent to which they feel in control of a situation	53	1	1	-2
*54	54. their learning of boundaries	54	5	4	-2
*55	55. parental separation	55	-4	3	2
*56	56. their thoughts about their own past behaviour	56	-3	-1	2
*57	57. a single cause which is at the root of their behaviour	57	-2	0	4

58	58. parental illness	58	-3	-1	0
59	59. the influence of fate	59	-5	-5	-5
60	60. the home-school relationship	60	3	1	1
61	61. the respect that they have for school staff	61	3	-1	1
***	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0	3	5
*63	63. their attempts to adjust between home-school env.	63	-2	2	-3
	64. their previous negative experiences in school	64	0	2	-1
*65	65. that the needs of children and YP change with age	65	-1	1	-3
*66	66. their developmental stage - eg immature behaviour	66	0	-3	3
	67. involvement of professionals from different agencies	67	0	1	1

Variance = 8.030 St. Dev. = 2.834

Orange text = more important (+4 or +5)

Purple text = less important (-4 or -5)

* = distinguishing statement for factor 1, significant at 0.01

* = distinguishing statement for factor 2, significant at 0.01

* = distinguishing statement for factor 3, significant at 0.01

Figure 10; Factor values for each statement, including distinguishing statements which are significant at the 0.01 level

It can be seen that there is a relatively high degree of overlap between distinguishing statements associated with each of the factors (for example, statements 14, 15, 16, 20, 21, 22, 24, 25, 30, 36, 44 and 62 are distinguishing statements for all three factors). This is indicative of the relatively high level of relatedness between factors, as indicated by the correlations between factor scores (see *Figure 9*). However, the factor scores associated with these items indicate that they are ascribed different degrees of importance, according to each viewpoint. It may be that this is indicative of subtle differences which should be contextualised and understood according to the positioning of items within each individual factor array. In addition, the differences between factors should also be considered. *Table 3* shows distinguishing statements which are specific to each factor, in addition to factor values relating to each of the statements.

Distinguishing statements specific to factor 1 and factor values	Distinguishing statements specific to factor 2 and factor values	Distinguishing statements specific to factor 3 and factor values
<p>31. triggers within the immediate environment at any given time. (+5)</p> <p>19. their exposure to negative behaviour at home. (+4)</p> <p>41. the amount of self discipline that they have. (+2)</p> <p>4. their mood at any given time. (+1)</p> <p>33. their impulsivity.(-1)</p> <p>10. the ways in which they think that their peers view their behaviour in school. (-2)</p> <p>48. their negative experiences of adoption. (-4)</p> <p>55. parental separation. (-4)</p>	<p>3. the parenting skills of their parents or carer. (+5)</p> <p>42. the quality of their relationship with their parents or carer. (+5)</p> <p>6. their parents' or carer's views about school. (+4)</p> <p>7. their parents' or carer's participation in educational activities with them at home. (+4)</p> <p>18. their parents' or carer's own experiences whilst they were growing up. (+4)</p> <p>49. adults' understanding of their strengths. (+3)</p> <p>63. their need to adjust between the home and school environments. (+2)</p> <p>26. how safe they perceive themselves to be in school. (-1)</p> <p>8. empathy towards the pupil shown by a key member of school staff. (-2)</p> <p>9. their anticipation of failure during lessons. (-2)</p> <p>66. their developmental stage, eg they may be immature and their behaviour may be similar to that of a younger child. (-3)</p> <p>32. the physical features of the school or learning environment. (-5)</p>	<p>21. whether or not they have general learning difficulties. (+4)</p> <p>45. poor peer relationships in school. (+4)</p> <p>57. a single cause which is at the root of their behaviour. (+4)</p> <p>56. their thoughts about their past behaviour. (+2)</p> <p>43. deprivation, eg. experiencing poverty. (+2)</p> <p>35. the rules that they have learned over time which guide their behaviour. (0)</p> <p>53. the extent to which they feel in control of a situation. (-2)</p> <p>54. their learning of boundaries. (-2)</p> <p>34. their need to fit in with the crowd. (-3)</p> <p>65. that the needs of children and young people change with age. (-3)</p>

Purple text = higher factor value than other factors

Red text = lower factor value than other factors

Table 3; Distinguishing statements specific to each factor (factor values are also shown).

Factor values were also compared across factor arrays, so that salient differences in the ranking of single statements and particular groups of

statements could be viewed in terms of the overall configuration of each factor array. *Table 4* provides an overview of the comparisons made between factors. Factor values associated with each item within each of the three factor arrays which were notably high and notably low with respect to the remaining factors are included. The relative importance of each statement to each of the factors may be surmised by observing distinguishing statements (see above) and consensus statements. Statistically, consensus statements do not distinguish between any of the factors (van Exel and de Graaf, 2005). In general terms, distinguishing statements indicate areas of divergence and distinctiveness, whereas consensus statements indicate the likelihood of convergence between factors.

	Factor 1	Factor 2	Factor 3
Items ranked higher when compared to other factors	14. how effectively teachers communicate task instructions. (+5)	42. the quality of their relationship with their parents or carer.(+5)	62. whether or not they have a diagnosis of a developmental disorder such as Attention Deficit Hyperactivity Disorder or Dyspraxia.(+5)
	15. their need for attention. (+5)	20. the emotions of adults at home.(+5)	30. the attempts of school staff to teach positive behaviour.(+5)
	54. their learning of boundaries. (+5)	3. the parenting skills of their parents or carer.(+5)	25. whether or not they are able to recognise that being a bad person and displaying bad behaviour are not necessarily the same thing.(+5)
	31. triggers within the immediate environment at any given time. (+5)	18. their parents' or carer's own experiences whilst they were growing up.(+4)	57. a single cause which is at the root of their behaviour.(+4)
	9. their anticipation of failure during lessons.(+4)	7. their parents' or carer's participation in educational activities with them at home.(+4)	46. their need to communicate.(+4)
	2. whether or not the work set in school is accessible, eg. appropriately differentiated. (+4)	6. their parents' or carer's views about school.(+4)	45. poor peer relationships in school.(+4)
	22. their level of interest in the work set. (+4)	1. the ability of school staff to see things from their perspective.(+4)	21. whether or not they have general learning difficulties.(+4)
	36. the ways that they expect others to respond to their behaviour.(+4)	24. the absence of a male role model at home.(+3)	26. how safe they perceive themselves to be in school (+4).
	47. staff awareness of the links between the children or young people's routines and patterns in their behaviour.(+3)	49. adults' understanding of their strengths.(+3)	8. empathy towards the pupil shown by a key member of school staff.(+3)
	16. their own views of their abilities.(+3)	55. parental separation.(+3)	66. their developmental stage, eg they may be immature and their behaviour may be similar to that of a younger child.(+3)
61. the respect that they have for school staff. (+3)	10. the ways in which they think that their peers view their behaviour in school.(+2)	56. their thoughts about their past behaviour.(+2)	
13. their need to release the emotions that they are experiencing.(+3)	44. that they grew up in a single parent home.(+2)	43. deprivation, eg. experiencing poverty.(+2)	
60. the home-school relationship. (+3)	63. their need to adjust between the home and school environments.(+2)		
11. the extent to which they are concerned about the consequences of their actions.(+2)	65. that the needs of children and young people change with age.(+1)		

<p><i>Items sorted higher when compared to other factors</i></p>	<p>41. the amount of self discipline that they have.(+2)</p> <p>5. their motivation to achieve.(+2)</p> <p>27. their intention to behave in a challenging way.(+1)</p> <p>4. their mood at any given time. (+1)</p> <p>33. their impulsivity .(-1)</p> <p>37. personality clashes. (-2)</p>	<p>29. their perceptions that other pupils are treated differently by school staff.(+1)</p> <p>48. their negative experiences of adoption.(+1)</p> <p>34. their need to fit in with the crowd.(+1)</p> <p>50. peer pressure outside of school.(-1)</p> <p>52. the level of their parents' or carer's education. (-3)</p> <p>51. that they live in a location that is isolated from local communities.(-3)</p>	<p>58. parental illness.(0)</p> <p>39. how effective school staff consider themselves to be in their professional role.(0)</p> <p>28. their diet.(-1)</p> <p>38. whether or not they have had a bad start in life.(-2)</p>
<p><i>Items sorted lower when compared to other factors</i></p>	<p>19. their exposure to negative behaviour at home.(+4)</p> <p>1 the ability of school staff to see things from their perspective.(+2)</p> <p>3 the parenting skills of their parents or carer.(+2)</p> <p>46. their need to communicate.(+1)</p> <p>42. the quality of their relationship with their parents or carer.(+1)</p> <p>67. the involvement of professionals from different agencies.(0)</p> <p>62. whether or not they have a diagnosis of a developmental disorder such as Attention Deficit Hyperactivity Disorder or Dyspraxia.(0)</p> <p>43. deprivation, eg. experiencing poverty.(-1)</p> <p>6. their parents' or carer's views about school.(-1)</p>	<p>2. whether or not the work set in school is accessible, eg. appropriately differentiated.(0)</p> <p>61. the respect that they have for school staff.(-1)</p> <p>5. their motivation to achieve.(-1)</p> <p>26. how safe they perceive themselves to be in school.(-1)</p> <p>9. their anticipation of failure during lessons.(-2)</p> <p>8. empathy towards the pupil shown by a key member of school staff.(-2)</p> <p>25. whether or not they are able to recognise that being a bad person and displaying bad behaviour are not necessarily the same thing.(-2)</p> <p>30. the attempts of school staff to teach positive behaviour.(-2)</p>	<p>35. the rules that they have learned over time which guide their behaviour.(0)</p> <p>7. their parents' or carer's participation in educational activities with them at home.(-1)</p> <p>20. the emotions of adults at home.(-1)</p> <p>64. their previous negative experiences in school.(-1)</p> <p>53. the extent to which they feel in control of a situation.(-2)</p> <p>54. their learning of boundaries.(-2)</p> <p>6. their parents' or carer's views about school.(-2)</p> <p>11. the extent to which they are concerned about the consequences of their actions.(-2)</p> <p>65. that the needs of children and young people change with age.(-3)</p>

Items sorted lower when compared to other factors	49. adults' understanding of their strengths. (-1)	14. how effectively teachers communicate task instructions.(-3)	63. their need to adjust between the home and school environments.(-3)
	57. a single cause which is at the root of their behaviour.(-2)	28. their diet.(-3)	15. their need for attention.(-3)
	10. the ways in which they think that their peers view their behaviour in school.(-2)	66. their developmental stage, eg they may be immature and their behaviour may be similar to that of a younger child.(-3)	34. their need to fit in with the crowd.(-3)
	58. parental illness.(-3)	36. the ways that they expect others to respond to their behaviour.(-4)	41. the amount of self discipline that they have(-4)
	40. whether or not school staff find their behaviour acceptable.(-3)	37. personality clashes.(-4)	18. their parents' or carer's own experiences whilst they were growing up.(-4)
	56. their thoughts about their past behaviour.(-3)	16. their own views of their abilities.(-4)	4. their mood at any given time.(-4)
	24. the absence of a male role model at home.(-4)	12. their knowledge of the rewards available to them in school.(-4)	52. the level of their parents' or carer's education.(-5)
	38. whether or not they have had a bad start in life.(-4)	22. their level of interest in the work set.(-5)	
	48. their negative experiences of adoption.(-4)	32. the physical features of the school learning environment.(-5)	
	55. parental separation.(-4)		
44. that they grew up in a single parent home.(-5)			

Blue text = distinguishing statement

Orange text = consensus statements

Table 4; Statements with notably different factor values associated with one factor in particular, including distinguishing and consensus statements.

Six semi structured interviews were arranged with participants whose Q sorts were considered to be factor exemplars (most closely related to the factors within the final solution, based on the factor loadings):

Factor 1: 14.AM01, 2. LB02

Factor 2: 8. MG02, 12. MB06

Factor 3¹⁰: 10. MS04, 15. AD02, 20. GL04

Due to participant absence, the interview with 12.MB06 was not completed. Interview questions were structured according to which items were of particular interest and significance with due consideration to; consensus statement, distinguishing statements, z scores and statement groupings.

Given the volume of data generated during the interviews, it was necessary to identify a way of organising or structuring the data, so that sections which were deemed to be most salient could be identified and located effectively. This was achieved by applying two, first cycle coding methods to the interview data; simultaneous coding and emotion coding (Saldana, 2009). Interview transcripts may be found in *Appendices X, XI and XII*, in addition to the application of coding methods. The first cycle coding methods were employed only to support the researcher's own familiarisation, processing, and understanding of the data generated.

Crib sheets, which were an adapted version of the format suggested by Watts and Stenner (2012) were used to support the researcher's interpretation of the factor arrays, based on both the empirical data and the qualitative data generated from field notes and interviews. These may also be found in *Appendices X, XI, XII* (in conjunction with the corresponding factors). Field notes associated with participants who were not interviewed may be found in *Appendix XIII*.

¹⁰ Three interviews were arranged in conjunction with participants whose Q sorts were representative of factor 3 because it was considered appropriate to seek further information regarding the subtle differences between factor 3 and factor 1 and 2, given the significant overlap evident during the Q analysis.

Chapter 5: Factor Interpretations

Factor 1 interpretation

The behavior of children and young people is best understood in terms of their own characteristics and dispositions, their experiences in the classroom and their views associated with learning. Negative experiences at home are less worthy of consideration, as children and young people are able to bounce back.

Factor 1 has an eigenvalue of 3.19 and explains 16% of the variance within the study. Nine participants were linked to this factor, at least one of whom work in each of the provisions represented within the study. Seven of these participants are male and two are female. The professional roles of these participants are:

- Special Educational Needs Coordinator / Teacher in Charge.
- Teaching Assistant.
- Unqualified Teacher (range of previous experiences in Early Years and Key Stages 1, 2, 3 and 4).
- Interventions Coach.
- Student Welfare Leader.
- Leader of Learning, Previous roles include Ethnic Minorities Achievement Grant Coordinator.
- Higher Level Teaching Assistant, extended curriculum. Previous roles include working in a residential BESD school (6 years) and working in a school for children and young people with moderate learning difficulties and severe learning difficulties (3 years).
- Maths Coordinator. Previous roles include; Teacher of Geography and Humanities.
- Teacher.

According to the factor 1 viewpoint, triggers within the immediate environment at any given time (31:+5) and how effectively teachers communicate task instructions (14:+5) are highly important, both of which may be considered to be situational or transient influences within the classroom. AM01 conceptualised triggers as being “...the staff, other pupils,

even objects, you know, just being flung around the room or words, whispers.” Similarly, LB02 suggested that triggers may be considered as disruptive influences within the classroom environment; *“you know they going to argue and create with, triggers of I know in here particularly I would sit certain children over that side of the table because I know they’ve been distracted by what’s going on in the yard...”*

Children and young people’s need for attention (15:+5) and their learning of boundaries over time (54:+5) were also considered to be highly important and these were contextualised by AM01 and LB02 in terms of school-based influences, which result from contrasting experiences at home. For example, AM01 commented that *“boundaries are something that the pupils we work with tend to just have in schools..”* Similarly, LB02 highlighted the discrepancy between the experiences of children and young people at home and whilst in school, by relating the learning of boundaries to the ways in which children and young people expect others to respond to their behaviour; *“here, because we set clear boundaries... I get the feeling at home mam will maybe’s shout a bit, sit them out for five minutes time out and then they get to do what they want again.”* In this way, the setting of boundaries is something which seems to be considered in terms of school-based influences only. In comparison, the learning of rules over time which guide the behaviour of children and young people are considered to be relatively less important (35:+2). This, in conjunction with the lesser degree of importance ascribed to the knowledge of available rewards in school (12:-3), could indicate that school rules and knowledge of rewards in school are less influential than the boundaries applied by staff in school, as this is an aspect of the home life of children and young people which factor 1 participants consider to be absent.

According to the factor 1 viewpoint, the ways that children and young people expect others to respond to their behaviour (36:+4) and their level of interest in the work set (22:+4) are thought to be significantly more important than the factor 2 or factor 3 viewpoints. In addition, their anticipation of failure during lessons (9:+4) and whether or not the work set in school is accessible, eg. appropriately differentiated (2:+4), were considered as being of a similar

degree of importance. These items relate to the thoughts of children and young people during lessons and their prospective engagement with the work which they are set. Again, items associated with learning and experiences within the classroom are more important considerations, when charged with the task of making sense of the behaviour of children and young people. A distinction is made between these items and other items relating to the thoughts of children and young people in school; the ways in which they think that their peers view their behaviour in school (10:-2), their knowledge of the rewards available to them in school (12:-3) and their thoughts about their past behaviour (56:-3). These items were identified as being less important than the accessibility of the work given to children and young people and their expectations relating to task failure and the reactions of adults. With regard to the latter issue, AM01 explained that children and young people may provoke reactions from adults, in addition to pre-empting their behaviour, "our pupils do tend to behave in a certain way to get a reaction from others, whether it's intentional or not, sometimes it's intentional, sometimes it's not, sometimes they just don't consider anybody else."

Other items associated with the thoughts of children and young people in relation to aspects of school were also considered to be relatively important, according to the factor 1 viewpoint. For example, the respect that they have for school staff (61:+3) and how safe they perceive themselves to be in school (26:+3) were ascribed a similar level of importance to their need to release their emotions (13:+3) and their own views of their abilities (16:+3). The latter item was judged to be significantly more important, when compared to the factor 2 and factor 3 viewpoints. It is worthy of comment that these items may be considered to be within child characteristics, which are intrinsic to or possessed by children and young people. In addition, staff awareness of the links between the children or young people's routines and patterns in their behaviour (47:+3) and the home-school relationship (60:+3) were ascribed a similar level of importance. It may be said that both of these items relate to the knowledge that school staff may have, regarding the experiences of children and young people at home, as opposed to the first-hand experiences of children and young people at home.

Although the amount of self discipline that children and young people have (41:+2) is considered to be marginally less important than other items which are associated with their perceptions and thoughts relating to aspects of their experience at school (see above), this item is considered to be significantly more important, according to the factor 1 viewpoint. In addition, whether or not children and young people have general learning difficulties (21:+2) is characteristically ascribed a comparable degree of importance. Their motivation to achieve (5:+2) and the rules that they have learned over time which guide their behaviour (35:+2) were deemed to be similarly important. When considered together, these may be interpreted as static or fixed within-child characteristics, which are worthy of consideration.

In terms of items relating to the characteristics or skills of adults, both the ability of school staff to see things from the perspective of children and young people (1:+2) and the parenting skills of their parents or carer (3:+2) were considered to share a similar degree of importance. Both of these items contrast with the more important roles which are assumed to be associated with teacher behaviours, such as the differentiation of work (making work accessible) and the setting and implementation of boundaries.

Although the mood of children and young people at any given time (4:+1) is located towards the centre of the least important-most important continuum, the Q analysis results indicate that this position is significantly closer to the most important extreme of the continuum, when compared with the factor 2 and factor 3 viewpoints. Whilst it may be said that the mood of children and young people may be considered to be transient and dependent upon immediate circumstances, both AM01 and LB02 explained mood in terms of the potentially negative effect of experiences at home, of which school staff are often unaware. AM01 stated that *"...again going back to the home issues you know and pupils can come in and you haven't got a clue, I mean I had a pupil this morning come in and normally he is on the ball, spot on, he came in this morning he was like argh you on my case you this, you that, and I was thinking I haven't said anything to you and off he went but I would bet my bottom dollar that there was something underlying there so I need to try and to make sense of that I've got to remember that there is something else*

there” whereas LB02 mentioned that “..you can tell when they come to the door if they’ve had a bad day or a bad night at home, and a good day or a good night, and that I think will sets the mood for them coming in, that will set the mood whether they are in a good mood and they want to work or whether they are in I don’t care, I don’t care I’m already in bother sort of mood.” Notably, the emotions of adults at home (20:+1) is ascribed a similar level of importance and it is likely that these items are construed as being linked. It seems that mood is more readily linked to experiences at home, as opposed to situational and contextual experiences in school. Items which retain a transient quality, for example, triggers within the immediate environment at any given time (31:+5) and how effectively teachers communicate task instructions (14:+5) were ascribed a notably higher level of importance.

Whether or not children and young people are able to recognise that being a bad person and displaying bad behaviour are not necessarily the same thing (25:+1) and the attempts of school staff to teach positive behaviour (30:0), are located characteristically centrally within the factor 1 viewpoint, relative to the factor 2 and 3 viewpoints. Alongside these items, a diagnosis of a developmental disorder, eg. ADHD or dyspraxia (62:0) is considered to be significantly less important, when compared to the factor 2 and factor 3 viewpoints. Interestingly, the factor 1 viewpoint discriminates between general learning difficulties (21:+2) and developmental disorders, (62:0), which are commonly termed specific learning difficulties within the Borough. It may be that general learning difficulties are considered to be fixed and innate characteristics which are more worthy of consideration (and more useful indicators of attainment) than disorders which, (implicit within their title) are deemed to be a product of development. Similarly, although the item relating to impulsivity was located relatively centrally (33:-1), it is typically considered to be a more important consideration, when compared to factor 2 and factor 3 viewpoints. Again, impulsivity may be contextualised as a characteristic intrinsic to children and young people.

Items relating to the home and family of children and young people are a clearly identifiable aspect of the factor 1 viewpoint and the majority of items associated with these domains are considered to be significantly less

important than other factor viewpoints. For example, the absence of a male role model at home (24:-4) and parental separation (55:-4) are deemed to be significantly less important than by the factor 2 or the factor 3 viewpoint. Both AM01 and LB02 suggest that parental separation (55:-4) may be a “relief” for some children and young people and AM01 elaborates on this in terms of its impact on their behaviour; *“sometimes I think that’s maybe a bit of an excuse as to other issues because sometimes parental separation in a lot of cases with the young people I work with, it can be a relief rather than a problem.”* Generally, factor 1 participants tend to ascribe greater importance to the presence of a male role model in school (23:-2), as opposed to the absence of a male role model at home (24:-4). Again, this serves to reinforce the emphasis placed on school-based influences as important sources of information, when making sense of the behaviour of children and young people.

According to the factor 1 viewpoint, the level of parents’ or carer’s education (52:-4) is associated with a comparable degree of importance to children and young people’s negative experiences of adoption (48:-4). However, children and young people’s negative experiences of adoption is considered to be significantly less important than by the factor 2 or the factor 3 viewpoints. Whether or not children and young people have had a bad start in life (38:-4) was considered to be similarly less important and it seems that this is due to an assumption that this may be a non-deterministic issue, and that children and young people are able to recover from early negative experiences. According to AM01, *“...once you get to secondary and you know key stage four especially they’re their own person and they make their own decisions and you know, no matter what start in life they can focus and they can be motivated to do better.”* In the same way, LB02 explained that *“..children are resilient and they can overcome, they have choices, they can they can do what they see to other people or they can make a choice and say I’m not gonna let that happen again, and I’m not gonna let that happen to my kids, I don’t want to live like that anymore and I think some children can have that choice, they can they do know right and wrong...”*

Similarly, although exposure to negative behaviour at home was considered to be highly important, (19:+4) less importance was attached to this item, when compared to the factor 2 and the factor 3 viewpoints. Interestingly, it appears that past negative experiences associated with school (64:0) are considered to be more important than a range of past negative experiences associated with the home and family. Again, information associated with the place of work (school), which is perhaps more readily available to participants, is privileged and judged to be more worthy of consideration.

In summary, the researcher's interpretation of factor 1 is such that it represents a view which generally privileges the importance of within child influences and situational learning and classroom-based influences as being relatively more important, when making sense of the behaviour of children and young people. Influences associated with the first hand experiences of children and young people, with regard to home and family influences, are considered to be among the least important influences, as children are able to recover from negative experiences earlier in life.

Factor 2 interpretation

It is highly important to bear in mind the experiences which adults create for children at home. Adults behave in a way which reflects their own experiences and views and children and young people have separate experiences at home, compared to school. The role of adults in school is a less significant consideration, as are the perceptions and characteristics of children and young people themselves.

Factor 2 has an eigenvalue of 2.07 and explains 10% of the variance within the study. Four participants based within M provision were linked to this factor, three of whom are female staff, and one of whom is a male member of staff. The professional roles of these participants include:

- Special Educational Needs Coordinator
- Student Welfare Leader. Previous roles include; Learning Mentor – Youth and Community (22 years).
- Faculty Director for Extended Support and Inclusion. Previous roles include; Head of Department, Special Educational Needs Coordinator, Home- School liaison, class teacher.
- Dance Teacher and Mental Health Coordinator.

In contrast to the factor 1 viewpoint, the factor 2 viewpoint generally ascribes a greater degree of importance to a range of influences relating to the home and family, when compared with a variety of other items. This was echoed by the thoughts of MG02; *“My belief is that the most important support and the thing that matters the most is family and home life.”*

According to the factor 2 viewpoint, the most important issues appear to be; parenting skills (3:+5), exposure to negative behaviour at home (19:+5), the emotions of adults at home (20:+5) and the quality of the relationship between children and young people and their parents or carer (42:+5). These issues represent a combination of the direct experiences of children and young people (ie. their exposure to negative behaviour and their engagement with their parents or carers) and influences which relate to the skills and emotions of adults at home, which may affect them in an indirect way. Additional indirect influences which are specific to adults at home, such as

parental views about school (6:+4) and parental experiences whilst growing up (18:+4) are also deemed to be highly important. Parental participation in educational activities with children and young people at home (7:+4) is a further example of the ways in which parents interact with children and young people directly are thought to be considerably important, according to the factor 2 viewpoint. It seems that both the direct and indirect influences exerted by adults are indiscriminate in terms of their importance when school staff attempt to make sense of the behaviour of children and young people. According to MG02, parents' own experiences whilst growing up may be associated with their experiences in school; *"...if I get a child who comes and are sort of being bullied and then you get to speak to the parent, more often than not they have had a bad experience at school and it rubs off on the child and their fears onto the children..."*. This may then be related to parental views about school and the likelihood that they will engage in educational activities with children and young people at home.

Parenting skills (3:+5) and the learning of boundaries (54:+4) are closely linked within the factor 2 viewpoint, as described by MG02; *"when you work with children the boundaries have got to be put in place, if you get a child who has been up all night on an X-Box and are tired and the parents saying I don't know what to do I cannot cope, what shall I do I cannot cope, they haven't got the skills, the parenting skills themselves to parent the child."* Here, it seems that MG02 refers directly to the link between an absence of boundaries, parenting skills and the ability to "cope" as a parent.

When compared with the factor 1 viewpoint, the factor 2 viewpoint ascribes a greater degree of importance to parental separation (55:+3). MG02 expressed her view that, *"children find it very difficult to cope with being, even if they are from a very abusive household, children want to be with their family, regardless of what happens, I've found that, was for looked after children, they don't fare too good."* Further issues related to the family structure which are ascribed a relatively higher degree of importance by the factor 2 viewpoint are the absence of a male role model at home (24:+3) and the development of a child or young person within a single parent home (44:+2). In addition, the experiences of children and young people at home

which are associated with these items may be likely to be linked to their need to release the emotions which they are experiencing and their consequent need to communicate (46:+2). Similarly, the ways in which children and young people express their emotions through their behaviour may be interlinked with the ways in which they think that their peers view their behaviour in school (10:+2). For example, externalising behaviours may serve to elevate their status and dominance within their peer group. These issues are considered alongside staff awareness regarding the routines of children and young people and patterns in their behaviour (47:+2). This is consistent with the notion that the behaviour exhibited by children and young people is shaped in significant ways during their development, by their negative experiences associated with adults at home. This is corroborated by a considerably high level of importance ascribed to a diagnosis of a *developmental* disorder such as ADHD or Dyspraxia (62:+3) and the rules which they have learned over time (35:+3). Similarly, MG02 emphasises the importance of adults' understanding of the strengths possessed by children and young people (49:+3) during their development; *"they know the strong points, they nurture the child, encourage."*

In contrast, items relating to the development of children and young people such as changes in areas of need with age (65:+1) and negative experiences of adoption (48:+1) assume a lesser degree of importance. However, the relative importance placed on these items is greater than that associated with the factor 1 and factor 3 viewpoints, which supports the interpretation that factor 2 participants tend to make sense of the behaviour of children and young people more in terms of the influences of key adults within their development.

In conjunction with the emotional impact of negative parental behaviour on children and young people, it is considered relatively important to contemplate the attempts of children and young people to adjust between the home and school environments (63:+2). More specifically, MG02 referred to the need of children and young people to separate and dichotomise home and school as separate systems; *"children find it important that they can separate both...I've had some kids who are horrendous at home but fine in*

school and the opposite way and it does have an impact and the parents say they are no bother, its finding a happy medium for the child.”

In general, a relatively low level of importance is attached to the actions and responsibilities of school staff. Apart from the ability of school staff to see things from the perspective of children and young people (1:+4) and their understanding of the strengths of children and young people (49:+3). Interestingly, although these items are relatively person-centred, ie. they require a focus and understanding of individual experiences, empathy towards children and young people shown by a key member of staff (8:-2) is considered to be significantly less important, when compared to the factor 1 and the factor 3 viewpoints. It may be that, the language associated with this item may be at least partially attributable to this effect and that factor 2 participants whose roles focus more specifically on emotional wellbeing within M provision, consider this to be central to the role of many staff, as opposed to one key member of staff. Similarly, staff behaviours which are indicative of teaching and learning are also considered to be less important, for example, the attempts of school staff to teach positive behaviour (30:-2) and how effectively school staff are able to communicate task instructions (14:-3). A further illustration of the greater importance associated with experiences at home, as opposed to protective or supportive aspects of school experiences, is the contrasting importance ascribed to the presence of a male role model in school (23:-2) and the absence of a male role model at home (24:+3).

Negative experiences at home and their impact upon emotional wellbeing permeate MG02's reasoning associated with using school and classroom based items to make sense of the behaviour of children and young people. For example, when asked about children and young people's view of their own abilities (16:-4), MG02 explained that, *“It depends on what they feel is important to them really, you know if they prioritise home as being their important thing, school is gonna be the last priority to them.”* In a similar way, a child or young person may be less motivated by their knowledge of the rewards available to them in school (12:-4), if they are concerned about the emotions of adults at home (20:+5), for example. According to MG02, *“you*

get a child who comes to school and they might kick off because they want to get back home to make sure their parent's ok I think, you know, if they suffer from depression or domestic violence, you may get someone who wants to be at home with their mum in case there is any form of domestic violence, so that they can try to protect them" Therefore, it may be that a child or young person's concern for the safety of a parent may be more worthy of consideration for staff, than the extent to which they themselves feel safe in school (26:-2).

In conjunction with the level of interest that children and young people have in the work which they are set, (22:-5), MG02 commented that, *"a child needs to be happy, safe and content and they'll learn, they'll learn appropriately and they will achieve what they need to achieve."* In this way, the physical features of the learning environment are considered to be of little consequence (32:-5), according to the factor 2 viewpoint in particular. In addition to the knowledge of children and young people relating to the rewards available to them in school (12:-4) and their views of their own abilities (16:-4), a cluster of dispositional characteristics or thoughts intrinsic to children and young people are considered to be of a similar level of importance. The ways in which children and young people expect others to respond to their behaviour (36:-4) is assumed to be significantly less important, when compared to the factor 1 and the factor 3 viewpoints and personality clashes (37:-4) and the level of impulsivity (33:-4) intrinsic to children and young people are considered to be of a similar level of importance.

In summary, the factor 2 viewpoint attaches a high level of importance to the experiences of children within the home and family. More specifically, the negative developmental experiences of children and young people within the family home are important considerations as influences which shape their behaviour. It seems that Factor 2 participants perceive the roles and actions of school staff (in conjunction with teaching and learning in particular) to be less worthy of consideration than influences within the home system.

Generally, the characteristics, dispositions and thoughts of children and young people are not considered to be as important as the prospective impact that adults at home may have on these.

Factor 3 interpretation

School staff play a key role in, and have a responsibility to, influence the behavior of children and young people in a positive way. This includes behaving as role models to develop their social skills. In particular, staff should employ a holistic and an individualistic approach to understanding the experiences of each child and young person with whom they work, in addition to considering whether their basic needs are being met. The thoughts and motivations of children and young people fluctuate over time according to their experiences and staff should take account of this when making sense of their behaviour. The most important ways in which adults at home can influence the behaviour of children and young people are dependent upon the quality of their interactions with them.

Factor 3 has an eigenvalue of 2.16 and explains 10% of the variance within the study. Five participants were linked to this factor, representing provisions S, M, A and G. Four of these participants are female and the remaining male participant is a member of staff working within A provision. The professional roles of these participants are as follows:

- Director of Curriculum Interventions. Previous roles include; teacher, head of department, work within behaviour units.
- Achievement Guide
- Student Welfare Leader. Previous roles include; behaviour mentor, teaching assistant, youth offending mentor.
- Sports Development Officer
- Deputy Headteacher. Previous roles include; Senior Teacher of Science, Designated Teacher for Child Protection and Looked After Children.

A high level of importance is ascribed to the responsibilities, actions and skills of school staff. For example, the importance of knowing and understanding children and young people as individuals is emphasised, by, for example, seeing things from their perspective. GL04 emphasises the role of school staff in this regard; “..you are not going to get that generally until you have really worked with them and you have built up something...” MS04 also suggests that the ability of school staff to see things from the

perspective of children and young people (1:+3) requires a holistic and an individualistic approach, which is something that is reflected by the organisational structure within M provision ; *“...so we do highlight from the beginning and the whole way our school works, having welfare leaders and raising achievement, we work with both sides of it which I think is important and it’s just keeping it right and having the people on board as a school team to make things work for the child.”*

Empathy shown towards children and young people by a key member of school staff is identified as being an important consideration, when attempting to make sense of behaviour (8:+3). AD02 identifies that school staff may modify their behaviour towards children and young people, in consideration of their experiences at home. GL04 also describes that it is important to account for the ways in which children and young people experience empathy, and the potentially detrimental effect of exhibiting sympathetic behaviour towards children and young people; *“they don’t want people to feel sorry for them because they’ve seen it they don’t like it, it makes them feel small...., it makes them feel where people have called them scruffy, dirty whatever the mums and dads they haven’t had a choice in how they’ve been brought up so far, it hasn’t been in their control and you’ve got to have empathy to understand that.”*

This individualistic approach (implied by viewpoint 3) may be used by staff in order to continue to understand the experiences of children and young people on a continual basis. This is also encapsulated by the significantly high importance ascribed to whether or not children and young people are able to understand that displaying bad behaviour does not necessarily mean that they are a bad person (25:+5). In addition, the awareness of school staff in terms of detecting patterns between the routines of children and young people and patterns in their behaviour is also deemed to be worthy of consideration (47:+2).

With regard to more direct input offered by school staff, their attempts to teach positive behaviour (30:+5) was linked to role modelling by interviewed

participants. Both MS04 and GL04 apply the concept of role modelling, implemented by school staff, to the consideration of poor peer relationships within school (45:+4). Within this context, role modelling is a means by which school staff can affect positive change. GL04 describes the importance of the role of school staff with regard to changing poor peer relationships; *“you know where you are in the break room you have a chance to play pool and whatever and the staff, it’s always the same staff and the mixing and its relationship building for the staff and we are all getting together and we are doing stuff, so there it’s really important for improving social skills.”* According to MS04, *“I think that’s a lot to do with not only the pupils, the staff as well, I think if you look at staff peer relationships we are role models to the students and it’s a big thing that students say all the time and they don’t miss anything...”* In relation to the role of school staff, the factor 3 viewpoint ascribed a greater degree of importance than other factor viewpoints to how effective school staff consider themselves to be (39:0). Comments made by GL04 suggest a strong sense of staff identity within G provision, associated with the roles and efficacy of staff (all of whom work with pupils with BESDs); *“we all muck in we work as a team we all have each other’s back and we are all supposed to be here for the common good and it’s a difficult job, you don’t come into this kind of place for the money or something ridiculous like that, right, you have got to be of an ilk.”*

In addition, general learning difficulties, (21:+4), a diagnosis of a developmental disorder (62:+5) and the developmental stage at which a child or young person is considered to be (66:+3) are also deemed to be more important. It seems that interviewees associated with the factor 3 viewpoint construed developmental disorders in terms of understanding what this means to individual children and young people and their parents, as opposed to identifying such disorders as barriers to learning and static, within child issues. MS04 describes the importance of working together with parents to understand the behaviour of individual children and young people and the support which school may offer to parents. In contrast, AD02 and GL04 suggest that a diagnosis of a developmental disorder may be used by

parents and children alike as an excuse for challenging behaviour and financial gain respectively.

Generally, the factor 3 viewpoint attaches less importance to home and family- based items. However, both the exposure of children and young people to negative behaviour at home (19:+5) and the parenting skills of parents or carers (3:+3) were exceptions. A recurring theme in the responses of MS04, associated with the level of parents' or carer's education (52:-5) and parental illness (58:0) is the support available to parents. In particular, MS04 comments on the capacity of school staff to support the development of emotional resilience during times of parental illness; *"I think there's a lot of support out there it's just and with the support within school you can help to guide and we working on resilience, so I think if we can support the child with the resilience, it doesn't matter what happens in life we can move forward with it and support it, that works well in this school, we have a lot of carers, you know, young carers who have to look after their parents, so I think it works it's not really the worst or most important we can make it work.."* Similarly, AD02 emphasises the compensatory role adopted by school staff; *"I think some of our pupils probably hang onto certain members of staff as a sort of extension of what they should be getting at home you know."*

It seems that, staff who adhere to viewpoint 3 to a greater extent, are more likely to consider the needs of children and young people, within the context of the ways in which they experience the world. For example, these staff are more attuned to the basic needs of children and young people to feel safe in school (26:+4), in addition to their experiences of deprivation, eg. poverty (43:+2). Further salient concerns relating to the negative experiences of children and young people were identified in terms of their anticipation of experiencing failure during lessons (9:+3). The need of children and young people to communicate (46:+4) and their need to release the emotions which they experience (13:+2), are also issues which are regarded as being notably worthy of consideration, in conjunction with the role of adults in understanding individual children and young people. In contrast, these aspects of the needs and perceptions of children and young people seem to be attributed with a higher level of importance when compared with some

dispositional characteristics, such as; their motivation to achieve (5:+1), their own views of their abilities (16:0), their intention to behave in a challenging way (27:0), and their level of interest in the work set (22:+1). Data gathered during interviews suggested that a lesser degree of importance was ascribed to these, as they were not considered to be fixed or static. According to AD02, the fluid and dynamic nature of these constructs may be observed with regard to their tendency to fluctuate over time; *“Certain pupils behaviours tend to fluctuate throughout the day/week. So some statements relate to pupils at different times during the school day/week.”* A similar explanation of “...it depends” was given by GL04 to explain why she tended to place these towards the middle of the distribution.

Comments made by GL04 also serve to reinforce that staff continually make sense of the behaviour of children and young people based on daily experiences, as their understanding of the thoughts and views of individuals continues to evolve; *“I think you have to, we wipe the slate clean in here – we give out feedback that we have received from other places but we never have it set in stone, it’s not allowed we don’t have the staff who think that way... we are not condemning every day’s a fresh start, we will work, we look at the pastoral side far more than the academic side first because otherwise we can’t reach them academically...”* It is likely that this is the reason for the characteristically low level of importance attributed to the consideration that the needs of children and young people change with age (65:-3), given that factor 3 participants retain a focus on the developmental trajectories of individuals (66:+3), as opposed to broader understandings of need associated with age. In consideration of this, the credence given to the consideration of a single cause which is at the root of behaviour (57:+4) seems contradictory. However, MS04 interprets such a single cause as a particularly salient aspect of the life of a child or young person at any time, such as the death of a family member. In contrast, AD02 explains that he construes a single cause to mean the combination of a multitude of influences, which produces observable behaviour. Both interpretations serve to reinforce the importance of understanding children and young people as individuals.

Within viewpoint 3, a greater degree of importance was ascribed to the behaviour and skills of parents and carers which will impact directly on children and young people. For example; their exposure to negative behaviour at home (19:+5), the parenting skills of their parent or carer (3:+3), and the quality of their relationship with their parents or carer (42:+2). Conversely, less important influences which may exert an indirect effect on the behaviour of children and young people, predominantly reflect the family structure and the thoughts and (past) experiences of parents and carers. For example; parental illness (58:0), the emotions of adults at home (20:-1), their parents' or carer's views about school (6:-2), the absence of a male role model at home (24:-1), their parents' or carer's own experiences whilst growing up (18:-4), and growing up in a single parent home (44:-4).

In terms of the life experiences of children and young people, a bad start in life (38:-2) and negative experiences of adoption (48:-1) are not perceived as major deterministic considerations, compared to parental separation (55:+2). This suggests that a greater degree of importance is ascribed to a change in family structure, experienced by children and young people.

In summary, it seems as if the factor 3 viewpoint is guided strongly by the roles and responsibilities of school staff and their capacity to provide support and effect positive change. In particular, they seek to understand children and young people, in a holistic way, as individuals who require adults to see things from their point of view and to provide positive role modelling. There is a perceived need to understand behaviour and its influences as both dynamic and subject to fluctuation, based on a range of influences specific to home and school.

Chapter 6: Discussion

As described within the Introduction and Critical Literature Review chapters, the aims of the current research were associated with employing a flexible and exploratory approach to the emergent data, in order to examine:

- The views of a specific subset of school staff within a North-East of England Borough, relative to one another, regarding the ways in which they make sense of the behaviour of children and young people.
- Areas of convergence and divergence across the emergent views.

Q analysis indicated that there was a high level of congruence between the views associated with factor 3 and both factor 1 and factor 2 viewpoints (or, according to Stephenson, (1965), social narratives) respectively. However, the relatively low amount of study variance explained by the three factor solution suggests that, although there are empirically detectable areas of overlap, on the whole, the views expressed by individual participants shared a modest degree of relatedness.

It is the researcher's view that, the decision to adopt a three factor solution has enabled meaningful areas of convergence and divergence to be detected, and the meaning ascribed to these within the factor interpretations provides an insight into the location of the emergent viewpoints in social space. It should be acknowledged that it is beyond the scope of this chapter to outline and discuss all areas of convergence and divergence between the emergent views and the social perspectives (Stephenson, 1965) which they are assumed to represent. Consistent with the central role of the researcher within Q methodological processes, the points which are discussed were selected subjectively, due to the researcher's perception of their particular salience. The merits and limitations of the current research will be discussed, in addition to the research quality criteria outlined within Chapter 3. Finally, findings will be related to EP practice and recommendations will be made,

associated with the ways in which findings may inform future practice in the field, and research.

The main themes which appear central to each viewpoint will now be compared and discussed, in order to elucidate the social perspective associated with each. From this point forward, the following definitions will be adopted:

- *Viewpoint (1, 2 or 3)*; the view which is represented by the emergent factor (1, 2 or 3). The term viewpoint has been used synonymously with the term social narrative throughout this research.
- *Social Perspective (Webler, Danielson & Tuler, 2009) (1,2 or 3)*; the factor interpretation and meanings ascribed to viewpoint (1, 2 or 3).

The role of parents and home

It is evident within Chapter 5, that viewpoint 1 is characterised by a tendency to judge influences associated with the home and parents as being worthy of less consideration, than a range of other issues, when making sense of the behaviour of children and young people. An example of this is the lesser degree of importance placed on the family structure and changes to the family structure. However, in accordance with Pianta and Walsh's description of the Cultural Deficit Model (1996), the meanings attached to the learning of boundaries and negative moods experienced by children and young people in school are consistent with an ascription of blame to parents. This provides an interesting contrast to the construction of mood by factor 3 participants, who consider it to be a transient artefact of contexts and situations. This ascription of blame is also evident in the positive way in which parental separation is construed by participants, whose views mapped more closely onto viewpoint 1. From a factor 2 viewpoint, this seems counterintuitive, however, the term "relief" was used by two factor 1 interviewees to describe the parental separation as the cessation of a stressful period of time for children and young people. Although it was not the aim of this study to

explore the ways in which linguistic devices may be employed to construct meaning, it is possible that this may be part of an interpretive repertoire (see Potter and Wetherell, 1987) which may be worthy of investigation. The positive meaning attached to parental separation is also contrary to the findings of Miller (1995), who identified parental separation as a potential “cause” of challenging behaviour, and something which seemed unrelated to perceived improvements in misbehaviour. According to viewpoint 1, the role of parents and family is comparatively less important, in addition to representing a potentially negative influence on the observable behaviour of children and young people in school.

Similarly, social perspective 2 is consistent with the Cultural Deficit Model (outlined by Pianta and Walsh, 1996). However, it could be said that this discourse is more evident, given that a range of behaviours and characteristics associated with parents, carers and the family structure are considered to be highly important sources of information by factor 2 participants. Qualitative data suggests that discourses associated with social perspective 2 are likely to be dominated by the negative experiences of children and young people, relating to parents and the home. Within the social perspective, these negative experiences and influences shape children and young people (as passive agents) and they are closely linked to the observable behaviour in school witnessed by staff. This is consistent with the findings of Soodak and Podell (1994), Ho (2004) and Bibou-Nakou (2000). Within the context of viewpoint 2, the significant importance ascribed to home-based and parental influences should be juxtaposed with the relatively limited importance of influences associated with the role of school staff and learning, when attempting to make sense of the behaviour of children and young people. This is a distinctive characteristic of the viewpoint which will be discussed in further detail in the following section.

In contrast to both viewpoint 1 and viewpoint 2, a subtle distinction distinguishes viewpoint 3. Influences which are more associated with the engagement of parents with children and young people themselves are considered to be most worthy of consideration, when compared to aspects of

parents' own experiences. However, interview data suggests that aspects of parental influence which are considered more important are also ascribed a negative meaning, ie. the absence of positive interactions with parents at home. Again, the Cultural Deficit Model (outlined by Pianta and Walsh, 1996) is applicable, as this is suggestive of blame ascribed to parents as primary caregivers, who meet the needs of children and young people inadequately. As outlined in the above paragraph, viewpoint 2 is characterised by the ways in which the importance of influences at home are used as a frame of reference to understand the role of school staff. This is also true of viewpoint 3, although the role of school staff is deemed to be supportive and compensatory, in consideration of important influences at home.

In summary, there is evidence of discourse consistent with the Cultural Deficit Model (see Pianta and Walsh, 1996), which permeates all three social perspectives. However, there are stark differences in the ways in which this is interleaved with the role of school staff.

The role of school staff

As discussed within the preceding section, according to viewpoint 1, the behaviour and experiences of parents are generally less worthy of consideration, compared to factor 2 and factor 3 viewpoints, when making sense of the behaviour of children and young people. More specifically, social perspective 1 privileges the perspectives and awareness of school staff, relating to the experiences of children and young people at home, compared to the first hand experiences of children and young people themselves. In addition, social perspective 1 elevates the position of school staff, in terms of the implementation of boundaries and the differentiation of work. This is in contrast to social perspective 3, central to which is the responsibility of staff to exhibit role modelling behaviours and to consider the impact of the experiences of individual children and young people on their thoughts and understanding. It seems that, relative to other viewpoints, factor 1 favours influences which are discernible from classroom and school based

experiences, of which the staff themselves are a part. This is similar to the findings of Aldrich and Martens (1993), which suggest that staff are likely to make sense of the behaviour of children and young people in terms of information relating to experiences in school, if this is the information which is readily available to them.

Viewpoint 2 places a relatively low level of importance on the actions and responsibilities of school staff. When this is understood in conjunction with the importance ascribed to the behaviour and experiences of adults at home, this may be suggestive of a degree of learned helplessness (see Miller and Norman 1979). According to the model proposed by Miller and Norman (1979), it may be that staff whose views map more closely onto viewpoint 2, regularly experience learned helplessness in relation to their roles within M provision specifically. Their roles retain a focus on promoting the emotional wellbeing of pupils, which, based on the experiences of these mainstream staff with a large number of pupils, is deemed to be frequently compromised by negative experiences at home.

The roles and responsibilities of school staff, which are central to viewpoint 3, were alluded to above, in comparison with viewpoint 1. To reiterate, social perspective 3 privileges the capacity of staff to effect positive change within the lives of children and young people, by role modelling and understanding the transient influences on the behaviour of individuals. The responsibility of staff to provide support across a several domains was salient and this issue was raised in response to parental illness, developing positive peer relationships and fostering a sense of self-worth in children and young people. In contrast to social perspective 2, a sense of professional self efficacy emerged from social perspective 3. This is paralleled by a desire to adopt a holistic approach to support individuals, similar to the desires expressed by participants in a study of teacher attributions, undertaken by Poulou and Norwich (2000).

The role of children and young people

There is a notable contrast between social perspective 1 and social perspective 2, in terms of the ways in which children and young people are considered to possess a sense of agency and responsibility within their own lives. With regard to social perspective 1, the thoughts and characteristics of children and young people are embedded within the context of learning opportunities and experiences within the classroom. Negative experiences earlier in life are considered to be of less consequence and interview data suggested that, irrespective of these, children and young people are assumed to be in a position to make informed choices and to become more motivated to achieve. In this way, children and young people are viewed as having a sense of independence and social morality which is separable from their experiences, and, therefore their behaviour is best explained in terms of their responses to transient and situational influences. In contrast, social perspective 2 construes children and young people as passive products of their experiences at home, which exert a mediating effect on their emotions, and, which, in turn, influence their observable behaviour within school.

Constructs which may otherwise be considered to be relatively stable and intrinsic to children and young people themselves (for example, motivation to achieve, self discipline and the need for attention) were given less credence by participants whose views were more similar to viewpoint 3. This is due to their assumed properties as dynamic and fluid constructs which are susceptible to change over time. Similarly, general learning difficulties and developmental disorders were construed in terms of the ways in which parents and children and young people themselves make sense of these constructs, as opposed to their existence as enduring characteristics. Social perspective 3 contrasts with social perspective 2 in terms of the construal of experiences early in life to be non-deterministic and therefore exerting little influence upon behaviour. In contrast, social perspective 2 seems applicable to a wider discourse, described by Macleod (2006). According to Macleod, some children who exhibit challenging behaviour are labelled “sad” as they are constructed by school staff as blameless victims of circumstances outside of their control.

The preceding sections serve the purpose of describing the main areas of convergence and divergence within the social perspectives which have emerged from the current research. However, consistent with the principles of holism, these areas are linked and the ways in which they interrelate is what characterises each social perspective. These social perspectives will now be scrutinised, in terms of the implicit power imbalances which may be inferred.

Power imbalances within the emergent social perspectives

Wright (2009) argues that teachers' understanding of the behaviour of children and young people is generally restricted to their knowledge of the behaviourist principles associated with behaviour management. It could be argued that social perspective 1 is more closely associated with this construal, as the dominant issues are interpreted as the engagement of children and young people in learning opportunities and implementation of boundaries by school staff. As suggested by interview discourses, this is achieved by adopting an authoritarian approach to setting boundaries as parameters within which children and young people are expected to behave, so as to control their behaviour. This may be said to maintain the commonly understood teacher-child power imbalance. However, Wright (2009) offers an interesting and paradoxical argument in terms of the ways in which pupils may project their emotions in a way which affects school staff:

“These professionals may not have learned that the feelings they have in response to their pupils’ behaviours- of loss of control, stupidity, anxiety, stress and panic - are all feelings “given” to them by the pupils who find these feelings unbearable.” (Wright, 2009, p.283)

In their current role as a Trainee EP, this is a situation which seems familiar to the researcher, and, which is commonly referred to as a power struggle by

school staff in the field. With this in mind, it is considered appropriate to emphasise the care which should be taken by practicing EPs, to ensure that their involvement does not result in a further power imbalance, namely, privileging the views of EP's due to their construal as an expert who is able to fix such situations. This issue is also relevant to social perspective 2, although the most obvious implicit power imbalance here seems to be between school staff and parents. During the researcher's interview with MG02, the meanings attached to constructs such as parenting skills, the setting of boundaries and the capacity of parents to cope, seemed highly related, which suggests that there may be further assumptions based on these constructs and the effectiveness of parents which underlie this viewpoint. Similarly, Lyons and O' Connor (2006) reported that teachers strongly associated pupil misbehaviour with standards and expectations at home, in addition to differences in values held by teachers and parents. Although the authors reported that the interviewed teachers emphasised that the values of teachers and parents were different in only a minority of cases, this issue tended to dominate the teachers' discourse, relating to the causes of misbehaviour. Interestingly, the teachers' claims relating to a difference in values were not corroborated during interviews with parents and this serves to illustrate the ways in which the voices of parents may be marginalised, based on the discourse created by school staff. The social perspectives which emerged from the current research are all arguably relevant to a wider discourse which is consistent with the Cultural Deficit Model (as described by Pianta and Walsh, 1996), given that the efficacy of parents also tended to dominate the interview discourse.

It is the researcher's impression that there seems to be less of an obvious power imbalance associated with social perspective 3. This is reflected by the dominant social learning paradigm which seems to permeate constructions of the role of school staff, as opposed to the operant behaviourist approach to modifying behaviour which seems applicable to social perspective 1. However, as described above, interview data suggested a discourse consistent with the Cultural Deficit Model and, again this presents a danger in terms of the marginalisation of parents' voices.

Mowat (2010) describes the effectiveness of an interpersonal and individualistic approach to the social and emotional development of young people, which is based on respectful relationships between staff and individual pupils. This seems consistent with the approaches described by staff whose views more closely adhere to social perspective 3, and it may be that the practices described by Mowat (2010) are similar to those employed within G provision. In terms of addressing the marginalisation of parental voices, an adapted version of this intervention may take into account the need for parents to be part of the processes of developing a shared understanding of each child's social and emotional development.

With the above in mind, the revised version of the invidious triangle (Pianta & Walsh, 1996), shown in *Figure 11* may be used to encapsulate the discourses relating to the ways in which the behaviour of children and young people is understood. It may be that, by acknowledging these and helping others to become aware of these, EPs may be able to contribute to reducing tendencies to ascribe blame and marginalise the voices of others.

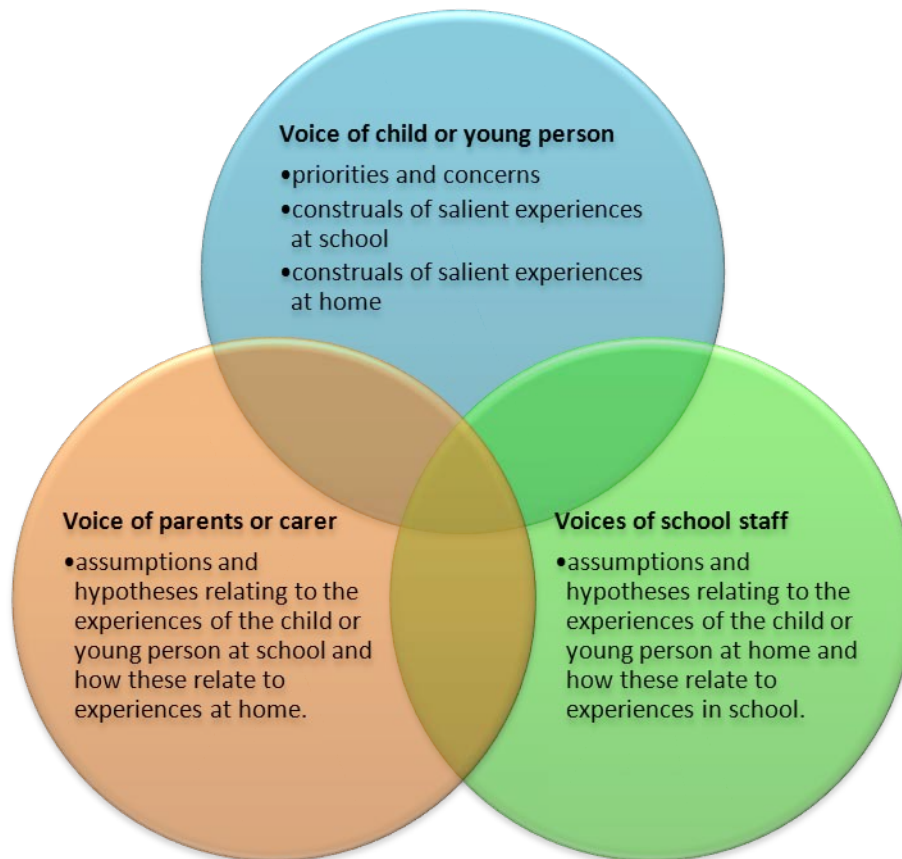


Figure 11; A proposed alternative to the invidious triangle (Pianta and Walsh, 1996) showing key discourses associated with making sense of the behaviour of children and young people, which may be useful for EPs to consider.

The role of the researcher

As described by Haig (2005) Q is an abductive methodology, central to which are the views of the researcher. In the current study, the factor solution and the development of factor interpretations are inextricably linked to the researcher's role as a practicing Trainee EP within the Borough. So that these processes were as transparent as possible, the researcher completed the Q sort in advance of the main phase of data collection, before completing a Q analysis on both the researcher's Q data and the Q data generated by the 21 participants. The full output relating to this analysis may be found in

Appendix XIV. Due to restrictions associated with the length of this thesis, a decision was taken not to include these data within the previous chapter, with a view to discussing the implications within this section.

Within the 3 factor solution generated, it can be seen that the researcher's view is more highly associated with factor 2. Observations of the data indicate that many of the aspects of viewpoint 2 within the original data analysis are still relevant and that the influences associated with parents and the home are key issues.

The researcher acknowledges that this process was enlightening and provoked much reflective thought in terms of the ways in which the view expressed is connected to making sense of the behaviour of children and young people in practice. According to the researcher's view, parents and influences at home seem to be privileged above many items associated with learning needs and the role, thoughts and behaviour of school staff. This has a variety of implications, with regard to the researcher's own practice as a Trainee EP. More specifically, it is interesting to consider the possibility that the researcher may construe experiences in a way which is consistent with social perspective 2. In particular, the notion of experiencing a sense of helplessness or powerlessness associated with some casework is familiar, given the often entrenched nature of the problems which are experienced by children, young people and their families.

In conjunction with the above discussion relating to the marginalised voice of parents, it would make sense for the researcher to change their practice accordingly, in a way which maximises opportunities to elicit the voices of parents and key adults within the lives of children and young people, other than school staff. This may mean adopting a change in working styles and a shift towards working in alternative community based settings which may provide more access to families and afford opportunities to engage them in the work undertaken.

It can be seen from the correlations between factor scores generated by this analysis that the addition of the researcher's Q sort has increased the interrelatedness between factors, ie. all three factors are significantly related

at a statistical level. In consideration of this, the exploration of the ways in which staff make sense of the behaviour of children and young people may be problematized; a large degree of overlap between views represented by each factor may be indicative of the potentially nebulous variety of ways in which influences relating to the understanding of the behaviour of children and young people may be construed. More specifically, given that views are transient, they may be constructed and reconstructed at different points in time, when they will be subject to changing personal experiences and specific experiences in the workplace associated with individual children and young people.

Research quality criteria and limitations

Quality criteria described by Lincoln and Guba (1986) and Morrow (2005) were outlined within the Methodology and Procedures chapter and these will be discussed in relation to the effectiveness of the current research, in terms of making a contribution to the existing relevant body of knowledge.

Trustworthiness

The overarching trustworthiness criterion includes a range of composite criteria which are outlined within *Table 2*.

Credibility

Credibility was maximised by sharing decisions made before finalising the factor solution and decisions taken with regard to factor interpretation with academic staff from the University of Sheffield, in addition to the researcher's supervisor within the Educational Psychology Service. Crib sheets (see Appendices *X*, *XI* and *XII*), which documented the researcher's thoughts during factor interpretation were also scrutinised by the above professionals. These checks suggested that both the factor solution and the researcher's interpretations of factors were reasonable and that the issues identified were salient and worthy of comment. As documented within *Table 2*, the

researcher questioned the explanations provided by interviewees on more than one occasion (as deemed necessary), to ensure that the meanings ascribed to constructs, and consequently, viewpoints, during the factor interpretation process, were informed by shared understandings.

Transferability

The transferability criterion was satisfied by providing a detailed description of the rationales and processes associated with analysis and factor interpretation, so that readers are able to appreciate and understand the meanings ascribed to the emergent viewpoints by the researcher. Given the transient nature of views as objects of thought, and the role of the researcher in interpreting the social perspectives, the current findings are not widely generalisable to any general population. However, it is hoped that the social perspectives which emerged are at least broadly applicable to the settings within which the research was conducted. As discussed earlier in this chapter, the social perspectives are likely to overlap with the wider discourse associated with a range of constructs, for example, the importance of considering the role of parents when making sense of the behaviour of children and young people. In this regard, it is hoped that the current research is recognisable in terms of its applicability and relevance to these wider discourses.

Dependability and confirmability

As described above, the peer checking process did not highlight any barriers to the researcher's reasoning being understood by readers. In addition, the use and inclusion of crib sheets, results tables, interview transcripts and the application of first cycle coding methods to interview data served to highlight aspects of data which the researcher considered to be most salient at various stages in the research process. The role of the researcher within the current study has also been explained with regard to data analysis, factor interpretation and the initial motivation for undertaking the research. More

specifically, the researcher's own Q sort served to provide further context for the readers of this thesis, in terms of the location of the researcher's own operant subjectivity, relative to that of participants'.

Authenticity

According to Lincoln and Guba (1986), authenticity may be considered in terms of; fairness, ontological authentication, educative authentication, catalytic authentication and tactical authentication. The fairness of the current research was maximised by taking a decision to accept a factor solution which included as many participant Q sorts as possible as defining sorts. The adoption of this criterion yielded a solution which indicated much overlap in the views of factor 1, 2 and 3 participants, however, in consideration of the time given to the research by participants and the relatively small sample size, it was considered important to develop a solution which was inclusive as possible. One aspect of the study which compromised fairness was the decision to interview only some participants, subsequent to Q analysis. It should be acknowledged that this was not intended to privilege some views over others and decisions relating to which participants to interview was guided by the statistical analysis, for practical reasons. Ideally, the research schedule would have allowed for all participants to be interviewed, including those whose sorts were confounding or idiosyncratic. It is the researcher's opinion that it is often the case that little credence is given to these aspects of Q analysis, due to an emphasis on the viewpoints which are included within the factor solution. However, in the case of the present research, views which are not represented in the factor solution are considered to be worthy of investigation. Although restrictions relating to the research schedule did not afford the researcher scope to act on this, it is acknowledged that further data collection and a more comprehensive description of all views may have yielded valuable learning points.

In terms of the ontological authentication of the current research, the researcher has arranged to offer all participants the opportunity to meet on an individual basis, subsequent to the completion and examination of this

thesis. During these meetings findings may be discussed in relation to individual Q sorts and views. In the same way, these opportunities will improve educative authenticity further, as it is hoped that the researchers will engage in further discussions associated with the ways in which their views may influence their educational practice.

It is also important to acknowledge that the research findings have benefitted the researcher, with respect to the educative authenticity criterion. The researcher has been able to consider their view relative to participants and in terms of the ways in which this may impact upon practice. In this regard, it is intended that the practice of the researcher will change in consideration of the current findings and that this may be related to the catalytic authenticity of the research. (This will be discussed in greater detail within the final section of this chapter.) At an alternative systemic level, these findings will provide useful information for the Educational Psychology Service (EPS), in terms of providing an interpretation of the social narratives at work among a subset of staff who work with children and young people whose behaviour is considered to be the most challenging in the Borough. In particular, one member of the EPS assumes casework responsibilities for all but one of the provisions represented within the study and it may be that there are opportunities for the researcher to engage in collaborative practice with this EP, to further investigate the ways in which the social perspectives at work may affect the practice of these educationalists.

Finally, the tactical authenticity of the present research may be described in terms of providing participants with opportunities to reflect on findings in conjunction with their own views, and how transient they consider these to be with respect to social perspectives and wider discourses.

Applications to EP practice and recommendations

There are a number of prospective applications to EP practice which have emerged from the current research, each of which may be operationalized at different systemic levels.

Implications of findings for the researcher's practice as a Trainee EP

As noted within the preceding sections, an analysis of the researcher's own Q sort data in conjunction with the data generated by participants provoked much reflective thought in relation to the researcher's assumptions and constructions. In particular, the researcher acknowledges that, at the time of Q sort completion, home and parental influences were a characteristic aspect of the researcher's view in relation to making sense of the behaviour of children and young people. Further reflection has revealed that this may be mirrored in the researcher's practice as an attunement to the risk factors present within the lives of children and young people, as opposed to the protective influences which may be at work. In this way, preventative work which retains a focus on facilitating or perpetuating protective influences within the lives of children and young people would be an obvious starting point, in terms of extending the researcher's current practice.

Applying findings to EP practice

It is likely that the researcher's own practice will be modified in the ways described above, following the completion of the Q sort and data analysis in conjunction with other participants. This was found to be an enlightening process which prompted much reflection and it is the researcher's view that colleagues within the EPS may benefit similarly from completing the Q sort.

Findings suggest that there is a need for local EPs to understand the ways in which the emergent views change relative to one another and the extent to which the social perspectives may apply to settings as a whole. In particular, it seems that a subset of staff within M provision consider their influence within the lives of children and young people to be of little consequence, when compared with dominant and prospectively negative experiences at home. It may be advisable to investigate the ways in which staff substantiate their assumptions relating to the home-based influences within the lives of children and young people which affect behaviour. For example, whether

there are home-school liaison systems in place which afford non teaching staff the opportunity to better contextualise the observable behaviour of pupils and to challenge their assumptions relating to the experiences of children and young people at home. As described earlier in this chapter, adapted versions of interventions such as that described by Mowat (2010) may be an effective way of building shared understandings of pupils' experiences at home and at school, so that their social and emotional wellbeing may be supported by key adults. Social perspectives and assumptions which relate to wider discourses which it may be useful to examine during sessions are suggested in *Figure 11*.

In addition, given that the factor 2 viewpoint seems most applicable to staff within M provision, and, that comments were made, pertaining to the role and organisational systems within the setting, it may be advisable to conduct an action research project, based on soft systems methodology. This is subject to the agreement EPS and individual practitioners, in consideration of anticipated time constraints. It would be useful to explore the ways in which participants construe the efficacy of the current organisational systems, with regard to maximising the emotional welfare and attainment of pupils in parallel. Any perceived shortcomings may be useful in terms of understanding the inferred sense of learned helplessness or futility (see above discussion) within the context of the organisation of the school system.

The importance of offering training which highlights the evidence base relating to brain plasticity and protective factors during development is also a worthy consideration, given the above findings. It is the view of the researcher that the role of the EP should include providing support to school staff to emphasise that children and young people are not passive agents and that events during their development will not inevitably prove to be deterministic. In this way, the behaviour of staff towards children and young people on a cumulative and daily basis is likely to be highly influential and it may be said that they have the capacity to effect much positive change within the lives of children and young people.

Applying findings to Service level practice

The findings of the current study suggest that, when EPs become aware of a new case or a potential referral, it is likely to be important that stakeholders from both the school and home systems are involved at an early or pre-referral stage. This may be achieved by, for example, incorporating a home-school consultation within the Service Level Agreement, so that the voices of stakeholders do not become marginalised at an early stage and so that power imbalances may be addressed in a respectful way.

It is hoped that the current research has illustrated the appropriateness and efficacy of Q methodology as a means of investigating views relating to complex and multicomponential issues in the field. More specifically, it is the researcher's view that the application of Q methodology to widely experienced issues, such as stakeholders' understanding of school refusal within the Borough, would serve to raise its profile within the profession. The nature of Q as a self-contained methodology which offers scope to explore the social landscape of views and the social perspectives associated with these suggests that it should be acknowledged as a tool which could make a significant contribution to informing local EP practice and service delivery. More importantly, it represents a vehicle for identifying assumptions and constructions which are associated with wider discourses which may perpetuate power imbalances or social injustice.

Conclusion

The current research attempted to explore the views relating to the ways in which a subset of staff within the Borough make sense of the behaviour of children and young people. Findings suggest that there are areas of distinctiveness and overlap between views which, when ascribed meaning and interpreted as social perspectives, suggest that the role of parents and the home, school staff and children and young people themselves, are key areas of consideration. Q methodology has provided an appropriate and

effective framework within which to investigate views as transient semantic bodies which exist within the context of wider discourses. In addition, the structure and methodological rigour associated with Q have allowed close consideration to be given to a number of research quality criteria. Despite the limitations of the study, it is hoped that findings represent a platform, upon which to generate further discussion, relating to the ways in which the behaviour of children and young people is considered by educationalists, and the implications that this may have for EP practice. As opposed to perceiving the complexity associated with particular areas of enquiry as a barrier to their exploration, it is hoped that that this study has provided further evidence of the value in attempting to explore multifaceted issues relevant to the field of Educational Psychology.

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Appendices

Appendix I: The concourse of 72 items, developed from existing research findings and the pilot study. Accompanying notes are also shown.

Within child influences

<i>Content of statement</i>	<i>Source (literature/focus group)</i>	<i>Provisional ideas for Q sort items</i>	<i>Category / key words/ notes</i>
A Diagnosis of eg. ADHD / ASD / foetal alcohol syndrome. Medication	LITERATURE Amirkhan (1982) – ADHD- medicated and non-medicated attributions	A diagnosis of Attention Deficit Hyperactivity Disorder, foetal alcohol syndrome or other developmental disorders.	Within child / cultural tradition to label children who exhibit specific behaviours
Birth defects	LITERATURE Erbas, Turan, Aslan, Dunlap (2010)	Learning difficulties	Within child
Learning difficulties	LITERATURE Erbas, Turan, Aslan, Dunlap (2010)		Within child
Lack of student effort Motivation or effort of the child or young person.	LITERATURE Erbas, Turan, Aslan, Dunlap (2010)	Motivation or effort.	Within child
	LITERATURE Weiner (2000)		Within child
Lack of student self-discipline	LITERATURE Erbas, Turan, Aslan, Dunlap (2010)	The amount of self discipline that they have.	Within child
The intent of the young person to act aggressively/misbehave	LITERATURE Morin & Battalio (2004)	An intention to behave aggressively or in a challenging way.	Within child
Whether or not a young person is concerned or	LITERATURE Aldrich & Martens	Whether or not they are concerned about	Within child, thoughts,

deterred by the consequences of their actions.	(1993)	the consequences of their actions.	expectations
Pupil's perception of self (self efficacy). Eg anticipated / predicted failure. Sabotaging or self handicapping behaviour eg. lack of effort so that individuals can identify this self handicapping factor as a cause compared to intrinsic factors eg. ability. Self esteem / self evaluation influences behaviour	LITERATURE Miller (1995)	Their own views of their ability. The ways in which they think that they want others to perceive them.	Within child, thoughts, self perception.
	LITERATURE Heckhausen & Schulz (1995)		Within child
	Focus group data		Within child
Mood of the young person on a particular day.	LITERATURE Weiner (2000)	Their mood at any given time	Within child
Behaviour is influenced by impulsive reactions	Focus group data	Their impulsive reactions. Their impulsivity.	Within child
Pupil's perceived control over occurrences in environment.	LITERATURE Heckhausen & Schulz (1995)	The extent to which they feel as if they are in control of a situation.	Within child, situational, individual experience.
Obtainability of goals – (eg. perceived minimal chances of success, protect self esteem, minimal effort.)	LITERATURE Heckhausen & Schulz (1995)	How successful they think that they are likely to be.	Within child, thoughts, expectations.
Behaviour is an expression of emotional experiences. Behaviour is cathartic	Focus group data	The emotions that they are experiencing and the need to release these emotions.	Within child, associated with need.
	Focus group data		Within child, functional.
Behaviour can result from pupils' ability to pre-empt others' responses or expectations.	Focus group data	The responses or expectations of others that they pre-empt (see above; The ways in which they want others to view their behaviour.	Within child, thoughts, expectations.
There is a single cause which is "at the bottom" of behaviour	Focus group data	A single cause, which is "at the bottom" of their behaviour	Within child/ extrinsic cause. Depends upon meanings ascribed by individual participants.
Young people cannot differentiate between who they are and the nature of their behaviour.	Focus group data	Whether or not they can differentiate between who they are as an individual and their behaviour.	Within child, thoughts, self perception.
The need for attention influences behaviour	Focus group data	A need for attention.	Within child, need.
Behaviour is influenced by biological factors – eg. what and when pupils have eaten.	Focus group data	What they have last eaten. When they have last	Within child.

		eaten.	
Some behaviour can be a way of coping.	Focus group data	Their need to “cope.”	Within child, need.
Pupils’ reactions and reflections on their own behaviour influences future behaviour.	Focus group data	Their reflections on or views of their own past behaviour.	Within child, thoughts, reflections.
Behaviour is a language / means of communicating	Focus group data	The young person’s need to communicate.	Within child, need, involves others.

Influences associated with home and parents

<i>Content of statement</i>	<i>Source (literature/focus group)</i>	<i>Provisional ideas for Q sort items</i>	<i>Category / key words/ notes</i>
Level of parental education	LITERATURE Erbas, Turan, Aslan, Dunlap (2010)	The level of parental/carer education.	Parental experiences.
Parental attitudes	LITERATURE Erbas, Turan, Aslan, Dunlap (2010)	Parent/carer attitudes.	Intrinsic parental characteristics.
Parenting skills	LITERATURE Erbas, Turan, Aslan, Dunlap (2010)	Parent/carer skills.	Intrinsic characteristics or skills
Category bound activity eg. “mother did not monitor child sufficiently.	LITERATURE Bibou-Nakou (2000)		
Behaviour is influenced by ineffectual parental behaviour	Focus group data		
Exposure to violence/negative behaviour at home. Domestic abuse / trauma experienced at home influences behaviour.	LITERATURE Bibou-Nakou (2000)	Exposure to negative behaviour, violence or trauma at home.	Parents’ behaviour at home.
	Focus group data		
Poverty (basic needs not met). Family with low Socioeconomic Status.	LITERATURE Wadsworth and Achenbach (2005)	Poverty or basic needs not being met.	Family experiences / meeting of basic needs
Absence of father	LITERATURE Miller (1995)	The absence of a father figure or male role model.	Family structure
Presence of a male role model at home			
Absence of a father figure influences behaviour	Focus group data		Family structure
	Focus group data		Family structure
Separation / divorce	LITERATURE	Parental separation or	Family structure

	Miller (1995)	divorce.	
Parental illness	LITERATURE Miller (1995)	Parental illness.	Experiences of parents
Geographical isolation	LITERATURE Miller (1995)	Geographical isolation.	Family home
Emotions of adults projected on young person.	LITERATURE Weiner (2000)	The emotions of adults at home.	Experiences of parents
Parent participation in educational activities at home.	LITERATURE Izzo, Weissberg, Kaspro and Fendrich (1999)	Parental participation in educational activities with the young person at home.	Parents' engagement with children and young people
Development within a single parent home influences behaviour	Focus group data	Development within a single parent home	Family structure
Behaviour is influenced by parental upbringing – “the lost generation - drugs and culture at the time”	Focus group data	Parental upbringing and developmental experiences.	Parents' experiences
Parents / carers' perceptions of school influence the behaviour of pupils who attend school.	Focus group data	Parents'/carer's vies of school.	Parents' thoughts
Quality of relationship with parent(s)/carer influences pupil behaviour	Focus group data	The quality of their relationship with parent(s) or carers.	Parents' engagement with children and young people

Influences associated with school

<i>Content of statement</i>	<i>Source (literature/focus group)</i>	<i>Provisional ideas for Q sort items</i>	<i>Category / key words/ notes</i>
Culture – teacher's perceptions of inappropriate behaviour.	LITERATURE Erbas, Turan, Aslan, Dunlap (2010)	What school staff perceive to be inappropriate behaviour.	Views of school staff
Classroom rules	LITERATURE Erbas, Turan, Aslan, Dunlap (2010)	Classroom rules.	Artefacts of school and classroom
How effective teachers/non-teaching staff perceive themselves to be.	LITERATURE Morin & Battalio (2004)	The views of school staff relating to how effective they consider themselves to be within their role.	Views of school staff, self perception
Teachers' unknowing complicity / the extent to which they (self) monitor their practice to detect patterns of negative reinforcement (relating to a young person's perceptions).	LITERATURE Morin & Battalio (2004)	The extent to which school staff monitor their own behaviour and are able to detect patterns or cycles of interactions between themselves and young people.	Skills of school staff

Teacher behaviour associated with task – eg delivering instructions and explanations which are accessible to pupils / motivational techniques.	LITERATURE Aldrich & Martens (1993)	How effectively teachers deliver task instructions and how accessible their explanations are to pupils.	Skills of school staff
Poor social ties/lack of peer relationships in school.	LITERATURE Bibou-Nakou (2000)	Poor peer relationships in school.	Peer relationships
Young people’s perceptions of teachers’ treatment of / tolerance of other young people in school.	LITERATURE Bibou-Nakou (2000)	How they view the behaviour of school staff towards other pupils.	Within child, making sense of the behaviour of school staff
Need for the teacher to become a psychologist / get into the mind of the child; difference in role compared to teaching.	LITERATURE Bibou-Nakou (2000)	School staff are able to “get inside the mind” of young people, interpret their behaviour and empathise with them.	Characteristics or skills of school staff
Lack of sympathy/affection for child	LITERATURE Miller (1995)	See above, perceptions of challenging behaviour, intentionality.	School staff - ascription of meaning to behaviour
Value attached to actions – eg behaving disruptively Empathy and ability of school staff to relate to pupils and their experiences influences behaviour.	LITERATURE Heckhausen & Schulz (1995)	Empathy towards them shown by a key member of school staff.	Roles or skills of school staff
	Focus group data	The ability of school staff to see things from their perspective.	Skills of school staff
Previous negative experiences in school	LITERATURE Miller (1995)	Their previous negative experiences in school.	Experiences within school
Interest in work set	LITERATURE Miller (1995)	Their interest in the work set.	Within child, thoughts relating to classroom situation
Lack of tangible rewards Short term or immediate rewards (eg. praise) influence behaviour	LITERATURE Miller (1995)	The rewards which they know are available in school.	Within child, awareness of rewards, rewards specific to school
	Focus group data		Within child, awareness of rewards, rewards specific to school
How peers interpret their behaviour.	LITERATURE Weiner (2000)	The ways in which they think their peers view their behaviour.	Within child, views relating to peer relationships in school
Support and nurturance from key member of staff in school influences behaviour	Focus group data	Support and nurturance from a key member of staff within school	Skills and roles of school staff
Presence of a male role model within school	Focus group data	The presence of a male role model within school.	School staff
Attempts to explicitly teach and model positive behaviour in school influence behaviour	Focus group data	The attempts of school staff to explicitly teach and model positive behaviour.	Behaviour and role of school staff
Behaviour is influenced by the physical features of the school or	Focus group data	The physical features of the school or learning	School environment

learning environment		environment.	
Pupil behaviour sometimes demonstrates respect for staff and their learning environment	Focus group data	The respect that they have for school staff.	Within child, views relating to school staff
Behaviour can indicate the strengths of a pupil which adults need to see.	Focus group data	School staff understanding of their areas of strength.	Skills and characteristics of school staff
Pupils own perceptions of safety influence the likelihood that they will take risks and attempt tasks.	Focus group data	How safe they perceive themselves to be and the extent to which they feel comfortable taking risks in school.	Within child, thoughts relating to school
Relationship and communication between members of school staff team can influence pupil behaviour.	Focus group data	The relationships and communication within the staff team	Skills of school staff
Pupils past history of success and failure in school.	LITERATURE Weiner (2000)	Their past experiences of success and failure.	Experiences in school

Influences associated with cultural beliefs

<i>Content of statement</i>	<i>Source (literature/focus group)</i>	<i>Provisional ideas for Q sort items</i>	<i>Category / key words/ notes</i>
Fate / God	LITERATURE Erbas, Turan, Aslan, Dunlap (2010)	Fate or "the grace of God."	Culture, behaviour is not functional or instrumental, external locus of control or reduced sense of free will.

Influences which are not specific to home or school

<i>Content of statement</i>	<i>Source (literature/focus group)</i>	<i>Provisional ideas for Q sort items</i>	<i>Category / key words/ notes</i>
Amount of support received from external agencies eg. Social Worker, EP. behaviour is influenced by actions of professionals within a multiagency system	LITERATURE Weiner (2000)	The actions of and amount of support available from professionals from external agencies.	Involvement of other professionals
	Focus group data		Involvement of other professionals
Frequency of parent-teacher contact.	LITERATURE Izzo, Weissberg, Kaspro and Fendrich (1999)	The frequency of parent/carer – teacher contact.	Contact between parents and school staff

Analysis of immediate/proximal environmental triggers Behavioural antecedents and precursors – eg. what happened in environment immediately before problem beh. Eg disagreement with teacher, comment by teacher/other child. Behaviour is a response to proximal factors / experiences within immediate environment.	LITERATURE Erbas, Turan, Aslan, Dunlap (2010)	Triggers within the immediate environment at any given time. For example, disagreement with a teacher or a comment made by another pupil.	Situational or contextual influences
	LITERATURE Aldrich & Martens (1993)		Situational or contextual influences
	Focus group data		Situational or contextual influences
Quality of parent- teacher interactions.	LITERATURE Izzo, Weissberg, Kaspro and Fendrich (1999)	The quality of parent/carer – teacher interactions.	Interactions between parents and school staff
Behaviour in school is an “adjustment” ; there is a need to adjust behaviour between home and school.	Focus group data	The need to adjust between the home and school environment.	Separate and different experiences at home and at school
Identifying and learning boundaries is important if pupils are to change their behaviour.	Focus group data	Learning boundaries.	Learning process
Behaviour can be a way to fit in with the crowd – social inclusion	Focus group data	The need to fit in with the crowd and experience social inclusion.	Social domain, peer relationships
Behaviour is sometimes a result of a clash of personalities. – This may also be considered to be a within-child, dispositional characteristic.	Focus group data	A clash of personalities.	Within child (personality as a stable construct), the interactions between children and young people and others
Behaviour is influenced by observed behaviour of peers and experiences “on the street”.	Focus group data	Behaviour of peers which they observe and experiences “on the street.”	Experiences with peer groups outside of school

Influences associated with the development of children and young people

<i>Content of statement</i>	<i>Source (literature/focus group)</i>	<i>Provisional ideas for Q sort items</i>	<i>Category / key words/ notes</i>
Developmental stage – eg.	LITERATURE	The developmental stage of	Developmental

immaturity and not able to adjust to classroom (general developmental psychological principles). Behaviour may be immature developmentally – eg. behaviour you would expect from a primary age child.	Bibou-Nakou (2000)	the young person. They may be developmentally immature and their behaviour may be similar to that of a younger child.	trajectory.
	Focus group data		Developmental
If children have had a bad start, their outcomes will be poor. Little anyone can do – school staff are limited. Behaviour is a product of the developmental environment / cumulative experiences. Behaviour in school is not an indicator that past experiences are “deterministic” – it doesn’t necessarily mean that they are going to turn out bad. Past experiences do not necessarily continue to influence behaviour.	LITERATURE Bibou-Nakou (2000)	Their development over a number of years and how much of a “bad start” they have had in life.	Developmental determinism, developmental trajectory.
	Focus group data		Developmental determinism, developmental trajectory.
	Focus group data		Developmental determinism, developmental trajectory.
Behaviour is governed by internalised rules and norms – learned behaviour over time	Focus group data	The rules which they have learned over time which guide their behaviour.	Learning which occurs during the course of development
Behaviour is more heavily influenced by factors outside of the home environment at age 8 onwards	Focus group data	Different influences to a greater extent at different times. For example influences outside of the home environment matter more as children get older.	Developmental trajectory or stage
Adoption issues	LITERATURE Miller (1995)	Adoption issues.	Experiences during development

Appendix II: Questions asked by the researcher during the pilot study (a semi structured interview schedule presented administered to a focus group of two teachers and two teaching assistants).

- What is behaviour?
- How does behaviour come about?
- What are your ideas about why we might see differences in behaviour?

Appendix III: The 67 statements within the Q set.

1. the ability of school staff to see things from their perspective.
2. whether or not the work set in school is accessible, eg. appropriately differentiated.
3. the parenting skills of their parents or carer.
4. their mood at any given time.
5. their motivation to achieve.
6. their parents' or carer's views about school.
7. their parents' or carer's participation in educational activities with them at home.
8. empathy towards the pupil shown by a key member of school staff.
9. their anticipation of failure during lessons.
10. the ways in which they think that their peers view their behaviour in school.
11. the extent to which they are concerned about the consequences of their actions.
12. their knowledge of the rewards available to them in school.
13. their need to release the emotions that they are experiencing.
14. how effectively teachers communicate task instructions.
15. their need for attention.
16. their own views of their abilities.
17. God's will.
18. their parents' or carer's own experiences whilst they were growing up.
19. their exposure to negative behaviour at home.
20. the emotions of adults at home.

21. whether or not they have general learning difficulties.
22. their level of interest in the work set.
23. the presence of a male role model within school.
24. the absence of a male role model at home.
25. whether or not they are able to recognise that being a bad person and displaying behaviour are not necessarily the same thing.
26. how safe they perceive themselves to be in school.
27. their intention to behave in a challenging way.
28. their diet.
29. their perceptions that other pupils are treated differently by school staff.
30. the attempts of school staff to teach positive behaviour.
31. triggers within the immediate environment at any given time.
32. the physical features of the school or learning environment.
33. their impulsive reactions.
34. their need to fit in with the crowd.
35. the rules that they have learned over time which guide their behaviour.
36. the ways that they expect others to respond to their behaviour.
37. personality clashes.
38. whether or not they have had a bad start in life.
39. how effective school staff consider themselves to be in their professional role.
40. whether or not school staff find their behaviour acceptable.
41. the amount of self discipline that they have.
42. the quality of their relationship with their parents or carer.
43. deprivation, eg. experiencing poverty.
44. that they grew up in a single parent home.
45. poor peer relationships in school.

46. their need to communicate.
47. staff awareness of the links between the children or young people's routines and patterns in their behaviour.
48. their negative experiences of adoption.
49. adults' understanding of their strengths.
50. peer pressure outside of school.
51. that they live in a location that is isolated from local communities.
52. the level of their parents' or carer's education.
53. the extent to which they feel in control of a situation.
54. their learning of boundaries.
55. parental separation.
56. their thoughts about their past behaviour.
57. a single cause which is at the root of their behaviour.
58. parental illness.
59. the influence of fate.
60. the home-school relationship.
61. the respect that they have for school staff.
62. whether or not they have a diagnosis of a developmental disorder such as Attention Deficit Hyperactivity Disorder or Dyspraxia.
63. their need to adjust between the home and school environments.
64. their previous negative experiences in school.
65. that the needs of children and young people change with age.
66. their developmental stage, eg they may be immature and their behaviour may be similar to that of a younger child.
67. the involvement of professionals from different agencies.

Appendix V: The script containing instructions which accompanied the Q sort.

Participants received a written copy of these instructions, to which they could refer throughout the Q sort. In addition, the script was read to groups of participants prior to the completion of Q sorts.

Thank you once again for agreeing to complete this exercise. As you can see, you have a grid in front of you with 67 squares and a pile of 67. There is one space for each of the cards and I would like you to think about the statement written on each card in conjunction with the instruction along the top of the grid; "When making sense of the behaviour of children and young people, it is important to consider."

Each of the statements completes that sentence and I would like you to order or rank them according to how important you consider each of the issues on each of the statements to be. As you can see, the spaces towards the extreme right of the grid are for those issues which you consider to be most important and the issues continue to become relatively less important, the further left you place them.

I know that there is a possibility that you may think that all of the issues on the cards are important within their own right but this exercise is about how important you think they are, in comparison with each other.

You can move the positions of the statements within the grid at any time until you are happy with them. Once you are finished the sorting exercise, please let me know because I need to make a note of each of the positions of the cards on my sheet of paper.

Are there any questions?

Appendix VI: Qualitative data collection form, completed by participants immediately after completing the Q sort.

Please describe your thoughts during the card sorting exercise (please provide details about how you sorted the cards):

Were there any statements that you found easier to sort than others? (please circle)

Yes/No

Statement number(s):

Why?

Were there any statements that you found more difficult to sort than others? (please circle) Yes/No

Statement number(s):

Why?

Appendix VII : Information sheet and participant consent form given to the P set prior to their participation.

To maintain confidentiality, contact details which appear in the documents given to participants are deleted here.

28/03/2011

Dear Colleagues,

Many thanks once again for the opportunity to introduce myself and my research ideas. This information sheet is designed to provide you with further information about the research project so that you are able to make an informed decision about whether or not you wish to participate. I would be grateful if you could read the following information and please feel at liberty to discuss it with other colleagues, or, alternatively, if you require any further information, please do not hesitate to contact me using the following telephone number and/or email address:

Telephone: XXX XXXX

Email: louise.clark@xxxxxxxxxxxxx

Many thanks for your time.

Louise Clark

Trainee Educational Psychologist, xxxxxx xxxxxxxxx xxxxxxxxl and the University of Sheffield.

Aims

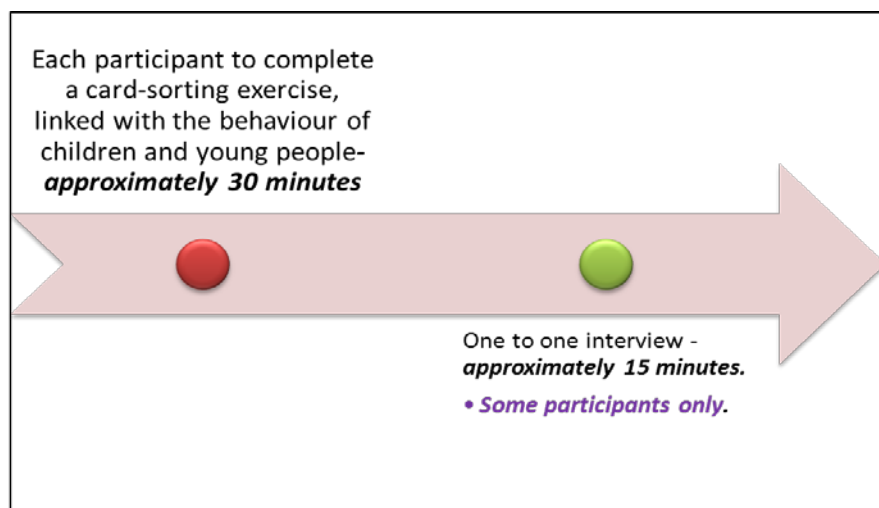
- The focus of the research is how we perceive and understand the behaviour of children and young people.
- The aim of the project is to place your views centrally, as regards which issues you think are important when attempting to understand or interpret the behaviour of children and

young people. The study will investigate the ways in which you see their behaviour. I have chosen to ask you to participate in the project because you work in one of a number of settings which I have identified as being particularly relevant to the study

- Please note that participation is voluntary and that you are in no way obliged to take part in the research. If you do decide to take part, you will be given this information sheet to keep and you will be asked to sign a consent form. You are entitled to withdraw from the research at any time and you do not have to give a reason. However, it cannot be guaranteed that anonymised information can be withdrawn from the research if it has already been published.
- The project is expected to run between May 2011 and October 2011.
- There are no financial incentives or benefits available and participation in the research will take place during normal working hours.

What will I have to do?

The following diagram shows the timescale of the research as well as the amount of time which I will ask each participant to commit to the project (a possible total of approximately 45 minutes over 2 days). Participants will be asked to commit time during two separate days (see diagram; Day 1 and Day 2) between May and October 2011.



- The card sorting exercises will involve ordering a series of statements about the behaviour of children and young people according to your own views of which influences may be more or less important than others in terms of understanding their behaviour. During the one to one interview sessions, I plan to ask you about the ways in which you sorted the cards.

- The results of the card sorting exercises will be recorded in a numerical way so that they may be analysed using statistical computer software. This will highlight patterns in terms of differences and similarities between the ways in which all participants have sorted the cards. Interviews will be recorded using a dictaphone and transcribed using word processing software. This is necessary so that a different sort of analysis can be completed on the language which has been captured.

Confidentiality and Security

- When the research has been completed, all voice recordings will be destroyed.
- During the project, all of the information which is collected will be stored in a secure location on two password-protected computers. Information will be anonymised so that participants cannot be identified by the information collected. The information which is collected during the project will be accessible to the researcher (Louise Clark, Trainee Educational Psychologist), Mrs xxxxxx xxxxxxxxx (Specialist Senior Educational Psychologist and supervisor), some other members of staff within the Educational Psychology Service and Mr xxxxx xxxxxx, (Academic Tutor on the Doctorate of Educational and Child Psychology course at the University of Sheffield and research supervisor associated with this project).
- The results of the research are likely to be published after March 2012 and copies of these results may be obtained by contacting the researcher (Louise Clark; see above contact details). The identity of participants will remain anonymous within any report or publication.

What if something goes wrong?

- If the research project stops earlier than expected, the reason for this will be explained to participants as soon as possible.
- If you wish to complain about any aspect of the research project, please contact Mrs xxxxxx xxxxxx, Specialist Senior Educational Psychologist using the following telephone number and/or email address:

Telephone: xxx xxxx

Email: xxxxxx@xxxxxxxxxxxx

- If you then feel that the complaint has not been handled to your satisfaction, you can contact the Registrar and Secretary at the University of Sheffield:

Telephone: 0114 222 1100

Email : registrar@sheffield.ac.uk

This research is to be completed as part of a professional qualification course (Doctorate in Educational and Child Psychology), run by the University of Sheffield. Therefore, I will be completing the project as a Trainee Educational Psychologist currently studying on the above course and also employed by xxx xxx xxxxxx. Please note that the research has been approved by the Department of Education's ethics review procedure at the University of Sheffield.

KEY CONTACTS

- Louise Clark – Researcher, Trainee Educational Psychologist.

Telephone: xxx xxxx

Email: louise.clark@xxxxxxxxxxxxxx

- Mrs xxxxx xxxxxxx – Research Supervisor, Specialist Senior Educational Psychologist, xxxxxx xxxxxxxxx.

Telephone: xxx xxxx

Email: xxxxxxxxxxxxxxxxxxxxxxxxxxxxx

- Mr xxxx xxxxxxxxx – Academic Tutor, Research Supervisor, Doctorate in Educational and Child Psychology, University of Sheffield.

Telephone: xxxx xxx xxxx

Email: xxxxxxxxxxxxxxxxxxxxxxxxxxxxx

- University of Sheffield Registrar and Secretary

Telephone: 0114 222 1100

Email : registrar@sheffield.ac.uk

Participant Consent Form

Using Q methodology to explore the ways in which staff from five North East of England Local Authority funded provisions, attended by children and young people with challenging behaviour, make sense of the behaviour of children and young people.

Louise Hunter Clark

Participant Identification Number for this project:

Please initial box

- | | |
|--|--|
| <p>1. I confirm that I have read the information sheet dated 28/03/2011, which explains the above research project.
I have also had the opportunity to ask questions about the project.</p> | <input style="width: 80px; height: 30px; border: 1px solid black;" type="text"/> |
| <p>2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences.</p> | <input style="width: 80px; height: 30px; border: 1px solid black;" type="text"/> |
| <p>3. I am at liberty to decline to answer any particular question or questions.</p> | <input style="width: 80px; height: 30px; border: 1px solid black;" type="text"/> |
| <p>4. I understand that my responses will be kept strictly confidential.
I give permission for members of the research team to have access to my anonymised responses.</p> | <input style="width: 80px; height: 30px; border: 1px solid black;" type="text"/> |
| <p>5. I understand that my name will not be linked with the research materials and I will not be identified or identifiable in the report or reports that result from the research.</p> | <input style="width: 80px; height: 30px; border: 1px solid black;" type="text"/> |
| <p>6. I agree for the data collected from me to be used in future research.</p> | <input style="width: 80px; height: 30px; border: 1px solid black;" type="text"/> |

7. I have been given appropriate contact details relating to the researcher, Louise Clark (Trainee Educational Psychologist):

Telephone: xxxxxxxx

Email: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

I have also been given the contact details of the research supervisors.

8. I understand the procedure if I wish to make a complaint at any stage of the project.

9. I agree to take part in the above research project.

10. I have received and read a copy of both the research project information sheet and this consent form.

Name of Participant

Date

Signature

Lead Researcher

Date

Signature

Appendix VIII : Principal Components Analysis data output.

8 21 67 MAKING SENSE OF BEHAVIOUR																			
-5	5	0	4	5	6	7	7	9	7	7	6	5	4	0	0	0	0	0	0
0.48787	0.09082	-0.18584	-0.49982	-0.30872	-0.10569	0.32233	-0.24952												
0.68826	-0.31233	-0.24271	0.02461	-0.01472	0.12617	0.01117	-0.24885												
0.54538	-0.42565	0.02414	-0.14878	0.36882	-0.12074	0.09043	-0.05726												
0.62812	0.02834	0.12593	0.28552	-0.15215	-0.31927	0.20319	-0.23230												
0.48078	0.10262	-0.37410	0.34855	-0.23315	-0.20674	0.35307	0.13968												
0.33769	-0.09380	0.43176	0.41063	0.31004	-0.40213	0.09141	0.14587												
0.34174	0.50636	-0.13342	-0.27939	0.32872	-0.04805	-0.36877	0.16846												
0.53628	0.50397	-0.23070	0.04895	0.15708	0.17044	0.16389	-0.11496												
0.68931	0.11029	0.01841	0.17053	-0.07128	0.42519	0.07848	-0.20050												
0.60607	0.11989	0.50563	-0.01269	-0.33742	-0.01357	-0.01794	0.17905												
0.61796	-0.07892	-0.05050	0.30268	0.27268	0.01778	-0.19976	-0.24834												
0.43907	0.53557	0.15560	-0.21226	0.02073	-0.38241	-0.01600	0.13481												
0.43914	0.50544	0.13748	0.14173	0.22742	0.35859	-0.12233	-0.01682												
0.56020	-0.37160	-0.37001	0.17740	0.22052	-0.07887	-0.13303	0.24282												
0.50583	0.06641	0.57133	-0.16559	0.00745	0.21676	0.26907	0.20439												
0.63400	0.18917	-0.28368	-0.36978	0.02307	-0.12231	-0.09790	0.01528												
0.65871	-0.20859	0.20420	-0.10463	0.02755	-0.11923	-0.19365	-0.23386												
0.57080	-0.36806	-0.11398	-0.22398	-0.27647	-0.19208	-0.32577	0.22144												
0.34066	0.22270	-0.31997	0.40256	-0.36101	0.13946	-0.13581	0.36480												
0.48762	-0.39041	0.26455	-0.03693	-0.27381	0.33626	-0.31069	0.02874												
0.32003	-0.36364	-0.12222	-0.24306	0.30116	0.29595	0.46357	0.40439												

Eigenvalues	As Percentages	Cumul. Percentages
1 5.9508	28.3373	28.3373
2 2.0841	9.9242	38.2615
3 1.5947	7.5940	45.8555
4 1.3899	6.6185	52.4740
5 1.2057	5.7417	58.2157
6 1.1749	5.5947	63.8104
7 1.0841	5.1625	68.9729
8 0.9183	4.3730	73.3459
9 0.8220	3.9144	77.2603
10 0.7655	3.6451	80.9054
11 0.7001	3.3340	84.2394
12 0.5430	2.5856	86.8250
13 0.5368	2.5560	89.3810
14 0.4397	2.0939	91.4749
15 0.3758	1.7897	93.2646
16 0.3117	1.4841	94.7487
17 0.3078	1.4657	96.2143
18 0.2556	1.2169	97.4313
19 0.2486	1.1838	98.6151
20 0.1592	0.7579	99.3729
21 0.1317	0.6270	100.0000

Appendix IX: Full PQMETHOD output relating to final 3 factor solution

PQMethod2.11 MAKING SENSE OF BEHAVIOUR PAGE

1
Path and Project Name: c:/pqmethod/projects/behq

Correlation Matrix Between Sorts

SORTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1 LJ01	100	37	30	27	27	-11	13	27	28	24	16	32	9	5	25	45	25	34	10	10	16
2 LB02	37	100	42	40	34	14	13	22	56	18	39	7	18	50	20	35	50	44	19	38	28
3 LA03	30	42	100	35	4	24	8	11	22	20	37	8	10	49	26	24	45	35	2	22	37
4 SN01	27	40	35	100	41	29	5	38	32	48	39	30	17	34	31	24	36	24	17	23	-2
5 SK02	27	34	4	41	100	21	9	32	31	22	26	16	11	32	5	32	16	20	35	6	17
6 SB03	-11	14	24	29	21	100	-1	1	15	26	33	23	15	14	26	5	30	14	1	7	8
7 ML01	13	13	8	5	9	-1	100	35	16	14	18	46	34	16	14	38	16	7	11	2	-1
8 MG02	27	22	11	38	32	1	35	100	42	25	33	31	49	21	19	46	18	6	23	2	14
9 ML03	28	56	22	32	31	15	16	42	100	38	43	24	38	25	38	35	47	12	36	38	20
10 MS04	24	18	20	48	22	26	14	25	38	100	22	34	31	13	56	29	38	37	18	44	5
11 MK05	16	39	37	39	26	33	18	33	43	22	100	12	32	42	17	34	35	29	15	33	10
12 MB06	32	7	8	30	16	23	46	31	24	34	12	100	24	4	26	37	31	9	20	-1	-1
13 MM07	9	18	10	17	11	15	34	49	38	31	32	24	100	4	33	27	16	5	25	7	-1
14 AM01	5	50	49	34	32	14	16	21	25	13	42	4	4	100	10	32	29	44	26	26	31
15 AD02	25	20	26	31	5	26	14	19	38	56	17	26	33	10	100	19	26	17	1	30	26
16 AD03	45	35	24	24	32	5	38	46	35	29	34	37	27	32	19	100	33	49	10	17	18
17 GA01	25	50	45	36	16	30	16	18	47	38	35	31	16	29	26	33	100	43	5	41	15
18 GD02	34	19	35	24	20	14	7	6	12	37	29	9	5	44	17	49	43	100	23	43	18
19 GP03	10	19	2	17	35	1	11	23	36	18	15	20	25	26	1	10	5	23	100	9	-2
20 GL04	10	38	22	23	6	7	2	2	38	44	33	-1	7	26	30	17	41	43	9	100	21
21 GA05	16	28	37	-2	17	8	-1	14	20	5	10	-1	-1	31	26	18	15	18	-2	21	100

Unrotated Factor Matrix
Factors

SORTS	1	2	3	4
1 LJ01	0.4384	-0.1280	0.0110	0.2211
2 LB02	0.6530	0.1299	0.0164	0.2525
3 LA03	0.5046	0.4300	0.1843	0.1296
4 SN01	0.5908	0.0518	0.0032	-0.0864
5 SK02	0.4487	-0.1244	0.0103	0.1915
6 SB03	0.2965	-0.2448	0.0553	-0.2766
7 ML01	0.3141	-0.3845	0.1251	-0.0465
8 MG02	0.5123	-0.4805	0.2143	-0.0251
9 ML03	0.6702	-0.0828	0.0043	-0.0858
10 MS04	0.5830	0.0310	0.0014	-0.3725
11 MK05	0.5853	0.0564	0.0037	-0.0383
12 MB06	0.4219	-0.3473	0.0991	-0.2039
13 MM07	0.4125	-0.2901	0.0662	-0.3273
14 AM01	0.5230	0.2341	0.0505	0.3567
15 AD02	0.4786	0.0825	0.0070	-0.3323
16 AD03	0.6125	-0.2467	0.0466	-0.1833
17 GA01	0.6210	0.2244	0.0466	-0.0910
18 GD02	0.5295	0.2488	0.0571	0.3246
19 GP03	0.3056	-0.2417	0.0444	0.0743
20 GL04	0.4262	0.4130	0.1678	-0.0944
21 GA05	0.2803	0.1568	0.0231	0.2431
Ei genval ues	5.2497	1.3790	0.1542	1.0076
% expl. Var.	25	7	1	5

Cumulative Communalities Matrix
Factors 1 Thru

SORTS	1	2	3	4
1 LJ01	0.1922	0.2085	0.2087	0.2575
2 LB02	0.4264	0.4433	0.4436	0.5073
3 LA03	0.2546	0.4395	0.4734	0.4903
4 SN01	0.3491	0.3518	0.3518	0.3592
5 SK02	0.2014	0.2168	0.2170	0.2536
6 SB03	0.0879	0.1479	0.1509	0.2274
7 ML01	0.0987	0.2465	0.2622	0.2644
8 MG02	0.2624	0.4932	0.5392	0.5398
9 ML03	0.4491	0.4560	0.4560	0.4634
10 MS04	0.3399	0.3409	0.3409	0.4796
11 MK05	0.3426	0.3457	0.3457	0.3472
12 MB06	0.1780	0.2986	0.3084	0.3500
13 MM07	0.1702	0.2543	0.2587	0.3658
14 AM01	0.2735	0.3283	0.3309	0.4581
15 AD02	0.2290	0.2358	0.2359	0.3463
16 AD03	0.3752	0.4360	0.4382	0.4718
17 GA01	0.3856	0.4360	0.4382	0.4464
18 GD02	0.2803	0.3423	0.3455	0.4509
19 GP03	0.0934	0.1518	0.1538	0.1593
20 GL04	0.1817	0.3522	0.3804	0.3893
21 GA05	0.0786	0.1032	0.1037	0.1628
cum% expl. Var.	25	32	32	37

Rotating Angles Used Between Factors

FTR#1	FTR#2	ANGLE
1	2	7.
1	3	3.
1	4	2.
1	3	1.
2	3	-1

Factor Matrix with an X Indicating a Defining Sort

Loadings			
QSORT	1	2	3
1 LJ01	0.4266X	0.2634	0.0173
2 LB02	0.6632X	0.1288	0.2157
3 LA03	0.5635X	-0.1403	0.3542
4 SN01	0.3775	0.2254	0.3998X
5 SK02	0.4155X	0.2698	0.0461
6 SB03	0.0945	-0.0251	0.4643X
7 ML01	0.1101	0.5000X	0.0432
8 MG02	0.2491	0.6820X	0.0941
9 ML03	0.4018X	0.3759	0.3857
10 MS04	0.1799	0.2890	0.5979X
11 MK05	0.4061X	0.2108	0.3633
12 MB06	0.0910	0.5364X	0.2318
13 MM07	0.0151	0.4978X	0.3411
14 AM01	0.6666X	-0.0286	0.1135
15 AD02	0.1447	0.1937	0.5341X
16 AD03	0.5001	0.4545	0.0889
17 GA01	0.4414	0.0986	0.4916
18 GD02	0.6544X	-0.0317	0.1468
19 GP03	0.2111	0.3363	0.0080
20 GL04	0.3559	-0.1239	0.4704X
21 GA05	0.3985X	-0.0522	0.0355
% expl. Var.	16	10	10

Free Distribution Data Results

QSORT	MEAN	ST. DEV.
1 LJ01	0.000	2.855
2 LB02	0.000	2.855
3 LA03	0.000	2.855
4 SN01	0.000	2.855
5 SK02	0.000	2.855
6 SB03	0.000	2.855
7 ML01	0.000	2.855
8 MG02	0.000	2.855
9 ML03	0.000	2.855
10 MS04	0.000	2.855
11 MK05	0.000	2.855
12 MB06	0.000	2.855
13 MM07	0.000	2.855
14 AM01	0.000	2.855
15 AD02	0.000	2.855
16 AD03	0.000	2.855
17 GA01	0.000	2.855
18 GD02	0.000	2.855
19 GP03	0.000	2.855
20 GL04	0.000	2.855
21 GA05	0.000	2.855

Rank Statement Totals with Each Factor

No.	Statement	No.	Factors					
			1	2	3			
1	1. ability of staff to see things from pupil perspecti	1	0.66	19	1.11	9	1.19	11
2	2. whether work in school is accessible	2	1.12	6	0.11	31	0.86	17
3	3. parenting skills of parent or carer	3	0.69	18	2.19	1	1.20	10
4	4. their mood at any given time	4	0.43	25	-0.71	52	-1.25	60
5	5. their motivation to achieve	5	0.56	22	-0.11	39	0.24	27
6	6. parents' or carer's views about school	6	-0.21	43	1.52	5	-0.80	52
7	7. parent's/carer's participation in ed. activities at	7	0.15	35	1.23	7	-0.36	40
8	8. empathy towards them, shown by key member of school	8	0.24	31	-0.60	49	0.89	15
9	9. their anticipation of failure during lessons	9	1.14	5	-0.45	47	1.04	12
10	10. ways that they think peers view their school behav	10	-0.49	48	0.48	20	0.36	26
11	11. concern about consequences of their behaviour in s	11	0.64	20	-0.09	38	-0.59	47
12	12. their knowledge of available rewards in school	12	-0.98	57	-1.61	63	-1.09	58
13	13. their need to release their emotions	13	0.99	13	0.66	18	0.57	22
14	14. how effectively teachers communicate task instruct	14	1.27	4	-0.74	53	0.52	23
15	15. their need for attention	15	1.51	3	-0.05	37	-0.98	55
16	16. their own views of their abilities	16	1.02	11	-1.30	61	-0.21	37
17	17. the influence of God's will	17	-2.69	67	-2.38	67	-2.15	67
18	18. their parents' /carer's own experiences whilst grow	18	-0.88	56	1.31	6	-1.39	63
19	19. their exposure to negative behaviour at home	19	1.05	8	2.18	2	2.03	1
20	20. the emotions of adults at home	20	0.54	23	1.72	3	-0.33	39
21	21. whether or not they have general learning difficul	21	0.72	17	-0.05	36	1.45	6
22	22. their level of interest in the work set	22	1.12	7	-1.67	64	0.13	29
23	23. the presence of a male role model within school	23	-0.37	46	-0.55	48	-0.62	48
24	24. the absence of a male role model at home	24	-1.28	59	0.91	14	-0.51	45
25	25. if they recognise bad behaviour does not = bad per	25	0.46	24	-0.39	46	1.82	3
26	26. how safe they perceive themselves to be in school	26	1.00	12	-0.17	41	1.21	9
27	27. their intention to behave in a challenging way	27	0.38	27	0.09	32	-0.28	38
28	28. their diet	28	-0.58	50	-0.87	55	-0.47	42
29	29. their views that staff treat other pupils differen	29	0.15	36	0.42	24	0.08	31
30	30. attempts of school staff to teach positive behavio	30	0.18	32	-0.60	50	1.91	2
31	31. triggers within immediate environment at any time	31	1.81	1	0.93	12	0.94	13
32	32. the physical features of the learning environment	32	-1.11	58	-1.90	65	-0.48	44
33	33. their impulsivity	33	-0.06	40	-1.53	62	-1.22	59
34	34. their desire to fit in with the crowd	34	-0.18	42	0.13	30	-1.03	57
35	35. rules they have learned over time to guide behavio	35	0.79	16	1.08	10	-0.21	36
36	36. ways they expect others to respond to their behavi	36	1.05	9	-1.12	59	0.12	30
37	37. personality clashes	37	-0.67	51	-1.15	60	-0.89	54
38	38. whether or not they have had a bad start in life	38	-1.32	60	-0.78	54	-0.58	46
39	39. how effective staff think they are as professional	39	-0.12	41	-0.28	43	-0.03	33
40	40. whether or not staff find their behaviour acceptab	40	-0.74	53	0.13	28	-0.06	34
41	41. the amount of self discipline that they have	41	0.64	21	-0.70	51	-1.39	62
42	42. the quality of their relationship with parents or	42	0.42	26	1.64	4	0.67	20
43	43. deprivation eg. experiencing poverty	43	-0.30	45	-0.04	35	0.80	18
44	44. that they grew up in a single parent home	44	-2.32	65	0.77	16	-1.31	61
45	45. poor peer relationships in school	45	0.13	38	0.00	34	1.25	7
46	46. their need to communicate	46	0.35	28	0.44	22	1.25	8
47	47. staff awareness of links between routines- beh pat	47	1.02	10	0.66	17	0.67	19
48	48. their negative experiences of adoption	48	-1.40	61	0.36	25	-0.38	41
49	49. adults' understanding of their strengths	49	0.12	39	0.92	13	-0.13	35
50	50. peer pressure outside of school	50	-0.73	52	-0.27	42	-0.65	49
51	51. live in a location isolated from local communities	51	-2.12	64	-1.10	58	-1.58	65
52	52. level of parents' /carer's education	52	-1.48	63	-1.04	57	-1.57	64
53	53. the extent to which they feel in control of a situ	53	0.25	29	0.13	29	-0.77	51
54	54. their learning of boundaries	54	1.68	2	1.15	8	-0.68	50
55	55. parental separation	55	-1.42	62	1.07	11	0.88	16

56	56. their thoughts about their own past behaviour	56	-0.79	54	-0.30	44	0.62	21
57	57. a single cause which is at the root of their behav	57	-0.57	49	0.05	33	1.47	5
58	58. parental illness	58	-0.82	55	-0.12	40	0.02	32
59	59. the influence of fate	59	-2.39	66	-2.19	66	-1.70	66
60	60. the home-school relationship	60	0.80	15	0.33	26	0.20	28
61	61. the respect that they have for school staff	61	0.97	14	-0.31	45	0.41	25
62	62. diagnosis of a developmental disorder- ADHD/ dyspr	62	0.13	37	0.90	15	1.81	4
63	63. their attempts to adjust between home-school env.	63	-0.46	47	0.45	21	-0.89	53
64	64. their previous negative experiences in school	64	0.16	34	0.54	19	-0.47	43
65	65. that the needs of children and YP change with age	65	-0.25	44	0.43	23	-1.00	56
66	66. their developmental stage - eg immature behaviour	66	0.25	30	-0.97	56	0.94	14
67	67. involvement of professionals from different agenci	67	0.16	33	0.14	27	0.50	24

Correlations Between Factor Scores

	1	2	3
1	1.0000	0.3094	0.5014
2	0.3094	1.0000	0.3474
3	0.5014	0.3474	1.0000

Normalized Factor Scores -- For Factor 1

No.	Statement	No.	Z-SCORES
31	31. triggers within immediate environment at any time	31	1.809
54	54. their learning of boundaries	54	1.683
15	15. their need for attention	15	1.514
14	14. how effectively teachers communicate task instructions	14	1.273
9	9. their anticipation of failure during lessons	9	1.140
2	2. whether work in school is accessible	2	1.121
22	22. their level of interest in the work set	22	1.119
19	19. their exposure to negative behaviour at home	19	1.053
36	36. ways they expect others to respond to their behaviour	36	1.047
47	47. staff awareness of links between routines- beh patterns	47	1.021
16	16. their own views of their abilities	16	1.015
26	26. how safe they perceive themselves to be in school	26	1.001
13	13. their need to release their emotions	13	0.990
61	61. the respect that they have for school staff	61	0.967
60	60. the home-school relationship	60	0.800
35	35. rules they have learned over time to guide behaviour	35	0.789
21	21. whether or not they have general learning difficulties	21	0.717
3	3. parenting skills of parent or carer	3	0.691
1	1. ability of staff to see things from pupil perspective	1	0.657
11	11. concern about consequences of their behaviour in school	11	0.644
41	41. the amount of self discipline that they have	41	0.644
5	5. their motivation to achieve	5	0.563
20	20. the emotions of adults at home	20	0.539
25	25. if they recognise bad behaviour does not = bad person	25	0.455
4	4. their mood at any given time	4	0.430
42	42. the quality of their relationship with parents or carer	42	0.417
27	27. their intention to behave in a challenging way	27	0.379
46	46. their need to communicate	46	0.345
53	53. the extent to which they feel in control of a situation	53	0.252
66	66. their developmental stage - eg immature behaviour	66	0.249
8	8. empathy towards them, shown by key member of school staff	8	0.235
30	30. attempts of school staff to teach positive behaviour	30	0.179
67	67. involvement of professionals from different agencies	67	0.163
64	64. their previous negative experiences in school	64	0.157
7	7. parent's/carer's participation in ed. activities at home	7	0.150
29	29. their views that staff treat other pupils differently	29	0.146
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0.135
45	45. poor peer relationships in school	45	0.126
49	49. adults' understanding of their strengths	49	0.117
33	33. their impulsivity	33	-0.063
39	39. how effective staff think they are as professionals	39	-0.119
34	34. their desire to fit in with the crowd	34	-0.176
6	6. parents' or carer's views about school	6	-0.213
65	65. that the needs of children and YP change with age	65	-0.246
43	43. deprivation eg. experiencing poverty	43	-0.301
23	23. the presence of a male role model within school	23	-0.369
63	63. their attempts to adjust between home-school env.	63	-0.457
10	10. ways that they think peers view their school behaviour	10	-0.491
57	57. a single cause which is at the root of their behaviour	57	-0.569
28	28. their diet	28	-0.579
37	37. personality clashes	37	-0.671
50	50. peer pressure outside of school	50	-0.733
40	40. whether or not staff find their behaviour acceptable	40	-0.743
56	56. their thoughts about their own past behaviour	56	-0.791
58	58. parental illness	58	-0.817
18	18. their parents'/carer's own experiences whilst growing up	18	-0.883
12	12. their knowledge of available rewards in school	12	-0.977
32	32. the physical features of the learning environment	32	-1.114
24	24. the absence of a male role model at home	24	-1.285
38	38. whether or not they have had a bad start in life	38	-1.320
48	48. their negative experiences of adoption	48	-1.398
55	55. parental separation	55	-1.421
52	52. level of parents'/carer's education	52	-1.476
51	51. live in a location isolated from local communities	51	-2.115
44	44. that they grew up in a single parent home	44	-2.323
59	59. the influence of fate	59	-2.388
17	17. the influence of God's will	17	-2.694

Normalized Factor Scores -- For Factor 2

No.	Statement	No.	Z-SCORES
3	3. parenting skills of parent or carer	3	2.192
19	19. their exposure to negative behaviour at home	19	2.180
20	20. the emotions of adults at home	20	1.721
42	42. the quality of their relationship with parents or carer	42	1.643
6	6. parents' or carer's views about school	6	1.517
18	18. their parents'/carer's own experiences whilst growing up	18	1.306
7	7. parent's/carer's participation in ed. activities at home	7	1.232
54	54. their learning of boundaries	54	1.148
1	1. ability of staff to see things from pupil perspective	1	1.113
35	35. rules they have learned over time to guide behaviour	35	1.075
55	55. parental separation	55	1.069
31	31. triggers within immediate environment at any time	31	0.930

49	49. adults' understanding of their strengths	49	0.921
24	24. the absence of a male role model at home	24	0.906
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0.904
44	44. that they grew up in a single parent home	44	0.774
47	47. staff awareness of links between routines- beh patterns	47	0.656
13	13. their need to release their emotions	13	0.656
64	64. their previous negative experiences in school	64	0.538
10	10. ways that they think peers view their school behaviour	10	0.475
63	63. their attempts to adjust between home-school env.	63	0.449
46	46. their need to communicate	46	0.437
65	65. that the needs of children and YP change with age	65	0.428
29	29. their views that staff treat other pupils differently	29	0.416
48	48. their negative experiences of adoption	48	0.357
60	60. the home-school relationship	60	0.329
67	67. involvement of professionals from different agencies	67	0.142
40	40. whether or not staff find their behaviour acceptable	40	0.128
53	53. the extent to which they feel in control of a situation	53	0.127
34	34. their desire to fit in with the crowd	34	0.126
2	2. whether work in school is accessible	2	0.108
27	27. their intention to behave in a challenging way	27	0.088
57	57. a single cause which is at the root of their behaviour	57	0.051
45	45. poor peer relationships in school	45	0.002
43	43. deprivation eg. experiencing poverty	43	-0.045
21	21. whether or not they have general learning difficulties	21	-0.050
15	15. their need for attention	15	-0.050
11	11. concern about consequences of their behaviour in school	11	-0.092
5	5. their motivation to achieve	5	-0.107
58	58. parental illness	58	-0.121
26	26. how safe they perceive themselves to be in school	26	-0.170
50	50. peer pressure outside of school	50	-0.267
39	39. how effective staff think they are as professionals	39	-0.282
56	56. their thoughts about their own past behaviour	56	-0.301
61	61. the respect that they have for school staff	61	-0.308
25	25. if they recognise bad behaviour does not = bad person	25	-0.386
9	9. their anticipation of failure during lessons	9	-0.446
23	23. the presence of a male role model within school	23	-0.547
8	8. empathy towards them, shown by key member of school staff	8	-0.598
30	30. attempts of school staff to teach positive behaviour	30	-0.605
41	41. the amount of self discipline that they have	41	-0.697
4	4. their mood at any given time	4	-0.715
14	14. how effectively teachers communicate task instructions	14	-0.739
38	38. whether or not they have had a bad start in life	38	-0.782
28	28. their diet	28	-0.873
66	66. their developmental stage - eg immature behaviour	66	-0.970
52	52. level of parents' /carer's education	52	-1.042
51	51. live in a location isolated from local communities	51	-1.100
36	36. ways they expect others to respond to their behaviour	36	-1.121
37	37. personality clashes	37	-1.154
16	16. their own views of their abilities	16	-1.303
33	33. their impulsivity	33	-1.528
12	12. their knowledge of available rewards in school	12	-1.609
22	22. their level of interest in the work set	22	-1.670
32	32. the physical features of the learning environment	32	-1.896
59	59. the influence of fate	59	-2.192
17	17. the influence of God's will	17	-2.381

Normalized Factor Scores -- For Factor 3

No.	Statement	No.	Z-SCORES
19	19. their exposure to negative behaviour at home	19	2.032
30	30. attempts of school staff to teach positive behaviour	30	1.908
25	25. if they recognise bad behaviour does not = bad person	25	1.821
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	1.809
57	57. a single cause which is at the root of their behaviour	57	1.469
21	21. whether or not they have general learning difficulties	21	1.451
45	45. poor peer relationships in school	45	1.253
46	46. their need to communicate	46	1.246
26	26. how safe they perceive themselves to be in school	26	1.206
3	3. parenting skills of parent or carer	3	1.203
1	1. ability of staff to see things from pupil perspective	1	1.187
9	9. their anticipation of failure during lessons	9	1.036
31	31. triggers within immediate environment at any time	31	0.943
66	66. their developmental stage - eg immature behaviour	66	0.936
8	8. empathy towards them, shown by key member of school staff	8	0.894
55	55. parental separation	55	0.878
2	2. whether work in school is accessible	2	0.856
43	43. deprivation eg. experiencing poverty	43	0.804
47	47. staff awareness of links between routines- beh patterns	47	0.673
42	42. the quality of their relationship with parents or carer	42	0.670
56	56. their thoughts about their own past behaviour	56	0.622
13	13. their need to release their emotions	13	0.574
14	14. how effectively teachers communicate task instructions	14	0.516
67	67. involvement of professionals from different agencies	67	0.502
61	61. the respect that they have for school staff	61	0.413
10	10. ways that they think peers view their school behaviour	10	0.360
5	5. their motivation to achieve	5	0.237
60	60. the home-school relationship	60	0.202
22	22. their level of interest in the work set	22	0.133
36	36. ways they expect others to respond to their behaviour	36	0.115
29	29. their views that staff treat other pupils differently	29	0.084
58	58. parental illness	58	0.019
39	39. how effective staff think they are as professionals	39	-0.030
40	40. whether or not staff find their behaviour acceptable	40	-0.058
49	49. adults' understanding of their strengths	49	-0.134
35	35. rules they have learned over time to guide behaviour	35	-0.208
16	16. their own views of their abilities	16	-0.212
27	27. their intention to behave in a challenging way	27	-0.278
20	20. the emotions of adults at home	20	-0.331
7	7. parent's/carers' participation in ed. activities at home	7	-0.358
48	48. their negative experiences of adoption	48	-0.382
28	28. their diet	28	-0.466
64	64. their previous negative experiences in school	64	-0.472
32	32. the physical features of the learning environment	32	-0.482
24	24. the absence of a male role model at home	24	-0.505
38	38. whether or not they have had a bad start in life	38	-0.584
11	11. concern about consequences of their behaviour in school	11	-0.592
23	23. the presence of a male role model within school	23	-0.615
50	50. peer pressure outside of school	50	-0.651
54	54. their learning of boundaries	54	-0.682
53	53. the extent to which they feel in control of a situation	53	-0.768
6	6. parents' or carer's views about school	6	-0.801
63	63. their attempts to adjust between home-school env.	63	-0.889
37	37. personality clashes	37	-0.893

15	15. their need for attention	15	-0.984
65	65. that the needs of children and YP change with age	65	-0.997
34	34. their desire to fit in with the crowd	34	-1.029
12	12. their knowledge of available rewards in school	12	-1.087
33	33. their impulsivity	33	-1.215
4	4. their mood at any given time	4	-1.255
44	44. that they grew up in a single parent home	44	-1.309
41	41. the amount of self discipline that they have	41	-1.393
18	18. their parents'/carer's own experiences whilst growing up	18	-1.393
52	52. level of parents'/carer's education	52	-1.569
51	51. live in a location isolated from local communities	51	-1.582
59	59. the influence of fate	59	-1.698
17	17. the influence of God's will	17	-2.147

Descending Array of Differences Between Factors 1 and 2

No.	Statement	No.	Type 1	Type 2	Difference
22	22. their level of interest in the work set	22	1.119	-1.670	2.790
16	16. their own views of their abilities	16	1.015	-1.303	2.318
36	36. ways they expect others to respond to their behaviour	36	1.047	-1.121	2.168
14	14. how effectively teachers communicate task instructions	14	1.273	-0.739	2.011
9	9. their anticipation of failure during lessons	9	1.140	-0.446	1.586
15	15. their need for attention	15	1.514	-0.050	1.565
33	33. their impulsivity	33	-0.063	-1.528	1.464
41	41. the amount of self discipline that they have	41	0.644	-0.697	1.341
61	61. the respect that they have for school staff	61	0.967	-0.308	1.275
66	66. their developmental stage - eg immature behaviour	66	0.249	-0.970	1.219
26	26. how safe they perceive themselves to be in school	26	1.001	-0.170	1.171
4	4. their mood at any given time	4	0.430	-0.715	1.145
2	2. whether work in school is accessible	2	1.121	0.108	1.013
31	31. triggers within immediate environment at any time	31	1.809	0.930	0.879
25	25. if they recognise bad behaviour does not = bad person	25	0.455	-0.386	0.841
8	8. empathy towards them, shown by key member of school staff	8	0.235	-0.598	0.833
30	30. attempts of school staff to teach positive behaviour	30	0.179	-0.605	0.783
32	32. the physical features of the learning environment	32	-1.114	-1.896	0.782
21	21. whether or not they have general learning difficulties	21	0.717	-0.050	0.766
11	11. concern about consequences of their behaviour in school	11	0.644	-0.092	0.737
5	5. their motivation to achieve	5	0.563	-0.107	0.670
12	12. their knowledge of available rewards in school	12	-0.977	-1.609	0.632
54	54. their learning of boundaries	54	1.683	1.148	0.535
37	37. personality clashes	37	-0.671	-1.154	0.482
60	60. the home-school relationship	60	0.800	0.329	0.471
47	47. staff awareness of links between routines- beh patterns	47	1.021	0.656	0.365
13	13. their need to release their emotions	13	0.990	0.656	0.334
28	28. their diet	28	-0.579	-0.873	0.294
27	27. their intention to behave in a challenging way	27	0.379	0.088	0.291
23	23. the presence of a male role model within school	23	-0.369	-0.547	0.178
39	39. how effective staff think they are as professionals	39	-0.119	-0.282	0.164
53	53. the extent to which they feel in control of a situation	53	0.252	0.127	0.126
45	45. poor peer relationships in school	45	0.126	0.002	0.124
67	67. involvement of professionals from different agencies	67	0.163	0.142	0.021
46	46. their need to communicate	46	0.345	0.437	-0.091
59	59. the influence of fate	59	-2.388	-2.192	-0.196
43	43. deprivation eg. experiencing poverty	43	-0.301	-0.045	-0.257
29	29. their views that staff treat other pupils differently	29	0.146	0.416	-0.270
35	35. rules they have learned over time to guide behaviour	35	0.789	1.075	-0.286
34	34. their desire to fit in with the crowd	34	-0.176	0.126	-0.302
17	17. the influence of God's will	17	-2.694	-2.381	-0.313
64	64. their previous negative experiences in school	64	0.157	0.538	-0.381
52	52. level of parents'/carer's education	52	-1.476	-1.042	-0.434
1	1. ability of staff to see things from pupil perspective	1	0.657	1.113	-0.457
50	50. peer pressure outside of school	50	-0.733	-0.267	-0.466
56	56. their thoughts about their own past behaviour	56	-0.791	-0.301	-0.490
38	38. whether or not they have had a bad start in life	38	-1.320	-0.782	-0.538
57	57. a single cause which is at the root of their behaviour	57	-0.569	0.051	-0.620
65	65. that the needs of children and YP change with age	65	-0.246	0.428	-0.674
58	58. parental illness	58	-0.817	-0.121	-0.696
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0.135	0.904	-0.770
49	49. adults' understanding of their strengths	49	0.117	0.921	-0.804
40	40. whether or not staff find their behaviour acceptable	40	-0.743	0.128	-0.871
63	63. their attempts to adjust between home-school env.	63	-0.457	0.449	-0.906
10	10. ways that they think peers view their school behaviour	10	-0.491	0.475	-0.966
51	51. live in a location isolated from local communities	51	-2.115	-1.100	-1.015
7	7. parent's/carers' participation in ed. activities at home	7	0.150	1.232	-1.082
19	19. their exposure to negative behaviour at home	19	1.053	2.180	-1.127
20	20. the emotions of adults at home	20	0.539	1.721	-1.181
42	42. the quality of their relationship with parents or carer	42	0.417	1.643	-1.225
3	3. parenting skills of parent or carer	3	0.691	2.192	-1.501
6	6. parents' or carer's views about school	6	-0.213	1.517	-1.729
48	48. their negative experiences of adoption	48	-1.398	0.357	-1.756
18	18. their parents'/carer's own experiences whilst growing up	18	-0.883	1.306	-2.190
24	24. the absence of a male role model at home	24	-1.285	0.906	-2.191
55	55. parental separation	55	-1.421	1.069	-2.490
44	44. that they grew up in a single parent home	44	-2.323	0.774	-3.097

Descending Array of Differences Between Factors 1 and 3

No.	Statement	No.	Type 1	Type 3	Difference
15	15. their need for attention	15	1.514	-0.984	2.498
54	54. their learning of boundaries	54	1.683	-0.682	2.365
41	41. the amount of self discipline that they have	41	0.644	-1.393	2.037
4	4. their mood at any given time	4	0.430	-1.255	1.684
11	11. concern about consequences of their behaviour in school	11	0.644	-0.592	1.237
16	16. their own views of their abilities	16	1.015	-0.212	1.227
33	33. their impulsivity	33	-0.063	-1.215	1.152
53	53. the extent to which they feel in control of a situation	53	0.252	-0.768	1.020
35	35. rules they have learned over time to guide behaviour	35	0.789	-0.208	0.998
22	22. their level of interest in the work set	22	1.119	0.133	0.987
36	36. ways they expect others to respond to their behaviour	36	1.047	0.115	0.932
20	20. the emotions of adults at home	20	0.539	-0.331	0.871
31	31. triggers within immediate environment at any time	31	1.809	0.943	0.867
34	34. their desire to fit in with the crowd	34	-0.176	-1.029	0.853
14	14. how effectively teachers communicate task instructions	14	1.273	0.516	0.757
65	65. that the needs of children and YP change with age	65	-0.246	-0.997	0.751
27	27. their intention to behave in a challenging way	27	0.379	-0.278	0.657
64	64. their previous negative experiences in school	64	0.157	-0.472	0.629
60	60. the home-school relationship	60	0.800	0.202	0.598
6	6. parents' or carer's views about school	6	-0.213	-0.801	0.589
61	61. the respect that they have for school staff	61	0.967	0.413	0.554
18	18. their parents'/carer's own experiences whilst growing up	18	-0.883	-1.393	0.510
7	7. parent's/carers' participation in ed. activities at home	7	0.150	-0.358	0.509

63	63. their attempts to adjust between home-school env.	63	-0.457	-0.889	0.432
13	13. their need to release their emotions	13	0.990	0.574	0.416
47	47. staff awareness of links between routines- beh patterns	47	1.021	0.673	0.348
5	5. their motivation to achieve	5	0.563	0.237	0.326
2	2. whether work in school is accessible	2	1.121	0.856	0.265
49	49. adults' understanding of their strengths	49	0.117	-0.134	0.251
23	23. the presence of a male role model within school	23	-0.369	-0.615	0.246
37	37. personality clashes	37	-0.671	-0.893	0.222
12	12. their knowledge of available rewards in school	12	-0.977	-1.087	0.110
9	9. their anticipation of failure during lessons	9	1.140	1.036	0.104
52	52. level of parents' /carer's education	52	-1.476	-1.569	0.094
29	29. their views that staff treat other pupils differently	29	0.146	0.084	0.063
50	50. peer pressure outside of school	50	-0.733	-0.651	-0.082
39	39. how effective staff think they are as professionals	39	-0.119	-0.030	-0.088
28	28. their diet	28	-0.579	-0.466	-0.113
26	26. how safe they perceive themselves to be in school	26	1.001	1.206	-0.205
42	42. the quality of their relationship with parents or carer	42	0.417	0.670	-0.253
67	67. involvement of professionals from different agencies	67	0.163	0.502	-0.339
3	3. parenting skills of parent or carer	3	0.691	1.203	-0.512
1	1. ability of staff to see things from pupil perspective	1	0.657	1.187	-0.531
51	51. live in a location isolated from local communities	51	-2.115	-1.582	-0.534
17	17. the influence of God's will	17	-2.694	-2.147	-0.546
32	32. the physical features of the learning environment	32	-1.114	-0.482	-0.632
8	8. empathy towards them, shown by key member of school staff	8	0.235	0.894	-0.659
40	40. whether or not staff find their behaviour acceptable	40	-0.743	-0.058	-0.685
66	66. their developmental stage - eg immature behaviour	66	0.249	0.936	-0.687
59	59. the influence of fate	59	-2.388	-1.698	-0.689
21	21. whether or not they have general learning difficulties	21	0.717	1.451	-0.735
38	38. whether or not they have had a bad start in life	38	-1.320	-0.584	-0.736
24	24. the absence of a male role model at home	24	-1.285	-0.505	-0.779
58	58. parental illness	58	-0.817	0.019	-0.836
10	10. ways that they think peers view their school behaviour	10	-0.491	0.360	-0.851
46	46. their need to communicate	46	0.345	1.246	-0.901
19	19. their exposure to negative behaviour at home	19	1.053	2.032	-0.980
44	44. that they grew up in a single parent home	44	-2.323	-1.309	-1.014
48	48. their negative experiences of adoption	48	-1.398	-0.382	-1.017
43	43. deprivation eg. experiencing poverty	43	-0.301	0.804	-1.105
45	45. poor peer relationships in school	45	0.126	1.253	-1.127
25	25. if they recognise bad behaviour does not = bad person	25	0.455	1.821	-1.366
56	56. their thoughts about their own past behaviour	56	-0.791	0.622	-1.413
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0.135	1.809	-1.675
30	30. attempts of school staff to teach positive behaviour	30	0.179	1.908	-1.729
57	57. a single cause which is at the root of their behaviour	57	-0.569	1.469	-2.038
55	55. parental separation	55	-1.421	0.878	-2.299

Descending Array of Differences Between Factors 2 and 3

No.	Statement	No.	Type 2	Type 3	Difference
18	18. their parents' /carer's own experiences whilst growing up	18	1.306	-1.393	2.700
6	6. parents' or carer's views about school	6	1.517	-0.801	2.318
44	44. that they grew up in a single parent home	44	0.774	-1.309	2.083
20	20. the emotions of adults at home	20	1.721	-0.331	2.052
54	54. their learning of boundaries	54	1.148	-0.682	1.830
7	7. parent's /carer's participation in ed. activities at home	7	1.232	-0.358	1.591
65	65. that the needs of children and YP change with age	65	0.428	-0.997	1.425
24	24. the absence of a male role model at home	24	0.906	-0.505	1.412
63	63. their attempts to adjust between home-school env.	63	0.449	-0.889	1.338
35	35. rules they have learned over time to guide behaviour	35	1.075	-0.208	1.284
34	34. their desire to fit in with the crowd	34	0.126	-1.029	1.155
49	49. adults' understanding of their strengths	49	0.921	-0.134	1.055
64	64. their previous negative experiences in school	64	0.538	-0.472	1.010
3	3. parenting skills of parent or carer	3	2.192	1.203	0.989
42	42. the quality of their relationship with parents or carer	42	1.643	0.670	0.973
15	15. their need for attention	15	-0.050	-0.984	0.934
53	53. the extent to which they feel in control of a situation	53	0.127	-0.768	0.894
48	48. their negative experiences of adoption	48	0.357	-0.382	0.739
41	41. the amount of self discipline that they have	41	-0.697	-1.393	0.696
4	4. their mood at any given time	4	-0.715	-1.255	0.540
52	52. level of parents' /carer's education	52	-1.042	-1.569	0.527
11	11. concern about consequences of their behaviour in school	11	-0.092	-0.592	0.500
51	51. live in a location isolated from local communities	51	-1.100	-1.582	0.481
50	50. peer pressure outside of school	50	-0.267	-0.651	0.384
27	27. their intention to behave in a challenging way	27	0.088	-0.278	0.366
29	29. their views that staff treat other pupils differently	29	0.416	0.084	0.333
55	55. parental separation	55	1.069	0.878	0.191
40	40. whether or not staff find their behaviour acceptable	40	0.128	-0.058	0.186
19	19. their exposure to negative behaviour at home	19	2.180	2.032	0.148
60	60. the home-school relationship	60	0.329	0.202	0.127
10	10. ways that they think peers view their school behaviour	10	0.475	0.360	0.116
13	13. their need to release their emotions	13	0.656	0.574	0.081
23	23. the presence of a male role model within school	23	-0.547	-0.615	0.068
31	31. triggers within immediate environment at any time	31	0.930	0.943	-0.012
47	47. staff awareness of links between routines- beh patterns	47	0.656	0.673	-0.017
1	1. ability of staff to see things from pupil perspective	1	1.113	1.187	-0.074
58	58. parental illness	58	-0.121	0.019	-0.140
38	38. whether or not they have had a bad start in life	38	-0.782	-0.584	-0.198
17	17. the influence of God's will	17	-2.381	-2.147	-0.233
39	39. how effective staff think they are as professionals	39	-0.282	-0.030	-0.252
37	37. personality clashes	37	-1.154	-0.893	-0.261
33	33. their impulsivity	33	-1.528	-1.215	-0.312
5	5. their motivation to achieve	5	-0.107	0.237	-0.344
67	67. involvement of professionals from different agencies	67	0.142	0.502	-0.360
28	28. their diet	28	-0.873	-0.466	-0.407
59	59. the influence of fate	59	-2.192	-1.698	-0.493
12	12. their knowledge of available rewards in school	12	-1.609	-1.087	-0.522
61	61. the respect that they have for school staff	61	-0.308	0.413	-0.721
2	2. whether work in school is accessible	2	0.108	0.856	-0.748
46	46. their need to communicate	46	0.437	1.246	-0.809
43	43. deprivation eg. experiencing poverty	43	-0.045	0.804	-0.848
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0.904	1.809	-0.905
56	56. their thoughts about their own past behaviour	56	-0.301	0.622	-0.923
16	16. their own views of their abilities	16	-1.303	-0.212	-1.091
36	36. ways they expect others to respond to their behaviour	36	-1.121	0.115	-1.236
45	45. poor peer relationships in school	45	0.002	1.253	-1.251
14	14. how effectively teachers communicate task instructions	14	-0.739	0.516	-1.255
26	26. how safe they perceive themselves to be in school	26	-0.170	1.206	-1.376
32	32. the physical features of the learning environment	32	-1.896	-0.482	-1.414
57	57. a single cause which is at the root of their behaviour	57	0.051	1.469	-1.418
9	9. their anticipation of failure during lessons	9	-0.446	1.036	-1.483
8	8. empathy towards them, shown by key member of school staff	8	-0.598	0.894	-1.492
21	21. whether or not they have general learning difficulties	21	-0.050	1.451	-1.501
22	22. their level of interest in the work set	22	-1.670	0.133	-1.803
66	66. their developmental stage - eg immature behaviour	66	-0.970	0.936	-1.906

25	25. if they recognise bad behaviour does not = bad person	25	-0.386	1.821	-2.207
30	30. attempts of school staff to teach positive behaviour	30	-0.605	1.908	-2.513

Factor Q-Sort Values for Each Statement

		Factor Arrays			
No.	Statement	No.	1	2	3
1	1. ability of staff to see things from pupil perspective	1	2	4	3
2	2. whether work in school is accessible	2	4	0	2
3	3. parenting skills of parent or carer	3	2	5	3
4	4. their mood at any given time	4	1	-2	-4
5	5. their motivation to achieve	5	2	-1	1
6	6. parents' or carer's views about school	6	-1	4	-2
7	7. parent's/carer's participation in ed. activities at home	7	0	4	-1
8	8. empathy towards them, shown by key member of school staff	8	0	-2	3
9	9. their anticipation of failure during lessons	9	4	-2	3
10	10. ways that they think peers view their school behaviour	10	-2	2	1
11	11. concern about consequences of their behaviour in school	11	2	0	-2
12	12. their knowledge of available rewards in school	12	-3	-4	-3
13	13. their need to release their emotions	13	3	2	2
14	14. how effectively teachers communicate task instructions	14	5	-3	1
15	15. their need for attention	15	5	0	-3
16	16. their own views of their abilities	16	3	-4	0
17	17. the influence of God's will	17	-5	-5	-5
18	18. their parents'/carer's own experiences whilst growing up	18	-3	4	-4
19	19. their exposure to negative behaviour at home	19	4	5	5
20	20. the emotions of adults at home	20	1	5	-1
21	21. whether or not they have general learning difficulties	21	2	0	4
22	22. their level of interest in the work set	22	4	-5	1
23	23. the presence of a male role model within school	23	-2	-2	-2
24	24. the absence of a male role model at home	24	-4	3	-1
25	25. if they recognise bad behaviour does not = bad person	25	1	-2	5
26	26. how safe they perceive themselves to be in school	26	3	-1	4
27	27. their intention to behave in a challenging way	27	1	0	0
28	28. their diet	28	-2	-3	-1
29	29. their views that staff treat other pupils differently	29	0	1	0
30	30. attempts of school staff to teach positive behaviour	30	0	-2	5
31	31. triggers within immediate environment at any time	31	5	3	3
32	32. the physical features of the learning environment	32	-3	-5	-1
33	33. their impulsivity	33	-1	-4	-4
34	34. their desire to fit in with the crowd	34	-1	0	-3
35	35. rules they have learned over time to guide behaviour	35	2	3	0
36	36. ways they expect others to respond to their behaviour	36	4	-4	0
37	37. personality clashes	37	-2	-4	-3
38	38. whether or not they have had a bad start in life	38	-4	-3	-2
39	39. how effective staff think they are as professionals	39	-1	-1	0
40	40. whether or not staff find their behaviour acceptable	40	-3	1	0
41	41. the amount of self discipline that they have	41	2	-2	-4
42	42. the quality of their relationship with parents or carer	42	1	5	2
43	43. deprivation eg. experiencing poverty	43	-1	0	2
44	44. that they grew up in a single parent home	44	-5	2	-4
45	45. poor peer relationships in school	45	0	0	4
46	46. their need to communicate	46	1	2	4
47	47. staff awareness of links between routines- beh patterns	47	3	2	2
48	48. their negative experiences of adoption	48	-4	1	-1
49	49. adults' understanding of their strengths	49	-1	3	0
50	50. peer pressure outside of school	50	-2	-1	-2
51	51. live in a location isolated from local communities	51	-5	-3	-5
52	52. level of parents'/carer's education	52	-4	-3	-5
53	53. the extent to which they feel in control of a situation	53	1	1	-2
54	54. their learning of boundaries	54	5	4	-2
55	55. parental separation	55	-4	3	2
56	56. their thoughts about their own past behaviour	56	-3	-1	2
57	57. a single cause which is at the root of their behaviour	57	-2	0	4
58	58. parental illness	58	-3	-1	0
59	59. the influence of fate	59	-5	-5	-5
60	60. the home-school relationship	60	3	1	1
61	61. the respect that they have for school staff	61	3	-1	1
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0	3	5
63	63. their attempts to adjust between home-school env.	63	-2	2	-3
64	64. their previous negative experiences in school	64	0	2	-1
65	65. that the needs of children and YP change with age	65	-1	1	-3
66	66. their developmental stage - eg immature behaviour	66	0	-3	3
67	67. involvement of professionals from different agencies	67	0	1	1

Variance = 8.030 St. Dev. = 2.834

Factor Q-Sort Values for Statements sorted by Consensus vs. Disagreement (Variance across normalized Factor Scores)

		Factor Arrays			
No.	Statement	No.	1	2	3
23	23. the presence of a male role model within school	23	-2	-2	-2
39	39. how effective staff think they are as professionals	39	-1	-1	0
29	29. their views that staff treat other pupils differently	29	0	1	0
67	67. involvement of professionals from different agencies	67	0	1	1
47	47. staff awareness of links between routines- beh patterns	47	3	2	2
28	28. their diet	28	-2	-3	-1
13	13. their need to release their emotions	13	3	2	2
37	37. personality clashes	37	-2	-4	-3
50	50. peer pressure outside of school	50	-2	-1	-2
17	17. the influence of God's will	17	-5	-5	-5
52	52. level of parents'/carer's education	52	-4	-3	-5
1	1. ability of staff to see things from pupil perspective	1	2	4	3
60	60. the home-school relationship	60	3	1	1
27	27. their intention to behave in a challenging way	27	1	0	0
5	5. their motivation to achieve	5	2	-1	1
12	12. their knowledge of available rewards in school	12	-3	-4	-3
59	59. the influence of fate	59	-5	-5	-5
38	38. whether or not they have had a bad start in life	38	-4	-3	-2
58	58. parental illness	58	-3	-1	0
40	40. whether or not staff find their behaviour acceptable	40	-3	1	0
46	46. their need to communicate	46	1	2	4
31	31. triggers within immediate environment at any time	31	5	3	3
51	51. live in a location isolated from local communities	51	-5	-3	-5
64	64. their previous negative experiences in school	64	0	2	-1
2	2. whether work in school is accessible	2	4	0	2
10	10. ways that they think peers view their school behaviour	10	-2	2	1

49	49.	adults' understanding of their strengths	49	-1	3	0
53	53.	the extent to which they feel in control of a situation	53	1	1	-2
43	43.	deprivation eg. experiencing poverty	43	-1	0	2
34	34.	their desire to fit in with the crowd	34	-1	0	-3
19	19.	their exposure to negative behaviour at home	19	4	5	5
11	11.	concern about consequences of their behaviour in school	11	2	0	-2
61	61.	the respect that they have for school staff	61	3	-1	1
42	42.	the quality of their relationship with parents or carer	42	1	5	2
35	35.	rules they have learned over time to guide behaviour	35	2	3	0
63	63.	their attempts to adjust between home-school env.	63	-2	2	-3
45	45.	poor peer relationships in school	45	0	0	4
32	32.	the physical features of the learning environment	32	-3	-5	-1
65	65.	that the needs of children and YP change with age	65	-1	1	-3
56	56.	their thoughts about their own past behaviour	56	-3	-1	2
26	26.	how safe they perceive themselves to be in school	26	3	-1	4
8	8.	empathy towards them, shown by key member of school staff	8	0	-2	3
21	21.	whether or not they have general learning difficulties	21	2	0	4
3	3.	parenting skills of parent or carer	3	2	5	3
33	33.	their impulsivity	33	-1	-4	-4
7	7.	parent's/carer's participation in ed. activities at home	7	0	4	-1
62	62.	diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0	3	5
4	4.	their mood at any given time	4	1	-2	-4
48	48.	their negative experiences of adoption	48	-4	1	-1
9	9.	their anticipation of failure during lessons	9	4	-2	3
66	66.	their developmental stage - eg immature behaviour	66	0	-3	3
14	14.	how effectively teachers communicate task instructions	14	5	-3	1
20	20.	the emotions of adults at home	20	1	5	-1
41	41.	the amount of self discipline that they have	41	2	-2	-4
57	57.	a single cause which is at the root of their behaviour	57	-2	0	4
36	36.	ways they expect others to respond to their behaviour	36	4	-4	0
24	24.	the absence of a male role model at home	24	-4	3	-1
25	25.	if they recognise bad behaviour does not = bad person	25	1	-2	5
16	16.	their own views of their abilities	16	3	-4	0
6	6.	parents' or carer's views about school	6	-1	4	-2
54	54.	their learning of boundaries	54	5	4	-2
15	15.	their need for attention	15	5	0	-3
30	30.	attempts of school staff to teach positive behaviour	30	0	-2	5
55	55.	parental separation	55	-4	3	2
22	22.	their level of interest in the work set	22	4	-5	1
18	18.	their parents'/carer's own experiences whilst growing up	18	-3	4	-4
44	44.	that they grew up in a single parent home	44	-5	2	-4

Factor Characteristics

	Factors		
	1	2	3
No. of Defining Variables	9	4	5
Average Rel. Coef.	0.800	0.800	0.800
Composite Reliability	0.973	0.941	0.952
S.E. of Factor Scores	0.164	0.243	0.218

Standard Errors for Differences in Normalized Factor Scores

(Diagonal Entries Are S.E. Within Factors)

Factors	1	2	3
1	0.232	0.293	0.273
2	0.293	0.343	0.326
3	0.273	0.326	0.309

Distinguishing Statements for Factor 1

(P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

No.	Statement	No.	Factors		
			1 RNK SCORE	2 RNK SCORE	3 RNK SCORE
31	31. triggers within immediate environment at any time	31	5 1.81*	3 0.93	3 0.94
15	15. their need for attention	15	5 1.51*	0 -0.05	-3 -0.98
14	14. how effectively teachers communicate task instructions	14	5 1.27*	-3 -0.74	1 0.52
22	22. their level of interest in the work set	22	4 1.12*	-5 -1.67	1 0.13
19	19. their exposure to negative behaviour at home	19	4 1.05*	5 2.18	5 2.03
36	36. ways they expect others to respond to their behaviour	36	4 1.05*	-4 -1.12	0 0.12
16	16. their own views of their abilities	16	3 1.02*	-4 -1.30	0 -0.21
61	61. the respect that they have for school staff	61	3 0.97	-1 -0.31	1 0.41
21	21. whether or not they have general learning difficulties	21	2 0.72*	0 -0.05	4 1.45
11	11. concern about consequences of their behaviour in school	11	2 0.64	0 -0.09	-2 -0.59
41	41. the amount of self discipline that they have	41	2 0.64*	-2 -0.70	-4 -1.39
20	20. the emotions of adults at home	20	1 0.54*	5 1.72	-1 -0.33
25	25. if they recognise bad behaviour does not = bad person	25	1 0.46*	-2 -0.39	5 1.82
4	4. their mood at any given time	4	1 0.43*	-2 -0.71	-4 -1.25
66	66. their developmental stage - eg immature behaviour	66	0 0.25	-3 -0.97	3 0.94
8	8. empathy towards them, shown by key member of school staff	8	0 0.24	-2 -0.60	3 0.89
30	30. attempts of school staff to teach positive behaviour	30	0 0.18*	-2 -0.60	5 1.91
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0 0.13*	3 0.90	5 1.81
33	33. their impulsivity	33	-1 -0.06*	-4 -1.53	-4 -1.22
6	6. parents' or carer's views about school	6	-1 -0.21	4 1.52	-2 -0.80
65	65. that the needs of children and YP change with age	65	-1 -0.25	1 0.43	-3 -1.00
10	10. ways that they think peers view their school behaviour	10	-2 -0.49*	2 0.48	1 0.36
57	57. a single cause which is at the root of their behaviour	57	-2 -0.57	0 0.05	4 1.47
40	40. whether or not staff find their behaviour acceptable	40	-3 -0.74	1 0.13	0 -0.06
58	58. parental illness	58	-3 -0.82	-1 -0.12	0 0.02
32	32. the physical features of the learning environment	32	-3 -1.11	-5 -1.90	-1 -0.48
24	24. the absence of a male role model at home	24	-4 -1.28*	3 0.91	-1 -0.51
48	48. their negative experiences of adoption	48	-4 -1.40*	1 0.36	-1 -0.38
55	55. parental separation	55	-4 -1.42*	3 1.07	2 0.88
44	44. that they grew up in a single parent home	44	-5 -2.32*	2 0.77	-4 -1.31

Distinguishing Statements for Factor 2

(P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

		Factors		
No. Statement	No.	1 RNK SCORE	2 RNK SCORE	3 RNK SCORE
3 3. parenting skills of parent or carer	3	2 0.69	5 2.19*	3 1.20
20 20. the emotions of adults at home	20	1 0.54	5 1.72*	-1 -0.33
42 42. the quality of their relationship with parents or carer	42	1 0.42	5 1.64*	2 0.67
6 6. parents' or carer's views about school	6	-1 -0.21	4 1.52*	-2 -0.80
18 18. their parents'/carer's own experiences whilst growing up	18	-3 -0.88	4 1.31*	-4 -1.39
7 7. parent's/carers' participation in ed. activities at home	7	0 0.15	4 1.23*	-1 -0.36
49 49. adults' understanding of their strengths	49	-1 0.12	3 0.92*	0 -0.13
24 24. the absence of a male role model at home	24	-4 -1.28	3 0.91*	-1 -0.51
62 62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0 0.13	3 0.90*	5 1.81
44 44. that they grew up in a single parent home	44	-5 -2.32	2 0.77*	-4 -1.31
63 63. their attempts to adjust between home-school env.	63	-2 -0.46	2 0.45*	-3 -0.89
65 65. that the needs of children and YP change with age	65	-1 -0.25	1 0.43	-3 -1.00
48 48. their negative experiences of adoption	48	-4 -1.40	1 0.36	-1 -0.38
2 2. whether work in school is accessible	2	4 1.12	0 0.11	2 0.86
57 57. a single cause which is at the root of their behaviour	57	-2 -0.57	0 0.05	4 1.47
21 21. whether or not they have general learning difficulties	21	2 0.72	0 -0.05*	4 1.45
15 15. their need for attention	15	5 1.51	0 -0.05*	-3 -0.98
26 26. how safe they perceive themselves to be in school	26	3 1.00	-1 -0.17*	4 1.21
61 61. the respect that they have for school staff	61	3 0.97	-1 -0.31	1 0.41
25 25. if they recognise bad behaviour does not = bad person	25	1 0.46	-2 -0.39*	5 1.82
9 9. their anticipation of failure during lessons	9	4 1.14	-2 -0.45*	3 1.04
8 8. empathy towards them, shown by key member of school staff	8	0 0.24	-2 -0.60*	3 0.89
30 30. attempts of school staff to teach positive behaviour	30	0 0.18	-2 -0.60*	5 1.91
41 41. the amount of self discipline that they have	41	2 0.64	-2 -0.70	-4 -1.39
14 14. how effectively teachers communicate task instructions	14	5 1.27	-3 -0.74*	1 0.52
66 66. their developmental stage - eg immature behaviour	66	0 0.25	-3 -0.97*	3 0.94
36 36. ways they expect others to respond to their behaviour	36	4 1.05	-4 -1.12*	0 0.12
16 16. their own views of their abilities	16	3 1.02	-4 -1.30*	0 -0.21
22 22. their level of interest in the work set	22	4 1.12	-5 -1.67*	1 0.13
32 32. the physical features of the learning environment	32	-3 -1.11	-5 -1.90*	-1 -0.48

Distinguishing Statements for Factor 3

(P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

		Factors		
No. Statement	No.	1 RNK SCORE	2 RNK SCORE	3 RNK SCORE
30 30. attempts of school staff to teach positive behaviour	30	0 0.18	-2 -0.60	5 1.91*
25 25. if they recognise bad behaviour does not = bad person	25	1 0.46	-2 -0.39	5 1.82*
62 62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0 0.13	3 0.90	5 1.81*
57 57. a single cause which is at the root of their behaviour	57	-2 -0.57	0 0.05	4 1.47*
21 21. whether or not they have general learning difficulties	21	2 0.72	0 -0.05	4 1.45*
45 45. poor peer relationships in school	45	0 0.13	0 0.00	4 1.25*
46 46. their need to communicate	46	1 0.35	2 0.44	4 1.25
66 66. their developmental stage - eg immature behaviour	66	0 0.25	-3 -0.97	3 0.94
8 8. empathy towards them, shown by key member of school staff	8	0 0.24	-2 -0.60	3 0.89
43 43. deprivation eg. experiencing poverty	43	-1 -0.30	0 -0.04	2 0.80*
56 56. their thoughts about their own past behaviour	56	-3 -0.79	-1 -0.30	2 0.62*
14 14. how effectively teachers communicate task instructions	14	5 1.27	-3 -0.74	1 0.52*
61 61. the respect that they have for school staff	61	3 0.97	-1 -0.31	1 0.41
22 22. their level of interest in the work set	22	4 1.12	-5 -1.67	1 0.13*
36 36. ways they expect others to respond to their behaviour	36	4 1.05	-4 -1.12	0 0.12*
35 35. rules they have learned over time to guide behaviour	35	2 0.79	3 1.08	0 -0.21*
16 16. their own views of their abilities	16	3 1.02	-4 -1.30	0 -0.21*
20 20. the emotions of adults at home	20	1 0.54	5 1.72	-1 -0.33*
48 48. their negative experiences of adoption	48	-4 -1.40	1 0.36	-1 -0.38
64 64. their previous negative experiences in school	64	0 0.16	2 0.54	-1 -0.47
32 32. the physical features of the learning environment	32	-3 -1.11	-5 -1.90	-1 -0.48
24 24. the absence of a male role model at home	24	-4 -1.28	3 0.91	-1 -0.51*
54 54. their learning of boundaries	54	5 1.68	4 1.15	-2 -0.68*
53 53. the extent to which they feel in control of a situation	53	1 0.25	1 0.13	-2 -0.77*
6 6. parents' or carer's views about school	6	-1 -0.21	4 1.52	-2 -0.80
15 15. their need for attention	15	5 1.51	0 -0.05	-3 -0.98*
65 65. that the needs of children and YP change with age	65	-1 -0.25	1 0.43	-3 -1.00*
34 34. their desire to fit in with the crowd	34	-1 -0.18	0 0.13	-3 -1.03*
44 44. that they grew up in a single parent home	44	-5 -2.32	2 0.77	-4 -1.31*
41 41. the amount of self discipline that they have	41	2 0.64	-2 -0.70	-4 -1.39

Consensus Statements -- Those That Do Not Distinguish Between ANY Pair of Factors.

All Listed Statements are Non-Significant at P>.01, and Those Flagged With an * are also Non-Significant at P>.05.

		Factors		
No. Statement	No.	1 RNK SCORE	2 RNK SCORE	3 RNK SCORE
1* 1. ability of staff to see things from pupil perspective	1	2 0.66	4 1.11	3 1.19
5 5. their motivation to achieve	5	2 0.56	-1 -0.11	1 0.24
12 12. their knowledge of available rewards in school	12	-3 -0.98	-4 -1.61	-3 -1.09
13* 13. their need to release their emotions	13	3 0.99	2 0.66	2 0.57
17 17. the influence of God's will	17	-5 -2.69	-5 -2.38	-5 -2.15
23* 23. the presence of a male role model within school	23	-2 -0.37	-2 -0.55	-2 -0.62
27 27. their intention to behave in a challenging way	27	1 0.38	0 0.09	0 -0.28
28* 28. their diet	28	-2 -0.58	-3 -0.87	-1 -0.47
29* 29. their views that staff treat other pupils differently	29	0 0.15	1 0.42	0 0.08
37* 37. personality clashes	37	-2 -0.67	-4 -1.15	-3 -0.89
39* 39. how effective staff think they are as professionals	39	-1 -0.12	-1 -0.28	0 -0.03
47* 47. staff awareness of links between routines- beh patterns	47	3 1.02	2 0.66	2 0.67
50* 50. peer pressure outside of school	50	-2 -0.73	-1 -0.27	-2 -0.65
52* 52. level of parents'/carer's education	52	-4 -1.48	-3 -1.04	-5 -1.57
59 59. the influence of fate	59	-5 -2.39	-5 -2.19	-5 -1.70
60 60. the home-school relationship	60	3 0.80	1 0.33	1 0.20
67* 67. involvement of professionals from different agencies	67	0 0.16	1 0.14	1 0.50

Appendix X: Factor 1 Semi structured interview transcripts, first cycle coding methods applied to organise the data, factor interpretation crib sheets.

AM01

		<i>Simultaneous coding</i>	<i>Emotion coding</i>
LC	If it's ok I will ask you some questions on the way you sorted the cards now. Firstly the statement that read, "that they grew up in a single parent home" you placed towards the least important end (-5), can you elaborate on your thinking around that.		
AM01	Yeah, a lot of pupils that I work with in the past and currently have grown up in that environment and I think that it depends on the kind of parenting they have rather than the gender, I think, you know, a parent whether it be a mother or a father can do the job of both, I am a single parent myself so that obviously does have an effect on my thinking there, so I don't think it's important, I think any gender can do the job of both.	Professional experience, many "A" pupils have grown up in a single parent home. Quality of parenting matters more than the gender. Mother can fulfil the same role as a father, father can fulfil the same role as a mother. Personal situation; AM01 is a single parent.	
LC	Ok and something else you placed towards that end was "parental separation" (-4)		
AM01	Again for the same reasons, although I do think it's to do with age as well I think you know children do take parental separation more harder when they are a little bit older but sometimes I think that's maybe a bit of an excuse as to other issues because sometimes parental separation in a lot of cases with the young people I work with, it can be a relief rather than a problem.	The age at which children and young people experience parental separation is significant in terms of its impact. Parental separation is "harder" for "older" children and young people. Parental separation can be used at an excuse. Parental separation can be a relief for some young people.	Parental separation may be "harder" for some children than others, depending upon age. Parental separation can be a relief rather than a problem.
LC	Ok, another card you sorted towards this end was "whether or not they have had a bad start in life" (-4).		
AM01	I mean I have, I don't want to sound too judgemental about the pupils I work with but the majority of them don't have an awful lot and they don't have a great start in life but, you know, they have the ability once they get, primary age is different I think, primary age, you know, I think it's there are a lot more issues about having a bad start in life but once you get to	"A" pupils do not have an awful lot and do not have a "great start in life." Age of pupil is significant, there are a lot more issues associated with primary age children having a bad start in life. Secondary age pupils (young people) are "their own person and they make their own decisions.... No matter what start in life." Secondary age pupils can focus	The majority of "A" pupils do not have an "awful lot" or have not had a "great start in life." No matter what start in life, they can focus and they can be motivated to do better (by the time they are in Key Stage four).

	secondary and you know key stage four especially they're their own person and they make their own decisions and you know, no matter what start in life they can focus and they can be motivated to do better.	and they can be motivated to do better.	
LC	Ok, something you rated here was "the ability of school staff to see things from their perspective" (-3.)		
AM01	In the environment I work in people come from all sorts of different backgrounds, and I think when the staff look at the child as a person, rather than as looking at what they've come from or what they're looking at, they're dealing with that child as its own person rather than, you know, beyond, like we know what start in life or whatever. I'm surprised I said that was less important though, I would have said that's, well the only thing I can assume from that is that they were the other things that were important, were more important to me because obviously I do think that's relatively important.	Staff perceiving children as people rather than looking at "what they've come from." Child as "their own person" as opposed to a product of a bad start in life. Surprised that "the ability of school staff to see things from their perspective was rated in this position.	AM01 expressed her surprise at the positioning of "the ability of school staff to see things from their perspective."
LC	"Their need to communicate" was another one that you placed just off centre, towards this end, around here (-1)		
AM01	Communication, it can come from loads of different forms, our pupils don't tend to be very good at communication so we have to be able to read, read what they are saying by their behaviour or by, you know, just their facial expressions or, so I think that's maybe where I was coming from there, rather than their actual spoken.	Communication can take different forms. "A" pupils do not tend to be very good at communication. Staff must be able to interpret their behaviour, eg. facial expressions, non-verbal communication.	"A" pupils do not tend to be very good at communicating.
LC	Ok, "the quality of their relationship with their parents or carer" was something that you placed pretty much in the middle, here (0).		
AM01	Wow, I'm surprised at myself, again. I think that other things must have been more important. It's the fact again like I said before, once they get to key stage four, they're their own	The importance of "the quality of their relationship with their parents or carer" is dependent upon age. Key Stage four pupils are "their own person" and relationships	AM01 expressed surprise that "the quality of their relationship with their parents or carer" was placed towards the middle of the grid.

	person and you know the quality of the relationship may have broken down, it may have in a lot of young people I work with the relationship isn't very good there and also the parents, some of the parents aren't interested in having a relationship with the pupil or their child, so its possibly that.	with parents may have "broken down." Some of "A" pupils' parents have no interest in developing a relationship with the pupils themselves.	
LC	Ok, another statement was "the ways that they expect others to respond to their behaviour" and you put that here, towards the most important end (+4)		
AM01	I think a lot going back to the communication thing, our pupils do tend to behave in a certain way to get a reaction from others, whether it's intentional or not, sometimes its intentional, sometimes it's not, sometimes they just don't consider anybody else.	"A" pupils' behaviour may be specific and aimed at provoking a reaction from others. Sometimes, this may be intentional, sometimes pupils do not consider others.	
LC	What do you mean by intentional?		
AM01	Something that they mean to do, like, something that they want to do or achieve.		
LC	OK, now, the next statement, "their intention to behave in a challenging way" you also put that up in the same sort of area, here (+4).		
AM01	Yes I mean, you know that we have certain pupils that you know that they are gonna be challenging no matter what you are doing for them, no matter what you say to them they are going to deliberately come in and be challenging for whatever reason they gonna do that, so you've just got to kind of accept that and try and modify that somehow.	Some "A" pupils behave in a challenging way, irrespective of staff efforts and behaviour towards them. Some "A" pupils' challenging behaviour is deliberate, for reasons which are unknown to staff. Staff have to accept that they may not fully understand why some "A" pupils behave in a challenging way but must attempt to somehow modify the behaviour.	Some pupils will behave in a challenging way "no matter what." "You've just got to kind of accept that and try and modify that somehow."
LC	And, "their mood at any given time" was another statement that you placed towards this end, here (+5)		
AM01	Yeah hormones, but again going back to the home issues you know and pupils can come in and you haven't got a clue, I mean I had a pupil this morning came in and normally he is on the ball,	Mood is associated with hormones. Mood may be influenced by issues at home, of which staff may be unaware. Staff should try and be mindful	"Normally, he is on the ball, spot on, he came in this morning and he was like argh you're on my case you this, you that, and I was thinking I haven't said

	spot on, he came in this morning he was like argh you on my case you this, you that, and I was thinking I haven't said anything to you and off he went but I would bet my bottom dollar that there was something underlying there so I need to try and to make sense of that I've got to remember that there is something else there.	that experiences at home may be driving negative behaviour exhibited within school when interpreting "A" pupils' presenting behaviours.	anything to you and off he went but I would bet my bottom dollar that there was something underlying there" – USED TO ILLUSTRATE CONTRAST IN BEHAVIOUR AND TO REAFFIRM BELIEF THAT THERE WAS AN ISSUE AT HOME WHICH HAD AFFECTED PRESENTING BEHAVIOUR IN SCHOOL.
LC	Another statement which was in the same area was their learning of boundaries, here (+4).		
AM01	Boundaries are something that the pupils we work with tend to just have in schools, they don't tend to have so many boundaries at home, but also given their age and their challenging behaviour they are gonna push them boundaries all the time.	"A" pupils; boundaries only set and applied in school. "A" pupils push these boundaries, given their age.	
LC	Ok, so how about "their anticipation of failure during lessons" and that was something you placed right up there (+5)		
AM01	Yeah, I think a lot of them come into a lesson just assuming that they are gonna fail so therefore why put the effort in.	A lot of "A" pupils arrive at lessons anticipating failure. As a result they are reluctant to apply effort during lessons.	
LC	"Triggers within the immediate environment at any given time" was something that you placed there (+5)		
AM01	That would be their behaviour in the classrooms or interruptions. In relation to the behaviour, triggers in the classroom so it would be the staff, other pupils, even objects, you know, just being flung around the room or words, whispers.	Triggers within the immediate environment were conceptualised as: Interruptions. The behaviour of staff, including spoken language and whispers. The behaviour of other pupils, including spoken language and whispers. Objects thrown across the classroom.	"even objects, you know, just being flung around the room..." – DRAWS ATTENTION TO THE RANGE OF TRIGGERS
LC	And what do you understand by "their need for attention" which was something that you placed here (+5)		
AM01	Ok, attention can be negative or positive, a lot of them go for negative attention for most of the time so I would assume that, you know, they are shouting out and even the I'm not doing it, it's rubbish is them looking for attention in the class.	"A" pupils may seek either positive or negative attention. The majority of the time, "A" pupils seek negative attention eg. by shouting out in class or refusing to comply with instructions.	"I'm not doing that, it's rubbish." – WAYS IN WHICH PUPILS MAY SEEK NEGATIVE ATTENTION

LC	Ok, another statement that you placed here was “their level of interest in the work set” about there (+5)		
AM01	Yeah I think they’ve got to be interested to actually do it, they will give you any excuse but if it’s something they want to do they will do it, so therefore the interest level needs to be high.	Unless there is a high level of pupil interest in the work set, otherwise “they will give you any excuse” to avoid attempting the tasks which they are given.	“They’ve got to be interested to actually do it... they’ll give you any excuse but if it’s something they want to do they will do it so therefore the interest level needs to be high.”
LC	Does that link with motivation when you are trying to make sense of what you are seeing in front of you?		
AM01	Yeah, so they’ve got to want to do it they’ve got to have a bit of passion about it otherwise they just gonna, you know, just do it and but to know, not even gonna progress with it it’s just gonna be done to the least effort that’s needed, that they can get away with.	Without being passionate about their work, pupils will apply the least effort “that they can get away with.” Therefore, pupils will not progress.	“they’ve got to have a bit of passion about it” – INTRINSIC MOTIVATION OF PUPILS
LC	Ok, going back to the overall question, so when making sense of the behaviour of children and young people it is important to consider, how would you summarise your views in a nutshell.		
AM01	Everything, to consider what you were saying before about home life, to consider expectations, to consider aspiration if they’ve got any of that, to consider whether they had breakfast that morning, to consider whether, you know, whether their mam was drunk last night, to consider whether they didn’t have enough money for the bus fare to school, to consider whether someone’s called their mam on the way into school, to consider, you know, they’ve come in and the first person they’ve seen has said you haven’t got your uniform on or, it’s just to consider everything. Everything around, does that make sense.	When making sense of the behaviour of children it is important to consider: Home life. Expectations. Aspiration (“if they’ve got any of that.”). “Whether they had breakfast that morning.” Whether their mam was drunk last night.” “Whether they had enough money for the bus fare to come to school.” “Whether someone has called their mam on the way to school.” Whether they receive negative comments immediately after arriving in school (eg. associated with wearing the incorrect uniform).	
LC	It does yes, that’s great, thank you very much indeed for your time.		

Simultaneous coding

- Professional experience, many “A” pupils have grown up in a single parent home.
- Quality of parenting matters more than the gender.
 - Mother can fulfil the same role as a father, father can fulfil the same role as a mother.
 - Personal situation; AM01 is a single parent.
- The age at which children and young people experience parental separation is significant in terms of its impact.
 - Parental separation is “harder” for “older” children and young people.
 - Parental separation can be used as an excuse.
 - Parental separation can be a relief for some young people.
- “A” pupils do not have an awful lot and do not have a “great start in life.”
 - Age of pupil is significant, there are a lot more issues associated with primary age children having a bad start in life. Secondary age pupils (young people) are “their own person and they make their own decisions.... No matter what start in life.”
 - Secondary age pupils can focus and they can be motivated to do better.

- Staff perceiving children as people rather than looking at “what they’ve come from.”
 - Child as “their own person” as opposed to a product of a bad start in life.
 - Surprised that “the ability of school staff to see things from their perspective was rated in this position.

- Communication can take different forms.
 - “A” pupils do not tend to be very good at communication.
 - Staff must be able to interpret their behaviour, eg. facial expressions, non-verbal communication.

- The importance of “the quality of their relationship with their parents or carer” is dependent upon age.
 - Key Stage four pupils are “their own person” and relationships with parents may have “broken down.”
 - Some of “A” pupils’ parents have no interest in developing a relationship with the pupils themselves.

- “A” pupils’ behaviour may be specific and aimed at provoking a reaction from others.
 - Sometimes, this may be intentional, sometimes pupils do not consider others.

- Some “A” pupils behave in a challenging way, irrespective of staff efforts and behaviour towards them.

- Some “A” pupils’ challenging behaviour is deliberate, for reasons which are unknown to staff.
- Staff have to accept that they may not fully understand why some “A” pupils behave in a challenging way but must attempt to somehow modify the behaviour.
- Mood is associated with hormones.
- Mood may be influenced by issues at home, of which staff may be unaware.
 - Staff should try and be mindful that experiences at home may be driving negative behaviour exhibited within school when interpreting “A” pupils’ presenting behaviours.
- “A” pupils; boundaries only set and applied in school.
 - “A” pupils push these boundaries, given their age.
- A lot of “A” pupils arrive at lessons anticipating failure. As a result they are reluctant to apply effort during lessons.
- Triggers within the immediate environment were conceptualised as:
 - Interruptions.
 - The behaviour of staff, including spoken language and whispers.
 - The behaviour of other pupils, including spoken language and whispers.

- Objects thrown across the classroom.

- “A” pupils may seek either positive or negative attention.
 - The majority of the time, “A” pupils seek negative attention eg. by shouting out in class or refusing to comply with instructions.

- Unless there is a high level of pupil interest in the work set, otherwise “they will give you any excuse” to avoid attempting the tasks which they are given.

- Without being passionate about their work, pupils will apply the least effort “that they can get away with.” Therefore, pupils will not progress.

- When making sense of the behaviour of children it is important to consider:
 - Home life.
 - Expectations.
 - Aspiration (“if they’ve got any of that.”).
 - “Whether they had breakfast that morning.”
 - Whether their mam was drunk last night.”
 - “Whether they had enough money for the bus fare to come to school.”
 - “Whether someone has called their mam on the way to school.”

- o Whether they receive negative comments immediately after arriving in school (eg. associated with wearing the incorrect uniform).

Emotion coding

<i>Comment/code</i>	<i>Interpretation/notes</i>	<i>Comment made in conjunction with</i>	<i>Category</i>
Parental separation may be “harder” for some children than others, depending upon age.	Younger children react to parental separation more negatively than older children and young people	Parental separation	Negative influences associated with the home system
Parental separation can be a relief rather than a problem.	Parental separation perceived as a positive influence	Parental separation	
The majority of “A” pupils do not have an “awful lot” or have not had a “great start in life.”	Negative comments, emphasises difficult circumstances associated with upbringing.	Negative influences associated with home system. Developmental environment and experiences.	
AM01 expressed surprise that “the quality of their relationship with their parents or carer” was placed towards the middle of the grid.	AM01 considered this to be more important, without the context provided by other statements. Comments qualified by elaborating on the detrimental effect of negative relationships or lack of relationship with parents or carer.	Relationship with parents or carer.	
“Normally, he is on the ball, spot on, he came in this morning and he was like argh you’re on my case you this, you that, and I was thinking I haven’t said anything to you and off he went but I would bet my bottom dollar that there was something underlying there.”	Comment is used to illustrate the contrast in behaviour and to reaffirm belief that there may be issues at home which influence pupils’ behaviour in school. School staff may be unclear as to the nature of these issues.	Negative influences associated with home system (proximal or recent occurrences on a daily basis)	
No matter what start in life, they can focus	Positive comment, ageing/development is a	Influences associated with the home	

and they can be motivated to do better (by the time they are in Key Stage four).	protective factor or process, as, at approximately 14 years on age onwards, motivation to achieve may not be affected by early experiences.	system. Developmental environment and experiences.	Negative influences associated with the home system
AM01 expressed her surprise at the positioning of “the ability of school staff to see things from their perspective.”	AM01 considered this to be more important, without the context provided by other statements.	The role and abilities of school staff.	Resilience, despite negative influences
“You’ve just got to kind of accept that and try and modify that somehow.”	Comment reflects staff uncertainty relating to the nature of challenging behaviours, in addition to the way in which they may attempt to modify it.	The role of school staff.	The role of school staff
“A” pupils do not tend to be very good at communicating.	Negative comment, observation associated with pupils within “A” setting.	Communication	
Some pupils will behave in a challenging way “no matter what.”	Negative comment, the effort and actions of school staff are of little consequence. This is something that cannot be influenced by school staff.	Pupils’ intention to behave in a challenging way.	Negative view of pupils’ abilities, skills or characteristics
“I’m not doing that, it’s rubbish.”	Negative comment, pupils’ refusal to comply with adult request and low level of interest associated with the task set.	School system / classroom based influences. “A” pupils often seek negative attention.	
“even objects, you know, just being flung around the room...”	Comment emphasises the range of triggers within the immediate environments which may be considered to influence behaviour.	School system / classroom based influences. Proximal, immediate influences.	
“They’ve got to be interested to actually do it... they’ll give you any excuse but if it’s something they want to do they will do it so therefore the interest level needs to be high.”	Comment emphasises that an intrinsic level of interest must be present, so that pupils do not avoid the tasks which they are set.	School system / classroom based influences. Proximal, immediate influences.	School system, classroom-based influences
“they’ve got to have a bit of passion about it”	Comment emphasises that an intrinsic level of interest must be present, so that pupils do not avoid the tasks which they are set.	School system / classroom based influences. Proximal, immediate influences.	

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

As each card came up various pupils popped into my head and I thought about their behaviours, circumstances, etc.

Were there any settlements that you found easier to sort than others?

Yes. 55 and 44

Why ?

I don't feel that separation/single parent affects the behaviour of children and young people on the whole. In my experience children from families where parents are together have issues around behaviour just as much.

Were there any statements that you found it more difficult to sort than others? Yes. 39, 2, 14 and 22

Why?

I find pupils will work/learn more if the respect/relationship is good between adult/child. Obviously work needs to be differentiated but problems tend to arise more around relationships than work.

LB02

		<i>Simultaneous coding</i>	<i>Emotion coding</i>
LC	Ok, and if it's ok with you I've just picked out some points that came out of the card sorting exercise that I'd like to ask you about. So when you sorted the cards for me, the statement "that they grew up in a single parent home" you placed right down towards this end (-5). Can you tell me a bit about your thinking there.		
LB02	I don't think that influences any sort of behaviour at all, I believe a child can grow up, I know children who have grown up in single parent and they are beautiful kids and they are not a problem, so I don't, no, I don't think that has anything to do with it.	Personal experience; children who have grown up in single parent families can be "beautiful kids and they are not a problem."	Growing up in a single parent home does not influence behaviour at all.
LC	Ok, and also, so when making sense of the behaviour of children and young people you placed "parental separation" here (-3). Can you elaborate on your thinking around that a little bit please.		
LB02	Because like there has been a divorce or something like that, sometimes it can be a relief for the child if they see constantly fighting or two parents at each other's throats all the time and they can have a happier life with a second partner, and then they lucky they get to have a dad there and a dad there, they got, I don't think that influences behaviour, I really don't, they might see some things that they are not very happy with at the time, but over time, you know, they can have a lovely life.	Divorce or parental separation can be a relief for the child; a protective factor. The child may witness constant fighting between two parents. A mother living with a second partner may be a positive influence. The child may have two fathers. Child may not be happy about parental separation at a particular point in time but they can have a "lovely life" in the long term.	Parents may be "constantly fighting or two parents at each other's throats all the time." Child is "lucky" if they get to have "a dad there and a dad there." "They might see some things that they are not very happy with at the time, but over time, you know, they can have a lovely life."
LC	Ok, and how does that fit in with "whether or not they have had a bad start in life", which you placed around about here (-4).		
LB02	Whether they have had a bad start in life, children are resilient I think, children are resilient and they can overcome, they have choices, they can they can do what they see to other people or they can make a choice and say I'm not gonna let that happen again, and I'm not gonna let that	Children are resilient Children have choices and they do not necessarily have to exhibit "learned behaviour" towards others, ie. display behaviour that they have seen during a "bad start in life." Children can choose a different lifestyle other than that which	"I'm not gonna let that happen again, and I'm not gonna let that happen to my kids, I don't want to live like that anymore" Voice of the child adopted to emphasise thoughts and conscious choice which

	happen to my kids, I don't want to live like that anymore and I think some children can have that choice, they can they do know right and wrong, they know what's happening to them is wrong and they know what happens is right, they can make a choice.	they have experienced during a "bad start in life." Children whom have had a bad start in life know right from wrong and they know that "what has happened to them is wrong."	may be made.
LC	Ok, I noticed also that you placed "the ability of school staff to see things from their perspective" around about there (+2). Could you explain your thinking around that please.		
LB02	The ability of school staff, to see things from their perspective, right, the school staff I placed it there because I think not a lot of school staff, you've got to know them intimately, no I'm sorry not intimately, personally, right, you've got to know their in's and out's and what makes them tick and I think a lot of teachers in big classes don't do that, they just see the naughty little boy who comes through the door, or the naughty little girl who comes through the door. Then the children end up behaving in a naughty way to live up to it.	School staff must have a detailed understanding of the thoughts and likely behaviours associated with individual children. Teachers in larger classes don't do this are more likely to perceive children as "naughty" (based on their observable behaviour). Then the children end up behaving in a naughty way to live up to it.	" you've got to know them intimately, no I'm sorry not intimately, personally, right, you've got to know their in's and out's and what makes them tick" "I think a lot of teachers in big classes don't do that, they just see the naughty little boy who comes through the door, or the naughty little girl who comes through the door. Then the children end up behaving in a naughty way to live up to it."
LC	And how would that fit in with for example, "their level of interest in the work set", that's something that you placed around about here (+1).		
LB02	It's whether, I believe children are bored in the classroom if they can't manage the work, they need the support, if they can't manage the work, they go I don't want to be here, then they start fidget, then they start disrupting the person next to them and then that child is marked as the naughty boy or the naughty girl in the class, and that stays with them.	Children become bored in the classroom if they cannot manage the work set. Children require support if they can not manage the work set. If they cannot manage the work set, children start to fidget and disrupt the child sat next to them. As a result, these children are "marked as "naughty" and this label stays with them.	"I don't want to be here" Mirrors the negative thoughts of children whom are then "marked as naughty."
LC	A statement that you placed around about there (+5) was "their need for attention", can you explain a little bit about that.		
LB02	Their need for attention, they need to be listened to, sympathised with and I believe some children don't get that at	The need for attention is a need to be listened to, sympathised with.	"Their need for attention, they need to be listened to, sympathised with"

	home, they just need a sort of relationship, not a mammy daddy relationship but somebody they can talk to relationship, am I making sense.	Some children are not listened to and sympathised with at home. Children require a relationship which will allow them the space and time to express their views. This is not a parental relationship.	
LC	Yes, and another thing which I noticed was that “triggers within the immediate environment at any given time” was something you placed there. So, when making sense of the behaviour of children and young people, it is important to consider triggers within the immediate environment at any given time. Can you explain a little bit of your thinking around that, you put that there (+2)		
LB02	Well, by triggers I mean, you don't sit them next to a person that you know they going to argue and create with, triggers of I know in here particularly I would sit certain children over that side of the table because I know they've been distracted by what's going on in the yard but then that comes down to knowing them, knowing how they work, knowing what would distract them from their work.	Knowledge of the dynamics between children should be used to minimise the likelihood of negative behaviour; “arguing” and “creating” This requires a knowledge associated with individual children.	
LC	How does that fit in with “their mood in any given time” which is something you placed towards this end, here (-3).		
LB02	Because, children are, you can tell when they come to the door if they've had a bad day or a bad night at home, and a good day or a good night, and that I think will sets the mood for them coming in, that will set the mood whether they are in a good mood and they want to work or whether they are in I don't care, I don't care I'm already in bother sort of mood.	Mood can be inferred by behaviour as soon as children “come to the door.” Proximal or recent experiences within at home influences mood, which in turn affects whether or not they are motivated to work	A “bad day or a bad night or a good day or a good night” influences mood. Extremes associated with experiences at home. “I don't care, I am already in bother” Child's view that damage has been done.
LC	And how would that link in with “their intention to behave in a challenging way” which you placed here (+3)		
LB02	I think certain children, certainly the children I work like to try and push buttons just to see how far they can go and I think they're in the mindset well ah if I do this at home my mam usually gives in, I get what I want, I'll try it here.	Intentions to behave in a challenging way are influenced by precedents set at home. Children attempt to elicit the same reactions from school staff as parents exhibit to their behaviour at home.	“My mam usually gives in.” implies that adults at home are less likely to adhere to boundaries set.

LC	And how about “the ways that they expect others to respond to their behaviour”, that was something that you placed here (+3).		
LB02	That was quite high, cos they expect everybody to crumble. They expect to get their own way because nine times out of ten I believe the children that come here are getting their own way at home and it affects their school life, it affects everything and they come to us because of their behaviour and it’s because and the way parents let them behave, because we can find a big difference when they here and they can behave for us and they go and they swear at their mam, and they wouldn’t dare swear at us.	Children expect to get their own way in school because, the majority of the time, they get their own way at home. The behaviour of children in school is influenced by the way in which parents “let them behave” at home. There is a difference between the ways in which children “dare” to speak to their parents (eg. swearing) compared to the ways in which they speak to school staff.	“They expect everybody to crumble.” They expect adults to offer little resistance and to offer little in terms of setting and applying boundaries. The way their parents “let them behave.” Suggestive of minimal effort on the part of parents to control or modify behaviour or set boundaries. Ascription of blame. “because we can find a big difference when they here and they can behave for us and they go and they swear at their mam, and they wouldn’t dare swear at us.”
LC	Ok, so can you elaborate on that, what would be the difference in the why’s behind why they maybe wouldn’t do that here.		
LB02	Here, because we set clear boundaries, they cross a boundary and they usually do within the first couple of weeks and then they (interview interrupted) Sorry what was I saying. Ah yeah, I mean they have swore at us before, yeah they will swear at us but they know they will be, they will be, they will be stopped from doing something nice, or they will be made to work for the day and we won’t back down, they will work for the day, they will miss maybe a break time or something like that, where I get the feeling at home mam will maybe’s shout a bit, sit them out for five minutes time out and then they get to do what they want again.	The differences in the behaviour exhibited by children towards parents and school staff is due to the clear setting of boundaries and consequences implemented within school. At home, the consequences of exhibiting challenging or negative behaviour are not as firm and children are allowed to access things that they find rewarding again before long.	“Stopped from doing something nice...we won’t back down.”
LC	Ok, so “the quality of their relationship with their parents or carer”, that’s something that you placed there (-2). Can you explain a bit about that.		
LB02	Quality because I believe the	“L” pupils have not got very good	“ our children haven’t

	children that come here, our children haven't really got very good relationships with parents or carers, I don't I don't believe they have the right kind of relationship for whatever reason it's gone astray for a while, it can be mended I think with the right sort of I think parents sometimes need to be a bit more involved really with putting the children in their place.	relationships with parents or carers. Relationships with parents or carers can be mended. Parents need to be more involved in delivering sanctions and consequences.	really got very good relationships with parents or carers,"
LC	And finally, "their need to communicate" is something that you placed around about there (+4).		
LB02	Right, they need to communicate because I think the way they've learned to communicate is to behave badly, that is there, that is how they communicate to us and we need to turn that around really to show them different ways of communicating for them to realise that that way isn't getting them anywhere. If that can be altered too that's why it comes in the middle because it's not something that they gonna stay with all their lives if they get the right sort of, right tools to communicate, the right sort of, I mean some children might need anger management, done correctly I think they can communicate in a different way, other than punching. So some don't use their behaviour to communicate as much anymore. That's just my opinion though, it's just my opinion.	Bad behaviour is a form of learned communication which needs to be "turned around" by school staff. School staff need to demonstrate alternative ways of communicating so that "L" pupils realise that bad behaviour is an ineffective means of communication. Children may not necessarily use bad behaviour to communicate throughout their lives.	"they need to communicate because I think the way they've learned to communicate is to behave badly". "We need to turn that around" "lives if they get the right sort of, right tools to communicate, the right sort of, I mean some children might need anger management, done correctly I think they can communicate in a different way, other than punching."
LC	Ok that's been really useful, thank you very much indeed for that, thank you for your time.		

Simultaneous Coding

- Personal experience; children who have grown up in single parent families can be "beautiful kids and they are not a problem."
- Divorce or parental separation can be a relief for the child; a protective factor.

- The child may witness constant fighting between two parents.
- A mother living with a second partner may be a positive influence. The child may have “two fathers.”
- Child may not be happy about parental separation at a particular point in time but they can have a “lovely life” in the long term.
- Children are resilient.
- Children have choices and they do not necessarily have to exhibit “learned behaviour” towards others, ie. display behaviour that they have seen during a “bad start in life.”
- Children can choose a different lifestyle other than that which they have experienced during a “bad start in life.”
- Children who have had a bad start in life know right from wrong and they know that “what has happened to them is wrong.”
- School staff must have a detailed understanding of the thoughts and likely behaviours associated with individual children.
 - Teachers in larger classes don’t do this are more likely to perceive children as “naughty” (based on their observable behaviour).
 - Children then behave in a way which is consistent with this label.
- Children become bored in the classroom if they cannot manage the work set.
- Children require support if they cannot manage the work set.
- If they cannot manage the work set, children start to fidget and disrupt the child sat next to them. As a result, these children are “marked as “naughty” and this label stays with them.

- The need for attention is a need to be listened to, sympathised with.
- Some children are not listened to and sympathised with at home.
- Children require a relationship which will allow them the space and time to express their views. This is not a parental relationship.
- Knowledge of the dynamics between children should be used to minimise the likelihood of negative behaviour; “arguing” and “creating”
 - This requires a knowledge associated with individual children.

- Mood can be inferred by behaviour as soon as children “come to the door.”
- Proximal or recent experiences within at home influences mood, which, in turn affects whether or not they are motivated to work.
- The intentions of children to behave in a challenging way are influenced by precedents set at home.
 - Children attempt to elicit the same reactions from school staff as parents exhibit towards their behaviour at home.

- Children expect to get their own way in school because, the majority of the time, they get their own way at home.
 - The behaviour of children in school is influenced by the way in which parents “let them behave” at home.
 - There is a difference between the ways in which children “dare” to speak to their parents (eg. swearing) compared to the ways in which they speak to school staff.

- The differences in the behaviour exhibited by children towards parents and school staff is due to the clear setting of boundaries and consequences implemented within school.
 - At home, the consequences of exhibiting challenging or negative behaviour are not as firm and children are allowed to access things that they find rewarding again before long.
- “L” pupils do not have very good relationships with parents or carers.
- Relationships with parents or carers can be mended.
 - Parents need to be more involved in delivering sanctions and consequences.
- Bad behaviour is a form of learned communication which needs to be “turned around” by school staff.
- School staff need to demonstrate alternative ways of communicating so that “L” pupils realise that bad behaviour is an ineffective means of communication.
- Children may not necessarily use bad behaviour to communicate throughout their lives.

Emotion coding

<i>Comment/code</i>	<i>Interpretation/notes</i>	<i>Comment made in conjunction with</i>	<i>Category</i>
Growing up in a single parent home does not influence behaviour at all.	Negative comment, lack of influence that growing up in a single parent home exerts on behaviour.	Growing up in a single parent home	Influence of parents / home system
Parents may be “constantly fighting or two parents at each other’s throats all the time.	Emphatic comment, describes a persistently confrontational relationship between parents.	The relationship between and the behaviour of parents	
Child is “lucky” if they get to have “a dad there		A child’s mother having a second	

and a dad there.”		partner or the presence of a stepfather.	Influence of parents / home system
“They might see some things that they are not very happy with at the time, but over time, you know, they can have a lovely life.”	Emphasises the potentially positive outcome for children, following parental separation.	Long term effects of parental separation.	
“Their need for attention, they need to be listened to, sympathised with and I believe some children don’t get that at home”	The needs of children associated with being listened to and sympathised with are not met at home.	“Their need for attention.”	
A “bad day or a bad night or a good day or a good night” influences mood.	Extremes of mood associated with experiences at home.	“Their mood at any time.”	
“My mam usually gives in.”	Comment implies that adults at home are systematically less likely to adhere to boundaries set.	“Their intention to behave in a challenging way.”	
The way their parents “let them behave.”	Suggestive of minimal effort on the part of parents to control or modify behaviour, or, set boundaries. Ascription of blame to parents.	“the ways that they expect others to respond to their behaviour”	
“our children haven’t really got very good relationships with parents or carers,”	Negative comment associated with the quality of relationship that “L” children have with their parents or carer.	“the quality of their relationship with their parents or carer”	
“I’m not gonna let that happen again, and I’m not gonna let that happen to my kids, I don’t want to live like that anymore” Voice of the child adopted to emphasise thoughts and conscious choice which may be made.	Voice of the child adopted and repetition is suggestive of the perception of children and young people that they are aware of their choices, following a “bad start in life.”	Choices following a “bad start in life.”	Resilience / choices
“I don’t want to be here”	Negative comment, adopts the voice of a child or negative thoughts of a child who is “marked as naughty.”	“Their level of interest in the work set”	Children’s’ negative thoughts
“I don’t care I’m already in bother sort of mood.”	Adopting the voice of the child to communicate the belief that, once they	“Their mood at any time.”	

	believe that staff have a negative perception of their behaviour, they adopt a mood which makes them less motivated to comply with requests.		Children's negative thoughts
"They expect everybody to crumble."	Comment Implies a subservient adult reaction to the requests of children and young people. The comment also implies that children and young people expect adults to offer little resistance and to offer little in terms of setting and applying boundaries. Expectations as examples of feedforward loops.	"the ways that they expect others to respond to their behaviour"	
"because we can find a big difference when they here and they can behave for us and they go and they swear at their mam, and they wouldn't dare swear at us."	Emphasises differences in behaviour towards adults representing the home system (particularly negative), compared to adults representing the school system ("wouldn't dare" implies knowledge of consequences).	"the ways that they expect others to respond to their behaviour"	Role of school staff
"Stopped from doing something nice...we won't back down."	Firm and consistent application of sanctions or consequences associated with the negative behaviour of "L" pupils.	"the ways that they expect others to respond to their behaviour"	
" you've got to know them intimately, no I'm sorry not intimately, personally, right, you've got to know their in's and out's and what makes them tick"	Insistence that staff must develop knowledge of individual children.	"The ability of school staff to see things from their perspective"	
"I think a lot of teachers in big classes don't do that, they just see the naughty little boy who comes through the door, or the naughty little girl who comes through the door. Then the children end up behaving in a naughty way to live up to it."	Negative comment, associated with the reductionist and negative perceptions ascribed to mainstream class teachers and their tendency to use negative labels such as "naughty." Self-fulfilling prophecy, circular causality.	The ability of school staff to see things from their perspective"	
"We need to turn that around"	Emphasises the responsibility of school staff to modify the ways in which children communicate.	"their need to communicate"	
"they need to	Negative comment relating	"their need to	
			Behaviour is

communicate because I think the way they've learned to communicate is to behave badly"	to bad behaviour as a means of communication	communicate"	functional
"if they get the right sort of, right tools to communicate, the right sort of, I mean some children might need anger management, done correctly I think they can communicate in a different way, other than punching."	There are "correct" ways of communicating.	"their need to communicate"	

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

The child's self esteem. I sorted them according to things that would promote self esteem.

Were there any settlements that you found easier to sort than others?

Yes. 17 and 59

Why ?

I don't think these are important when behaviour is an issue.

Were there any statements that you found it more difficult to sort than others? Yes. 54 and 46

Why?

Because these are very basic needs and some adults think children have them tools without question.

Factor 1 Crib sheet to facilitate factor interpretation

	<i>Item</i>	<i>Notes</i>	<i>Substantiating / relevant qualitative information provided by participants whose sorts defined the factor</i>
+5	<ul style="list-style-type: none"> • <i>how effectively teachers communicate task instructions</i> • <i>their need for attention</i> • <i>triggers within immediate environment at any time</i> • their learning of boundaries 	<p>Two items associated with children and young people as active agents; need for attention, learning of boundaries.</p> <p>Two items associated with proximal, situational and contextual factors; triggers and the communication of task instructions.</p>	<p><i>Their learning of boundaries</i> (AM01): “Boundaries are something that the pupils we work with tend to just have in schools, they don’t tend to have so many boundaries at home, but also given their age and their challenging behaviour they are gonna push them boundaries all the time. “</p> <p><i>Their need for attention</i> (AM01): “Ok, attention can be negative or positive, a lot of them go for negative attention for most of the time so I would assume that, you know, they are shouting out and even the I’m not doing it, it’s rubbish is them looking for attention in the class.”</p> <p>(LB02):” they need to be listened to, sympathised with and I believe some children don’t get that at home, they just need a sort of relationship, not a mammy daddy relationship but somebody they can talk to relationship, am I making sense.”</p> <p><i>Triggers within the immediate environment at any given time</i> (AM01): “That would be their behaviour in the classrooms or interruptions.</p> <p>In relation to the behaviour, triggers in the classroom so it would be the staff, other pupils, even objects, you know, just being flung around the room or words, whispers.”</p> <p>(LB02):” you don’t sit them next to a person that you know they going to argue and create with, triggers of I know in here particularly</p>

+4			I would sit certain children over that side of the table because I know they've been distracted by what's going on in the yard but then that comes down to knowing them, knowing how they work, knowing what would distract them from their work."
	<ul style="list-style-type: none"> • whether work in school is accessible • their anticipation of failure during lessons • <i>their exposure to negative behaviour at home</i> • <i>their level of interest in the work set</i> • <i>ways they expect others to respond to their behaviour</i> 	<p>Three classroom or work-based items.</p> <p>Three items relating to the thoughts or expectations of children and young people.</p> <p>Level of interest in work set is perceived as more important than motivation to achieve. The latter is more fixed (?) or within child.</p> <p>Three out of four items are potentially transient and situation-dependent items.</p>	<p><i>The ways that they expect others to respond to their behaviour</i> (AM01): "our pupils do tend to behave in a certain way to get a reaction from others, whether it's intentional or not, sometimes its intentional, sometimes it's not, sometimes they just don't consider anybody else."</p> <p>(LB02): "they expect everybody to crumble. They expect to get their own way because nine times out of ten I believe the children that come here are getting their own way at home and it affects their school life, it affects everything and they come to us because of their behaviour and it's because and the way parents let them behave, because we can find a big difference when they here and they can behave for us and they go and they swear at their mam, and they wouldn't dare swear at us."</p> <p><i>Their anticipation of failure during lessons</i> (AM01): "Yeah, I think a lot of them come into a lesson just assuming that they are gonna fail so therefore why put the effort in."</p> <p><i>Their level of interest in the work set</i> (AM01): "Yeah I think they've got to be interested to actually do it, they will give you any excuse but if it's something they want to do they will do it, so therefore the interest level needs to be high."</p> <p>(LB02):", I believe children are bored in the classroom if they can't</p>

+3			manage the work, they need the support, if they can't manage the work, they go I don't want to be here, then they start fidget, then they start disrupting the person next to them and then that child is marked as the naughty boy or the naughty girl in the class, and that stays with them"
	<ul style="list-style-type: none"> • their need to release their emotions • their own views of their abilities • how safe they perceive themselves to be in school • staff awareness of links between routines- beh patterns • the home-school relationship • the respect that they have for school staff 	<p>Three items relating to the thoughts of children and young people; self perception, perception of safety, the ways in which they perceive school staff.</p> <p>Three items linked to school, two relating to the thoughts of children and young people in relation to school.</p> <p>One item relating to home and school.</p>	
	<ul style="list-style-type: none"> • ability of staff to see things from pupil perspective • parenting skills of parent or carer • their motivation to achieve • concern about consequences of their behaviour in school • whether or not they have general learning difficulties • rules they have learned over time to guide behaviour 	<p>Two items relating to the skills or abilities of adults around children and young people.</p> <p>Motivation and self discipline are within child factors.</p> <p>General learning difficulties are</p>	<p>Ability of school staff to see things from their perspective (AM01): "I think when the staff look at the child as a person, rather than as looking at what they've come from or what they're looking at, they're dealing with that child as its own person rather than, you know, beyond, like we know what start in life or whatever. I'm surprised I said that was less important though"</p> <p>(LB02): "I think not a lot of school staff, you've got to know them intimately, no I'm sorry not intimately, personally, right, you've got to know their in's and out's and what makes them tick and I think a lot of teachers in big classes don't do that, they just see the naughty</p>

+1	<ul style="list-style-type: none"> • the amount of self-discipline that they have 	<p>considered to be more important than <i>developmental</i> disorders. Are general learning difficulties construed as more static or innate?</p>	<p>little boy who comes through the door, or the naughty little girl who comes through the door. Then the children end up behaving in a naughty way to live up to it.”</p> <p>Motivation (in general) (AM01): “Yeah, so they’ve got to want to do it they’ve got to have a bit of passion about it otherwise they just gonna, you know, just do it and but to know, not even gonna progress with it it’s just gonna be done to the least effort that’s needed, that they can get away with.”</p>
	<ul style="list-style-type: none"> • their mood at any given time • the emotions of adults at home • if they recognise bad behaviour does not = bad person • their intention to behave in a challenging way • the quality of their relationship with parents or carer • their need to communicate • the extent to which they feel in control of a situation 	<p>Two statements relating to home-based influences.</p> <p>Mood at any given time and the emotions of adults at home are potentially transient.</p> <p>Five items relating to the thoughts, needs, experiences, intentions of children and young people. Within child and not specific to home or school.</p>	<p>Mood at any given time (AM01): “Yeah hormones, but again going back to the home issues you know and pupils can come in and you haven’t got a clue, I mean I had a pupil this morning came in and normally he is on the ball, spot on, he came in this morning he was like argh you on my case you this, you that, and I was thinking I haven’t said anything to you and off he went but I would bet my bottom dollar that there was something underlying there so I need to try and to make sense of that I’ve got to remember that there is something else there.”</p> <p>(LB02): “you can tell when they come to the door if they’ve had a bad day or a bad night at home, and a good day or a good night, and that I think will sets the mood for them coming in, that will set the mood whether they are in a good mood and they want to work or whether they are in I don’t care, I don’t care I’m already in bother sort of mood.”</p> <p>Their need to communicate (AM01): “our pupils don’t tend to be very good at communication so we have to be able to read, read</p>

+1			<p>what they are saying by their behaviour or by, you know, just their facial expressions or, so I think that's maybe where I was coming from there, rather than their actual spoken."</p> <p>(LB02): "the way they've learned to communicate is to behave badly, that is there, that is how they communicate to us and we need to turn that around really to show them different ways of communicating for them to realise that that way isn't getting them anywhere. If that can be altered too that's why it comes in the middle because it's not something that they gonna stay with all their lives if they get the right sort of, right tools to communicate, the right sort of, I mean some children might need anger management, done correctly I think they can communicate in a different way, other than punching. So some don't use their behaviour to communicate as much anymore."</p> <p><i>The quality of their relationship with parents or carer</i> (AM01): "Wow, I'm surprised at myself, again. I think that other things must have been more important. It's the fact again like I said before, once they get to key stage four, they're their own person and you know the quality of the relationship may have broken down, it may have in a lot of young people I work with the relationship isn't very good there and also the parents, some of the parents aren't interested in having a relationship with the pupil or their child, so its possibly that. "</p> <p>(LB02): "our children haven't really got very good relationships with parents or carers, I don't I don't believe they have the right kind of relationship for whatever reason it's gone astray for a while, it can</p>
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0			<p>be mended I think with the right sort of I think parents sometimes need to be a bit more involved really with putting the children in their place.”</p> <p><i>Their intention to behave in a challenging way</i> (AM01): “we have certain pupils that you know that they are gonna be challenging no matter what you are doing for them, no matter what you say to them they are going to deliberately come in and be challenging for whatever reason they gonna do that, so you’ve just got to kind of accept that and try and modify that somehow. “ NB; AM01 rated this item as +4.</p> <p>(LB02):” I think certain children, certainly the children I work like to try and push buttons just to see how far they can go and I think they’re in the mindset well ah if I do this at home my mam usually gives in, I get what I want, I’ll try it here.”</p>
	<ul style="list-style-type: none"> • parent's/carer's participation in ed. activities at home • empathy towards them, shown by key member of school staff • their views that staff treat other pupils differently • <i>attempts of school staff to teach positive behaviour</i> • poor peer relationships in school • <i>diagnosis of a developmental disorder- ADHD/ dyspraxia</i> • their previous negative 	<p>Five statements relating to influences within school.</p> <p>Two statements relating to the behaviour / efficacy of school staff.</p> <p>One item relating to parents behaviour at home; educational activities.</p> <p>Four statements relating to within child factors, three of these depict child as passive; developmental disorder, developmental stage, previous negative experiences in school.</p>	

-1	<ul style="list-style-type: none"> experiences in school • their developmental stage - eg immature behaviour • involvement of professionals from different agencies 		
	<ul style="list-style-type: none"> • parents' or carer's views about school • their impulsivity • desire to fit in with the crowd • how effective staff think they are as professionals • deprivation eg. experiencing poverty • adults' understanding of their strengths • that the needs of children and YP change with age 	<p>Impulsivity is a within child characteristic – stable or fixed.</p> <p>Deprivation; external locus of control in relation to children and young people.</p> <p>Items relating to adults are associated with an understanding of children and young people's strengths and views relating to their professional efficacy.</p> <p>Item relating to an understanding that children's needs will change over time.</p>	
-2	<ul style="list-style-type: none"> • ways that they think peers view their school behaviour • the presence of a male role model within school • their diet • personality clashes • peer pressure outside of school • a single cause which is at the root of their behaviour • their attempts to adjust 	<p>Two items relating to peer influences within and outside of school.</p>	

-3	between home-school env.		
	<ul style="list-style-type: none"> • their knowledge of rewards available in school • their parents'/carer's own experiences whilst growing up • the physical features of the learning environment • whether or not staff find their behaviour acceptable • their thoughts about their own past behaviour • parental illness 	<p>Three items relating to the thoughts of children and young people; knowledge of rewards and whether or not school staff find their behaviour acceptable are explicitly linked to school.</p> <p>Two items relating to the experiences of parents; illness and parents' or carer's own experiences whilst growing up.</p>	
-4	<ul style="list-style-type: none"> • <i>the absence of a male role model at home</i> • whether or not they have had a bad start in life • <i>their negative experiences of adoption</i> • level of parents'/carer's education • <i>parental separation</i> 	All items relate to circumstances and negative experiences at home.	<p><i>Parental separation</i> (AM01): "children do take parental separation more harder when they are a little bit older but sometimes I think that's maybe a bit of an excuse as to other issues because sometimes parental separation in a lot of cases with the young people I work with, it can be a relief rather than a problem."</p> <p>(LB02): "there has been a divorce or something like that, sometimes it can be a relief for the child if they see constantly fighting or two parents at each other's throats all the time and they can have a happier life with a second partner, and then they lucky they get to have a dad there and a dad there, they got, I don't think that influences behaviour, I really don't, they might see some things that they are not very happy with at the time, but over time, you know, they can have a lovely life."</p> <p><i>Whether or not they have had a bad start in life</i> (AM01): "there are</p>

-5			<p>a lot more issues about having a bad start in life but once you get to secondary and you know key stage four especially they're their own person and they make their own decisions and you know, no matter what start in life they can focus and they can be motivated to do better."</p> <p>(LB02): "children are resilient I think, children are resilient and they can overcome, they have choices, they can they can do what they see to other people or they can make a choice and say I'm not gonna let that happen again, and I'm not gonna let that happen to my kids, I don't want to live like that anymore and I think some children can have that choice, they can they do know right and wrong,"</p>
	<ul style="list-style-type: none"> • the influence of God's will • that they grew up in a single parent home • live in a location isolated from local communities • the influence of fate 	<p>God's will and fate – cultural factors.</p> <p>Two statements relating to the circumstances associated with home.</p>	<p><i>That they grew up in a single parent home</i> (AM01): "you know, a parent whether it be a mother or a father can do the job of both, I am a single parent myself so that obviously does have an effect on my thinking there, so I don't think it's important, I think any gender can do the job of both. "</p> <p>(LB02): "I believe a child can grow up, I know children who have grown up in single parent and they are beautiful kids and they are not a problem, so I don't, no, I don't think that has anything to do with it."</p>

Red text = distinguishing statement, higher factor score than other factors

Blue text = distinguishing statement, lower factor score than other factors

Green text = distinguishing statement, neither higher nor lower factor score than other 2factors

Factor 1 field notes:

Participant code	Qualitative data capture form question				
	Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)	Were there any statements that you found easier to sort than others?	Why?	Were there any statements that you found it more difficult to sort than others?	Why?
AM01	As each card came up various pupils popped into my head and I thought about their behaviours, circumstances, etc.	Yes. 55 and 44	I don't feel that separation/single parent affects the behaviour of children and young people on the whole. In my experience children from families where parents are together have issues around behaviour just as much.	Yes. 39, 2, 14 and 22	I find pupils will work/learn more if the respect/relationship is good between adult/child. Obviously work needs to be differentiated but problems tend to arise more around relationships than work.
LB02	The child's self esteem. I sorted them	Yes. 17	I don't think these are	Yes. 54 and 46	Because these are very basic needs and

	according to things that would promote self esteem.	and 59	important when behaviour is an issue.		some adults think children have them tools without question.
LJ01	Apart from a handful of cards, I wanted to place the rest into the “really important” section as we need to understand the children, their background and their families in order to support them effectively. (My two didn’t have a father figure at home and they’re ok).	Yes. 59 and 17	I have absolutely no interest in these and do not think that they impact upon the child particularly within school.		I felt that I wanted to put more in the most important columns. The layout might change depending which child you were applying them to.
LA03	I tried to put this into a setting with a child however I kept jumping from child to child. My main concern is the child and then work out the problems around the child. I could change the statements depending upon the child and situation.	Yes. 59 and 17	They have had no great bearing within my past experience.	Yes. 7	Depending upon the child and what they crave from the parents and also pleasing staff. Is the child bothered?
SK02	I rearranged the cards again after my first initial attempt, having only a few cards left, I found it difficult to decide. I went with my first instinct.	Yes.	Using examples of some students I can relate to.	Yes.	A few nearer the end of the exercise.

ML03	I tried to sort into categories first of school, home, personal perceptions, wellbeing.	No.	I think they all required a great deal of consideration but some were easier to sort based on my own perceptions, values and beliefs.	Yes.	Yes because the sorting wasn't done based on a particular child. If this had been the case the sorting may have been quite varied based on individual cases.
MK05	It made me think and realise there are so many numerous factors determining human behaviour. There is a need for more empathy.	N/A	N/A	N/A	N/A
GD02	How well I know our pupils. How much goes through my head when I deal with individual behaviour issues.	Yes.	Some were less important than others, some I regularly consider.	Yes.	Some were just as relevant as others.
GA05	Extremely difficult. I could pick out what I considered to be least important – about a dozen – but could not sort in my mind the rest and feel that I got a lot “wrong!”	Yes 17, 59, 55, 58, 52	*Statements that I feel the children have no control over.	Yes.	There were too many that I felt were “most important.”

* Could this indicate that GA05 associates least important with the items or issues, over which he perceives children to have the least control? Does this suggest that GA0 feels that behaviour should be interpreted in terms of intentionality and agency, ie. children and young people can control their own behaviour and this is a key issue?

Appendix XI: Factor 2: Semi structured interview transcripts, first cycle coding methods applied to organise the data, factor interpretation crib sheets.

MG02

		<i>Simultaneous coding</i>	<i>Emotion coding</i>
LC	Ok, so to recap, I asked you to sort 67 statements in conjunction with the instructing 'when making sense of the behaviour of children and young people, it is important to consider'. To start off with, I noticed that for example, "their parents' or carer's own experiences whilst growing up" you placed towards that end (+5). Can you explain your thinking around that.		
MG02	With the experience I've had, it's sort of if I get a child who comes and are sort of being bullied and then you get to speak to the parent, more often than not they have had a bad experience at school and it rubs off on the child and their fears onto the children. Same with the poor home life it affects on their behaviour.	Personal experience; children who are bullied "more often than not" have parents who have also been bullied. The parent's experience of bullying "rubs off on the child" A poor home life experienced by parents also affects their children.	"their fears onto the children. Same with the poor home life it affects on their behaviour".
LC	So, you also placed "the parenting skills of their parent or carer" towards that end as well, here (+5).		
MG02	Yes definitely because if they don't set strong guidelines and boundaries the child will just push and push and push, and get away get away and get away with it. The behaviour.	If parents do not set "strong guidelines and boundaries" the child will push and push and push and get away and get away with it.	"if they don't set strong guidelines and boundaries the child will just push and push and push, and get away get away and get away with it."
LC	Ok, so what are your views of parenting skills. How would you define parenting skills.		
MG02	Like I say, firm but fair, it's a reflection on the child, it's just a an experience that when you work with children the boundaries have got to be put in place, if you get a child who has been up all night on an X-Box and are tired and the parents saying I don't know what to do I cannot cope, what shall I do I cannot cope, they haven't got the skills, the parenting skills themselves to parent the child.	Parenting skills mean a firm but fair approach, which reflects upon children. Boundaries must be put in place. A child who has been playing X-box all night and is tired the next day, whose parents claim that they do not know what to do and cannot cope have not got the parenting skills to parent their child.	"if you get a child who has been up all night on an X-Box and are tired and the parents saying I don't know what to do I cannot cope, what shall I do I cannot cope, they haven't got the skills, the parenting skills themselves to parent the child."
LC	Another thing that you rated as being most important is "their exposure to negative behaviour at home" here (+5).		
MG02	Yeah it really does it, if you've got a parent who is depressed, whose	Parental depression and parental drug misuse results in	"the child obviously is concerned and worried

	got a misuse problem, the child obviously is concerned and worried and cannot concentrate with school because they worried, about home life.	their child becoming concerned about them. A child who is concerned about their parent will be unable to concentrate in school because they are worried about "home life."	and cannot concentrate with school because they worried, about home life."
LC	And also, something else associated with home that you ranked as particularly most important is "the emotions of adults at home" (+5).		
MG02	Yeah definitely, like I say, you get a child who comes to school and they might kick off because they want to get back home to make sure their parent's ok I think, you know, if they suffer from depression or domestic violence, you may get someone who wants to be at home with their mum in case there is any form of domestic violence, so that they can try to protect them.	A child may "kick off" because they want to go back home to make sure that their parent is well. This may be the case if parents suffer from depression or domestic violence. Children may want to go back home so that they are able to protect their parent from further domestic violence.	"they might kick off because they want to get back home to make sure their parent's ok" "you may get someone who wants to be at home with their mum in case there is any form of domestic violence, so that they can try to protect them."
LC	Ok, going to the opposite end now, you rated "the level of interest that the children and young people have in the work that they are set" as being least important, here (-5).		
MG02	I think that just comes from because I'm a welfare, I'm not an academic and think a child needs to be happy, safe and content and they'll learn, they'll learn appropriately and they will achieve what they need to achieve.	MG02's role is described as "welfare" as opposed to "academic" and MG02 considers that, consistent with this role is the belief that children need to be happy, safe and content so that they are able to learn and achieve.	
LC	So where would you say you were in terms of your thinking in conjunction with how important the physical features of the learning environment are. (-5)		
MG02	Towards that end too, yeah (points to least important label).		
LC	Something that you placed around about there is "their own views of their abilities" (-4)		
MG02	It depends on what they feel is important to them really, you know if they prioritise home as being their important thing, school is gonna be the last priority to them.	Children and young people's views of their own abilities depend upon what they feel is important to them and what they prioritise as being important. If children and young people prioritise home as being "their important thing," then school	"if they prioritise home as being their important thing, school is gonna be the last priority to them." Home-school dichotomy – home or school.

		will be their "last priority."	
LC	Ok, let's think about the statement "empathy towards them showed by a key member of school staff." You placed that around about there (-3).		
MG02	Yeah, I think it's not the least important, it is important, it is important that they have a contact in school that they know there is somebody there looking out for them.	In terms of empathy, it is important that young people have a contact in school, whom they know is there to "look out for them."	
LC	And how would you describe or understand empathy, what do you think that that means.		
MG02	You can, not so much sympathise but you can understand what they are going through, maybe through past, your own experiences or experiences you've shared.	Empathy means understanding what children and young people are going through, possibly as a result of your own past experiences.	
LC	I noticed that "parental separation" was something that you placed here (+2) and you put "parental illness" here (-4).		
MG02	Separation, children find it very difficult to cope with being, even if they are from a very abusive household, children want to be with their family, regardless of what happens, I've found that, was for looked after children, they don't fare too good.	Children find it very difficult to cope with parental separation, irrespective of whether they are from an abusive household. Irrespective of the nature of the relationship between their parents, children want to be with their family "regardless of what happens." This is particularly salient for Looked After Children who "don't fare too good."	"children find it very difficult to cope with being, even if they are from a very abusive household, children want to be with their family, regardless of what happens, I've found that, was for looked after children, they don't fare too good"
LC	And how does that compare with parental illness as I said which was around about there (-4).		
MG02	I think it, children will take it in their stride, they will they'll cope with illness if they know the parent is going to recover, they do cope with it if it's explained properly to them.	Children take parental illness in their stride. Children will cope with parental illness if they know their parent is going to recover. Children do cope with parental illness if it is explained properly to them	"take it in their stride, they will they'll cope with illness if they know the parent is going to recover, they do cope with it if it's explained properly to them."
LC	Ok, another statement that you ranked there was, "adults' understanding of their strengths" (+3).		
MG02	Yes because, they know the strong points, they nurture the child, encourage.	Adults can identify children's strengths and they nurture and encourage the child.	"they know the strong points, they nurture the child, encourage."
LC	And lastly another statement you		

	placed around about the same position is, "their attempts to adjust between the home and school environment" (+3).		
MG02	Yes I think children find it important that they can separate both, you know you get some, I've had some kids who are horrendous at home but fine in school and the opposite way and it does have an impact and the parents say they are no bother, its finding a happy medium for the child.	Children find it important that they are able to separate the home and school environments. Personal experience; some children are "horrendous" at home but "fine" in school. It is important to find a "happy medium for the child."	"I've had some kids who are horrendous at home but fine in school and the opposite way and it does have an impact and the parents say they are no bother, its finding a happy medium for the child."
LC	So what do you understand by them adjusting between home and school.		
MG02	Knowing what is acceptable in school and following the guidelines, and what's acceptable at home, so you, a good one a lot of staff use, you are not at home with your mother now, don't behave in that way and I think it puts a light on.	Adjusting between home and school environments means knowing what is acceptable in school and following the guidelines and what is acceptable at home. Staff often say "you are not at home with your mother now, don't behave in that way" to illustrate this point and this seems to resonate with the young people involved.	
LC	Ok, thank you very much indeed for your time, it's much appreciated.		

Simultaneous coding

- Personal experience; children who are bullied "more often than not" have parents who have also been bullied.
 - The parent's experience of bullying "rubs off on the child"
- A poor home life experienced by parents also affects their children.
- If parents do not set "strong guidelines and boundaries" the child will push and push and push and get away and get away and get away with it.
- Parenting skills mean a firm but fair approach, which reflects upon children.
 - Boundaries must be put in place.

- A child who has been playing X-box all night and is tired the next day, whose parents claim that they do not know what to do and cannot cope have not got the parenting skills to parent their child.
- Parental depression and parental drug misuse results in their child becoming concerned about them.
 - A child who is concerned about their parent will be unable to concentrate in school because they are worried about “home life.”
- A child may “kick off” because they want to go back home to make sure that their parent is well.
 - This may be the case if parents suffer from depression or domestic violence.
 - Children may want to go back home so that they are able to protect their parent from further domestic violence.
- MG02’s role is described as “welfare” as opposed to “academic” and MG02 considers that, consistent with this role is the belief that children need to be happy, safe and content so that they are able to learn and achieve.
- Children and young people’s views of their own abilities depend upon what they feel is important to them and what they prioritise as being important.

- If children and young people prioritise home as being “their important thing,” then school will be their “last priority.”
- In terms of empathy, it is important that young people have a contact in school, who they know is there to “look out for them.”
- Empathy means understanding what children and young people are going through, possibly as a result of your own past experiences.
- Children find it very difficult to cope with parental separation, irrespective of whether they are from an abusive household.
 - Irrespective of the nature of the relationship between their parents, children want to be with their family “regardless of what happens.” This is particularly salient for Looked After Children who “don’t fare too good.”
- Children take parental illness in their stride.
 - Children will cope with parental illness if they know their parent is going to recover.
 - Children do cope with parental illness if it is explained properly to them
- Adults can identify children’s strengths and they nurture and encourage the child.
- Children find it important that they are able to separate the home and school environments.

- Personal experience; some children are “horrendous” at home but “fine” in school.
- It is important to find a “happy medium for the child.”
- Adjusting between home and school environments means knowing what is acceptable in school and following the guidelines and what is acceptable at home.
- Staff often say “you are not at home with your mother now, don’t behave in that way” to illustrate this point and this seems to resonate with the young people involved.

Emotion coding

<i>Comment/code</i>	<i>Interpretation/notes</i>	<i>Comment made in conjunction with</i>	<i>Category</i>
“their fears onto the children. Same with the poor home life it affects on their behaviour”.	Negative comment, encapsulates the emotions of parents associated with their experiences of bullying. Fear of parents projected on their children which affects behaviour.	“their parent or carers own experiences whilst growing up”	Children and young people’s negative experiences as a result of the behaviour of adults.
“if they don’t set strong guidelines and boundaries the child will just push and push and get away get away and get away with it.”	Comment emphasises the need for clear rules or boundaries. Repetition of language is suggestive of systematic negative behaviour exhibited as a consequence of unclear and inconsistently implemented boundaries.	“the parenting skills of their parents or carer.”	
“if you get a child who has been up all night on an X-Box and are tired and the parents saying I don’t know what to do I cannot cope, what shall I do I cannot cope, they haven’t got the skills, the parenting skills themselves to parent the child.”	“All night,” and repetition of “I cannot cope” emphasises perceived lack of parenting skills.	“the parenting skills of their parents or carer.”	Children and young people’s negative experiences as a result of the behaviour of adults.
“they might kick off because they want to get back home to make sure their parent’s ok”	“kick off” implies aggressive or violent behaviour, which is instrumental in nature (a product of the desire to return to the family home	“the emotions of adults at home.”	

	to check on their parent(s)'s wellbeing."		
"you may get someone who wants to be at home with their mum in case there is any form of domestic violence, so that they can try to protect them."	Child or young person's role of "protecting" parent seems counterintuitive. Domestic violence is identified as a particular threat to parental wellbeing, of which some young people are aware.	"the emotions of adults at home."	
"children find it very difficult to cope with being, even if they are from a very abusive household, children want to be with their family, regardless of what happens, I've found that, was for looked after children, they don't fare too good"	Emphatic, negative comment. Parental separation is a very negative influence within the lives of children and young people. For this reason, Looked After Children tend to achieve less positive outcomes.	"parental separation"	
"if they prioritise home as being their important thing, school is gonna be the last priority to them."	Comment suggests that, if home is "the most important thing" to children and young people, they will tend to be less concerned about their own abilities within school. Suggests that concerns relating to home are dichotomous with concerns relating to school.	"their own views of their abilities."	
"the child obviously is concerned and worried and cannot concentrate with school because they worried, about home life."	Negative statement, "obviously," "concerned" and "worried," emotive language suggests that negative experiences at home can exert a negative effect on the thoughts and the behaviour of children.	"their exposure to negative behaviour at home."	Home-school comparison, dichotomy.
"I've had some kids who are horrendous at home but fine in school and the opposite way and it does have an impact and the parents say they are no bother, its finding a happy medium for the child."	Emphatic, negative adjective to illustrate the stark differences in the behaviour of some children and young people when they are within the home or school environments or systems.	"their attempts to adjust between the home and school environment."	
"take it in their stride, they will they'll cope with illness if they know the parent is going to recover, they do cope	Idiom used to emphasise the relatively less significant adjustment required of children and young people when they encounter	"parental separation" compared with "parental illness."	Positive role of adults, facilitating resilience.

with it if it's explained properly to them."	parental illness, as opposed to parental separation.		
"they know the strong points, they nurture the child, encourage."	Positive verbs associated with the behaviour of adults who understand the strengths of children and young people.	"adults' understanding of their strengths."	

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

My belief is that the most important support and the thing that matters the most is family and home life.

Were there any settlements that you found easier to sort than others?

Yes.

Why ?

N/A

Were there any statements that you found it more difficult to sort than others? Yes.

Why?

All statements are important on behaviour.

Factor 2 Crib sheet to facilitate factor interpretation

	<i>Item</i>	<i>Notes</i>	<i>Substantiating / relevant qualitative information provided by participants whose sorts defined the factor</i>
+5	<ul style="list-style-type: none"> • parenting skills of parents or carer • their exposure to negative behaviour at home • the emotions of adults at home • the quality of their relationship with parents or carer 	<p>All relate to direct and indirect experiences of children at home. Direct; exposure to negative behaviour, quality of relationship (ie engagement or interaction with adults). Indirect; skills and emotions of adults at home.</p>	<p>Parenting skills of parents or carer (MG02): “Yes definitely because if they don’t set strong guidelines and boundaries the child will just push and push and push, and get away get away and get away with it. The behaviour.”</p> <p>Exposure to negative behaviour at home (MG02): “if you’ve got a parent who is depressed, whose got a misuse problem, the child obviously is concerned and worried and cannot concentrate with school because they worried, about home life.”</p> <p>The emotions of adults at home (MG02): “you get a child who comes to school and they might kick off because they want to get back home to make sure their parent’s ok I think, you know, if they suffer from depression or domestic violence, you may get someone who wants to be at home with their mum in case there is any form of domestic violence, so that they can try to protect them.”</p>
+4	<ul style="list-style-type: none"> • ability of staff to see things from pupil perspective • parents’ or carer’s views about school • parent’s/carers’ participation in ed. activities at home • their parents’/carer’s own experiences whilst growing up • their learning of boundaries 	<p>Again, high level of importance ascribed to the actions, thoughts and experiences of adults at home.</p> <p>Most important attribute relating to school staff and experiences in school is the ability of school staff to see things from the perspective of pupils.</p> <p>Learning of boundaries contextualised as adult responsibility to set and implement boundaries as opposed to child’s learning</p>	<p>Parent’s or carer’s experiences whilst growing up (MG02): “if I get a child who comes and are sort of being bullied and then you get to speak to the parent, more often than not they have had a bad experience at school and it rubs off on the child and their fears onto the children. Same with the poor home life it affects on their behaviour.”</p>

+3		of boundaries. Possibly a focus on what is absent at home (similar to Factor 1, although factor 1 participants emphasised the role of school in terms of providing these boundaries).	
	<ul style="list-style-type: none"> • the absence of a male role model at home • triggers within immediate environment at any time • rules they have learned over time to guide behaviour • adults' understanding of their strengths • parental separation • diagnosis of a developmental disorder- ADHD/ dyspraxia 	<p>Two items relating to structure of family.</p> <p>Adults understanding of their strengths.</p> <p>Items associated with children and young people; developmental disorder (within child deficit), the rules which they have learned over time. There is a sense of children learning or being shaped over time or throughout the course of their development.</p> <p>NB. Contrast diagnosis of developmental disorders (62:+3) with the item relating to general learning difficulties (21:0).</p>	<p>Parental separation (MG02): "Separation, children find it very difficult to cope with being, even if they are from a very abusive household, children want to be with their family, regardless of what happens, I've found that, was for looked after children, they don't fare too good."</p> <p>Adults' understanding of their strengths (MG02): "Yes because, they know the strong points, they nurture the child, encourage."</p>
+2	<ul style="list-style-type: none"> • ways that they think peers view their school behaviour • their need to release their emotions • that they grew up in a single parent home • their need to communicate 	<p>Possible links between experiences at home (eg. growing up in a single parent home), the awareness of staff relating to these and needing to release and communicate their emotions. This may be linked to the ways in which they think that</p>	<p>Their attempts to adjust between the home-school environment (MG02): "Yes I think children find it important that they can separate both, you know you get some, I've had some kids who are horrendous at home but fine in school and the opposite way and it does have an impact and the parents say they are no bother, its finding a happy medium for the child..." "Knowing what is acceptable in school and following the guidelines, and what's acceptable at home, so you, a</p>

<p>+1</p> <p>0</p>	<ul style="list-style-type: none"> • staff awareness of links between routines- beh patterns • their attempts to adjust between home-school env. • their previous negative experiences in school 	<p>their peers view their behaviour, ie. externalising emotions and acting out, this may elevate their status and dominance within their peer group.</p> <p>School- based experiences heavily linked with home-based experiences.</p> <p>Negative experiences in school , again linked with a sense of development over time and children and young people being affected by past experiences.</p>	<p>good one a lot of staff use, you are not at home with your mother now, don't behave in that way and I think it puts a light on."</p>
	<ul style="list-style-type: none"> • their views that staff treat other pupils differently • whether or not staff find their behaviour acceptable • their negative experiences of adoption • the extent to which they feel in control of a situation • the home-school relationship • that the needs of children and YP change with age • involvement of professionals from different agencies 	<p>Two items relating to the thoughts of staff and the thoughts of children and young people relating to the behaviour of staff. Although school's relationship with home is comparably important, these are considerably less important than items relating to thoughts and behaviours of adults at home.</p> <p>Items relevant to development; negative experiences of adoption, that the needs of children and young people change with age.</p>	
	<ul style="list-style-type: none"> • whether work in school is accessible • concern about consequences 	<p>Accessibility of work and quality of peer relationships and a desire to fit in with the crowd are considered to be equally</p>	

-1	<ul style="list-style-type: none"> of their behaviour in school • <i>their need for attention</i> • <i>whether or not they have general learning difficulties</i> • their intention to behave in a challenging way • their desire to fit in with the crowd • deprivation eg. experiencing poverty • poor peer relationships in school • a single cause which is at the root of their behaviour 	<p>important.</p> <p>Two items relating to need; need for attention and learning need (ie. general learning difficulties).</p> <p>Deprivation eg poverty – absence of a basic need. Aspects of parenting, early experiences and home life perceived as being more important.</p>	
	<ul style="list-style-type: none"> • their motivation to achieve • how safe they perceive themselves to be in school • how effective staff think they are as professionals • peer pressure outside of school • their thoughts about their own past behaviour • parental illness • the respect that they have for school staff 	<p>Again, feeling safe in school may be considered to be a basic need. According to comments of MG02 (above) there seems to be a distinction between pupils feeling worried (about parents at home) and pupils feeling safe. Pupils feeling worried seems to be a more pertinent consideration.</p> <p>Parental illness, less important than other influences relating to parents and home. Parental illness is something over which parents have no control. Ascription of blame relating to parenting and negative experiences at home, associated with items ranked +5 and +4?</p>	<p>Parental illness (MG02): “I think it, children will take it in their stride, they will they’ll cope with illness if they know the parent is going to recover, they do cope with it if it’s explained properly to them.”</p>

-2		<p>Characteristics intrinsic to children and young people; motivation to achieve, thoughts about their own past behaviour, the respect that they have for school staff.</p> <p>The respect that they have for school staff may impact upon how effective staff perceive themselves to be.</p>	
	<ul style="list-style-type: none"> • their mood at any given time • <i>empathy towards them, shown by key member of school staff</i> • <i>their anticipation of failure during lessons</i> • the presence of a male role model within school • <i>if they recognise bad behaviour does not = bad person</i> • <i>attempts of school staff to teach positive behaviour</i> • the amount of self-discipline that they have 	<p>Four items relating to school. Three of these relate to the support available in school, in the form of staff and their actions.</p> <p>Three items which are intrinsic to children and young people. Their anticipation of failure during lessons and whether or not they understand that displaying bad behaviour is not necessarily the same as being a bad person, relate to the ways in which children and young people perceive and interpret their experiences. This may impact upon their mood. The amount of self discipline that they have is equally important.</p>	<p><i>Empathy shown towards them by a key member of school staff</i> (MG02): “I think it’s not the least important, it is important, it is important that they have a contact in school that they know there is somebody there looking out for them...” “...not so much sympathise but you can understand what they are going through, maybe through past, your own experiences or experiences you’ve shared.”</p>
	<ul style="list-style-type: none"> • <i>how effectively teachers communicate task instructions</i> • their diet 	<p>Whether or not they have had a bad start in life is perceived as less important than aspects of home life and negative experiences of adoption.</p>	

-3

-4	<ul style="list-style-type: none"> • whether or not they have had a bad start in life • live in a location isolated from local communities • level of parents'/carer's education • <i>their developmental stage - eg immature behaviour</i> 	<p>Negative experiences of adoption is not perceived as being synonymous with a bad start in life.</p> <p>Similar to the attempts of school staff to teach positive behaviour and empathy shown towards pupils, the effective communication of task instructions is considered to be characteristically less important by factor 2 participants.</p>	
	<ul style="list-style-type: none"> • their knowledge of rewards available in school • <i>their own views of their abilities</i> • their impulsivity • <i>ways they expect others to respond to their behaviour</i> • personality clashes 	<p>All of these items are potentially within child characteristics. Their own views of their abilities and the ways that they expect others to respond to their behaviour relates to thoughts and interpretations of situations. Contrast this with items such as; anticipation of failure during lessons (9:-2), whether or not they understand that displaying bad behaviour is not necessarily the same thing as being a bad person (25:-2), their own thoughts about their past behaviour (56:-1), the extent to which they are concerned about the consequences of their behaviour in school (11:0) and the ways in which they think their peers view their behaviour (10:+2).</p>	<p><i>Their own views of their abilities</i> (MG02): "It depends on what they feel is important to them really, you know if they prioritise home as being their important thing, school is gonna be the last priority to them."</p>
-5	<ul style="list-style-type: none"> • the influence of God's will • <i>their level of interest in the</i> 	<p>Two items relating to experiences in school. Two items relating to cultural beliefs, which are rated similarly across all</p>	<p><i>Their level of interest in the work set</i> (MG02): "I'm a welfare, I'm not an academic and think a child needs to be happy, safe and content and they'll learn, they'll learn appropriately and they will achieve what</p>

	<p><i>work set</i></p> <ul style="list-style-type: none"> <i>the physical features of the learning environment</i> the influence of fate 	factors.	they need to achieve.”
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Red text = distinguishing statement, higher factor score than other factors

Blue text = distinguishing statement, lower factor score than other factors

Green text = distinguishing statement, neither higher nor lower factor score than other factors

Factor 2 field notes:

Participant code	Qualitative data capture form question				
	Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)	Were there any statements that you found easier to sort than others?	Why?	Were there any statements that you found it more difficult to sort than others?	Why?
MG02	My belief is that the most important support and the thing that matters the most is family and home life.	Yes.	N/A	Yes.	All statements are important on behaviour.
MB06	I wanted more spaces at the most important end.	Yes. 42, 3, 20, 62 and 19.	To me these are crucial things	Yes. 57	A single cause? This could be something devastating like the death of a parent. It could be a lack of boundaries, which could be taught. It could be staff thinking it could be a condition, eg. ADHD.
MM07	Read all cards first. Did not link them to a child.	No.		No.	

Appendix XII: Factor 3: Semi structured interview transcripts, first cycle coding methods applied to organise the data, factor interpretation crib sheets.

MS04

		<i>Simultaneous coding</i>	<i>Emotion coding</i>
LC	Ok, so one of the things I noticed was that you sorted the card which read "the level of their parents' or carer's education" right towards that end at least important, here (-5). Can you elaborate on your thinking a little bit for me.		
MS04	Because I think it's more nature of the child and giving the love and I think parents can develop with the child, so it can slowly develop and I think a lot of say parent classes and stuff like should be used more so that we've got a lot of young parents, but if they were brought together, it doesn't matter what their education was, its moving along with the child so they see the development of the loving and caring side, so that the child will develop well itself but so will mam with it and dad, whoever.	Parents' love of their children is more important than the level of their education. Parents can develop with their child so that their love develops too. Parenting classes should be used more.	"it doesn't matter what their education was, it's moving along with the child so that they see the development of the loving caring side."
LC	Ok, you placed "that they grew up in a single parent home" around about there (-5). Can you explain your thinking around that.		
MS04	Because from experience of the students I've worked with, they're from what they call a dysfunctional family, but it is a lot of broken families and it is quite common now to have a single where there is a male or female, a lot of single parents so it shouldn't be an issue but unfortunately it is and I've seen so many children as they get to secondary in particular, tend to want to know a lot about their history, and it tends to come up in say citizenship or PSHE, where this is important and like history and I think it's when it becomes a bit of an issue, they haven't got parents or whatever and they start having little fights and behaviour changes.	Personal experience; Many "M" pupils are from a dysfunctional family, with a single parent. This is quite common now. This should not be an issue but it is. MS04 has seen many children seek information when they are 11 years or above, relating to their family history, prompted by PHSE lessons. Discoveries relating to single parent family histories may result in behavioural change, eg. fighting.	"dysfunctional family" "it is quite common now to have a single where there is a male or female, a lot of single parents so it shouldn't be an issue but unfortunately it is"
LC	Ok, another statement was "their previous negative experiences of school" and that's something you placed around about there (-3). Can you tell me a bit more about that.		
MS04	The previous experience of the	Children's previous	"the kids are coming in with

	<p>school is from if they've had issues right from primary, nursery, you know, as it comes in that they come up with the, I suppose like parents come with expectations of the kids are coming in with the vulnerability of what's it going to be like, is there still the same people around and if they haven't got the support or don't know, well they don't know when they come in do they, they know nothing, they coming in with the negative thoughts of what that previous history is.</p>	<p>experiences associated with nursery and school stay with them over time. This can make children vulnerable as, when they approach a new situation within a setting, their expectations can be based on previous negative experiences in educational settings.</p>	<p>the vulnerability of what's it going to be like, is there still the same people around and if they haven't got the support or don't know, well they don't know when they come in do they, they know nothing, they coming in with the negative thoughts of what that previous history is."</p>
LC	<p>If we could think about two cards or statements now. Firstly "parental illness" and secondly "parental separation" you put both around about here in the middle (0). What was your thinking around that.</p>		
MS04	<p>The longer I sat the more I moved them. I think there's a lot of support out there it's just and with the support within school you can help to guide and we working on resilience, so I think if we can support the child with the resilience, it doesn't matter what happens in life we can move forward with it and support it, that works well in this school, we have a lot of carers, you know, young carers who have to look after their parents, so I think it works it's not really the worst or most important we can make it work.</p>	<p>There is a lot of support available, relating to children's experiences of parental separation and parental illness. The support in school can facilitate the development of emotional resilience to help children to cope with such experiences. "M" provision is attended by a lot of young carers whom look after their parents. School staff can help to "make" this work by the support that they offer.</p>	<p>"I think if we can support the child with the resilience, it doesn't matter what happens in life we can move forward with it and support it, that works well in this school,"</p>
LC	<p>Ok, another card read "empathy shown towards them by a key member of school staff" and you placed that around about there (+1). So, "empathy shown towards them by a key member of school staff." Can you tell me a bit about why you placed it there in terms of importance.</p>		
MS04	<p>Again because there is a lot of staff in school and although it's important I would say to have a key member, what happens if that key member goes sick, they've lost the security, the continuity and it's a worry, so you've got to be careful where we fit it.</p>	<p>It is important that there is more than one member of school staff who are designated as a key member of staff whom shows empathy towards an individual child.</p>	<p>"it's important I would say to have a key member, what happens if that key member goes sick, they've lost the security, the continuity and it's a worry, so you've got to be careful where we fit it."</p>
LC	<p>Ok, again around about here you placed "their need to communicate." Can you tell me a little bit more about that. (+2)</p>		

MS04	It is important to address their feelings and express their feelings, and you can do it a lot of ways as you know body language and everything else and dance and because we have so much in school they can do it through dance therapy, they can do it through, so it's not necessary the major thing, although it is important to be able to do it's all part of the whole process in school.	It is important that children are able to express their feelings. It is important that adults address children's feelings. Children's feelings can be communicated in a number of ways: Body language. Dance Therapy (provided within "M" provision). Such means of communication are built into normal routines within school and the "whole process."	"It is important to address their feelings and express their feeling,"
LC	Ok, again around about the same position there (+2) was "whether or not they have general learning difficulties", and "whether or not they have a diagnosis of a developmental disorder, for example, ADHD, Dyspraxia." Can you tell me a bit more about that.		
MS04	Well , it is important, however there is a lot of issues around parents accepting it, let along the child, so again it's if the nurture's there for the child from the beginning we can work with it and it's a lot to do with an understanding of it, so that's again the learning ability within school, so it can be worked with, it's not a major thing to say oh well that's it, it's not important ignore it or it's the most important thing, it's is important but it can be addressed.	There are many issues associated with parents accepting a diagnosis of developmental disorders or general learning difficulties. Parental nurturance is an important element and school staff can "work with this." School staff can help parents to understand difficulties. General or specific learning difficulties can be addressed.	"however there is a lot of issues around parents accepting it" " it's not a major thing to say oh well that's it, it's not important ignore it or it's the most important thing, it's is important but it can be addressed."
LC	So you mentioned there adults' actual understanding of what it means.		
MS04	I think that's more important and getting their support because obviously in school if we haven't got the backing of the parent or an understanding of it, so it's just a case they haven't took their tablet on the morning and that's really important and then the child grows and, so there's lots of things around it which maybe we learn all the time with it. Parents need that support as well and I think as long as they've got the support with us and work together with us which is what we aim for it becomes less as important.	Parental support associated with managing learning difficulties is important so that school staff are able to better understand children. For example, whether or not children have taken their daily medication. School staff continue to learn about the difficulties experienced by individual children all of the time. School staff aim to work together with parents.	"I think that's more important and getting their support because obviously in school if we haven't got the backing of the parent or an understanding of it," "so it's just a case they haven't took their tablet on the morning and that's really important and then the child grows"

		When this happens, learning difficulties become less important.	
LC	Ok, how about “staff awareness of links between children and young people’s routines and patterns in their behaviour.” That’s something that you placed around about there (+3).		
MS04	I think that is an important role and an important state to get, it’s not the most because there are that many things to be the most important, however, it needs to be incorporated within CPD, and within the learning of the whole school approach to each child.	Staff awareness of the links between children and young people’s routines and patterns in their behaviour is something which can be developed through CPD activities and training. Staff awareness of the links between children and young people’s routines and patterns in their behaviour is something which should be considered within the context of whole school approaches.	“I think that is an important role and an important state to get, it’s not the most because there are that many things to be the most important, however, it needs to be incorporated within CPD, and within the learning of the whole school approach to each child.”
LC	And how important do you think it is that staff have the ability to see things from the perspective of children and young people. You placed it there (+4).		
MS04	I think it is important, they say that they expect it of each child, I know it’s hard and I know it must be hard as a teaching staff when you’ve got 30 pupils in the class, however, you know, when you’ve got the SEN lists and you’ve got, so we do highlight from the beginning and the whole way our school works, having welfare leaders and raising achievement, we work with both sides of it which I think is important and it’s just keeping it right and having the people on board as a school team to make things work for the child.	Seeing things from the perspective of children and young people is difficult for a class teacher who teaches 30 children. SEN lists are used by teachers and should help to describe needs “from the beginning.” The structure of school staff is important so that staff can make things work for the young people who attend. Eg. the “M” has “Welfare Leaders” and staff responsible for “Raising Achievement.”	“, I know it’s hard and I know it must be hard as a teaching staff when you’ve got 30 pupils in the class” “having welfare leaders and raising achievement, we work with both sides of it which I think is important and it’s just keeping it right and having the people on board as a school team to make things work for the child.”
LC	Ok, “poor peer relationships” is something you placed towards this end here (+4). Can you tell me a bit more about that.		
MS04	Poor peer relationships because I think that’s a lot to do with not only the pupils, the staff as well, I think if you look at staff peer relationships we are role models to the students	The poor peer relationships between school staff can influence behaviour because staff are role models to the	“and it’s a big thing that students say all the time and they don’t miss anything although staff may think they do, they don’t and that’s how

	<p>and it's a big thing that students say all the time and they don't miss anything although staff may think they do, they don't and that's how I think we've got to look at your staffing when you are working students. If there's an issue with the student who isn't succeeding and has peer issues, I will look at the child and I will also look at the lessons because it could also be that the way things are going on in classes or an area where they have been put, is that influencing the child as well that they are struggling to deal with it because they don't see it dealt with right, so it's a big one I think, that affects their behaviour.</p>	<p>young people attending "M." Pupils are attuned to the professional relationships between staff, even though staff may not fully appreciate this.</p> <p>If pupils seem to have issues with peers, the dynamics between pupils in class may be an important influence on the relationship. Pupils' perception of how negative peer relationships between themselves and others are handled by adults influences their behaviour.</p>	<p>I think we've got to look at your staffing when you are working students. "</p> <p>"I will also look at the lessons because it could also be that the way things are going on in classes or an area where they have been put, is that influencing the child as well that they are struggling to deal with it because they don't see it dealt with right, so it's a big one I think, that affects their behaviour."</p>
LC	<p>And how about "the attempts of school staff to teach positive behaviour", that's something that you put there (+5).</p>		
MS04	<p>Because again its role modelling isn't it and you've got to be a positive person to seek out the child to see the positive person in their self and if we don't see that in staff, the child will pick up on it straight away and we are losing it again, it is very important that they feel the safest but the most comfortable to be who they are, so it's got to come out in the staff for the children to develop I think.</p>	<p>School staff are role models and they should seek to identify the positive aspects of children and young people. School staff themselves should be positive people. If staff do not adopt a positive approach to pupils, pupils with "pick up on this." Pupils should feel safe and comfortable with regard to their identity and this should be promoted and facilitated by staff.</p>	<p>"and you've got to be a positive person to seek out the child to see the positive person in their self and if we don't see that in staff, the child will pick up on it straight away"</p> <p>" it is very important that they feel the safest but the most comfortable to be who they are, so it's got to come out in the staff for the children to develop I think."</p>
LC	<p>The next statement I'd like to discuss is "whether or not they are able to recognise that being a bad person and displaying bad behaviour are not necessarily the same thing" and that's something you put up there (+5). Can you elaborate.</p>		
MS04	<p>Well, again because if they've got ADHD for instance and funnily enough I was just reading a little book the other day about ADHD and</p>	<p>ADHD (developmental Disorder) used as an example to illustrate that children and young</p>	<p>"he just thinks he is a bad boy sometimes but he doesn't know why. "</p>

	<p>I am going to buy one because its fab and it actually expresses, I've got a little boy who has got ADHD, won't accept it, dad doesn't accept it, mam does, so there is an issue with the tablets, so he comes into school staff just see the behaviour, you know, and he just thinks he is a bad boy sometimes but he doesn't know why. If he understood his ADHD he'd understand, from me reading this book which is like a child's level book, he has got ADHD, but why he falls asleep in class and , so he is getting wrong for that, so to understand for both staff and pupils but more for the bairn to understand that it's not his fault that he's acting the way he is, it's taking that away and saying we'll deal with this you know you are a lovely boy, you've got these issues we need to put right.</p>	<p>people with ADHD can perceive themselves as being "bad" because they do not understand what ADHD is. Pupils should fully understand ADHD so that blame is not ascribed to pupils with regard to behaviours such as falling asleep in class. Adults should reinforce the message that behaviour can be managed, "dealt with" or "put right," but that the pupil themselves is a "lovely boy."</p>	<p>"but why he falls asleep in class and , so he is getting wrong for that, so to understand of both staff and pupils but more for the bairn to understand that it's not his fault that he's acting the way he is, it's taking that away"</p> <p>"saying we'll deal with this you know you are a lovely boy, you've got these issues we need to put right."</p>
LC	<p>Now, how about the statement which read, "a single cause which is at the root of their behaviour." You placed that here (+5). Could you explain that in a little bit more detail.</p>		
MS04	<p>I don't know I cannot really think why I put that one there actually. When I think of it I'm thinking why did I put that one there, cos I cannot even think why would I put a single cause, cos there is never a single cause, so whether I haven't read the question right and have I just put it there, or just moving them round because it isn't really, I wouldn't say there is a single cause to anything, there's always a mix of stuff. One thing though, it might be a really big issue at a particular time, like a death in the family.</p>	<p>There may be a "big issue" which affects behaviour in a significant way at one particular time.</p>	<p>"One thing might be a really big issue at a particular time though"</p>
LC	<p>Ok, and finally, "their exposure to negative behaviour at home" is something that you rated as being most important, here (+5).</p>		
MS04	<p>Yeah, again it's the role modelling around the child which staff and home can actually show has a massive influence and it can be outside of school as well, it doesn't necessarily mean in the home, I think it's just the area they live in and that's why you've got to be able to get the resilience built and see the lovely positive side in school.</p>	<p>Adults within the home and school systems can exert a "massive influence" on the behaviour of children and young people as a result of their behaviour. The neighbourhood within which a young person may live may also be a domain in which young people are exposed to the (negative) behaviour of others.</p>	<p>"role modelling around the child which staff and home can actually be at a massive influence"</p> <p>"that's why you've got to be able to get the resilience built and see the lovely positive side in school."</p>

		Emotional resilience and a positive approach to young people in "M" important in consideration of potential exposure to negative behaviour outside of school.	
LC	Ok, that's great thank you very much indeed for your time.		

Simultaneous coding

- Parents' love of their children is more important than the level of their education.
- Parents can develop with their child so that their love develops too.
 - Parenting classes should be used more.
- Personal experience; Many "M" pupils are from a dysfunctional family, with a single parent. This is quite common now.
 - This should not be an issue but it is. MS04 has seen many children seek information when they are years or above, relating to their family history, prompted by PHSE lessons.
 - Discoveries relating to single parent family histories may result in behavioural change, eg. fighting.
- Children's previous experiences associated with nursery and school stay with them over time.
 - This can make children vulnerable as, when they approach a new situation within a setting, their expectations can be based on previous negative experiences in educational settings.

- There is a lot of support available, relating to children's experiences of parental separation and parental illness.
 - The support in school can facilitate the development of emotional resilience to help children to cope with such experiences.
 - "M" provision is attended by a lot of young carers whom look after their parents.
 - School staff can help to "make" this work by the support that they offer.

- It is important that there is more than one member of school staff who are designated as a key member of staff whom shows empathy towards an individual child.
- It is important that children are able to express their feelings.
- It is important that adults address children's feelings.
- Children's feelings can be communicated in a number of ways:
 - Body language.
 - Dance Therapy (provided within "M" provision).
 - Such means of communication are built into normal routines within school and the "whole process."

- There are many issues associated with parents accepting a diagnosis of developmental disorders or general learning difficulties.
 - Parental nurturance is an important element and school staff can "work with this."
 - School staff can help parents to understand difficulties.

- General or specific learning difficulties can be addressed.
- Parental support associated with managing learning difficulties is important so that school staff are able to better understand children. For example, whether or not children have taken their daily medication.
 - School staff continue to learn about the difficulties experienced by individual children all of the time.
 - School staff aim to work together with parents. When this happens, learning difficulties become less important.
- Staff awareness of the links between children and young people's routines and patterns in their behaviour is something which can be developed through CPD activities and training.
- Staff awareness of the links between children and young people's routines and patterns in their behaviour is something which should be considered within the context of whole school approaches.
- Seeing things from the perspective of children and young people is difficult for a class teacher who teaches 30 children.
 - SEN lists are used by teachers and should help to describe needs "from the beginning."
 - The structure of school staff is important so that staff can make things work for the young people who attend. Eg. the "M" has "Welfare Leaders" and staff responsible for "Raising Achievement."
- The poor peer relationships between school staff can influence behaviour because staff are role models to the young people attending "M."

- Pupils are attuned to the professional relationships between staff, even though staff may not fully appreciate this.
- If pupils seem to have issues with peers, the dynamics between pupils in class may be an important influence on the relationship.
- Pupils' perception of how negative peer relationships between themselves and others are handled by adults influences their behaviour.
- School staff are role models and they should seek to identify the positive aspects of children and young people. School staff themselves should be positive people.
 - If staff do not adopt a positive approach to pupils, pupils with "pick up on this."
- Pupils should feel safe and comfortable with regard to their identity and this should be promoted and facilitated by staff.
- ADHD (developmental Disorder) used as an example to illustrate that children and young people with ADHD can perceive themselves as being "bad" because they do not understand what ADHD is.
 - Pupils should fully understand ADHD so that blame is not ascribed to pupils with regard to behaviours such as falling asleep in class.
 - Adults should reinforce the message that behaviour can be managed, "dealt with" or "put right," but that the pupil themselves is a "lovely boy."
- There may be a "big issue" which affects behaviour in a significant way at one particular time.

- Adults within the home and school systems can exert a “massive influence” on the behaviour of children and young people as a result of their behaviour.
 - The neighbourhood within which a young person may live may also be a domain in which young people are exposed to the (negative) behaviour of others.
- Emotional resilience and a positive approach to young people in “M” important in consideration of potential exposure to negative behaviour outside of school.

Emotion coding

<i>Comment/code</i>	<i>Interpretation/notes</i>	<i>Comment made in conjunction with</i>	<i>Category</i>
“it doesn’t matter what their education was, it’s moving along with the child so that they see the development of the loving caring side.”	Parental education is not a deterministic influence. Emphasis on the parallel development of child and parents.	“the level of their parents’ or carer’s education.”	The important role of parents
“I think that’s more important and getting their support because obviously in school if we haven’t got the backing of the parent or an understanding of it,”	Effective communication and support from parents is important in terms of helping school staff to understand the experiences and behaviour of individual children and young people within the context of the difficulties which they experience.	adults' understanding of a child or young person's developmental disorder or learning difficulties.	
“so it’s just a case they haven’t took their tablet on the morning and that’s really important and then the child grows”	An understanding of changes in behaviour can help adults to understand behaviour which results in a child or young person “growing” or making progress.	adults' understanding of a child or young person's developmental disorder or learning difficulties.	
“dysfunctional family”	Negative label applied to single parent families.	“that they grew up in a single parent home.”	The negative influences of adults outside of school
“it is quite common now to have a single where there is a male or female, a lot of single parents so it	MS04 believes that growing up in a single parent home may affect the behaviour of young people in a negative way, when, this may be	“that they grew up in a single parent home.”	

shouldn't be an issue but unfortunately it is"	avoided but often is not.		The negative influences of adults outside of school
"however there is a lot of issues around parents accepting it"	Parental acceptance of a diagnosis of a developmental disorder or general learning difficulties can influence the thoughts and behaviour of a young person.	"whether or not they have general learning difficulties", and "whether or not they have a diagnosis of a developmental disorder, for example, ADHD, Dyspraxia."	
"role modelling around the child which staff and home can actually show has a massive influence"	Comment emphasises the high level of importance attached to the influence of adult behaviour on the behaviour of children and young people.	"their exposure to negative behaviour at home"	
"the kids are coming in with the vulnerability of what's it going to be like, is there still the same people around and if they haven't got the support or don't know, well they don't know when they come in do they, they know nothing, they coming in with the negative thoughts of what that previous history is."	Children who enter a new educational environment are vulnerable and may be moreso and have negative expectations due to previous negative experiences within the school system.	"their previous negative experiences of school"	The perceptions of children and young people
"and it's a big thing that students say all the time and they don't miss anything although staff may think they do, they don't and that's how I think we've got to look at your staffing when you are working students. "	"M" pupils are highly aware of the dynamic between members of staff and this is an important consideration when working with students.	"poor peer relationships"	
"I will also look at the lessons because it could also be that the way things are going on in classes or an area where they have been put, is that influencing the child as well that they are struggling to deal with it because they don't see it dealt with right, so it's a big one I think, that affects	Experiences within the classroom, in addition to peer relationships within classes can combine to influence the behaviour of "M" pupils. Of particular importance is the ways in which pupils perceive staff to address their needs within the classroom.	"poor peer relationships"	

their behaviour.”			The perceptions of children and young people
“ it is very important that they feel the safest but the most comfortable to be who they are, so it’s got to come out in the staff for the children to develop I think.”	The approach of school staff should be positive towards children and young people, so that children and young people feel comfortable and safe about themselves and their identity.	“the attempts of school staff to teach positive behaviour”	
“he just thinks he is a bad boy sometimes but he doesn’t know why. “	Comment indicates the negative and polarised view that a pupil may have of themselves.	“whether or not they are able to recognise that being a bad person and displaying bad behaviour are not necessarily same thing”	
“but why he falls asleep in class and , so he is getting wrong for that, so to understand for both staff and pupils but more for the bairn to understand that it’s not his fault that he’s acting the way he is, it’s taking that away”	Comment indicates sympathy for young person “bairn” and that blame should not be attached to behaviour.	“whether or not they are able to recognise that being a bad person and displaying bad behaviour are not necessarily same thing”	
“it’s important I would say to have a key member, what happens if that key member goes sick, they’ve lost the security, the continuity and it’s a worry, so you’ve got to be careful where we fit it.”	Empathy provided by school staff also supports the development of a sense of security and continuity and it would be a high risk strategy if this approach was employed by only one member of school staff.	“empathy shown towards them by a key member of school staff”	The positive influence of school staff as a protective factor within the life of children and young people.
“ I think if we can support the child with the resilience, it doesn’t matter what happens in life we can move forward with it and support it, that works well in this school,”	The role of supporting the development of emotional resiliency is a highly important role of school staff which is a protective factor within the life of the child or young person.	"parental illness" and "parental separation"	
“It is important to address their feelings and express their feeling,”	School staff must play a role in recognising and acknowledging the feelings of young people, in addition to providing them with opportunities to	“their need to communicate.”	

	communicate these feelings.		The positive influence of school staff as a protective factor within the life of children and young people.
"it's not a major thing to say oh well that's it, it's not important ignore it or it's the most important thing, it's important but it can be addressed."	Comment emphasises that a developmental disorder or general learning difficulties may be managed effectively by adults.	"whether or not they have general learning difficulties", and "whether or not they have a diagnosis of a developmental disorder, for example, ADHD, Dyspraxia."	
"I think that is an important role and an important state to get, it's not the most because there are that many things to be the most important, however, it needs to be incorporated within CPD, and within the learning of the whole school approach to each child."	Being aware of links between routines and patterns in the behaviour of children and young people is a "state" for staff to be in.	"staff awareness of links between children and young people's routines and patterns in their behaviour."	
"having welfare leaders and raising achievement, we work with both sides of it which I think is important and it's just keeping it right and having the people on board as a school team to make things work for the child."	The staffing structure at "M" and the contributions of all staff working together can create a positive environment in school which meets the needs of individual young people.	"the ability of staff to ability to see things from the perspective of children and young people"	
"and you've got to be a positive person to seek out the child to see the positive person in their self and if we don't see that in staff, the child will pick up on it straight away"	Comment emphasises that "M" pupils are highly attuned to the perceptions and approaches of school staff towards them. This is why school staff should be positive in their approach to children and young people.	"the attempts of school staff to teach positive behaviour"	
"saying we'll deal with this you know you are a lovely boy, you've got these issues we need to put right."	Comment emphasises the ways in which school staff should communicate their positive view of and attitude towards "M" pupils as people.	"whether or not they are able to recognise that being a bad person and displaying bad behaviour are not necessarily same thing"	
"that's why you've got to be able to get the resilience built and see	Comment suggests that the school system can provide a positive influence and can	"their exposure to negative behaviour at home"	

the lovely positive side in school."	help to prepare young people for negative experiences outside of school, in addition to supporting them to cope with these experiences.		
"I know it's hard and I know it must be hard as a teaching staff when you've got 30 pupils in the class"	Acknowledgment of the practicalities of seeing things from the perspective of individual pupils.	"the ability of staff to ability to see things from the perspective of children and young people"	Understanding the behaviour of children and young people based on their needs at a particular time
"One thing though, it might be a really big issue at a particular time, like a death in the family."	Comment emphasises the magnitude of influence that a particular issue may have at a particular point in time on the behaviour of children and young people.	"a single cause which is at the root of their behaviour."	

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

I found it hard as the longer I looked at them the more I could change them when thinking of children that I have worked with.

Were there any settlements that you found easier to sort than others?

Yes. 4 and 37

Why ?

I would find it easier to help resolve these situations.

Were there any statements that you found it more difficult to sort than others? Yes. Many

Why?

Home/school issues as every child is different and have to be dealt with as individuals

AD02

		<i>Simultaneous coding</i>	<i>Emotion coding</i>
LC	Ok . Whilst you were doing the card sort for me, I noticed that you placed “the emotions of adults at home” down there (-4) at the least important end, can you tell me a bit more about that a bit more about, your views around that point.		
AD02	I think it was because a lot of our pupils I don’t think they have really good relationships with their parents anyway and I think a lot of the time especially with our pupils they tend the parents do their own thing and the kids tend do their own thing, so I think most of our pupils are quite detached, not all of them but the majority are quite detached from what their parents are doing.	Parent-child relationship. Autonomy. Detachment.	
LC	Also you put “the extent to which children and young people feel in control of a situation” down towards the least important end as well (-4).		
AD02	Sorry, can you say that again?		
LC	Sure, so “the extent to which children and young people feel in control of a particular situation” was the statement, this one, that I picked out because your sort suggested that that you thought that it was one of the things which were least important, relatively speaking, down here (-4). Can you elaborate on your thinking around that.		
AD02	It’s difficult to say because there are so many people who are different, I cannot be sure without giving you a specific pupil, because a lot of the time when I did the exercise, when you think there is certain phrases and things I was categorising I was thinking of certain pupils and my experiences all the time, do you know what I mean. So it’s really difficult to explain.	Feeling in control of a situation varies between individuals. Positioning of statement towards least important indicates that it was difficult to sort.	a lot of the time when I did the exercise, when you think there is certain phrases and things I was categorising I was thinking of certain pupils and my experiences all the time, do you know what I mean. So it’s really difficult to explain.
LC	Ok, something else I picked up on was one of the statements read “parental illness”, which you ranked here towards the least important end (-3), so again can you elaborate on your		

	thinking around why you placed “parental illness” there.		
AD02	I think it’s difficult to sort of give you a straight answer because like I say, its different children and young people, but like I said initially that I think a lot of our pupils don’t have the relationship that a lot of mainstream pupils have especially you know with parents, a lot of the time the parents are married again, have got another partner and I think a lot of the issues that our pupils have anyway is to do with their social behaviours, they sort of tend to hang around with all their friends rather than having the relationship with their parents you know.	Variation between individual children and young people. Dynamics of relationship with parents. Social behaviour of “A” pupils is influenced by parents marrying again or having another partner. Peer relationships as a substitute for relationship with parents.	
LC	Ok, so in that regard, would you say the peer relationships both in school and outside school are particularly important		
AD02	Yeah, because I think some of our pupils probably hang onto certain members of staff as a sort of extension of what they should be getting at home you know.	Relationships with staff in school as a substitute for inadequate relationship with parents.	I think some of our pupils probably hang onto certain members of staff as a sort of extension of what they should be getting at home you know.
LC	Ok, also the statement which read “their need to communicate” was placed towards the most important end (+3). So, when making sense of the behaviour of children and young people, it is important to consider then, here, “their need to communicate”. Why did you put this one there?		
AD02	I think a lot of our pupils don’t communicate very well, they tend to use instead of just coming out and saying look I ain’t had a good weekend, I’ve had this problem or that problem, they will tend to just come in and tell you f off or they’ll shout at you when really all they want to do is say, you know, can you help me with this or I’ve got this problem and I think that happens for a lot of our pupils if they could communicate in the right way, they would develop a lot quicker and better and achieve more, if they didn’t communicate the way they did in anger or abusive language.	Behaviour as a substitute for effective verbal communication which pupils desire to be able to exhibit. Shouting Swearing Anger Communication of negative experiences. There is a right way to communicate which is a gateway to: Development. Achievement.	instead of just coming out and saying look I ain’t had a good weekend, I’ve had this problem or that problem, they will tend to just come in and tell you f off or they’ll shout at you if they could communicate in the right way, they would develop a lot quicker and better and achieve more, if they didn’t communicate the way they did in anger or abusive language.
LC	Ok, so sticking with that idea of development one of the statements read “whether or not they have a diagnosis of a developmental disorder, for example, ADHD or dyspraxia” and you rated that as being highly important, here (+4). Can you tell me a		

	little bit of your thinking around that.		
AD02	I think a lot of our pupils are sort of, through the parent or the carer, they use being diagnosed of something as an excuse and they are looking, oh well I've got this so I am allowed to say this and I am allowed to smash the classroom up, I am allowed to do that when really if they understood more about what the problem was, then they might realise that that's not an excuse, you know, there is plenty of others in mainstream who have got different various issues and they don't behave like, like ours do.	Diagnosis of a developmental disorder as an excuse by pupils (learned behaviour from parents or carer)for: Inappropriate verbal communication. Aggressive behaviour. Children and young people should realise that a diagnosis is not an excuse.	I think a lot of our pupils are sort of, through the parent or the carer, they use being diagnosed of something as an excuse and they are looking, oh well I've got this so I am allowed to say this and I am allowed to smash the classroom up
LC	Also I noticed that you put the statement "a single cause which is at the root of their behaviour" as being quite high again towards the most important end, there (+4). What are your views on that.		
AD02	That there is a single cause why they behave like they do. Ok. I think it's to do with all the things we have probably spoke about which is the communication, the relationships with the parents, relationship with peers, the social environment, all these things mixed together, so the cause of why their behaviour is like it is really.	Combination of influences (communication, relationships with parents, relationships with peers, the social environment) conceptualised as a single entity which governs behaviour.	
LC	And how about "the attempts of school staff to teach positive behaviour" which you placed there (+4), how important would you say that is.		
AD02	Very important we sort of, I do cos I take groups out and about in certain areas and there are certain things where they just haven't got the basic social skills to even, to even you know don't ride three cycle widths apart on a cycle path when there's a couple walking with a dog and there is no space to get by, they would, they don't see the social norm of moving to one side, they see that as they are in my way, they must move and I have to explain to them that this is how it works. I mean, if I just give you an example, if we are out on a walk somewhere and I pass somebody and I will say 'morning' and they speak to me back, straight away they will say how do you know them.	"A" pupils' behaviour demonstrates a lack of social skills within certain situations. Lack of social skills associated with unlearned social norms. Lack of social skills also associated with inaccurately interpreting social situations.	
LC	Ok. Another thing that you rated as being most important to the extreme end of most important (+5) was		

	“empathy towards them shown by a key member of school staff. “ Can you explain your thinking around that for me.		
AD02	Yeah, for us as staff to understand the background and that’s what we tend to do, we try to understand the background of where the pupil is and what they sort of up against, you know we will sort of treat them, those type of pupils accordingly, you know, we can be a bit harder on certain pupils who we know their background, you know what I mean, so it depends, if there is people with a lot of social issues and family issues that we are aware of we tend to be a lot more gentler with that person than, you know, someone whose got less of a problem if you like.	Empathy conceptualised as an understanding or appreciation of social and family situation. Empathy can result in school staff behaving in a different way towards “A” pupils – punishment and consequences.	
LC	Ok and finally, there was one statement which read, “whether or not they are able to recognise that being a bad person and displaying bad behaviour are not the same thing” and you rated that as being particularly important, here (+5). Finally could you just elaborate on that a little bit.		
AD02	I think in a nut shell what we tend to say to the pupils is we don’t like your behaviour, you are a you know, it doesn’t mean to say we don’t like you as a person, you know, the person and the behaviour are totally different things and I think we always a lot of the staff in here tend to highlight that to the pupils, you know, it’s your behaviour that we don’t like or we know you, we don’t we try to change not you as a person and I think the kids sometime get, sorry the pupils sometimes do get mixed messages on that, they seem to think we are saying no you are not a nice person when really it’s just the behaviour like I said.	Staff communication with pupils to explain that they are liked as a person, even if their behaviour is not. “A” pupils sometimes interpret staff behaviour or communication inaccurately, perceiving that staff think that they are “not a nice person.”	I think in a nut shell what we tend to say to the pupils is we don’t like your behaviour, you are a you know, it doesn’t mean to say we don’t like you as a person, you know, the person and the behaviour are totally different things and I think we always a lot of the staff in here tend to highlight that to the pupils
LC	Ok, that’s great thank you very much indeed for your time.		

Simultaneous coding

- Poor Parent-child relationship.
 - Autonomy.

- Detachment.
- Extent to which pupils feel in control of a situation is individualistic.
- Positioning of statement towards least important indicates that it was difficult to sort, more individualistic.
- Variation between individual children and young people in terms of parental illness being an important consideration when interpreting behaviour – reference to less positive relationship with parent compared to mainstream pupils.
- Dynamics of relationship with parents. Social behaviour of “A” pupils is influenced by parents marrying again or having another partner.
- Peer relationships as a substitute for relationship with parents.
- Relationships with staff in school as a substitute for inadequate relationship with parents.
- Behaviour as a substitute for effective verbal communication which pupils desire to be able to exhibit.
 - Shouting
 - Swearing
 - Anger
 - Communication of negative experiences.
- There is a right way to communicate which is a gateway to:
 - Development.
 - Achievement.
- Diagnosis of a developmental disorder as an excuse by pupils (learned behaviour from parents or carer)for:
 - Inappropriate verbal communication.

- Aggressive behaviour.
- Children and young people should realise that a diagnosis is not an excuse.
- Combination of influences (communication, relationships with parents, relationships with peers, the social environment) conceptualised as a single entity which governs behaviour.
- “A” pupils’ behaviour demonstrates a lack of social skills within certain situations.
 - Lack of social skills associated with unlearned social norms.
 - Lack of social skills also associated with inaccurately interpreting social situations.
- Empathy conceptualised as an understanding or appreciation of social and family situation.
 - Empathy can result in school staff behaving in a different way towards “A” pupils – punishment and consequences.
- Staff communication with pupils to explain that they are liked as a person, even if their behaviour is not.
- “A” pupils sometimes interpret staff behaviour or communication inaccurately, perceiving that staff think that they are “not a nice person.”

Emotion coding

<i>Comment</i>	<i>Interpretation/notes</i>	<i>Comment made in conjunction with</i>	<i>Category</i>
“because a lot of the time when I did the exercise, when you think there is certain	Negative comment. AD02 refers to the difficulty experienced whilst explaining his thought	Sorting statements which are perceived by AD02 to be highly dependent upon	Influences considered on an

<p>phrases and things I was categorising I was thinking of certain pupils and my experiences all the time, do you know what I mean. So it's really difficult to explain."</p>	<p>processes associated with the Q sort, specifically associated with the statement "the extent to which they feel in control of a situation "AD02 suggests that he found it difficult to rank this statement because it would differ greatly between individuals.</p>	<p>individual circumstances and situations.</p>	<p>individualistic basis.</p>
<p>"instead of just coming out and saying look I ain't had a good weekend, I've had this problem or that problem, they will tend to just come in and tell you f off or they'll shout at you"</p>	<p>Negative comment, associated with negative behaviour.</p>	<p>Pupil's communication with staff</p>	<p>Behaviour as communication</p>
<p>"if they could communicate in the right way, they would develop a lot quicker and better and achieve more, if they didn't communicate the way they did in anger or abusive language."</p>	<p>Positive comment. Comment suggests that development and achievement are highly linked with communication.</p>	<p>Desirable outcomes associated with communicating in the "right way."</p>	
<p>"I think some of our pupils probably hang onto certain members of staff as a sort of extension of what they should be getting at home you know."</p>	<p>Emphasis on pupils' dependence on school staff and a lack of support at home.</p>	<p>School staff</p>	<p>The role of school staff</p>
<p>"I think in a nut shell what we tend to say to the pupils is we don't like your behaviour, you are a you know, it doesn't mean to say we don't like you as a person, you know, the person and the behaviour are totally different things and I think we always a lot of the staff in here tend to highlight that to the pupils"</p>	<p>Positive comment associated with "liking a pupil as a person," despite negatively perceived behaviour.</p>	<p>The statement "whether or not they are able to recognise that being a bad person and displaying bad behaviour are not the same thing"</p>	

<p>"I think a lot of our pupils are sort of, through the parent or the carer, they use being diagnosed of something as an excuse and they are looking, oh well I've got this so I am allowed to say this and I am allowed to smash the classroom up"</p>	<p>Negative comment, diagnosis as an excuse, ascription of blame.</p>	<p>Perceptions of a diagnosis of a developmental disorder, pupil behaviour which is learned from parents.</p>	<p>Negative parental relationships</p>
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Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

I was using various pupils as examples with regards to placing the cards rather than a general opinion throughout the school.

Were there any settlements that you found easier to sort than others?

Yes

Why?

Generally issues at home, parent relationships, pupil abilities, self esteem within lessons (different subjects) were behind my reasoning.

Were there any statements that you found it more difficult to sort than others? Yes

Why?

Certain pupils behaviours tend to fluctuate throughout the day/week. So some statements relate to pupils at different times during the school day/week.

GL04

		<i>Simultaneous coding</i>	<i>Emotion coding</i>
LC	One of the things I've noted is you placed "the amount of self discipline that they have" right towards this end here at least important, (-5) can you tell me a bit more about that, the amount of self discipline that they have.		
GL04	Because I think that changes, that's very fluid I really do think it changes and I think it changes sometimes from one minute to the next. It's like self esteem, that's fluid too. I don't think they've got a set and concrete view of what their self esteem is. I mean you can see some absolute, there's pupils with huge deficits in certain areas and they have very low self esteem and you can see how that has a knock on effect, but generally most teenagers have very low self esteem, they are looking for things to consistently pep them up and tell them that they are doing alright, they you know, that they are fitting in with society and things like that, so I think perpetually society makes them feel in different ways, in different days, so I think they could go into one lesson and feel like they are not very confident, low confidence and the way they manifest it is in ways of low self esteem, but then they might go to another member of staff or another subject or be doing something else or it could be a different time of the day , time of the month, anything, and you will find a child who is feeling completely different, so I think it's to do with environment relationships and everything, that's self esteem and it think it fluctuates, so I don't think the overall behaviour of somebody, I think it something you can support and you can work on, but it doesn't mean their behaviour is really really gonna suffer because of it. It will in certain circumstances and it will	Self esteem is fluid and can change over a matter of minutes. Deficits in certain areas can result in low self esteem and this has a knock on effect. Most teenagers have low self esteem and look for assurance and influences which boost their self esteem. Society has an impact upon self esteem, the way young people are made to feel. Self esteem may fluctuate according to lesson and member of staff in charge, and time of the day / day of the week. Self esteem is influenced by environments and relationships. Self esteem is something that can be supported to develop positively but it does not necessarily mean that behaviour will "suffer" / be affected.	

	improve in certain circumstances as well.		
LC	So you are telling me that self esteem in your view is something that isn't fixed.		
GL04	Not fixed at all, no. I think it depends on the environment, the people they're with, the situation they are in at the given time.	Self esteem is heavily influenced by proximal influences.	
LC	Another point that came out of your sort relates to the statement "their parents or carers own experiences whilst they were growing up." You rated that here, at this side (-5). Can you explain that a little bit more.		
GL04	Partly as teacher and partly as a parent I answered that one because my son has done quite well in school and all the rest of it, but I know fine well to a massive extent, a parental view point isn't the most important thing to a teenager, if anything it can possibly, it goes more towards the other way, you know they will do the opposite of what you say they not really interested that's not what they use as their measuring stick for how they are doing in society and in life, so the viewpoints you will see you've got a lot of our pupils here, I mean that's what shaped my answers as well is being here, you see pupils whose parents are just like you don't have to go to school, I don't give a shit, I don't even like you, you know there's loads, we've got some absolutely atrocious parents, you wonder how they are still with them or they have been with parents and have been removed and we can make a difference to them, so how can it be so important because if it was so important we wouldn't be able to make the differences that we do and we have such influence in the right way. That's it really.	Parental point of view is not the most important thing to a teenager. They will often do the opposite of what you say (EXPERIENCES AS A TEACHER AND AS A PARENT). Parent's point of view is not what they use to gauge their success in terms of society and life. Extremely negative parental attitudes towards young person and indifference towards school attendance, yet, school staff and school can make a difference and exert an influence in the right way – School staff and school as protective factors. Sense of self efficacy in terms of being able to make a difference.	I know fine well to a massive extent a parental viewpoint isn't the most important thing to a teenager. Parents; "I don't give a shit." Absolutely atrocious parents.
LC	Ok, how about "the mood of children and young people at any given time," (-3) "their need for attention"(-2), "their intention to behave in a challenging way" (-2) and "their level of impulsivity" (-2). You tended to locate all of those things around about this area here, so mood, need for attention, intention to behave in a challenging way, impulsivity. Can you give me a bit more information about maybe why you located them there.		

GL04	<p>Because they're all, I mean I'm not saying that all behaviours, if a child started behaving in an inappropriate sexual manner, I wouldn't kind of go well that's ok, we can turn that around. No, it would be severe and appropriate action would be taken, same as like we've just had the meeting with somebody who is quite violent and no I don't think in that case the behaviour or the reasons behind it are least important and I think you have to judge every child on their own merit and I think you have to, we wipe the slate clean in here – we give out feedback that we have received from other places but we never have it set in stone, it's not allowed we don't have the staff who think that way, well can I just say maybe I don't agree with some members of staff, but the fact is that as far as I can see is that the behaviour and the influences of these kids are up until the point they came here and we will use what we've learned and maybe different approaches, we are not condemning every day's a fresh start, we will work, we look at the pastoral side far more than the academic side first because otherwise we can't reach them academically and we can give them the support they have possibly never had, the advice they have never had, the role modelling they have never had, like you are screaming at me and I'm talking to you gently, it's how you do want me to scream at you or do you want me to talk to you. Is this how you like me talking, well why are you screaming at me am I not a human being as well and getting it down to a level, and getting up to a level where a pupil, teenager, 15 year old or 11 year old will go right and it's maybe with some it's straight away – in others it takes a long long time for them of repeatedly pushing up against this expecting this patterns of behaviour that they have experienced their whole lives and all of a sudden we are displaying different ones and they are just like ,well hang on I'm gonna run at you again with this and see if you react the way I am expecting you to and eventually some of them will just run and bat up against that trying to get you to display the behaviour that they know and are comfortable with even if its outrageously negative and</p>	<p>Behaviour not considered alongside characteristics or previous influences which may be considered to be "set in stone."</p> <p>Individual examples of behaviour addressed at the time. "Every day's a fresh start."</p> <p>Pastoral support must be given before academic issues / academic achievement is addressed. Pastoral support may be advice, role modelling (staff self efficacy).</p> <p>Young people as individuals, who expect negative patterns of behaviour from adults. Individual young people take different amounts of time to change these expectations and to modify their own behaviour accordingly (feedforward and feedback).</p> <p>Staff supporting young people and communicating their support, irrespective of the nature of the behaviour which they encounter. Sense of permanence and constancy – unconditional positive regard – "there's nothing you can do that will take me away from wanting to work with you, all right."</p> <p>Communicating to young people about support for their futures.</p> <p>Internal characteristics are fluid and changeable, which is</p>	<p>Some pupils are more comfortable with "outrageously negative and horrible" behaviour which they are used to.</p>
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	<p>horrible, right, they will push it and then eventually it's like we break them in a way, because eventually they turn round and you just go do you realise it doesn't work, because we are still here and I am still here for you and I'm not accepting being spoken to like that but there is nothing you can do that will take me away from wanting to work with you all right. I want to know what I can do, wanting to know that you're gonna have a future ahead of you and building that and that's why that bit there all depends on it can go that way depending on the severity. Ok. But my experience is 90% of the time they will go into the positive, I'm using that and I shouldn't, but it's not most important, it's least important because that is fluid that's changeable.</p>	<p>why they aren't the most important.</p>	
LC	<p>Ok , In terms of "how effective school staff consider themselves to be in their professional role", you rated that at around about there (0), what do you understand by that sort of statement, what are your views around it. How effective school staff consider themselves to be in their professional role.</p>		
GL04	<p>I think possibly because, I think it is important but I think we all realise in this school and that's what I am saying in this school, and we are the only one in the Borough of our kind but, some days we will find that I think some staff will have a massive ego thing about it and other staff have got no ego whatsoever, on some days they will have real tough days and they may feel that they are the worst teacher in the world and this is where the manager of the team, and other people who work as a team, there is no egos, I'm not going to ask anybody to do something that I am not willing to do myself and therefore I don't expect support staff or a teacher to refuse to do something, because I'm sorry we all muck in we work as a team we all have each other's back and we are all supposed to be here for the common good and it's a difficult job, you don't come into this kind of place for the money or something ridiculous like that, right, you have got to be of an ilk and I won't tell a lie there are a couple of members of staff that I would so love to be able to turn</p>	<p>Sense of identity – school is the only one of its kind within the Borough. Staff perception of self efficacy may fluctuate according to daily experience. Staff (especially management team) available to support colleagues. Equity of work – notion that no member of staff will be asked to do something that management team are not prepared to undertake themselves. Ethos is that everyone pulls together and works as a team for the common good. Specific "ilk" of person works within "G." - Unselfish motives behind working ie. not because of financial reward. Some staff do not seem to conform to this ethos. Their views are not consistent with caring or pastoral aspects of pupils' school experiences. Other staff are able to change the behaviour of colleagues.</p>	<p>Some staff have a massive ego.</p> <p>Some staff have no ego whatsoever.</p> <p>Some days staff may feel like the worst teacher in the world.</p> <p>I'm sorry, we all muck in, we all work as a team.</p> <p>You don't come into this kind of place for the money or something ridiculous like that.</p>

	<p>around and say why the hell did you ever choose to work with pupils like this and they have very strong views which are not exactly to the pastoral and caring end of the spectrum and I have real issues with them and I realise that I can't just jump on top of them and you know, and I have to do it in the right way and slowly but surely we are role modelling again, sometimes we are a bit like the kids we teach, but I do feel that there are some who will go, yeah I am really effective and maybe sometimes there are not and you will have others who go, well I am alright and they are really humble, so that's why I'm kind of going, do you know what in the running of this school you don't get in to that that much, how effective we ask them to judge themselves for performance management and a lot of the time you have to encourage them to blow their own trumpet. So, going back to that statement because I waffled so much now I can even remember what the original statement was sorry.</p>	<p>Staff are sometimes like the pupils within "G." Staff have different perceptions of their own efficacy. Much of the time staff have to be encouraged to "blow their own trumpet."</p>	<p>Couple of members of staff that I would so love to be able to turn around and say why the hell did you ever choose to work with pupils like this.</p>
LC	<p>That's ok maybe staying with school staff you rated "The ability of school staff to see things from their perspective" around about there (+3). Can you tell me a little bit more about that. "The ability of school staff to see things from their perspective."</p>		
GL04	<p>Because I'd be very concerned if in some cases you really did understand where kids were coming from because I would be slightly alarmed with some of the things that the kids come out with, but I do think it's really important we talk to our pupils a lot of the time and if you just want to pull a child in and tell him off and read him the riot act and tell him how he should behave and all this kind of stuff in school and society or whatever, that's not relationship building at all, listening is relationship building and giving that person the time out with you that's not academic and listening and not promising things, we are not gonna say or we can make it alright but you just go, you know, stupid little things like you know if you ever need me then you know where my office is, but you must make sure you ask a member of staff permission to come and there's all little things sometimes those tiny little things that are the things that really really make all the</p>	<p>Some evidently concerning patterns of thought (pupils' cognitions) are not shared but staff. Communication and listening are important in terms of relationship building. Relationship building is considered to be part of "seeing things from their perspective." Giving young people your time is important and ensuring that they know that they are able to approach you and talk to you at any point is something that makes a big difference. Effective communication. Some staff can not see things from the perspective of the young people with whom they work and they take more of an "independent approach" to teaching. These staff often have "issues" with pupils.</p>	<p>Concerned if you were able to understand where the kids were coming from in some cases. Really important we talk to our pupils a lot of the time. Reading the riot act is not relationship building at all. Stupid little things like you know if you ever need me, you know where my office is – tiny little things that really really make the difference.</p>

	<p>difference, so yeah its important but it can't be that important because we do so well with the kids and like I've said before there is maybe two or three staff in here that I don't feel safe from the children, so it can't be how can I say, they do have issues more often with kids, so I do see a correlation with that, you know not being able to see things from and kind of wanting to be this independent school teacher, you know, where they all sit there in their primary and they all sit there or yes sir, no our kids are not like that so you are not going to get that generally until you have really worked with them and you have built up something, so yeah, maybe it is most important but we seem to have success anyway and the other people will make up for the failings in certain areas of other staff. So three, it's still important but it's not. It's workable.</p>	<p>Skills of staff team compensate for the inability of other colleagues to see things from the perspective of pupils. Still achieving success with pupils.</p>	
LC	<p>Ok and in terms of "the empathy shown to them by a key member of school staff" was around about here, (-3) can you tell me a bit more about that.</p>		
GL04	<p>Now if you asked me now I would say it would be there, I wouldn't expect it to be there, so that's a weird one, because I will always say to people empathy not sympathy because it gives a straight away goal don't patronise me, maybe they don't know the word that's what they are meaning right, they don't want people to feel sorry for them because they've seen it they don't like it, it makes them feel small, it makes them feel where people have called them scruffy, dirty whatever the mums and dads they haven't had a choice in how they've been brought up so far, it hasn't been in their control and you've got to have empathy to understand that, so this kid may be displaying behaviours, you've got to have the forethought to kind of think back and go obviously, horrendous you know, even the kids who have been spoilt to death it's still a form of abuse, it's still not good parenting, have some empathy with where this behaviour is coming from, but I am not saying sympathy. I would not say ah I feel sorry for him, no, you are not going to get anywhere if you do that because they will sniff it out in minutes, so sorry I think that was a bit of a, ok, that may be me just going ah or maybe reading it wrong and</p>	<p>Awareness that young people require understanding as opposed to sympathy.</p> <p>Parents influence – children may present as being dirty or scruffy (unkempt) but this is not something about which young people have had a choice. You need empathy to understand this.</p> <p>An understanding of young people based on home system influences, eg not good parenting "spoiled to death it's still a form of abuse."</p> <p>Young people do not respond positively to sympathy and are highly aware when other people react in a sympathetic way.</p> <p>Empathy is a +4. Revised ranking.</p> <p>Empathy is important in terms of communicating that the behaviour of young people may need to be addressed, but that they themselves are not being judged.</p>	<p>Sympathy makes pupils feel small.</p> <p>Horrendous (home system) – spoiled to death – form of abuse.</p>

	<p>just thinking it said sympathy and I was kind of I'm not really with the sympathy, empathy yes. I would rate empathy as a 4 to be honest, ok, I think it goes that's one thing the staff are very strong on because they don't, they will correct and address the behaviour, it's not the child, it's the behaviour, so when we go you are doing this and you are doing that, the kid will go you've just said I was this, no your behaving like that we are not saying you are like that, in fact you probably not like it and that's part of the way we speak to them well show us the other bit you know, we know your not but you are behaving like that, it's to do with judgement, they get judged a lot our kids by people before they get to us.</p>		
LC	<p>In terms of making sense of the behaviour of children and young people, how important are "poor peer relationships in school" I do you think, you placed that card here (+2)</p>		
GL04	<p>Oh complicated one this one because, for example you can have see we have got two boys in year 11, one of them is quite violent and likes to walk out of school and will get down the stairs and then the other guy will go hang on I'm coming, right, so he incites negative behaviour of other people, well, walking out behaviour which impacts on his education, so there is an influence there, so a lot of the time peer relationships can massively affect the learning, the environment, the wellbeing, because peer relationships a lot of them, where they don't have the guidance or role modelling from the home, they are spending a lot of time with these people out of school, the peers out of school so when they are in school they are discussing the escapades of the night before or the plans for that evening and there is only so much we can do, to have to get them back on task or staying in school or not taking as many drugs or taking drink, it does affect and then you will have the other ones where you don't have you know we might have some who just don't have any social skills whatsoever and you will see that improve, you will see that improve through the peer break times, you know where you are in the break room you have a chance to play pool and whatever and the staff, it's always the same staff and the</p>	<p>Pupils inciting negative behaviour from other pupils. Walking out of school is negative behaviour which impacts upon education.</p> <p>Peer relationships as a substitute for guidance or role modelling at home. Spending time with peers outside of school system impacts upon behaviour in school, discussing occurrences or plans within peer / neighbourhood system.</p> <p>School staff can only do "so much."</p> <p>Influences outside of school system with peers may involve drugs or alcohol. Interactions within peer subsystems in school is a positive influence – development of social skills. Social situations within the school system as an opportunity for school staff to build positive relationships with pupils.</p> <p>Peer subsystem helps to reduce isolation and pupils realise that other pupils are in the same group / have similar issues.</p>	<p>A lot of the time, peer relationships can massively affect the learning, the environment, the wellbeing, because peer relationships, a lot of them, where they don't have the guidance or role modelling from the home, they are spending a lot of time with these people out of school.</p>

	<p>mixing and its relationship building for the staff and we are all getting together and we are doing stuff, so there it's really important for improving social skills. I guess we talking about things they will see that actually I am not alone there's these other people and they have the same things. We have the School Council, so getting them involved and having say citizenship activities, they change every half term they can do, and so they are mixing with all these kids they are going out, half of them haven't been outside of XXXX XXXXX and then they get taken to camp and that is just the best thing in the world and by god you see a difference in the peer relationships when you leave XXXXX XXXX is an even bigger difference, so although it can be to the most extremely negative, right, it can also be resulting in some of the most positive and that's what I was saying they was certain things which I go its black or its white, but there's this massive, a lot of your cards, you could kind of say well peer relationships are really important because it's going to swing it one way or the other and some you will find don't really move much because they were reasonably ok in that area in the first place. Does that answer you.</p>	<p>School Council as a peer subsystem to promote positive peer relationships through trips.</p> <p>Peer relationships may be very important because they may exert very positive or very negative influences – dependent upon existing social skills and existing social relationships within the life of the child. Or young person.</p>	<p>Accessing opportunities to mix with other young people in a location outside of the Borough is “the best thing in the world and by god you see a difference in the peer relationships when you leave .”</p>
LC	<p>Ok, so moving onto “whether or not children and young people are able to recognise that being a bad person and displaying bad behaviour are not the same thing.” You put that right up here (+5) as being most important, can you tell me a bit more about that.</p>		
GL04	<p>Yes, because a lot of the time the reason why they are displaying challenging behaviour is because of something or a way of life that they have experienced for a short time or their whole lives which probably means, which is parenting, it generally has come down to parenting the kind of pupils we get here its parenting, 95% I would say and their social economic background.</p> <p>Remind me again what the statement was. Oh that one there. So whether or not they are able to recognise that being a bad person and displaying bad behaviour aren't the same thing. And that's it, you see you've got the way you or I would talk to a pupil is a hell of a lot different to the way a lot of our pupils are spoken to at home.</p>	<p>Behaviour may be influenced by proximal or short term or distal or long term influences. Major distal long term influence is parenting. Social economic background as a major influence.</p> <p>Whether or not they are able to recognise that being a bad person and displaying bad behaviour are not the same thing – dependent upon the differences in the conduct of adults between the home and school systems. Home system – experiences include being sworn at, called names, physical, emotional and sexual abuse at the hands</p>	<p>They are called all of the names under the sun.</p>

<p>Ok. They are sworn at, they are called all of names under the sun, a lot of them have been physically emotionally and sexually abused by the parents, they've been told they are nothing, they've been told they weren't wanted, they've been told all these negative things and we turn it around and try and pull out the good it's so they need to understand that when they display the negative behaviour and it's their behaviour and their choice to display that behaviour and we show them that there is other ways of behaving, right, and give them examples and role model, which is where its fallen down because there aren't any role models and they've had such negative press from their own family, I mean god if you are gonna take something on board you are gonna take it from your mother or father telling you, you are not even worth the oxygen you are breathing in, and we have a lot of that or well I know my dad cares cause he hits me if I don't do this right, if he didn't hit me, he wouldn't hit me if he didn't care and there's such a warped way of thinking as well and you tend to find that goes back generation after generation after generation and now you've got a generation of dole wallers as well, where they just think it's a joke that the child's bothering, they didn't bother so why should their child have any aspirations, the expectations are to be of the lowest of the low and that's ok by them, so to explain the difference between and then they see all these horrible behaviours or the contact with the Police you know, just appalling stuff all the negative down side of life and then you've got us who are saying, you can do whatever you want to do and we will support you and we will help you but you have to address this negative behaviour and you can, you can do it we will help you and we will show you and every time you do something to change that behaviour, we will point it out to you and we will show you how far you are coming and if you are taking a step backwards we will also go, woah hang on a second remember what you were doing before, remember how brilliant it's been and then we will kind of jolly them up and get them to go positive again on a longer term and that's why it's really important, I was saying</p>	<p>of parents, told that they weren't wanted. School system functions as a protective factor – "turn it around and try and pull out the good. School staff help to highlight that pupils have a choice associated with exhibiting challenging behaviour and engage in role modelling, demonstrating examples of alternatives. School provides positive role models which pupils have not had at home. Parental attitudes, expectations and values as a generational issue. School system reinforces that these pupils can have an alternative (positive) future. Negative behaviour addressed within school with the support of school staff who raise awareness of choice and progress made – positive impact longer term. School staff ensure effective communication and develop shared understanding / awareness with pupils about choices made re. behaviour and choices available – boosts social skills and emotional resilience.</p> <p>School staff help pupils to understand that negative behaviour is not indicative of their self worth</p> <p>Battle – school system vs. home systems (negative).</p> <p>Pupils supported to realise that identity and behaviour is not a product of deterministic influences. Both are fluid and can be altered.</p>	<p>The way that you or I would talk to a pupil is a hell of a lot different to the way a lot of our pupils are spoken to at home.</p> <p>"I mean god if you are gonna take something on board you are gonna take it from your mother or father telling you, you are not even worth the oxygen you are breathing in. " This results in pupils having "such a warped way of thinking."</p> <p>Parents – dole wallers, parental expectations are for the child to be the "lowest of the low". Pupils see "horrible behaviours" from parents, contact with Police, "appalling stuff."</p> <p>Woah, hang on a second, remember what you were doing before, remember how brilliant it's been and then we will kind of jolly them up and get them to go positive again.</p>
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	<p>earlier about explaining to them when you are dishing out the consequences you make sure you explain, get them to explain and work with them so that they understand right, it's a case of right what have I done, how could I have done it better, you know, how could I have avoided having to do that, what caused me to have to do that, why was that my only course of action, what else could I have done and giving them the strategies and the social skills and emotional resilience by boosting them and showing them that they can amount to something and that they are capable and not just worthless pieces of flesh walking around that just need to get a crack across the back of the head or to the shop for them, or the drug dealer for them or to go and get a bottle of Lambrini, which is generally that's their worth, that's all they have ever known their worth to be and we say no, there's so much more in you, this behaviour you can stop and we will show you how, if you work with us but it's got to come from you we can only show you how, we can't do it for you and we battle against outside school, we battle against home, we battle against the environments they come from and the families you know the extended families they are related to and the fact that a lot of them are not settled they will go from carer, to carer, to carer, to carer, because of attachment issues, so yeah it is really important to show these kids that their personalities and who they are is not set in stone and it is the behaviour that we are addressing here because the person inside is lovely.</p>		<p>Showing them that they can amount to something and that they are capable and not just worthless pieces of flesh walking around that just need to get a crack across the back of the head or to run to the shop for them or to the drug dealer for them or to go and get a bottle of Lambrini which is generally that's their worth.</p> <p>It's the behaviour that we are addressing here because the person inside is lovely.</p>
LC	<p>How about "whether or not they have a diagnosis of a developmental disorder, for example, ADHD or dyspraxia." I noticed that you placed that here (+5)</p>		
GL04	<p>I think it's important enough to be aware of it so that you can plan your lessons appropriately, but I don't think it's the be all and end all, I don't believe that these kids are the labels that they are given. Right. No I'll argue until I am blue in the face right, but you know you have kids who are capable who don't have learning difficulties and they will make a hash of it and they will end up with this</p>	<p>Developmental disorders, important in terms of planning lessons.</p> <p>Diagnosis not most important – kids identity is not the diagnoses.</p> <p>Capability depends upon whether or not a pupil has learning difficulties.</p>	<p>Diagnosis of a developmental disorder not the "be all and end all".</p> <p>I'll argue until I am blue in the face, right but you know you have kids who are capable who don't have learning difficulties and</p>

<p>massive criminal record by the time they are 19- 20 and you may have done everything you possibly can and then you've got other children who maybe have ADHD, you know they are on medication, sometimes you have issues with the right medication, you can go through a long period of time of that kid not being able to get a grip or the staff to help them get a grip and its tough going and you can come out the other end, and they can come out with GCSE's and they can start looking at colleges and you can see a change in their physical appearance, because we also work with that you know, have a shave you know, grooming and stuff like that, the blokes talk to the boys, I'll talk to the boys we are quite open and yeah I think it really is it is important to really realise that they might have ADHD, they might have dyslexia, they might have dyspraxia, but we just differentiate to suit, I mean I've got kids in one class, you've got one who is in level one and then another one that's level five, so you have to differentiate and it's the same pastorally day to day, hour to hour. So I think you just, as long as you plan, know what to expect and to be honest look at the mixed bag we've got in here with ODD, we've had a couple of ASD, we've got ADHD, I mean they don't come with short lists our children and to be honest some will play on it, some of them, I honestly and I know you are taping this but I honestly believe a lot of them don't have the things they are on medication for, and it's really really sad and I know some parents who are just interested in the money that they get for those extra SEN and its sad very sad and they'll come and say well you know he's got this, we look and we think hang on, we've got staff who have worked in autistic units specialising and your trying to say that your son, he's got to be the least autistic pupil I have ever met and that most people I guess would fall under the autistic spectrum in some ways, a lot of people could, no, I have a bit of an issue that it's just like, hang on, you are a very small person oh we gonna have to, you know, make some changes so that you will fit and will be able to carry on and learn along with everybody else and I'm sorry but I do feel that ADHD and all the others are just</p>	<p>Failure (criminal record) despite not having learning difficulties and support from school.</p> <p>ADHD, long term issues relating to medication, and "not getting a grip." Still a positive future (GCSE's and colleges) which facilitates pride (in appearance).</p> <p>School staff have to differentiate to meet the needs of individual pupils with specific learning difficulties (developmental disorders).</p> <p>Differentiation extends to pastoral aspects of the pupils' experiences in school, from day to day, hour to hour.</p> <p>Importance of planning in terms of pupils diagnosed with developmental disorders.</p> <p>Some pupils "play" on diagnosis or use this as an "excuse."</p> <p>Doubt relating to presence of diagnosed disorders in a lot of pupils. Parents interested in diagnoses for income / money.</p> <p>Normalising ASD "most people I would guess fall under the autistic spectrum in some ways.</p>	<p>they will make a hash of it and they will end up with this massive criminal record by the time they are 19 – 20 and you may have done everything you possibly can and you've got other children...</p> <p>Really really sad that a diagnosis may be inaccurate – parents are just interested in the extra money for SEN. Sad, very sad.</p> <p>I'm sorry, but I do feel that ADHD and all the others are just something that you have to plan and deal with.</p>
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	something that you have to plan and deal with. Is that alright.		
LC	Yes thank you very much indeed for that.		

Simultaneous coding

- Behaviour problems not necessarily home- based reasons.
- Behaviour problems may not be due to academic ability.
- Behaviour problems may not be due to difficulties associated with social skills.
- Behavioural difficulties may be a product of absent parents or reckless parents during childhood.
- Behaviour is fluid.
- You cannot put behaviour into categories associated with home or school influences.
- Self esteem is fluid and can change over a matter of minutes.
- Deficits in certain areas can result in low self esteem and this has a knock on effect.
- Most teenagers have low self esteem and look for assurance and influences which boost their self esteem.
- Society has an impact upon self esteem, the way young people are made to feel.
- Self esteem may fluctuate according to lesson and member of staff in charge, and time of the day / day of the week.
- Self esteem is influenced by environments and relationships.
- Self esteem is something that can be supported to develop positively but it does not necessarily mean that behaviour will “suffer” / be affected.”

- Self esteem is heavily influenced by proximal influences.
- Parental point of view is not the most important thing to a teenager. They will often do the opposite of what you say (Experiences as a teacher and as a parent).
- Parent's point of view is not what they use to gauge their success in terms of society and life.
- Extremely negative parental attitudes towards young person and indifference towards school attendance, yet, school staff and school can make a difference and exert an influence in the right way – School staff and school as protective factors. Sense of self efficacy in terms of being able to make a difference.
- Behaviour not considered alongside characteristics or previous influences which may be considered to be “set in stone.”
- Individual examples of behaviour addressed at the time. “Every day's a fresh start.”
- Pastoral support must be given before academic issues / academic achievement is addressed. Pastoral support may be advice, role modelling (staff self efficacy).
- Young people as individuals, who expect negative patterns of behaviour from adults. Individual young people take different amounts of time to change these expectations and to modify their own behaviour accordingly (feed forward and feedback).
- Staff supporting young people and communicating their support, Irrespective of the nature of the behaviour which they encounter. Sense of permanence and constancy – unconditional positive regard – “there's nothing you can do that will take me away from wanting to work with you, all right.”
- Communicating to young people about support for their futures.

- Internal characteristics are fluid and changeable, which is why they aren't the most important.
- Sense of identity – school is the only one of its kind within the Borough.
- Staff perception of self efficacy may fluctuate according to daily experience.
- Staff (especially management team) available to support colleagues.
- Equity of work – notion that no member of staff will be asked to do something that management team are not prepared to undertake themselves.
- Ethos is that everyone pulls together and works as a team for the common good.
- Specific “ilk” of person works within “G.” - Unselfish motives behind working ie. not because of financial reward.
- Some staff do not seem to conform to this ethos. Their views are not consistent with caring or pastoral aspects of pupils' school experiences.
- Other staff are able to change the behaviour of colleagues.
- Staff are sometimes like the pupils within “G.”
- Staff have different perceptions of their own efficacy.
- Much of the time staff have to be encouraged to “blow their own trumpet.”
- Some evidently concerning patterns of thought (pupils' cognitions) are not shared but staff.

- Communication and listening are important in terms of relationship building. Relationship building is considered to be part of “seeing things from their perspective.”
- Giving young people your time is important and ensuring that they know that they are able to approach you and talk to you at any point is something that makes a big difference. Effective communication.
- Some staff can not see things from the perspective of the young people with whom they work and they take more of an “independent approach” to teaching. These staff often have “issues” with pupils.
- Skills of staff team compensate for the inability of other colleagues to see things from the perspective of pupils. Still achieving success with pupils.
- Awareness that young people require understanding as opposed to sympathy.
- Parents influence – children may present as being dirty or scruffy (unkempt) but this is not something about which young people have had a choice. You need empathy to understand this.
- An understanding of young people based on home system influences, eg. not good parenting “spoiled to death it’s still a form of abuse.”
- Young people do not respond positively to sympathy and are highly aware when other people react in a sympathetic way.
- Empathy is “a +4.” Revised ranking.
- Empathy is important in terms of communicating that the behaviour of young people may need to be addressed, but that they themselves are not being judged.
- Pupils inciting negative behaviour from other pupils.
 - Walking out of school is negative behaviour which impacts upon education.

- Peer relationships as a substitute for guidance or role modelling at home.
- Spending time with peers outside of school system impacts upon behaviour in school, discussing occurrences or plans within peer / neighbourhood system.
- School staff can only do “so much.”
- Influences outside of school system with peers may involve drugs or alcohol.
- Interactions within peer subsystems in school is a positive influence – development of social skills.
- Social situations within the school system as an opportunity for school staff to build positive relationships with pupils.
- Peer subsystem helps to reduce isolation and pupils realise that other pupils are in the same group or have similar issues.
- School Council as a peer subsystem to promote positive peer relationships through trips.
- Peer relationships may be very important because they may exert very positive or very negative influences – dependent upon existing social skills and existing social relationships within the life of the child. Or young person.
- Behaviour may be influenced by proximal or short term or distal or long term influences.
 - Major “distal” long term influence is parenting.
 - Social economic background as a major influence.

- Whether or not they are able to recognise that being a bad person and displaying bad behaviour are not the same thing – dependent upon the differences in the conduct of adults between the home and school systems.
 - Home system – experiences include being sworn at, called names, physical, emotional and sexual abuse at the hands of parents, told that they weren't wanted.
 - School system functions as a protective factor – “turn it around and try and pull out the good.
 - School staff help to highlight that pupils have a choice associated with exhibiting challenging behaviour and engage in role modelling, demonstrating examples of alternatives.
 - School provides positive role models which pupils have not had at home.
 - Parental attitudes, expectations and values as a generational issue.
 - School system reinforces that these pupils can have an alternative (positive) future.
 - Negative behaviour addressed within school with the support of school staff who raise awareness of choice and progress made – positive impact longer term.
 - School staff ensure effective communication and develop shared understanding / awareness with pupils about choices made re. behaviour and choices available – boosts social skills and emotional resilience.
 - School staff help pupils to understand that negative behaviour is not indicative of their self worth

- Battle – school system vs. home systems (negative).
- Pupils supported to realise that identity and behaviour is not a product of deterministic influences. Both are fluid and can be altered.
- Developmental disorders, important in terms of planning lessons.
- Diagnosis not most important – kids identity is not the diagnoses.
- Capability depends upon whether or not a pupil has learning difficulties.
- Failure (criminal record) despite not having learning difficulties and support from school.
- ADHD, long term issues relating to medication, and “not getting a grip.” Still a positive future (GCSE’s and colleges) which facilitates pride (in appearance).
- School staff have to differentiate to meet the needs of individual pupils with specific learning difficulties (developmental disorders).
- Differentiation extends to pastoral aspects of the pupils’ experiences in school, from day to day, hour to hour.
- Importance of planning in terms of pupils diagnosed with developmental disorders.
- Some pupils “play” on diagnosis or use this as an “excuse.”
 - Doubt relating to presence of diagnosed disorders in a lot of pupils.
 - Parents interested in diagnoses for income / money.
- Normalising ASD “most people I would guess fall under the autistic spectrum in some ways.

Emotion coding

Comment	Interpretation/notes	Comment made in conjunction with	Category
Fantastic home life	Positive comment, extreme	Home system	Development within the home system
Horrendous childhoods.	Negative comment, extreme	Development within the home system	Negative influences within the home system
Horrendous (home system), "spoiled to death" is a "form of abuse."	Negative comment, extreme	Development within the home system	
Parents have been reckless	Negative comment, actions	Behaviour of adults within the home system	
The way that you or I would talk to a pupil is a hell of a lot different to the way a lot of our pupils are spoken to at home.	Comment emphasises the differences between the ways in which pupils are addressed at home and at school	Behaviour of adults within the home system	
They are called all of the names under the sun.	Negative comment.	Behaviour of adults within the home system	
"I mean god if you are gonna take something on board you are gonna take it from your mother or father telling you, you are not even worth the oxygen you are breathing in. " This results in pupils having "such a warped way of thinking."	Negative comment, extreme	Behaviour of adults within the home system	
Parents are "dole wallers," parental expectations are for the child to be the "lowest of the low". Pupils see "horrible behaviours" from parents, contact with Police, "appalling stuff."	Negative comment, extreme	Behaviour of adults within the home system and Views of parents within the home system	
Showing them that they can amount to something and that they are capable and	Negative comment (extreme), embedded in a positive comment about the role of school staff.	Behaviour of adults within the home system and Views of parents within the	

not just worthless pieces of flesh walking around that just need to get a crack across the back of the head or to run to the shop for them or to the drug dealer for them or to go and get a bottle of Lambrini which is generally that's their worth.		home system	Negative influences within the home system
I know fine well to a massive extent a parental viewpoint isn't the most important thing to a teenager.	Negative comment based on personal experience	Views of parents within the home system	
Parents; "I don't give a shit."	Negative comment, expletive, extreme	Views of parents within the home system	
"Really really sad" that a diagnosis of a developmental disorder may be inaccurate. Parents are just interested in "the extra money for SEN. Sad, very sad."	Negative comment, extreme, repetition.	Views of parents within the home system	
Absolutely atrocious parents.	Negative comment, extreme	Parenting skills, behaviour towards young people within the home system	
Some pupils are more comfortable with "outrageously negative and horrible" behaviour which they are used to.	Negative comment, extreme	Parents' behaviour towards young people within the home system.	
Some staff have a massive ego.	Negative comment, extreme	School staff, self perception, self efficacy associated with role.	The role of school staff
Some staff have no ego whatsoever.	Extreme, declarative, "whatsoever" used to emphasise.	School staff, self perception, self efficacy associated with role.	
Some days staff may feel like the worst teacher in the world.	Negative comment, extreme	School staff, self perception, self efficacy associated with role.	
I'm sorry, we all muck in, we all work as a team.	Reinforcer used to emphasise view; "I'm sorry"	Role of school staff, work undertaken.	

You don't come into this kind of place for the money or something ridiculous like that.	Extreme, emphasising motivational patterns.	Role of school staff, motivation	The role of school staff
There are a couple of members of staff that I would so love to be able to turn around and say why the hell did you ever choose to work with pupils like this.	Negative comment, extreme	Role of school staff, motivation	
I would be concerned if you were able to understand where the kids were coming from in some cases.	Negative comment, "concerned"	Role of school staff, ability to understand young people	
Really important we talk to our pupils a lot of the time.	Positive comment, emphasises need for communication with pupils	Role of school staff, relationship building	
Reading the riot act is not relationship building at all.	Negative comment	Role of school staff, relationship building	
Stupid little things like you know if you ever need me, you know where my office is – tiny little things that really really make the difference.	Negative, reinforces that actions which may be perceived to have minimal impact may have a significant impact.	Role of school staff, relationship building	
Sympathy makes pupils feel small.	Negative comment	Role of school staff, ability to understand young people	
Woah, hang on a second, remember what you were doing before, remember how brilliant it's been and then we will kind of jolly them up and get them to go positive again.	Positive comment, extreme	Role of school staff, modifying behaviour	
It's the behaviour that we are addressing here because the person inside is lovely.	Positive comment	Role of school staff	
I'll argue until I am blue in the face, right but you know you have kids who are capable who don't have	Emphasis relating to the efforts of staff and the impact they may have on pupil outcomes.	Efforts of school staff in conjunction with pupils who are diagnosed with a developmental	

<p>learning difficulties and they will make a hash of it and they will end up with this massive criminal record by the time they are 19 – 20 and you may have done everything you possibly can and you've got other children...</p>		<p>disorder</p>	<p>The role of school staff</p>
<p>Diagnosis of a developmental disorder not the “be all and end all” and “I’m sorry, but I do feel that ADHD and all the others are just something that you have to plan and deal with.”</p>	<p>Emphasising that, from the perspective of school staff, a diagnosis of a developmental disorder is not considered to be highly important.</p>	<p>Efforts and role of school staff in conjunction with pupils who are diagnosed with a developmental disorder</p>	
<p>A lot of the time, peer relationships can massively affect the learning, the environment, the wellbeing, because peer relationships, a lot of them, where they don't have the guidance or role modelling from the home, they are spending a lot of time with these people out of school.</p>	<p>Comment emphasise importance of peer relationships</p>	<p>Influence of peer relationships</p>	<p>Peer relationships</p>
<p>Accessing opportunities to mix with other young people in a location outside of the Borough is “the best thing in the world and by god you see a difference in the peer relationships when you leave .”</p>	<p>Positive comment, extreme.</p>	<p>Influence of opportunities to develop positive peer relationships outside of the Borough.</p>	

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

All were important but some are important as they are the basis for many behaviour patterns from experience of talking and working in “G” and talking to pupils in crisis/out of school/lessons.

Were there any settlements that you found easier to sort than others?

Yes

Why ?

Some cards although relevant maybe don't impact as much on behaviour and are therefore least important.

Were there any statements that you found it more difficult to sort than others? N/A

Why?

N/A

Factor 3 Crib sheet to facilitate factor interpretation

	<i>Item</i>	<i>Notes</i>	<i>Substantiating / relevant qualitative information provided by participants whose sorts defined the factor</i>
+5	<ul style="list-style-type: none"> • their exposure to negative behaviour at home • if they recognise bad behaviour does not = bad person • attempts of school staff to teach positive behaviour • diagnosis of a developmental disorder- ADHD/ dyspraxia 	<p>These items are suggestive of an approach which takes into consideration individual experiences at home, individual perceptions of behaviour and the need to communicate, learning needs, basic needs, peer relationships. Disparate range of influences.</p> <p>Their need to communicate and a need to express the emotions which they are experiencing are linked by MS04. MS04 refers to the support available in M provision and that communication and the expression of emotions are approached in a holistic way and are reflected in the organisational structure</p>	<p><i>Their exposure to negative behaviour at home</i> (MS04): “Yeah, again it’s the role modelling around the child which staff and home can actually show has a massive influence and it can be outside of school as well, it doesn’t necessarily mean in the home, I think it’s just the area they live in and that’s why you’ve got to be able to get the resilience built and see the lovely positive side in school.”</p> <p><i>The attempts of school staff to teach positive behaviour</i> (MS04): “Because again its role modelling isn’t it and you’ve got to be a positive person to seek out the child to see the positive person in their self and if we don’t see that in staff, the child will pick up on it straight away and we are losing it again, it is very important that they feel the safest but the most comfortable to be who they are, so it’s got to come out in the staff for the children to develop I think.”</p> <p>(AD02): “Very important we sort of, I do cos I take groups out and about in certain areas and there are certain things where they just haven’t got the basic social skills to even, to even you know don’t ride three cycle widths apart on a cycle path when there’s a couple walking</p>

+5		<p>of the activities available to pupils.</p> <p>General learning difficulties and developmental disorders are considered by interviewees in terms of; their meaning to pupils and their parents and the support available in school and the ways in which this results in children and young people perceiving their own behaviour.</p> <p>The role of school staff and staff responsibility to model positive behaviour is related to poor peer relationships by MS04. The need for staff to address this issue by exploring other aspects of their experience such as learning is suggestive of an individualistic and holistic approach.</p> <p>A single cause is explained in terms a particularly salient aspect within the life</p>	<p>with a dog and there is no space to get by, they would, they don't see the social norm of moving to one side, they see that as they are in my way, they must move and I have to explain to them that this is how it works. I mean, if I just give you an example, if we are out on a walk somewhere and I pass somebody and I will say 'morning' and they speak to me back, straight away they will say how do you know them."</p> <p><i>If they are able to recognise that being a bad person and displaying bad behaviour are not necessarily the same thing</i> (MS04): "I've got a little boy who has got ADHD, won't accept it, dad doesn't accept it, mam does, so there is an issue with the tablets, so he comes into school staff just see the behaviour, you know, and he just thinks he is a bad boy sometimes but he doesn't know why. If he understood his ADHD he'd understand, from me reading this book which is like a child's level book, he has got ADHD, but why he falls asleep in class and , so he is getting wrong for that, so to understand for both staff and pupils but more for the bairn to understand that it's not his fault that he's acting the way he is, it's taking that away and saying we'll deal with this you know you are a lovely boy, you've got these issues we need to put right."</p> <p>(AD02): "I think in a nut shell what we tend to say to the pupils is we don't like your behaviour, you are a you know, it doesn't mean to say we don't like you as a person, you know, the person and the behaviour are totally different things and I think we always a lot of the staff in here tend to highlight that to the pupils, you know, it's your behaviour that we don't like or we know you, we don't we try to change not you as a person and I think the kids sometime get, sorry the pupils sometimes do get mixed messages on that, they seem to</p>
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		<p>of a child or young person at any given time. This suggests an individualistic approach to understanding behaviour.</p>	<p>think we are saying no you are not a nice person when really it's just the behaviour like I said."</p> <p>(GL04):" it generally has come down to parenting the kind of pupils we get here its parenting, 95% I would say and their social economic background.</p> <p>Remind me again what the statement was. Oh that one there. So whether or not they are able to recognise that being a bad person and displaying bad behaviour aren't the same thing. And that's it, you see you've got the way you or I would talk to a pupil is a hell of a lot different to the way a lot of our pupils are spoken to at home. Ok. They are sworn at, they are called all of names under the sun, a lot of them have been physically emotionally and sexually abused by the parents, they've been told they are nothing, they've been told they weren't wanted, they've been told all these negative things and we turn it around and try and pull out the good it's so they need to understand that when they display the negative behaviour and it's their behaviour and their choice to display that behaviour and we show them that there is other ways of behaving, right, and give them examples and role model, which is where its fallen down because there aren't any role models and they've had such negative press from their own family." "...then you've got us who are saying, you can do whatever you want to do and we will support you and we will help you but you have to address this negative behaviour and you can, you can do it we will help you and we will show you and every time you do something to change that behaviour, we will point it out to you and we will show you how far you are coming." "...we battle against home, we battle against the environments they come from and the families you know the extended families they are related to and the fact that a lot of them are not settled they will go from carer, to carer, to carer, to carer, because of attachment issues, so yeah it is really</p>
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+4			<p>important to show these kids that their personalities and who they are is not set in stone and it is the behaviour that we are addressing here because the person inside is lovely.”</p> <p>Whether or not they have a diagnosis of a developmental disorder, eg. ADHD or dyspraxia (AD02): “I think a lot of our pupils are sort of, through the parent or the carer, they use being diagnosed of something as an excuse and they are looking, oh well I’ve got this so I am allowed to say this and I am allowed to smash the classroom up, I am allowed to do that when really if they understood more about what the problem was, then they might realise that that’s not an excuse, you know, there is plenty of others in mainstream who have got different various issues and they don’t behave like, like ours do.”</p> <p>(GL04):” . So I think you just, as long as you plan, know what to expect and to be honest look at the mixed bag we’ve got in here with ODD, we’ve had a couple of ASD, we’ve got ADHD, I mean they don’t come with short lists our children and to be honest some will play on it, some of them, I honestly and I know you are taping this but I honestly believe a lot of them don’t have the things they are on medication for, and it’s really really sad and I know some parents who are just interested in the money that they get for those extra SEN and its sad very sad” “..., I have a bit of an issue that it’s just like, hang on, you are a very small person oh we gonna have to, you know, make some changes so that you will fit and will be able to carry on and learn along with everybody else and I’m sorry but I do feel that ADHD and all the others are just something that you have to plan and deal with.”</p>
	<ul style="list-style-type: none"> • whether or not they have general learning difficulties • how safe they perceive 		<p>Whether or not they have general learning difficulties (MS04): “Well , it is important, however there is a lot of issues around parents accepting it, let along the child, so again it’s if the nurture’s there for the child from the beginning we can work with it and it’s a lot to do</p>

+4	<p>themselves to be in school</p> <ul style="list-style-type: none"> • poor peer relationships in school • their need to communicate • a single cause which is at the root of their behaviour 		<p>with an understanding of it, so that's again the learning ability within school, so it can be worked with, it's not a major thing to say oh well that's it, it's not important ignore it or it's the most important thing, it's important but it can be addressed." "I think that's more important and getting their support because obviously in school if we haven't got the backing of the parent or an understanding of it, so it's just a case they haven't took their tablet on the morning and that's really important and then the child grows and, so there's lots of things around it which maybe we learn all the time with it. Parents need that support as well and I think as long as they've got the support with us and work together with us which is what we aim for it becomes less as important."</p> <p>Poor peer relationships in school (MS04): "that's a lot to do with not only the pupils, the staff as well, I think if you look at staff peer relationships we are role models to the students and it's a big thing that students say all the time and they don't miss anything although staff may think they do, they don't and that's how I think we've got to look at your staffing when you are working students. If there's an issue with the student who isn't succeeding and has peer issues, I will look at the child and I will also look at the lessons because it could also be that the way things are going on in classes or an area where they have been put, is that influencing the child as well that they are struggling to deal with it because they don't see it dealt with right, so it's a big one I think, that affects their behaviour."</p> <p>(AD02): "I think some of our pupils probably hang onto certain members of staff as a sort of extension of what they should be getting at home you know."</p> <p>(GL04): "peer relationships a lot of them, where they don't have the</p>
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+3			<p><i>A single cause at the root of their behaviour</i> (MS04): “ I wouldn’t say there is a single cause to anything, there’s always a mix of stuff. One thing though, it might be a really big issue at a particular time, like a death in the family.”</p> <p>(AD02): “. I think it’s to do with all the things we have probably spoke about which is the communication, the relationships with the parents, relationship with peers, the social environment, all these things mixed together, so the cause of why their behaviour is like it is really.”</p>
	<ul style="list-style-type: none"> • ability of staff to see things from pupil perspective • parenting skills of parent or carer • empathy towards them, shown by key member of school staff • their anticipation of failure during lessons • triggers within immediate environment at any given time • their developmental stage - eg immature behaviour 	<p>High level of importance placed on the role and responsibilities of school staff, in conjunction with their attempts to teach positive behaviour (see above). This appears to be distinctive of factor 3. Further evidence of the consideration of the thoughts of children and young people, ie. anticipation of failure during lessons. Consideration of developmental stage is suggestive of a focus on individual need. Triggers within the environment at any given time; transient influence.</p>	<p><i>The ability of staff to see things from their perspective</i> (MS04): “I think it is important, they say that they expect it of each child, I know it’s hard and I know it must be hard as a teaching staff when you’ve got 30 pupils in the class, however, you know, when you’ve got the SEN lists and you’ve got, so we do highlight from the beginning and the whole way our school works, having welfare leaders and raising achievement, we work with both sides of it which I think is important and it’s just keeping it right and having the people on board as a school team to make things work for the child.”</p> <p>(GL04): “I do think it’s really important we talk to our pupils a lot of the time and if you just want to pull a child in and tell him off and read him the riot act and tell him how he should behave and all this kind of stuff in school and society or whatever, that’s not relationship building at all, listening is relationship building and giving that person the time out with you that’s not academic and listening and not promising things, we are not gonna say or we can make it alright but you just go, you know, stupid little things like you know if you ever need me then you know where my office is..” “...so I do see a correlation with that,</p>

+3			<p>you know not being able to see things from and kind of wanting to be this independent school teacher, you know, where they all sit there in their primary and they all sit there or yes sir, no our kids are not like that so you are not going to get that generally until you have really worked with them and you have built up something, so yeah, maybe it is most important but we seem to have success anyway and the other people will make up for the failings in certain areas of other staff. So three, it's still important but it's not. It's workable."</p> <p><i>Empathy towards them shown by a key member of school staff</i> (MS04): "Again because there is a lot of staff in school and although it's important I would say to have a key member, what happens if that key member goes sick, they've lost the security, the continuity and it's a worry, so you've got to be careful where we fit it."</p> <p>(AD02): "Yeah, for us as staff to understand the background and that's what we tend to do, we try to understand the background of where the pupil is and what they sort of up against, you know we will sort of treat them, those type of pupils accordingly, you know, we can be a bit harder on certain pupils who we know their background, you know what I mean, so it depends, if there is people with a lot of social issues and family issues that we are aware of we tend to be a lot more gentler with that person than, you know, someone whose got less of a problem if you like."</p> <p>(GL04): "Now if you asked me now I would say it would be there, I wouldn't expect it to be there, so that's a weird one, because I will always say to people empathy not sympathy because it gives a straight away goal don't patronise me, maybe they don't know the word that's what they are meaning right, they don't want people to</p>
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+2			<p>feel sorry for them because they've seen it they don't like it, it makes them feel small, it makes them feel where people have called them scruffy, dirty whatever the mums and dads they haven't had a choice in how they've been brought up so far, it hasn't been in their control and you've got to have empathy to understand that, so this kid may be displaying behaviours."</p> <p><i>Staff awareness of the links between pupils' routines and patterns in their behaviour (MS04):</i> " I think that is an important role and an important state to get, it's not the most because there are that many things to be the most important, however, it needs to be incorporated within CPD, and within the learning of the whole school approach to each child."</p>
	<ul style="list-style-type: none"> • whether work in school is accessible • their need to release their emotions • the quality of their relationship with parents or carer • <i>deprivation eg. experiencing poverty</i> • <i>their thoughts about their own past behaviour</i> • parental separation • staff awareness of links between routines – beh patterns 	<p>Home and family influences +3, +4 and +5 are associated with the direct experiences of children and young people with their parents or carer and the quality of these. Parental separation and parental illness are considered by MS04 within the context of the support which school staff can provide.</p> <p>Deprivation eg. poverty, considerable importance placed on the meeting of basic needs, in conjunction with "how safe they feel in school" (see above). Further evidence of a needs-based approach; "their need to release their</p>	

+1		emotions.”	
	<ul style="list-style-type: none"> • their motivation to achieve • ways that they think peers view their school behaviour • <i>how effectively teachers communicate task instructions</i> • <i>their level of interest in the work set</i> • the home-school relationship • the respect that they have for school staff • involvement of professionals from different 	<p>Motivation, views of abilities, intention to behave in a challenging way, and respect for school staff are considered by interviewees to be transient and dependent upon other influences. Central area of the grid may represent “it depends” to factor 3 participants.</p> <p>Adults understanding of their strengths is something which continues to evolve (according to GL04).</p>	
0	<ul style="list-style-type: none"> • <i>their own views of their abilities</i> • their intention to behave in a challenging way • their views that staff treat other pupils differently • <i>rules they have learned over time to guide behaviour</i> • <i>ways they expect others to respond to their behaviour</i> • how effective staff think 	<p>Multiple items relating to the ways in which children and young people perceive the world; the ways that they think their peers view their behaviour in school, their own view of their abilities, their views that staff treat other pupils differently, the ways that they expect others to respond to their behaviour.</p>	<p>Parental illness (and parental separation) (MS04): “. I think there’s a lot of support out there it’s just and with the support within school you can help to guide and we working on resilience, so I think if we can support the child with the resilience, it doesn’t matter what happens in life we can move forward with it and support it, that works well in this school, we have a lot of carers, you know, young carers who have to look after their parents, so I think it works it’s not really the worst or most important we can make it work.”</p> <p>(AD02): “ I think a lot of our pupils don’t have the relationship that a lot of mainstream pupils have especially you know with parents, a lot of the time the parents are married again, have got another partner</p>

	<p>they are as professionals</p> <ul style="list-style-type: none"> • adults' understanding of their strengths • parental illness • whether or not school staff find their behaviour acceptable 		<p>and I think a lot of the issues that our pupils have anyway is to do with their social behaviours, they sort of tend to hang around with all their friends rather than having the relationship with their parents you know. “</p> <p><i>Their intention to behave in a challenging way, their mood at any given time, their need for attention, their level of impulsivity</i> (GL04): “I think you have to judge every child on their own merit and I think you have to, we wipe the slate clean in here – we give out feedback that we have received from other places but we never have it set in stone, it’s not allowed we don’t have the staff who think that way, well can I just say maybe I don’t agree with some members of staff, but the fact is that as far as I can see is that the behaviour and the influences of these kids are up until the point they came here and we will use what we’ve learned and maybe different approaches, we are not condemning every day’s a fresh start, we will work, we look at the pastoral side far more than the academic side first because otherwise we can’t reach them academically” “...but it’s not most important, it’s least important because that is fluid that’s changeable.”</p> <p><i>How effective staff think they are as professionals</i> (GL04): “I’m not going to ask anybody to do something that I am not willing to do myself and therefore I don’t expect support staff or a teacher to refuse to do something, because I’m sorry we all muck in we work as a team we all have each other’s back and we are all supposed to be</p>
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-1			here for the common good and it's a difficult job, you don't come into this kind of place for the money or something ridiculous like that, right, you have got to be of an ilk." "...sometimes we are a bit like the kids we teach, but I do feel that there are some who will go, yeah I am really effective and maybe sometimes there are not and you will have others who go, well I am alright and they are really humble."
	<ul style="list-style-type: none"> • parents/carer's participation in ed. activities at home • <i>the emotions of adults at home</i> • <i>the absence of a male role model at home</i> • their diet • the physical features of the learning environment • their negative experiences of adoption • their previous negative experiences in school 	<p>Apart from parents' / carer's participation in educational activities at home, other influences relating to parents which are considered less important relate to adults own experiences (see above, parental illness) such as their emotions, absence of a male role model at home and their views about school.</p> <p>The position of negative experiences of adoption, whether or not they have had a bad start in life and previous negative experiences in school does not necessarily suggest that factor 3 participants view these as deterministic.</p>	<p>The emotions of adults at home (AD02): "I think it was because a lot of our pupils I don't think they have really good relationships with their parents anyway and I think a lot of the time especially with our pupils they tend the parents do their own thing and the kids tend do their own thing, so I think most of our pupils are quite detached, not all of them but the majority are quite detached from what their parents are doing."</p> <p>Their previous negative experiences in school (MS04): "if they've had issues right from primary, nursery, you know, as it comes in that they come up with the, I suppose like parents come with expectations of the kids are coming in with the vulnerability of what's it going to be like, is there still the same people around and if they haven't got the support or don't know, well they don't know when they come in do they, they know nothing, they coming in with the negative thoughts of what that previous history is."</p>
	<ul style="list-style-type: none"> • parents' or carer's views about school • concern about 	The experiences of children and young	The extent to which they feel in control of a situation (AD02): "It's difficult to say because there are so many people who are different, I cannot be sure without giving you a specific pupil, because a lot of the

-2

-3	<p>consequences of their behaviour in school</p> <ul style="list-style-type: none"> the presence of a male role model within school whether or not they have had a bad start in life peer pressure outside of school <i>the extent to which they feel in control of a situation</i> <i>their learning of boundaries</i> 	<p>people in school (and their thoughts relating to these) are generally ascribed less importance than the role of school staff in terms of understanding their experiences.</p> <p>The extent to which they feel in control of a situation is another construct to which factor 3 participants ascribe less importance because it is in a state of flux and dependent upon individual children and young people.</p>	<p>time when I did the exercise, when you think there is certain phrases and things I was categorising I was thinking of certain pupils and my experiences all the time, do you know what I mean. So it's really difficult to explain."</p>
	<ul style="list-style-type: none"> their knowledge of rewards available in school <i>their need for attention</i> <i>their desire to fit in with the crowd</i> personality clashes their attempts to adjust between home-school env. <i>that the needs of children and YP change with age</i> 	<p>That the needs of children and young people change with age; broad and general statement which is not in-keeping with the individualistic approach which has emerged.</p> <p>It may be that factor 3 participants consider the need for attention, personality clashes, impulsivity and self discipline to be questionable constructs, otherwise they may have placed these more centrally, alongside the constructs</p>	<p><i>Their parents'/carer's own experiences whilst growing up</i> (GL04): "Partly as teacher and partly as a parent I answered that one because my son has done quite well in school and all the rest of it, but I know fine well to a massive extent, a parental view point isn't the most important thing to a teenager, if anything it can possibly, it goes more</p>
-4	<ul style="list-style-type: none"> their mood at any given time their parents'/carer's own experiences whilst growing up 		

-5	<ul style="list-style-type: none"> • their impulsivity • the amount of self-discipline that they have • <i>that they grew up in a single parent home</i> 	<p>which they deem to be in a state of flux.</p> <p>Family structure over time (compared to parental separation, which represents a change in family structure), parents' or carer's own experiences are more indirect influences, ie. do not implicate adult interactions with children and young people.</p>	<p>towards the other way, you know they will do the opposite of what you say they not really interested that's not what they use as their measuring stick for how they are doing in society and in life, so the viewpoints you will see you've got a lot of our pupils here , I mean that's what shaped my answers as well is being here, you see pupils whose parents are just like you don't have to go to school, I don't give a shit, I don't even like you, you know there's loads, we've got some absolutely atrocious parents, you wonder how they are still with them or they have been with parents and have been removed and we can make a difference to them, so how can it be so important because if it was so important we wouldn't be able to make the differences that we do and we have such influence in the right way. "</p> <p><i>That they grew up in a single parent home</i> (MS04): "Because from experience of the students I've worked with, they're from what they call a dysfunctional family, but it is a lot of broken families and it is quite common now to have a single where there is a male or female, a lot of single parents so it shouldn't be an issue but unfortunately it is and I've seen so many children as they get to secondary in particular, tend to want to know a lot about their history, and it tends to come up in say citizenship or PSHE, where this is important and like history and I think it's when it becomes a bit of an issue, they haven't got parents or whatever and they start having little fights and behaviour changes"</p> <p><i>The amount of self discipline that they have</i> (GL04): "Because I think that changes, that's very fluid I really do think it changes and I think it changes sometimes from one minute to the next"</p>
	<ul style="list-style-type: none"> • the influence of God's will • live in a location isolated 	<p>Level of parents' or carer's education is also an indirect influence associated with family experiences.</p>	<p><i>Level of parents'/carer's education</i> (MS04): "I think parents can develop with the child, so it can slowly develop and I think a lot of say parent classes and stuff like should be used more so that we've got a</p>

	<p>from local communities</p> <ul style="list-style-type: none"> • level of parents'/carer's education • the influence of fate 	<p>Two influences associated with cultural beliefs, commonly ranked as least important by factor 1, 2 and 3 participants.</p>	<p>lot of young parents, but if they were brought together, it doesn't matter what their education was, its moving along with the child so they see the development of the loving and caring side, so that the child will develop well itself but so will mam with it and dad, whoever."</p>
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Red text = distinguishing statement, higher factor score than other factors

Blue text = distinguishing statement, lower factor score than other factors

Green text = distinguishing statement, neither higher nor lower factor score than other factors

Factor 3 field notes:

Participant code	Qualitative data capture form question				
	Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)	Were there any statements that you found easier to sort than others?	Why?	Were there any statements that you found it more difficult to sort than others?	Why?
MS04	I found it hard as the longer I looked at them the more I could change them when thinking of children that I have worked with.	Yes. 4 and 37	I would find it easier to help resolve these situations.	Yes. Many.	Home/school issues as every child is different and have to be dealt with as individuals.
AD02	I was using various pupils as examples with regards to placing the cards rather than a general opinion throughout the school.	Yes.	Generally issues at home, parent relationships, pupil abilities, self esteem within lessons (different subjects) were behind my reasoning.	Yes.	Certain pupils behaviours tend to fluctuate throughout the day/week. So some statements relate to pupils at different times during the school day/week.
GL04	All were important but some are important as they are the basis for many behaviour patterns from experience of talking and working in "G" and talking to pupils in crisis/out of	Yes.	Some cards although relevant maybe don't impact as much on behaviour and are	N/A	N/A

	school/lessons.		therefore least important.		
SN01	Gut instinct, personal experience. Worked on most important and then least important then sorted the middle. It doesn't mean anything to say a kid is looked after, it's how they got there that matters.	Yes. 46 and 59	Behaviour is linked to communication. I don't believe in fate.	Yes.	General middle ones hard to put in order as similar.
SB03	Not every situation covered that we deal with.		They were all quite easy to understand.	Yes.	As above. Maybe just that teachers don't understand some children's mood and don't consider them on a daily basis.

Appendix XIII: Remaining field notes

Factor 1

- LJ01

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

Apart from a handful of cards, I wanted to place the rest into the “really important” section as we need to understand the children, their background and their families in order to support them effectively. (My two didn’t have a father figure at home and they’re ok).

Were there any settlements that you found easier to sort than others? Yes. 59 and 17

Why ?

I have absolutely no interest in these and do not think that they impact upon the child particularly within school.

Were there any statements that you found it more difficult to sort than others?

Why?

I felt that I wanted to put more in the most important columns. The layout might change depending which child you were applying them to.

- LA03

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

I tried to put this into a setting with a child however I kept jumping from child to child. My main concern is the child and then work out the problems around the child. I could change the statements depending upon the child and situation.

Were there any settlements that you found easier to sort than others? Yes. 59 and 17

Why ?

They have had no great bearing within my past experience.

Were there any statements that you found it more difficult to sort than others? Yes. 7

Why?

Depending upon the child and what they crave from the parents and also pleasing staff. Is the child bothered?

- SK02

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

I rearranged the cards again after my first initial attempt, having only a few cards left, I found it difficult to decide. I went with my first instinct.

Were there any settlements that you found easier to sort than others? Yes

Why ?

Using examples of some students I can relate to.

Were there any statements that you found it more difficult to sort than others? Yes

Why?

A few nearer the end of the exercise.

- ML03

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

I tried to sort into categories first of school, home, personal perceptions, wellbeing.

Were there any settlements that you found easier to sort than others? No

Why ?

I think they all required a great deal of consideration but some were easier to sort based on my own perceptions, values and beliefs.

Were there any statements that you found it more difficult to sort than others? Yes.

Why?

Yes because the sorting wasn't done based on a particular child. If this had been the case the sorting may have been quite varied based on individual cases.

- MK05

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

It made me think and realise there are so many numerous factors determining human behaviour. There is a need for more empathy.

Were there any settlements that you found easier to sort than others? N/A

Why ?

N/A

Were there any statements that you found it more difficult to sort than others? N/A

Why?

N/A

- GD02

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

How well I know our pupils. How much goes through my head when I deal with individual behaviour issues.

Were there any settlements that you found easier to sort than others? Yes.

Why ?

Some were less important than others, some I regularly consider.

Were there any statements that you found it more difficult to sort than others? Yes.

Why?

Some were just as relevant as others.

- GA05

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

Extremely difficult. I could pick out what I considered to be least important – about a dozen – but could not sort in my mind the rest and feel that I got a lot “wrong!”

Were there any settlements that you found easier to sort than others? Yes 17, 59, 55, 58, 52

Why ?

Statements that I feel the children have no control over.

Were there any statements that you found it more difficult to sort than others? Yes.

Why?

There were too many that I felt were “most important.”

Factor 2

- MB06

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

I wanted more spaces at the most important end.

Were there any settlements that you found easier to sort than others? Yes. 42, 3, 20, 62 and 19.

Why ?

To me these are crucial things

Were there any statements that you found it more difficult to sort than others? Yes.
57

Why?

A single cause? This could be something devastating like the death of a parent. It could be a lack of boundaries, which could be taught. It could be staff thinking , it could be a condition, eg. ADHD.

- MM07

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

Read all cards first. Did not link them to a child.

Were there any settlements that you found easier to sort than others? No

Why ?

Were there any statements that you found it more difficult to sort than others? No

Why?**Factor 3**

- SN01

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

Gut instinct, personal experience. Worked on most important and then least important then sorted the middle. It doesn't mean anything to say a kid is looked after, it's how they got there that matters.

Were there any settlements that you found easier to sort than others? Yes. 46 and 59

Why ?

Behaviour is linked to communication. I don't believe in fate.

Were there any statements that you found it more difficult to sort than others?

Why?

General middle ones hard to put in order as similar.

- SB03

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

Not every situation covered that we deal with.

Were there any settlements that you found easier to sort than others?

Why ?

They were all quite easy to understand.

Were there any statements that you found it more difficult to sort than others? Yes.

Why?

As above. Maybe just that teachers don't understand some children's mood and don't consider them on a daily basis.

Participants who were not included within the final factor solution

- AD03

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

Arranged into 3 piles first.

Were there any settlements that you found easier to sort than others? Yes. 24,23,19 and 42

Why ?

Ones regarding family life as had a lot of experience in building relationships between school and home.

Were there any statements that you found it more difficult to sort than others? No.

Why?

- GA01

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

Non-methodical reasoning based upon impression of emotive use of language and the importance to a successful ESD/ Behaviour environment that has a positive influence on child.

Were there any settlements that you found easier to sort than others? No

Why ?

All relevant to task.

Were there any statements that you found it more difficult to sort than others? No

Why?

N/A.

- GP03

Field notes collected immediately after Q sort completion (see data collection form within Appendix VI)

Please describe your thoughts during the card sorting exercise (details about how you sorted the cards)

Started placing cards in low medium or high priority and then moved cards around as appropriate after placing initial cards.

Were there any settlements that you found easier to sort than others? Yes. 57, 26, 27, 59, 44, 24, 23, 52 and 40

Why ?

Somewhat obvious or fairly clear.

Were there any statements that you found it more difficult to sort than others? Yes.

Why?

Personally unsure whether they are medium or high priority.

Appendix XIV : PQMethod output relating to the Q analysis of the data generated from the researcher's Q sort, in addition to the data generated from the Q sorts completed by the remaining 21 participants.

A critical value of 0.399 was adopted to indicate a significant factor loading and a defining Q sort.

PQMethod2.11 MAKING SENSE OF BEHAVIOUR
 PAGE 1
 Path and Project Name: c:/pqmethod/projects/BEHQ
 Nov 8 11

Correlation Matrix Between Sorts

SORTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1 LJO1	100	37	30	27	27	-11	13	27	28	24	16	32	9	5	25	45	25	34	10	10	16	35
2 LB02	37	100	42	40	34	14	13	22	56	18	39	7	18	50	20	35	50	44	19	38	28	22
3 LA03	30	42	100	35	4	24	8	11	22	20	37	8	10	49	26	24	45	35	2	22	37	11
4 SNO1	27	40	35	100	41	29	5	38	32	48	39	30	17	34	31	24	36	24	17	23	-2	30
5 SK02	27	34	4	41	100	21	9	32	31	22	26	16	11	32	5	32	16	20	35	6	17	37
6 SBO3	-11	14	24	29	21	100	-1	1	15	26	33	23	15	14	26	5	30	14	1	7	8	24
7 MLO1	13	13	8	5	9	-1	100	35	16	14	18	46	34	16	14	38	16	7	11	2	-1	33
8 MGO2	27	22	11	38	32	1	35	100	42	25	33	31	49	21	19	46	18	6	23	2	14	42
9 MLO3	28	56	22	32	31	15	16	42	100	38	43	24	38	25	38	35	47	12	36	38	20	41
10 MSO4	24	18	20	48	22	26	14	25	38	100	22	34	31	13	56	29	38	37	18	44	5	39
11 MKO5	16	39	37	39	26	33	18	33	43	22	100	12	32	42	17	34	35	29	15	33	10	26
12 MBO6	32	7	8	30	16	23	46	31	24	34	12	100	24	4	26	37	31	9	20	-1	-1	46
13 MMD7	9	18	10	17	11	15	34	49	38	31	32	24	100	4	33	27	16	5	25	7	-1	28
14 AMD1	5	50	49	34	32	14	16	21	25	13	42	4	4	100	10	32	29	44	26	26	31	14
15 ADO2	25	20	26	31	5	26	14	19	38	56	17	26	33	10	100	19	26	17	1	30	26	26
16 ADO3	45	35	24	24	32	5	38	46	35	29	34	37	27	32	19	100	33	49	10	17	18	37
17 GA01	25	50	45	36	16	30	16	18	47	38	35	31	16	29	26	33	100	43	5	41	15	32
18 GDO2	34	44	35	24	20	14	7	6	12	37	29	9	5	44	17	49	43	100	23	43	18	19
19 GPO3	10	19	2	17	35	1	11	23	36	18	15	20	25	26	1	10	5	23	100	9	-2	25
20 GLO4	10	38	22	23	6	7	2	2	38	44	33	-1	7	26	30	17	41	43	9	100	21	26
21 GA05	16	28	37	-2	17	8	-1	14	20	5	10	-1	-1	31	26	18	15	18	-2	21	100	16
22 LHC	35	22	11	30	37	24	33	42	41	39	26	46	28	14	26	37	32	19	25	26	16	100

Unrotated Factor Matrix
 Factors

SORTS	1	2	3	4
1 LJO1	0.4476	-0.1268	0.0113	0.1694
2 LB02	0.6353	0.1773	0.0275	0.2594
3 LA03	0.4852	0.4580	0.2020	0.1758
4 SNO1	0.5858	0.0769	0.0056	0.0024
5 SK02	0.4586	-0.1250	0.0109	0.2942
6 SBO3	0.3023	0.2216	0.0426	-0.1932
7 MLO1	0.3282	-0.3795	0.1205	-0.0901
8 MGO2	0.5237	-0.4512	0.1806	0.0930
9 MLO3	0.6707	-0.0561	0.0021	-0.0549
10 MSO4	0.5878	0.0380	0.0016	-0.3809
11 MKO5	0.5764	0.0888	0.0073	0.0333
12 MBO6	0.4427	-0.3604	0.1072	-0.2753
13 MMD7	0.4163	-0.2619	0.0532	-0.1859
14 AMD1	0.5057	0.2716	0.0644	0.4688
15 ADO2	0.4760	0.0973	0.0086	-0.3864
16 ADO3	0.6133	-0.2078	0.0325	0.1595
17 GA01	0.6156	0.2391	0.0498	-0.1426
18 GDO2	0.5167	0.2754	0.0663	0.1955
19 GPO3	0.3123	-0.2293	0.0400	0.0615
20 GLO4	0.4272	0.3906	0.1399	-0.1435
21 GA05	0.2795	0.1557	0.0212	0.1141
22 LHC	0.5988	-0.3066	0.0750	-0.1740
Eigenval ues	5.5839	1.4693	0.1446	1.0478
% expl. Var.	25	7	1	5

Cumulative Communalities Matrix
 Factors 1 Thru

SORTS	1	2	3	4
1 LJO1	0.2003	0.2164	0.2165	0.2452
2 LB02	0.4036	0.4350	0.4357	0.5030
3 LA03	0.2354	0.4452	0.4860	0.5169
4 SNO1	0.3432	0.3491	0.3491	0.3491
5 SK02	0.2103	0.2260	0.2261	0.3126
6 SBO3	0.0914	0.1405	0.1423	0.1796
7 MLO1	0.1077	0.2518	0.2663	0.2744
8 MGO2	0.2743	0.4778	0.5105	0.5191
9 MLO3	0.4498	0.4529	0.4530	0.4560
10 MSO4	0.3455	0.3469	0.3469	0.4920
11 MKO5	0.3322	0.3401	0.3402	0.3413
12 MBO6	0.1960	0.3259	0.3374	0.4132
13 MMD7	0.1733	0.2419	0.2447	0.2793
14 AMD1	0.2557	0.3295	0.3336	0.5534
15 ADO2	0.2265	0.2360	0.2361	0.3854

16 AD03	0.3761	0.4193	0.4204	0.4458
17 GA01	0.3790	0.4361	0.4386	0.4590
18 GD02	0.2670	0.3428	0.3472	0.3854
19 GP03	0.0975	0.1501	0.1517	0.1555
20 GL04	0.1825	0.3350	0.3546	0.3752
21 GA05	0.0781	0.1024	0.1028	0.1159
22 LHC	0.3585	0.4525	0.4582	0.4884
cum% expl. Var.	25	32	33	37

Rotating Angles Used Between Factors

FTR#1	FTR#2	ANGLE	Generated By	PQROT [20:57, 11/8/2011]
1	2	-2.		

Factor Matrix with an X Indicating a Defining Sort Loadings

QSORT	1	2	3
1 LJ01	0.3232	0.3660	0.0479
2 LB02	0.6295X	0.2453	0.2169
3 LA03	0.6120X	-0.0292	0.3263
4 SNO1	0.3742	0.3000	0.3264
5 SK02	0.4219X	0.3659	-0.0294
6 SB03	0.1452	0.0302	0.3967X
7 MLO1	-0.0281	0.5181X	0.0647
8 MG02	0.1820	0.6951X	-0.0017
9 MLO3	0.3269	0.4564X	0.3520
10 MS04	0.1145	0.3480	0.6097X
11 MK05	0.3951X	0.2839	0.3046
12 MB06	-0.0730	0.5796X	0.2742
13 MM07	0.0077	0.4741X	0.2333
14 AM01	0.7620X	0.0906	0.0667
15 AD02	0.0727	0.2353	0.5848X
16 AD03	0.3782	0.5339X	0.1022
17 GA01	0.3671	0.2074	0.5228X
18 GD02	0.5585X	0.1065	0.2447
19 GP03	0.1261	0.3720	0.0108
20 GL04	0.3276	-0.0092	0.4979X
21 GA05	0.3091	0.0496	0.1281
22 LHC	0.1028	0.6234X	0.2960
% expl. Var.	13	14	10

Free Distribution Data Results

QSORT	MEAN	ST. DEV.
1 LJ01	0.000	2.855
2 LB02	0.000	2.855
3 LA03	0.000	2.855
4 SNO1	0.000	2.855
5 SK02	0.000	2.855
6 SB03	0.000	2.855
7 MLO1	0.000	2.855
8 MG02	0.000	2.855
9 MLO3	0.000	2.855
10 MS04	0.000	2.855
11 MK05	0.000	2.855
12 MB06	0.000	2.855
13 MM07	0.000	2.855
14 AM01	0.000	2.855
15 AD02	0.000	2.855
16 AD03	0.000	2.855
17 GA01	0.000	2.855
18 GD02	0.000	2.855
19 GP03	0.000	2.855
20 GL04	0.000	2.855
21 GA05	0.000	2.855
22 LHC	0.000	2.855

Rank Statement Totals with Each Factor

No.	Statement	No.	Factors					
			1	2	3			
1	1. ability of staff to see things from pupil perspecti	1	0.26	31	0.97	12	0.74	18
2	2. whether work in school is accessible	2	0.92	11	0.22	28	0.59	22
3	3. parenting skills of parent or carer	3	0.37	27	2.14	2	1.36	7
4	4. their mood at any given time	4	0.80	14	-0.55	50	-1.35	60
5	5. their motivation to achieve	5	0.64	20	-0.25	44	-0.50	24
6	6. parents' or carer's views about school	6	-0.56	50	1.34	6	-0.95	54
7	7. parent's/carer's participation in ed. activities at	7	0.18	34	0.75	15	-0.56	48
8	8. empathy towards them, shown by key member of school	8	-0.18	43	-0.14	39	0.69	21
9	9. their anticipation of failure during lessons	9	1.19	6	0.08	34	0.56	23
10	10. ways that they think peers view their school behav	10	-0.25	45	0.23	27	0.20	31
11	11. concern about consequences of their behaviour in s	11	0.60	22	0.31	24	-0.07	36
12	12. their knowledge of available rewards in school	12	-0.90	55	-1.29	60	-0.84	53
13	13. their need to release their emotions	13	0.86	13	1.08	7	0.46	25
14	14. how effectively teachers communicate task instruct	14	1.19	8	-0.82	54	0.76	15
15	15. their need for attention	15	1.59	3	0.19	31	-1.30	58
16	16. their own views of their abilities	16	0.53	24	-0.50	49	-0.19	32
17	17. the influence of God's will	17	-2.43	67	-2.56	67	-2.31	67
18	18. their parents'/carer's own experiences whilst grow	18	-0.96	56	1.36	5	-1.04	55
19	19. their exposure to negative behaviour at home	19	1.07	9	2.20	1	1.75	3
20	20. the emotions of adults at home	20	0.67	18	1.97	3	-0.45	47
21	21. whether or not they have general learning difficul	21	1.19	7	0.19	30	1.10	9
22	22. their level of interest in the work set	22	1.32	5	-1.36	61	0.31	28
23	23. the presence of a male role model within school	23	-0.49	49	-0.37	48	-0.11	37
24	24. the absence of a male role model at home	24	-1.51	62	0.54	18	-0.37	43
25	25. if they recognise bad behaviour does not = bad per	25	0.19	33	-0.01	37	1.90	2
26	26. how safe they perceive themselves to be in school	26	0.59	23	0.71	16	1.59	4
27	27. their intention to behave in a challenging way	27	0.62	21	-0.17	40	-0.32	42
28	28. their diet	28	-0.13	41	-1.23	59	-0.31	41
29	29. their views that staff treat other pupils differen	29	0.03	38	0.30	25	0.05	34

30	30.	attempts of school staff to teach positive behavio	30	-0.18	42	-0.18	41	1.93	1
31	31.	triggers within immediate environment at any time	31	1.82	2	1.08	8	0.70	19
32	32.	the physical features of the learning environment	32	-1.42	59	-1.68	65	-0.57	49
33	33.	their impulsivity	33	-0.03	40	-1.56	63	-1.18	56
34	34.	their desire to fit in with the crowd	34	0.03	37	-0.01	36	-1.41	62
35	35.	rules they have learned over time to guide behavio	35	0.94	10	0.85	14	-0.37	44
36	36.	ways they expect others to respond to their behavi	36	1.38	4	-0.86	55	0.16	33
37	37.	personality clashes	37	-0.39	46	-1.59	64	-1.58	64
38	38.	whether or not they have had a bad start in life	38	-1.50	61	-0.81	53	-1.19	57
39	39.	how effective staff think they are as professional	39	0.26	30	-0.67	51	0.25	29
40	40.	whether or not staff find their behaviour acceptab	40	-0.41	47	-0.20	43	0.20	30
41	41.	the amount of self discipline that they have	41	0.70	17	-0.99	57	-1.35	59
42	42.	the quality of their relationship with parents or	42	0.33	29	1.71	4	0.75	16
43	43.	deprivation eg. experiencing poverty	43	0.22	32	0.32	23	0.37	27
44	44.	that they grew up in a single parent home	44	-2.19	65	-0.36	47	-1.38	61
45	45.	poor peer relationships in school	45	-0.21	44	0.35	22	1.51	6
46	46.	their need to communicate	46	0.11	36	1.03	10	1.25	8
47	47.	staff awareness of links between routines- beh pat	47	0.76	15	0.56	17	0.76	14
48	48.	their negative experiences of adoption	48	-1.49	60	0.21	29	-0.18	38
49	49.	adults' understanding of their strengths	49	-0.02	39	1.00	11	-0.06	35
50	50.	peer pressure outside of school	50	-0.77	52	-0.35	46	-0.65	51
51	51.	live in a location isolated from local communities	51	-1.90	64	-1.47	62	-1.84	66
52	52.	level of parents'/carer's education	52	-1.25	58	-0.92	56	-1.56	63
53	53.	the extent to which they feel in control of a situ	53	0.35	28	0.25	26	-0.45	46
54	54.	their learning of boundaries	54	1.83	1	0.93	13	-0.22	39
55	55.	parental separation	55	-1.52	63	1.07	9	0.75	17
56	56.	their thoughts about their own past behaviour	56	-1.05	57	-0.19	42	0.69	20
57	57.	a single cause which is at the root of their behav	57	-0.49	48	-0.80	52	0.94	10
58	58.	parental illness	58	-0.84	54	0.06	35	-0.30	40
59	59.	the influence of fate	59	-2.29	66	-2.44	66	-1.66	65
60	60.	the home-school relationship	60	0.76	16	0.53	19	0.39	26
61	61.	the respect that they have for school staff	61	0.91	12	-0.02	38	0.91	12
62	62.	diagnosis of a developmental disorder- ADHD/ dyspr	62	0.39	26	0.46	20	1.77	5
63	63.	their attempts to adjust between home-school env.	63	-0.63	51	0.16	32	-0.77	52
64	64.	their previous negative experiences in school	64	0.12	35	0.45	21	-0.40	45
65	65.	that the needs of children and YP change with age	65	-0.79	53	0.11	33	-0.64	50
66	66.	their developmental stage - eg immature behaviour	66	0.65	19	-1.10	58	0.89	13
67	67.	involvement of professionals from different agenci	67	0.40	25	-0.26	45	0.92	11

Correlations Between Factor Scores

	1	2	3
1	1.0000	0.3790	0.4679
2	0.3790	1.0000	0.4643
3	0.4679	0.4643	1.0000

Normalized Factor Scores -- For Factor 1

No.	Statement	No.	Z-SCORES
54	54. their learning of boundaries	54	1.828
31	31. triggers within immediate environment at any time	31	1.818
15	15. their need for attention	15	1.589
36	36. ways they expect others to respond to their behaviour	36	1.381
22	22. their level of interest in the work set	22	1.316
9	9. their anticipation of failure during lessons	9	1.195
21	21. whether or not they have general learning difficulties	21	1.194
14	14. how effectively teachers communicate task instructions	14	1.187
19	19. their exposure to negative behaviour at home	19	1.067
35	35. rules they have learned over time to guide behaviour	35	0.938
2	2. whether work in school is accessible	2	0.917
61	61. the respect that they have for school staff	61	0.910
13	13. their need to release their emotions	13	0.856
4	4. their mood at any given time	4	0.796
47	47. staff awareness of links between routines- beh patterns	47	0.762
60	60. the home-school relationship	60	0.758
41	41. the amount of self discipline that they have	41	0.699
20	20. the emotions of adults at home	20	0.667
66	66. their developmental stage - eg immature behaviour	66	0.652
5	5. their motivation to achieve	5	0.639
27	27. their intention to behave in a challenging way	27	0.619
11	11. concern about consequences of their behaviour in school	11	0.590
26	26. how safe they perceive themselves to be in school	26	0.589
16	16. their own views of their abilities	16	0.533
67	67. involvement of professionals from different agencies	67	0.401
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0.393
3	3. parenting skills of parent or carer	3	0.365
53	53. the extent to which they feel in control of a situation	53	0.349
42	42. the quality of their relationship with parents or carer	42	0.327
39	39. how effective staff think they are as professionals	39	0.265
1	1. ability of staff to see things from pupil perspective	1	0.264
43	43. deprivation eg. experiencing poverty	43	0.224
25	25. if they recognise bad behaviour does not = bad person	25	0.192
7	7. parent's/carers' participation in ed. activities at home	7	0.178
64	64. their previous negative experiences in school	64	0.121
46	46. their need to communicate	46	0.111
34	34. their desire to fit in with the crowd	34	0.034
29	29. their views that staff treat other pupils differently	29	0.029
49	49. adults' understanding of their strengths	49	-0.018
33	33. their impulsivity	33	-0.033
28	28. their diet	28	-0.130
30	30. attempts of school staff to teach positive behaviour	30	-0.175
8	8. empathy towards them, shown by key member of school staff	8	-0.177
45	45. poor peer relationships in school	45	-0.209
10	10. ways that they think peers view their school behaviour	10	-0.245
37	37. personality clashes	37	-0.389
40	40. whether or not staff find their behaviour acceptable	40	-0.413
57	57. a single cause which is at the root of their behaviour	57	-0.492
23	23. the presence of a male role model within school	23	-0.494
6	6. parents' views about school	6	-0.560
63	63. parents' attempts to adjust between home-school env.	63	-0.630
50	50. peer pressure outside of school	50	-0.766
65	65. that the needs of children and YP change with age	65	-0.787
58	58. parental illness	58	-0.839
12	12. their knowledge of available rewards in school	12	-0.904
18	18. their parents'/carer's own experiences whilst growing up	18	-0.958
56	56. their thoughts about their own past behaviour	56	-1.053

52	52. level of parents' /carer's education	52	-1.246
32	32. the physical features of the learning environment	32	-1.419
48	48. their negative experiences of adoption	48	-1.495
38	38. whether or not they have had a bad start in life	38	-1.496
24	24. the absence of a male role model at home	24	-1.508
55	55. parental separation	55	-1.523
51	51. live in a location isolated from local communities	51	-1.898
44	44. that they grew up in a single parent home	44	-2.187
59	59. the influence of fate	59	-2.293
17	17. the influence of God's will	17	-2.426

Normalized Factor Scores -- For Factor 2

No.	Statement	No.	Z-SCORES
19	19. their exposure to negative behaviour at home	19	2.202
3	3. parenting skills of parent or carer	3	2.137
20	20. the emotions of adults at home	20	1.973
42	42. the quality of their relationship with parents or carer	42	1.708
18	18. their parents' /carer's own experiences whilst growing up	18	1.360
6	6. parents' or carer's views about school	6	1.338
13	13. their need to release their emotions	13	1.079
31	31. triggers within immediate environment at any time	31	1.078
55	55. parental separation	55	1.075
46	46. their need to communicate	46	1.032
49	49. adults' understanding of their strengths	49	1.003
1	1. ability of staff to see things from pupil perspective	1	0.972
54	54. their learning of boundaries	54	0.927
35	35. rules they have learned over time to guide behaviour	35	0.853
7	7. parent's /carer's participation in ed. activities at home	7	0.752
26	26. how safe they perceive themselves to be in school	26	0.707
47	47. staff awareness of links between routines- beh patterns	47	0.564
24	24. the absence of a male role model at home	24	0.540
60	60. the home-school relationship	60	0.526
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0.463
64	64. their previous negative experiences in school	64	0.447
45	45. poor peer relationships in school	45	0.351
43	43. deprivation eg. experiencing poverty	43	0.317
11	11. concern about consequences of their behaviour in school	11	0.312
29	29. their views that staff treat other pupils differently	29	0.305
53	53. the extent to which they feel in control of a situation	53	0.253
10	10. ways that they think peers view their school behaviour	10	0.235
2	2. whether work in school is accessible	2	0.217
48	48. their negative experiences of adoption	48	0.205
21	21. whether or not they have general learning difficulties	21	0.188
15	15. their need for attention	15	0.188
63	63. their attempts to adjust between home-school env.	63	0.162
65	65. that the needs of children and YP change with age	65	0.109
9	9. their anticipation of failure during lessons	9	0.083
58	58. parental illness	58	0.064
34	34. their desire to fit in with the crowd	34	-0.005
25	25. if they recognise bad behaviour does not = bad person	25	-0.008
61	61. the respect that they have for school staff	61	-0.022
8	8. empathy towards them, shown by key member of school staff	8	-0.143
27	27. their intention to behave in a challenging way	27	-0.168
30	30. attempts of school staff to teach positive behaviour	30	-0.182
56	56. their thoughts about their own past behaviour	56	-0.189
40	40. whether or not staff find their behaviour acceptable	40	-0.196
5	5. their motivation to achieve	5	-0.254
67	67. involvement of professionals from different agencies	67	-0.257
50	50. peer pressure outside of school	50	-0.353
44	44. that they grew up in a single parent home	44	-0.362
23	23. the presence of a male role model within school	23	-0.369
16	16. their own views of their abilities	16	-0.504
4	4. their mood at any given time	4	-0.547
39	39. how effective staff think they are as professionals	39	-0.667
57	57. a single cause which is at the root of their behaviour	57	-0.803
38	38. whether or not they have had a bad start in life	38	-0.812
14	14. how effectively teachers communicate task instructions	14	-0.825
36	36. ways they expect others to respond to their behaviour	36	-0.860
52	52. level of parents' /carer's education	52	-0.924
41	41. the amount of self discipline that they have	41	-0.987
66	66. their developmental stage - eg immature behaviour	66	-1.104
28	28. their diet	28	-1.230
12	12. their knowledge of available rewards in school	12	-1.292
22	22. their level of interest in the work set	22	-1.364
51	51. live in a location isolated from local communities	51	-1.475
33	33. their impulsivity	33	-1.564
37	37. personality clashes	37	-1.593
32	32. the physical features of the learning environment	32	-1.675
59	59. the influence of fate	59	-2.436
17	17. the influence of God's will	17	-2.559

Normalized Factor Scores -- For Factor 3

No.	Statement	No.	Z-SCORES
30	30. attempts of school staff to teach positive behaviour	30	1.934
25	25. if they recognise bad behaviour does not = bad person	25	1.897
19	19. their exposure to negative behaviour at home	19	1.749
26	26. how safe they perceive themselves to be in school	26	1.593
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	1.571
45	45. poor peer relationships in school	45	1.512
3	3. parenting skills of parent or carer	3	1.360
46	46. their need to communicate	46	1.251
21	21. whether or not they have general learning difficulties	21	1.098
57	57. a single cause which is at the root of their behaviour	57	0.943
67	67. involvement of professionals from different agencies	67	0.923
61	61. the respect that they have for school staff	61	0.908
66	66. their developmental stage - eg immature behaviour	66	0.891
47	47. staff awareness of links between routines- beh patterns	47	0.765
14	14. how effectively teachers communicate task instructions	14	0.764
42	42. the quality of their relationship with parents or carer	42	0.751
55	55. parental separation	55	0.745
1	1. ability of staff to see things from pupil perspective	1	0.740
31	31. triggers within immediate environment at any time	31	0.702
56	56. their thoughts about their own past behaviour	56	0.686
8	8. empathy towards them, shown by key member of school staff	8	0.686
2	2. whether work in school is accessible	2	0.592
9	9. their anticipation of failure during lessons	9	0.564
5	5. their motivation to achieve	5	0.504

13	13.	their need to release their emotions	13	0.462
60	60.	the home-school relationship	60	0.390
43	43.	deprivation eg. experiencing poverty	43	0.366
22	22.	their level of interest in the work set	22	0.307
39	39.	how effective staff think they are as professionals	39	0.253
40	40.	whether or not staff find their behaviour acceptable	40	0.205
10	10.	ways that they think peers view their school behaviour	10	0.196
16	16.	their own views of their abilities	16	0.185
36	36.	ways they expect others to respond to their behaviour	36	0.158
29	29.	their views that staff treat other pupils differently	29	0.046
49	49.	adults' understanding of their strengths	49	-0.065
11	11.	concern about consequences of their behaviour in school	11	-0.066
23	23.	the presence of a male role model within school	23	-0.109
48	48.	their negative experiences of adoption	48	-0.178
54	54.	their learning of boundaries	54	-0.215
58	58.	parental illness	58	-0.299
28	28.	their diet	28	-0.310
27	27.	their intention to behave in a challenging way	27	-0.320
24	24.	the absence of a male role model at home	24	-0.368
35	35.	rules they have learned over time to guide behaviour	35	-0.371
64	64.	their previous negative experiences in school	64	-0.400
53	53.	the extent to which they feel in control of a situation	53	-0.446
20	20.	the emotions of adults at home	20	-0.452
7	7.	parent's/carer's participation in ed. activities at home	7	-0.559
32	32.	the physical features of the learning environment	32	-0.566
65	65.	that the needs of children and YP change with age	65	-0.639
50	50.	peer pressure outside of school	50	-0.649
63	63.	their attempts to adjust between home-school env.	63	-0.766
12	12.	their knowledge of available rewards in school	12	-0.838
6	6.	parents' or carer's views about school	6	-0.947
18	18.	their parents'/carer's own experiences whilst growing up	18	-1.037
33	33.	their impulsivity	33	-1.177
38	38.	whether or not they have had a bad start in life	38	-1.187
15	15.	their need for attention	15	-1.296
41	41.	the amount of self discipline that they have	41	-1.350
4	4.	their mood at any given time	4	-1.355
44	44.	that they grew up in a single parent home	44	-1.376
34	34.	their desire to fit in with the crowd	34	-1.406
52	52.	level of parents'/carer's education	52	-1.561
37	37.	personality clashes	37	-1.583
59	59.	the influence of fate	59	-1.659
51	51.	live in a location isolated from local communities	51	-1.839
17	17.	the influence of God's will	17	-2.307

Descending Array of Differences Between Factors 1 and 2

No.	Statement	No.	Type 1	Type 2	Difference
22	22.	22	1.316	-1.364	2.680
36	36.	36	1.381	-0.860	2.241
14	14.	14	1.187	-0.825	2.012
66	66.	66	0.652	-1.104	1.757
41	41.	41	0.699	-0.987	1.685
33	33.	33	-0.033	-1.564	1.531
15	15.	15	1.589	0.188	1.401
4	4.	4	0.796	-0.547	1.343
37	37.	37	-0.389	-1.593	1.204
9	9.	9	1.195	0.083	1.112
28	28.	28	-0.130	-1.230	1.100
16	16.	16	0.533	-0.504	1.037
21	21.	21	1.194	0.188	1.005
39	39.	39	0.265	-0.667	0.932
61	61.	61	0.910	-0.022	0.932
54	54.	54	1.828	0.927	0.900
5	5.	5	0.639	-0.254	0.892
27	27.	27	0.619	-0.168	0.787
31	31.	31	1.818	1.078	0.740
2	2.	2	0.917	0.217	0.700
67	67.	67	0.401	-0.257	0.657
12	12.	12	-0.904	-1.292	0.389
57	57.	57	-0.492	-0.803	0.311
11	11.	11	0.599	0.312	0.287
32	32.	32	-1.419	-1.675	0.256
60	60.	60	0.758	0.526	0.232
25	25.	25	0.192	-0.008	0.200
47	47.	47	0.782	0.564	0.198
59	59.	59	-2.293	-2.436	0.143
17	17.	17	-2.426	-2.559	0.134
53	53.	53	0.349	0.253	0.096
35	35.	35	0.938	0.853	0.086
34	34.	34	0.034	-0.005	0.040
30	30.	30	-0.175	-0.182	0.007
8	8.	8	-0.177	-0.143	-0.034
62	62.	62	0.393	0.463	-0.070
43	43.	43	0.224	0.317	-0.093
26	26.	26	0.589	0.707	-0.118
23	23.	23	-0.494	-0.369	-0.125
40	40.	40	-0.413	-0.196	-0.218
13	13.	13	0.856	1.079	-0.223
29	29.	29	0.029	0.305	-0.276
52	52.	52	-1.246	-0.924	-0.322
64	64.	64	0.121	0.447	-0.326
50	50.	50	-0.766	-0.353	-0.414
51	51.	51	-1.898	-1.475	-0.423
10	10.	10	-0.245	0.235	-0.480
45	45.	45	-0.209	0.351	-0.560
7	7.	7	0.178	0.752	-0.574
38	38.	38	-1.496	-0.812	-0.684
1	1.	1	0.264	0.972	-0.708
63	63.	63	-0.630	0.162	-0.792
56	56.	56	-1.053	-0.189	-0.864
65	65.	65	-0.787	0.109	-0.897
58	58.	58	-0.839	0.064	-0.903
46	46.	46	0.111	1.032	-0.921
49	49.	49	-0.018	1.003	-1.021
19	19.	19	1.067	2.202	-1.135
20	20.	20	0.667	1.973	-1.306
42	42.	42	0.327	1.708	-1.380
48	48.	48	-1.495	0.205	-1.700
3	3.	3	0.365	2.137	-1.771
44	44.	44	-2.187	-0.825	-1.825
6	6.	6	-0.560	1.338	-1.899

24	24. the absence of a male role model at home	24	-1.508	0.540	-2.047
18	18. their parents'/carer's own experiences whilst growing up	18	-0.958	1.360	-2.318
55	55. parental separation	55	-1.523	1.075	-2.597

Descending Array of Differences Between Factors 1 and 3

No.	Statement	No.	Type 1	Type 3	Difference
15	15. their need for attention	15	1.589	-1.296	2.884
4	4. their mood at any given time	4	0.796	-1.355	2.151
41	41. the amount of self discipline that they have	41	0.699	-1.350	2.049
54	54. their learning of boundaries	54	1.828	-0.215	2.043
34	34. their desire to fit in with the crowd	34	0.034	-1.406	1.441
35	35. rules they have learned over time to guide behaviour	35	0.938	-0.371	1.309
36	36. ways they expect others to respond to their behaviour	36	1.381	0.158	1.223
37	37. personality clashes	37	-0.389	-1.583	1.194
33	33. their impulsivity	33	-0.033	-1.177	1.144
20	20. the emotions of adults at home	20	0.667	-0.452	1.119
31	31. triggers within immediate environment at any time	31	1.818	0.702	1.116
22	22. their level of interest in the work set	22	1.316	0.307	1.009
27	27. their intention to behave in a challenging way	27	0.619	-0.320	0.940
53	53. the extent to which they feel in control of a situation	53	0.349	-0.446	0.795
7	7. parent's/carers' participation in ed. activities at home	7	0.178	-0.559	0.737
11	11. concern about consequences of their behaviour in school	11	0.599	-0.066	0.665
9	9. their anticipation of failure during lessons	9	1.195	0.564	0.631
64	64. their previous negative experiences in school	64	0.121	-0.400	0.521
14	14. how effectively teachers communicate task instructions	14	1.187	0.764	0.423
13	13. their need to release their emotions	13	0.856	0.462	0.394
6	6. parents' or carer's views about school	6	-0.560	-0.947	0.387
60	60. the home-school relationship	60	0.758	0.390	0.369
16	16. their own views of their abilities	16	0.533	0.185	0.348
2	2. whether work in school is accessible	2	0.917	0.592	0.325
52	52. level of parents'/carer's education	52	-1.246	-1.561	0.315
28	28. their diet	28	-0.130	-0.310	0.180
63	63. their attempts to adjust between home-school env.	63	-0.630	-0.766	0.136
5	5. their motivation to achieve	5	0.639	0.504	0.135
21	21. whether or not they have general learning difficulties	21	1.194	1.098	0.096
18	18. their parents'/carer's own experiences whilst growing up	18	-0.958	-1.037	0.079
49	49. adults' understanding of their strengths	49	-0.018	-0.065	0.047
39	39. how effective staff think they are as professionals	39	0.265	0.253	0.012
61	61. the respect that they have for school staff	61	0.910	0.908	0.002
47	47. staff awareness of links between routines- beh patterns	47	0.762	0.765	-0.003
29	29. their views that staff treat other pupils differently	29	0.029	0.046	-0.017
51	51. live in a location isolated from local communities	51	-1.898	-1.839	-0.059
12	12. their knowledge of available rewards in school	12	-0.904	-0.838	-0.066
50	50. peer pressure outside of school	50	-0.766	-0.649	-0.118
17	17. the influence of God's will	17	-2.426	-2.307	-0.119
43	43. deprivation eg. experiencing poverty	43	0.224	0.366	-0.142
65	65. that the needs of children and YP change with age	65	-0.787	-0.639	-0.148
66	66. their developmental stage - eg immature behaviour	66	0.652	0.891	-0.239
38	38. whether or not they have had a bad start in life	38	-1.496	-1.187	-0.309
23	23. the presence of a male role model within school	23	-0.494	-0.109	-0.385
42	42. the quality of their relationship with parents or carer	42	0.327	0.751	-0.424
10	10. ways that they think peers view their school behaviour	10	-0.245	0.196	-0.441
1	1. ability of staff to see things from pupil perspective	1	0.264	0.740	-0.476
67	67. involvement of professionals from different agencies	67	0.401	0.923	-0.522
58	58. parental illness	58	-0.839	-0.299	-0.540
40	40. whether or not staff find their behaviour acceptable	40	-0.413	0.205	-0.618
59	59. the influence of fate	59	-2.293	-1.659	-0.634
19	19. their exposure to negative behaviour at home	19	1.067	1.749	-0.681
44	44. that they grew up in a single parent home	44	-2.187	-1.376	-0.811
32	32. the physical features of the learning environment	32	-1.419	-0.566	-0.853
8	8. empathy towards them, shown by key member of school staff	8	-0.177	0.686	-0.863
3	3. parenting skills of parent or carer	3	0.365	1.360	-0.994
26	26. how safe they perceive themselves to be in school	26	0.589	1.593	-1.004
46	46. their need to communicate	46	0.111	1.251	-1.139
24	24. the absence of a male role model at home	24	-1.508	-0.368	-1.140
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0.393	1.571	-1.178
48	48. their negative experiences of adoption	48	-1.495	-0.178	-1.316
57	57. a single cause which is at the root of their behaviour	57	-0.492	0.943	-1.435
25	25. if they recognise bad behaviour does not = bad person	25	0.192	1.897	-1.705
45	45. poor peer relationships in school	45	-0.209	1.512	-1.721
56	56. their thoughts about their own past behaviour	56	-1.053	0.686	-1.739
30	30. attempts of school staff to teach positive behaviour	30	-0.175	1.934	-2.109
55	55. parental separation	55	-1.523	0.745	-2.268

Descending Array of Differences Between Factors 2 and 3

No.	Statement	No.	Type 2	Type 3	Difference
20	20. the emotions of adults at home	20	1.973	-0.452	2.425
18	18. their parents'/carer's own experiences whilst growing up	18	1.360	-1.037	2.397
6	6. parents' or carer's views about school	6	1.338	-0.947	2.286
15	15. their need for attention	15	0.188	-1.296	1.484
34	34. their desire to fit in with the crowd	34	-0.005	-1.406	1.401
7	7. parent's/carers' participation in ed. activities at home	7	0.752	-0.559	1.311
35	35. rules they have learned over time to guide behaviour	35	0.853	-0.371	1.224
54	54. their learning of boundaries	54	0.927	-0.215	1.143
49	49. adults' understanding of their strengths	49	1.003	-0.065	1.068
44	44. that they grew up in a single parent home	44	-0.362	-1.376	1.014
42	42. the quality of their relationship with parents or carer	42	1.708	0.751	0.957
63	63. their attempts to adjust between home-school env.	63	0.162	-0.766	0.927
24	24. the absence of a male role model at home	24	0.540	-0.368	0.907
64	64. their previous negative experiences in school	64	0.447	-0.400	0.847
4	4. their mood at any given time	4	-0.547	-1.355	0.808
3	3. parenting skills of parent or carer	3	2.137	1.360	0.777
65	65. that the needs of children and YP change with age	65	0.109	-0.339	0.748
53	53. the extent to which they feel in control of a situation	53	0.253	-0.446	0.699
52	52. level of parents'/carer's education	52	-0.924	-1.561	0.637
13	13. their need to release their emotions	13	1.079	0.462	0.617
19	19. their exposure to negative behaviour at home	19	2.202	1.749	0.454
48	48. their negative experiences of adoption	48	0.205	-0.178	0.384
11	11. concern about consequences of their behaviour in school	11	0.312	-0.066	0.379
31	31. triggers within immediate environment at any time	31	1.078	0.702	0.376
38	38. whether or not they have had a bad start in life	38	-0.812	-1.187	0.375
51	51. live in a location isolated from local communities	51	-1.475	-1.839	0.364
41	41. the amount of self discipline that they have	41	-0.987	-1.350	0.364
58	58. parental illness	58	0.064	-0.299	0.364

55	55. parental separation	55	1.075	0.745	0.329
50	50. peer pressure outside of school	50	-0.353	-0.649	0.296
29	29. their views that staff treat other pupils differently	29	0.305	0.046	0.259
1	1. ability of staff to see things from pupil perspective	1	0.972	0.740	0.232
27	27. their intention to behave in a challenging way	27	-0.168	-0.320	0.153
60	60. the home-school relationship	60	0.526	0.390	0.137
10	10. ways that they think peers view their school behaviour	10	0.235	0.196	0.039
37	37. personality clashes	37	-1.593	-1.583	-0.011
43	43. deprivation eg. experiencing poverty	43	0.317	0.366	-0.049
47	47. staff awareness of links between routines- beh patterns	47	0.564	0.765	-0.201
46	46. their need to communicate	46	1.032	1.251	-0.218
17	17. the influence of God's will	17	-2.559	-2.307	-0.252
23	23. the presence of a male role model within school	23	-0.369	-0.109	-0.259
2	2. whether work in school is accessible	2	0.217	0.592	-0.375
33	33. their impulsivity	33	-1.564	-1.177	-0.387
40	40. whether or not staff find their behaviour acceptable	40	-0.196	0.205	-0.400
12	12. their knowledge of available rewards in school	12	-1.292	-0.838	-0.454
9	9. their anticipation of failure during lessons	9	0.083	0.564	-0.481
16	16. their own views of their abilities	16	-0.504	0.185	-0.689
5	5. their motivation to achieve	5	-0.254	0.504	-0.757
59	59. the influence of fate	59	-2.436	-1.659	-0.777
8	8. empathy towards them, shown by key member of school staff	8	-0.143	0.686	-0.829
56	56. their thoughts about their own past behaviour	56	-0.189	0.686	-0.875
26	26. how safe they perceive themselves to be in school	26	0.707	1.593	-0.886
21	21. whether or not they have general learning difficulties	21	0.188	1.098	-0.909
28	28. their diet	28	-1.230	-0.310	-0.920
39	39. how effective staff think they are as professionals	39	-0.667	0.253	-0.921
61	61. the respect that they have for school staff	61	-0.022	0.908	-0.930
36	36. ways they expect others to respond to their behaviour	36	-0.860	0.158	-1.018
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	0.463	1.571	-1.108
32	32. the physical features of the learning environment	32	-1.675	-0.566	-1.109
45	45. poor peer relationships in school	45	0.351	1.512	-1.160
67	67. involvement of professionals from different agencies	67	-0.257	0.923	-1.179
14	14. how effectively teachers communicate task instructions	14	-0.825	0.764	-1.589
22	22. their level of interest in the work set	22	-1.364	0.307	-1.671
57	57. a single cause which is at the root of their behaviour	57	-0.803	0.943	-1.746
25	25. if they recognise bad behaviour does not = bad person	25	-0.008	1.897	-1.905
66	66. their developmental stage - eg immature behaviour	66	-1.104	0.891	-1.995
30	30. attempts of school staff to teach positive behaviour	30	-0.182	1.934	-2.116

Factor Q-Sort Values for Each Statement

Factor Q-Sort Values for Each Statement		Factor Arrays			
No.	Statement	No.	1	2	3
1	1. ability of staff to see things from pupil perspective	1	0	3	2
2	2. whether work in school is accessible	2	3	1	2
3	3. parenting skills of parent or carer	3	1	5	4
4	4. their mood at any given time	4	3	-2	-4
5	5. their motivation to achieve	5	2	-1	1
6	6. parents' or carer's views about school	6	-2	4	-3
7	7. parent's/carers' participation in ed. activities at home	7	0	3	-2
8	8. empathy towards them, shown by key member of school staff	8	-1	-1	2
9	9. their anticipation of failure during lessons	9	4	0	1
10	10. ways that they think peers view their school behaviour	10	-1	1	0
11	11. concern about consequences of their behaviour in school	11	-2	-1	0
12	12. their knowledge of available rewards in school	12	-3	-4	-3
13	13. their need to release their emotions	13	3	4	1
14	14. how effectively teachers communicate task instructions	14	4	-3	3
15	15. their need for attention	15	5	0	-3
16	16. their own views of their abilities	16	1	-2	0
17	17. the influence of God's will	17	-5	-5	-5
18	18. their parents'/carer's own experiences whilst growing up	18	-3	4	-3
19	19. their exposure to negative behaviour at home	19	4	5	5
20	20. the emotions of adults at home	20	2	5	-2
21	21. whether or not they have general learning difficulties	21	4	0	4
22	22. their level of interest in the work set	22	4	-4	1
23	23. the presence of a male role model within school	23	-2	-2	0
24	24. the absence of a male role model at home	24	-4	2	-1
25	25. if they recognise bad behaviour does not = bad person	25	0	0	5
26	26. how safe they perceive themselves to be in school	26	1	2	5
27	27. their intention to behave in a challenging way	27	2	-1	-1
28	28. their diet	28	-1	-4	-1
29	29. their views that staff treat other pupils differently	29	0	1	0
30	30. attempts of school staff to teach positive behaviour	30	-1	-1	5
31	31. triggers within immediate environment at any time	31	5	4	2
32	32. the physical features of the learning environment	32	-4	-5	-2
33	33. their impulsivity	33	-1	-4	-3
34	34. their desire to fit in with the crowd	34	0	0	-4
35	35. rules they have learned over time to guide behaviour	35	3	3	-1
36	36. ways they expect others to respond to their behaviour	36	5	-3	0
37	37. personality clashes	37	-2	-5	-5
38	38. whether or not they have had a bad start in life	38	-4	-3	-3
39	39. how effective staff think they are as professionals	39	0	-2	1
40	40. whether or not staff find their behaviour acceptable	40	-2	-1	0
41	41. the amount of self discipline that they have	41	2	-3	-4
42	42. the quality of their relationship with parents or carer	42	1	5	2
43	43. deprivation eg. experiencing poverty	43	0	1	1
44	44. that they grew up in a single parent home	44	-5	-2	-4
45	45. poor peer relationships in school	45	-1	2	4
46	46. their need to communicate	46	0	3	4
47	47. staff awareness of links between routines- beh patterns	47	3	2	3
48	48. their negative experiences of adoption	48	-4	1	0
49	49. adults' understanding of their strengths	49	-1	3	0
50	50. peer pressure outside of school	50	-2	-2	-2
51	51. live in a location isolated from local communities	51	-5	-4	-5
52	52. level of parents'/carer's education	52	-3	-3	-4
53	53. the extent to which they feel in control of a situation	53	1	1	-2
54	54. their learning of boundaries	54	5	3	-1
55	55. parental separation	55	-4	4	2
56	56. their thoughts about their own past behaviour	56	-3	-1	2
57	57. a single cause which is at the root of their behaviour	57	-2	-2	3
58	58. parental illness	58	-3	0	-1
59	59. the influence of fate	59	-5	-5	-5
60	60. the home-school relationship	60	2	2	1
61	61. the respect that they have for school staff	61	3	0	3
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	1	2	4
63	63. their attempts to adjust between home-school env.	63	-2	0	-2
64	64. their previous negative experiences in school	64	0	2	-1
65	65. that the needs of children and YP change with age	65	-3	0	-2
66	66. their developmental stage - eg immature behaviour	66	2	-3	3
67	67. involvement of professionals from different agencies	67	1	-1	3

Variance = 8.030 St. Dev. = 2.834

Factor Q-Sort Values for Statements sorted by Consensus vs. Disagreement (Variance across normalized Factor Scores)

No.	Statement	No.	Factor Arrays		
			1	2	3
43	43. deprivation eg. experiencing poverty	43	0	1	1
47	47. staff awareness of links between routines- beh patterns	47	3	2	3
17	17. the influence of God's will	17	-5	-5	-5
29	29. their views that staff treat other pupils differently	29	0	1	0
60	60. the home-school relationship	60	2	2	1
23	23. the presence of a male role model within school	23	-2	-2	0
50	50. peer pressure outside of school	50	-2	-2	-2
51	51. live in a location isolated from local communities	51	-5	-4	-5
12	12. their knowledge of available rewards in school	12	-3	-4	-3
10	10. ways that they think peers view their school behaviour	10	-1	1	0
13	13. their need to release their emotions	13	3	4	1
40	40. whether or not staff find their behaviour acceptable	40	-2	-1	0
52	52. level of parents'/carer's education	52	-3	-3	-4
11	11. concern about consequences of their behaviour in school	11	2	1	0
38	38. whether or not they have had a bad start in life	38	-4	-3	-3
2	2. whether work in school is accessible	2	3	1	2
1	1. ability of staff to see things from pupil perspective	1	0	3	2
59	59. the influence of fate	59	-5	-5	-5
64	64. their previous negative experiences in school	64	0	2	-1
53	53. the extent to which they feel in control of a situation	53	1	1	-2
58	58. parental illness	58	-3	0	-1
65	65. that the needs of children and YP change with age	65	-3	0	-2
5	5. their motivation to achieve	5	2	-1	1
8	8. empathy towards them shown by key member of school staff	8	-1	-1	2
63	63. their attempts to adjust between home-school env.	63	-2	0	-2
27	27. their intention to behave in a challenging way	27	2	-1	-1
16	16. their own views of their abilities	16	1	-2	0
39	39. how effective staff think they are as professionals	39	0	-2	1
61	61. the respect that they have for school staff	61	3	0	3
26	26. how safe they perceive themselves to be in school	26	1	2	5
21	21. whether or not they have general learning difficulties	21	4	0	4
9	9. their anticipation of failure during lessons	9	4	0	1
31	31. triggers within immediate environment at any time	31	5	4	2
19	19. their exposure to negative behaviour at home	19	4	5	5
32	32. the physical features of the learning environment	32	-4	-5	-2
28	28. their diet	28	-1	-4	-1
67	67. involvement of professionals from different agencies	67	1	-1	3
49	49. adults' understanding of their strengths	49	-1	3	0
46	46. their need to communicate	46	0	3	4
7	7. parent's/carers' participation in ed. activities at home	7	0	3	-2
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	1	2	4
37	37. personality clashes	37	-2	-5	-5
42	42. the quality of their relationship with parents or carer	42	1	5	2
35	35. rules they have learned over time to guide behaviour	35	3	3	-1
33	33. their impulsivity	33	-1	-4	-3
34	34. their desire to fit in with the crowd	34	0	0	-4
56	56. their thoughts about their own past behaviour	56	-3	-1	2
45	45. poor peer relationships in school	45	-1	2	4
3	3. parenting skills of parent or carer	3	1	5	4
48	48. their negative experiences of adoption	48	-4	1	0
44	44. that they grew up in a single parent home	44	-5	-2	-4
57	57. a single cause which is at the root of their behaviour	57	-2	-2	3
54	54. their learning of boundaries	54	5	3	-1
24	24. the absence of a male role model at home	24	-4	2	-1
25	25. if they recognise bad behaviour does not = bad person	25	0	0	5
14	14. how effectively teachers communicate task instructions	14	4	-3	3
4	4. their mood at any given time	4	3	-2	-4
66	66. their developmental stage - eg immature behaviour	66	2	-3	3
41	41. the amount of self discipline that they have	41	2	-3	-4
36	36. ways they expect others to respond to their behaviour	36	5	-3	0
20	20. the emotions of adults at home	20	2	5	-2
30	30. attempts of school staff to teach positive behaviour	30	-1	-1	5
6	6. parents' or carer's views about school	6	-2	4	-3
22	22. their level of interest in the work set	22	4	-4	1
18	18. their parents'/carer's own experiences whilst growing up	18	-3	4	-3
55	55. parental separation	55	-4	4	2
15	15. their need for attention	15	5	0	-3

Factor Characteristics

	Factors		
	1	2	3
No. of Defining Variables	6	7	5
Average Rel. Coef.	0.800	0.800	0.800
Composite Reliability	0.960	0.966	0.952
S. E. of Factor Scores	0.200	0.186	0.218

Standard Errors for Differences in Normalized Factor Scores

(Diagonal Entries Are S.E. Within Factors)

Factors	1	2	3
1	0.283	0.273	0.296
2	0.273	0.263	0.287
3	0.296	0.287	0.309

Distinguishing Statements for Factor 1

(P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

No.	Statement	No.	Factors		
			1 RNK SCORE	2 RNK SCORE	3 RNK SCORE
54	54. their learning of boundaries	54	5 1.83*	3 0.93	-1 -0.22
31	31. triggers within immediate environment at any time	31	5 1.82*	4 1.08	2 0.70
15	15. their need for attention	15	5 1.59*	0 0.19	-3 -1.30
36	36. ways they expect others to respond to their behaviour	36	5 1.38*	-3 -0.86	0 0.16
22	22. their level of interest in the work set	22	4 1.32*	-4 -1.36	1 0.31
9	9. their anticipation of failure during lessons	9	4 1.19	0 0.08	1 0.56
19	19. their exposure to negative behaviour at home	19	4 1.07	5 2.20	5 1.75
4	4. their mood at any given time	4	3 0.80*	-2 -0.55	-4 -1.35
41	41. the amount of self discipline that they have	41	2 0.70*	-3 -0.99	-4 -1.35
20	20. the emotions of adults at home	20	2 0.67*	5 1.97	-2 -0.45
27	27. their intention to behave in a challenging way	27	2 0.62*	-1 -0.17	-1 -0.32
3	3. parenting skills of parent or carer	3	1 0.37*	5 2.14	4 1.36
7	7. parent's/carer's participation in ed. activities at home	7	0 0.18	3 0.75	-2 -0.56
46	46. their need to communicate	46	0 0.11*	3 1.03	4 1.25
33	33. their impulsivity	33	-1 -0.03*	-4 -1.56	-3 -1.18
45	45. poor peer relationships in school	45	-1 -0.21	2 0.35	4 1.51
37	37. personality clashes	37	-2 -0.39*	-5 -1.59	-5 -1.58
56	56. their thoughts about their own past behaviour	56	-3 -1.05*	-1 -0.19	2 0.69
48	48. their negative experiences of adoption	48	-4 -1.49*	1 0.21	0 -0.18
24	24. the absence of a male role model at home	24	-4 -1.51*	2 0.54	-1 -0.37
55	55. parental separation	55	-4 -1.52*	4 1.07	2 0.75
44	44. that they grew up in a single parent home	44	-5 -2.19*	-2 -0.36	-4 -1.38

Distinguishing Statements for Factor 2

(P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

No.	Statement	No.	Factors		
			1 RNK SCORE	2 RNK SCORE	3 RNK SCORE
3	3. parenting skills of parent or carer	3	1 0.37	5 2.14*	4 1.36
20	20. the emotions of adults at home	20	2 0.67	5 1.97*	-2 -0.45
42	42. the quality of their relationship with parents or carer	42	1 0.33	5 1.71*	2 0.75
18	18. their parents'/carer's own experiences whilst growing up	18	-3 -0.96	4 1.36*	-3 -1.04
6	6. parents' or carer's views about school	6	-2 -0.56	4 1.34*	-3 -0.95
49	49. adults' understanding of their strengths	49	-1 -0.02	3 1.00*	0 -0.06
54	54. their learning of boundaries	54	5 1.83	3 0.93*	-1 -0.22
7	7. parent's/carer's participation in ed. activities at home	7	0 0.18	3 0.75	-2 -0.56
24	24. the absence of a male role model at home	24	-4 -1.51	2 0.54*	-1 -0.37
45	45. poor peer relationships in school	45	-1 -0.21	2 0.35	4 1.51
21	21. whether or not they have general learning difficulties	21	4 1.19	0 0.19*	4 1.10
15	15. their need for attention	15	5 1.59	0 0.16*	-3 -1.30
63	63. their attempts to adjust between home-school env.	63	-2 -0.63	0 0.16*	-2 -0.77
65	65. that the needs of children and YP change with age	65	-3 -0.79	0 0.11*	-2 -0.64
61	61. the respect that they have for school staff	61	3 0.91	0 -0.02*	3 0.91
56	56. their thoughts about their own past behaviour	56	-3 -1.05	-1 -0.19*	2 0.69
5	5. their motivation to achieve	5	2 0.64	-1 -0.25*	1 0.50
67	67. involvement of professionals from different agencies	67	1 0.40	-1 -0.26	3 0.92
44	44. that they grew up in a single parent home	44	-5 -2.19	-2 -0.36*	-4 -1.38
16	16. their own views of their abilities	16	1 0.53	-2 -0.50	0 0.19
4	4. their mood at any given time	4	3 0.80	-2 -0.55*	-4 -1.35
39	39. how effective staff think they are as professionals	39	0 0.26	-2 -0.67*	1 0.25
14	14. how effectively teachers communicate task instructions	14	4 1.19	-3 -0.82*	3 0.76
36	36. ways they expect others to respond to their behaviour	36	5 1.38	-3 -0.86*	0 0.16
66	66. their developmental stage - eg immature behaviour	66	2 0.65	-3 -1.10*	3 0.89
28	28. their diet	28	-1 -0.13	-4 -1.23*	-1 -0.31
22	22. their level of interest in the work set	22	4 1.32	-4 -1.36*	1 0.31

Distinguishing Statements for Factor 3

(P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

No.	Statement	No.	Factors		
			1 RNK SCORE	2 RNK SCORE	3 RNK SCORE
30	30. attempts of school staff to teach positive behaviour	30	-1 -0.18	-1 -0.18	5 1.93*
25	25. if they recognise bad behaviour does not = bad person	25	0 0.19	0 -0.01	5 1.90*
26	26. how safe they perceive themselves to be in school	26	1 0.59	2 0.71	5 1.59*
62	62. diagnosis of a developmental disorder- ADHD/ dyspraxia	62	1 0.39	2 0.46	4 1.57*
45	45. poor peer relationships in school	45	-1 -0.21	2 0.35	4 1.51*
3	3. parenting skills of parent or carer	3	1 0.37	5 2.14	4 1.36*
57	57. a single cause which is at the root of their behaviour	57	-2 -0.49	-2 -0.80	3 0.94*
56	56. their thoughts about their own past behaviour	56	-3 -1.05	-1 -0.19	2 0.69*
8	8. empathy towards them shown by key member of school staff	8	-1 -0.18	-1 -0.14	2 0.69*
22	22. their level of interest in the work set	22	4 1.32	-4 -1.36	1 0.31*
36	36. ways they expect others to respond to their behaviour	36	5 1.38	-3 -0.86	0 0.16*
54	54. their learning of boundaries	54	5 1.83	3 0.93	-1 -0.22*
24	24. the absence of a male role model at home	24	-4 -1.51	2 0.54	-1 -0.37*
35	35. rules they have learned over time to guide behaviour	35	3 0.94	3 0.85	-1 -0.37*
53	53. the extent to which they feel in control of a situation	53	1 0.35	1 0.25	-2 -0.45*
20	20. the emotions of adults at home	20	2 0.67	5 1.97	-2 -0.56*
7	7. parent's/carer's participation in ed. activities at home	7	0 0.18	3 0.75	-2 -0.56
32	32. the physical features of the learning environment	32	-4 -1.42	-5 -1.68	-2 -0.57*
15	15. their need for attention	15	5 1.59	0 0.19	-3 -1.30*
4	4. their mood at any given time	4	3 0.80	-2 -0.55	-4 -1.35*
44	44. that they grew up in a single parent home	44	-5 -2.19	-2 -0.36	-4 -1.38*
34	34. their desire to fit in with the crowd	34	0 0.03	0 -0.01	-4 -1.11*
59	59. the influence of fate	59	-5 -2.29	-5 -2.44	-5 -1.66

Consensus Statements -- Those That Do Not Distinguish Between ANY Pair of Factors.

All Listed Statements are Non-Significant at $P > .01$, and Those Flagged With an * are also Non-Significant at $P > .05$.

No.	Statement	No.	Factors					
			1		2		3	
			RNK	SCORE	RNK	SCORE	RNK	SCORE
2	2. whether work in school is accessible	2	3	0.92	1	0.22	2	0.59
10*	10. ways that they think peers view their school behaviour	10	-1	-0.25	1	0.23	0	0.20
11	11. concern about consequences of their behaviour in school	11	2	0.60	1	0.31	0	-0.07
12*	12. their knowledge of available rewards in school	12	-3	-0.90	-4	-1.29	-3	-0.84
13	13. their need to release their emotions	13	3	0.86	4	1.08	1	0.46
17*	17. the influence of God's will	17	-5	-2.43	-5	-2.56	-5	-2.31
23*	23. the presence of a male role model within school	23	-2	-0.49	-2	-0.37	0	-0.11
29*	29. their views that staff treat other pupils differently	29	0	0.03	1	0.30	0	0.05
38	38. whether or not they have had a bad start in life	38	-4	-1.50	-3	-0.81	-3	-1.19
40	40. whether or not staff find their behaviour acceptable	40	-2	-0.41	-1	-0.20	0	0.20
43*	43. deprivation eg. experiencing poverty	43	0	0.22	1	0.32	1	0.37
47*	47. staff awareness of links between routines- beh patterns	47	3	0.76	2	0.56	3	0.76
50*	50. peer pressure outside of school	50	-2	-0.77	-2	-0.35	-2	-0.65
51*	51. live in a location isolated from local communities	51	-5	-1.90	-4	-1.47	-5	-1.84
52	52. level of parents'/carer's education	52	-3	-1.25	-3	-0.92	-4	-1.56
60*	60. the home-school relationship	60	2	0.76	2	0.53	1	0.39