

Using a narrative approach to explore identity with adolescents who have been given a diagnosis of ADHD.

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Dedication

Firstly, I would like to thank the four young people who participated in my research. I am so grateful to you for agreeing to participate and for bearing with me through the virtual meetings. You all taught me a great deal which I will take with me into my work as an educational psychologist.

I am very grateful to all those who have supported me throughout the writing of my thesis. People who I want to mention in thanks include those who have guided my thinking and those who have helped me to manage my emotions.

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Abstract

Taking a narrative approach, this research aims to explore conceptualisations of identity positioning held by four adolescents who have been given a diagnosis of ADHD. The Bicycle of Life (Leger, 2016) is used as a tool to elicit young people's narratives by providing a space for them to consider their strengths, values and resources, significant places and events in the past, future dreams and goals, the people who will accompany them on their journey and the obstacles that they experience along the way in order to answer the research questions: What do the young people's BoL narratives reveal about their identity positioning? How might the BoL's 'obstacles in the road' that young people encounter affect their identity positions?

The research uses narrative oriented inquiry (Hiles & Čermák, 2008) as its methodology, which provides a six-step analysis method to allow a multi-layered interpretation exploring how narratives are told as well as their content.

The findings show that using the BoL as a narrative framework with young people privileged their voice and supported them to identify and communicate their strengths, values and preferred identity positions which emerged through over-arching themes such as having a good sense of humour, being connected and supported, being a keen sportsman and being an animal-lover.

The Road Conditions of Life stage of the framework elicited a rich conceptualisation of the challenges that the YP experience, some of the subject positions that are imposed on them and the dominant narratives surrounding them. Some of the obstacles identified by young people in this research included distractions, anger, the expectations in school, anxiety, the school environment and being excluded.

Using a narrative framework also provided a space for young people to make reference to the diagnosis of ADHD that they were given. In this research all four young people had different perspectives on the diagnosis that they had been given, ranging from acceptance of it as a helpful way of explaining some of their individual characteristics and the challenges they experience, to rejection of it as an imposed subject position without any explanatory power.

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1 Introducing the research

The idea for this research developed as a result of my changing opinion of Attention Deficit and Hyperactivity Disorder (ADHD) since initially working as a speech and language therapist (SALT), then primary teacher, and finally Special Educational Needs Coordinator (SENCO), parenting a young person (YP) diagnosed with ADHD and my journey into critical literature relating to ADHD, which started with Mills (2017).

Over this period of almost three decades, my view about ADHD has shifted from a within-child, medical model conceptualisation, towards a constructionist perspective. Whilst working as a SALT and SENCO I accepted an essentialist view of ADHD, believing the pattern of impulsivity, hyperactivity and reduced attention, to be indicative of the disorder as described by the Diagnostic and Statistical Manual (DSM-5), (American Psychiatric Association (APA), 2013). Within my role as a SENCO, I was proactive in looking for and recognising this pattern of EF functioning, and in supporting parents and carers towards diagnostic pathways, believing ADHD diagnosis as indicative of psychopathology that could be treated using pharmaceutical methods to normalise neurological functioning.

This positivist stance drives important scientific endeavour to develop a better understanding of the pattern of functioning that is diagnosed as ADHD by searching for a neurobiological basis of ADHD and by identifying pathophysiology and genetic variation that can account for ADHD. If this work succeeds in discovering a biological cause of ADHD, it will improve the understanding of risk factors and diagnosis and will inform the development of more effective treatments and resources for those diagnosed, (Cortese & Coghill, 2018).

Through extensive reading, working with children and young people who have been given a diagnosis of ADHD and their families and my experience of the diagnostic process and consequences of diagnosis for my then-teenage daughter, I began to consider alternative perspectives such as considering ADHD as a social construct used to describe a pattern of individual differences relating to executive functioning (EF) skills, particularly in the context of mainstream educational settings where conformity and academic progress are prioritised within the constraints of mass education. I have become increasingly aware of the wide range of response to ADHD diagnosis evident across individuals who are given the diagnosis and the people around them and consequently have begun to question who benefits most from ADHD diagnosis and for which of the systems operating around the child it holds particular meaning and value.

My reading and thinking around this topic and my experience as a trainee educational psychologist (TEP), has led to a developing interest in narrative perspectives and consideration of the impact of diagnosis on young people's identity formation. My research emerged from this combination of interests and is aligned with my approach to educational psychology practice, which is systemic, ecological and social constructionist in nature, (Fox, 2009). Rather than assuming that deficits exist within-child, I seek through my involvement to understand the role of the system and environment in causing challenge and creating change for the YP. This links with a Social Model of Disability (Terzi, 2004), where disability is recognised as a consequence of disabling environments, (Bailey, 2010). I am also interested

in the role of educational psychologists (EPs) in supporting YP who have been given medical diagnoses, to help them make sense of this using narrative frameworks to support them to consider socio-cultural contexts and identity.

I remain curious about the scientific basis for ADHD, the pros and cons of the diagnosis for individuals and the people around them and the impact of being given a diagnosis of ADHD on YPs' identity; consequently, I am undertaking this research from a position of openness and impartiality.

2 Critical Literature Review

2.0 Introduction

Firstly, I consider the current perspectives around ADHD, including diagnosis within the medical context, exploring the purpose of ADHD diagnosis and for whom it benefits. I then focus on ADHD diagnosis within an educational perspective, exploring the discourses around ADHD in terms of inclusive practice and the implications for individuals and families.

I move on to consider psychological theory around identity, summarise the research into identity in relation to young people who have been given a diagnosis of ADHD, finally focusing on identity within a narrative framework.

(See Appendix 1 for details of literature search)

2.1 An introduction to perspectives of ADHD

This introduction will begin by considering the prevalence and diagnostic criteria of ADHD and will then summarise several perspectives in relation to ADHD: the medical model, the social construction perspective, the bioecological model and the transdiagnostic perspective.

In terms of prevalence, three to seven per cent of the world's population of children and adolescents are estimated to have ADHD (Ringer, 2020), with two to nine times higher prevalence among boys than girls, according to the DSM-5, (APA, 2013). In the UK, Singh (2008) reports the incidence of ADHD as 0.5%-26% of school-aged children which highlights how variable estimates are, with the majority being diagnosed on reaching school age, which may indicate how EF differences might start to become particularly problematic within an educational context.

The DSM (APA, 2013) categorises ADHD as a neurodevelopmental disorder characterised in children and young people (CYP) up to 17 years old by a persistent pattern of at least six symptoms of inattention and/ or at least six symptoms of hyperactivity or impulsivity that interfere with development or functioning. Ringer (2020) points out that strong consensus exists within the scientific community that the symptoms of ADHD described by the DSM have a biological basis.

As an example of a biological explanation, Honkasilta, Vehmas and Vehkakoski (2016) present a detailed psycho-medical model illustrating how ADHD might be caused by genes affecting neurotransmitter systems resulting in the characteristic pattern of EF difficulties leading to diagnosis.

However, others in the field assert that a neurobiological perspective of ADHD does not represent the complexity that exists around the diagnosis and contest the validity of ADHD diagnosis, arguing that many non-biological contributory factors are involved, (Timimi & Taylor, 2004). Others such as Tomlinson, (2012) criticise neuroscientific explanations of

ADHD which give the impression of a fixed, within-child problem where the emphasis is on deficiencies of CYP, rather than of the system.

The proliferation of ADHD over the last twenty years forms the basis of the debate around validity and reliability of the diagnosis, (Singh, 2008); in fact, Visser et al., (2014) describe an apparent increase of 42% in diagnoses between 2003 and 2012. Mowat, (2015) points to the significant variability in applying diagnostic categorisation criteria between countries, areas and even schools, as evidence of their constructivist nature and lack of reliability of diagnosis between practitioners.

The lack of evidence for an underlying defining genetic marker accounting for all the features of ADHD adds weight to the question of validity of ADHD diagnosis. Begon and Billington (2019) point to the heterogeneity of ASD and apply the same argument to ADHD: They suggest that a better conceptualisation would be that ADHD is an umbrella term for a diverse range of characteristics. Singh (2008) refers to neuroimaging data which only partially explicates the differences in neurotransmitter system structure and function, indicating that the contributory effect of genetic factors to the aetiology of ADHD is inconclusive. Opponents to ADHD as a neurobiological disorder reject a positivist, realist ontological position, adopting instead a relativist ontological perspective, whereby ADHD is seen as a socially and culturally produced phenomenon. This being the case, Begon and Billington (2019) propose that interventions should seek to modify service provision rather than attempt to find within-child solutions.

Other arguments against a neurobiological basis for ADHD include contesting the distinction between 'normal' and 'abnormal' neurological functioning that is implicit within the diagnostic criteria. Proponents of this view include Kapp et al., (2013) who challenge the medical model due to its preoccupation with aetiology and 'cure' for neurological differences, and instead advocate celebrating neurological difference, promoting a social model with a focus on harnessing strengths as well as finding ways to adapt to a neurotypical world.

Although many views within the literature are polarised in relation to the existence and aetiology of ADHD, (Comstock, 2011), many in the field propose that there is an interaction between biological and ecological factors. Bronfenbrenner's bioecological theory (Bronfenbrenner & Morris, 2006) offers a model which is able to encapsulate an interaction of factors, building on Bronfenbrenner's (1977) ecological theory by incorporating four aspects: process, person, context and time (PPCT Model) to explain multi-level influences. Using the PPCT model, Bronfenbrenner explains interactions between within-person, biological factors and contextual factors and the negative or positive effects of these on proximal processes, (everyday interactions and activities), leading to developmental constraint or enhancement for the individual. Singh's (2011) integrative approach to understanding the aetiology of ADHD is similar, describing the involvement of social and cultural factors termed an 'ecological niche', (Singh, 2012), thereby emphasising the interaction between individual attributes, environmental aspects and demographic factors spanning the micro level of family, to the macro level of community, society and country.

Siugzdaite et al., (2020) present a theory to explain an interaction between genes and experience as causal, based on their study into a variety of developmental disorders. They found that diffuse patterns of neural networks were linked to all cognitive difficulties including ADHD, and propose a possible explanation for the way in which environmental and neurobiological factors can combine: neural hubs are present early in development, but multiple factors affect the process of forming connections between them.

An alternative stance in relation to diagnosis is a transdiagnostic perspective, which recognises patterns of strengths and difficulties that exist across diagnostic categories. Transdiagnostic patterns of EF functioning in groups of people with ASD and ADHD have been found to be more useful in predicting both response to treatment and school achievement than using diagnostic categories, (Vaidya et al., 2020). Proponents suggest that the patterns observed within diagnostic categories are often disparate, which is a viewpoint used by Timimi to challenge the validity of ADHD diagnosis, (Furman, 2019). Conversely, other transdiagnostic studies have been able to find similarities within diagnostic categories, including ADHD and differences between them for specific behaviours, (Sonuga-Barke et al., 2016) which can be used to support diagnosis. However, a transdiagnostic approach recognises the value of exploring CYPs' needs, in this case in relation to executive functioning in the context of educational settings, without applying over-arching deficit-laden terminology such as attention *deficit* and hyperactivity *disorder* (ADHD). A transdiagnostic approach can allow for different underlying causatory factors resulting in similar EF patterns, such as experiences of trauma and attachment difficulties and can shift the emphasis away from diagnosis or potential misdiagnosis (as ADHD for example), towards a more practical focus on ways to support the development of EF skills.

2.2 A critical look at ADHD: the medical perspective

This section will consider the validity and reliability of ADHD diagnosis, and then will begin to consider for whom the diagnosis is useful and holds value.

2.2.1 The diagnostic process

Research plays a vital role in investigating problematic aspects of people's lives, seeking to gather evidence to provide clear, consistent conceptualisations of particular phenomena, including categorisations and diagnoses which can then be studied so that helpful practices and interventions can be developed and implemented. Scientific research into ADHD has identified patterns of EF functioning, which form the basis of diagnostic criteria for ADHD diagnosis as described in the DSM-5, (APA, 2013).

However, there are many arguments made against ADHD diagnosis. Singh (2008) questions its reliability by drawing attention to the fact that diagnosis is more likely using DSM-4 than ICD-10. Timimi, (Furman, 2019), criticises its tautological nature, whereby ADHD is a categorisation which labels a set of symptoms and when these symptoms are observed, ADHD is diagnosed, which is a process that in his view fails to prove that the disorder exists. Singh (2008) also criticises both DSM-4 and ICD-10 as failing to capture the 'phenotypic heterogeneity' that exists, and for implementing a categorical rather than a dimensional system. Linked to this, the Voices Study (Singh, 2012) found judgments of hyperactivity,

impulsivity and inattention are inconsistent, existing on a continuum and that the conceptualisation of what constitutes 'normal' is contentious. In addition to the problematic nature of decision-making in relation to diagnostic judgments, Travell and Visser (2006) question the reliability of the ADHD diagnostic process, pointing out that much variability exists in how closely guidelines are followed, leading to additional inconsistencies.

Clegg, (2012) challenges the DSM itself as a basis for diagnosis, criticising its development and the political, economic and cultural forces which were influential. As a result of the review, Clegg condemns MI diagnoses as attempts to describe static entities, considering them instead to be socially embedded categories created in response to political agendas. This perspective links to Freedman and Honkasilta's (2017) criticism of the DSM-5 as propagating the pursuit of pathology and for maintaining educational status quo through its reliance on subjective and value-laden criteria in relation to behaviours which could simply be culturally deviant, rather than being pathological. Likewise, Bailey (2010) proposes that the influence of medical, psychological and educational perspectives has created a blurring of DSM diagnostic criteria for ADHD which has led to a raft of CYP who cannot be easily accommodated in mainstream education being given the diagnosis. Mowat, (2015) calls this 'net-widening' which could go some way to explain the proliferation of diagnoses over recent years described in the previous section.

Comstock, (2011) describes the alternative proposition that ADHD is a social construction, pointing to Foucault's genealogical method, tracing the relationship between knowledge, individuals, diagnostic techniques, medicalisation and neurological technologies to support the view that diagnostic categorisation is the result of power dynamics and serves to establish social control. The Power Threat Meaning Framework (PTMF), (Johnstone & Boyle, 2018) has relevance to this perspective, as it seeks to resist conceptualising MI as pathological, instead proposing a framework to identify links between social factors and threats experienced by individuals and their responses to these, as an alternative way to understand 'symptoms' of MIs. These factors can also be considered in relation to ADHD diagnosis, particularly in light of Barker and Mills' (2017) assertion that CYPs experiencing poverty are more likely to be under and over-diagnosed as well as under and over-medicated.

Timimi and Taylor (2004) provide a summary of the arguments against ADHD diagnosis: No biological or neurological markers for ADHD have been found; no medical tests exist to diagnose it; factors relating to association and cause are confused in the research; the difficulties experienced by CYPs diagnosed with ADHD may not be considered problematic in other cultural settings and finally that because ADHD has generated profits for pharmacological companies who then fund research into the phenomenon, there may be an inherent interest in the search for a neurobiological basis to ADHD.

2.2.2 Consideration of who benefits from diagnosis

The response to ADHD diagnosis by CYPs, school staff and parents, has been a common focus of research. Singh (2008) found that the diagnosis was welcomed by parents as it explained CYPs' suffering, reduced personal responsibility and increased access to resources and services. The diagnosis often explains for parents why their CYP struggle with emotional

regulation and organisation at home and why they struggle to meet the expectations within school. The benefit of diagnosis to access resources was picked up by Moldovsky and Sayal's (2013) review of the views of CYPs, teachers, parents and healthcare professionals but they found evidence that for some CYP, the stigma attached to being different could act as a barrier to accessing services and that when they do, they are often deprived of any voice in decision-making, (Singh, 2012).

Honkasilta et al., (2016) discovered that ADHD diagnosis could serve to absolve CYPs, teachers and parents from responsibility of the failure of CYPs to meet social expectations. This perspective tends to locate the problem within-child, and school staff are often encouraged to seek early identification and diagnosis for CYP through training and development programmes, so that consistent approaches can be adopted throughout the setting, to unlock funding streams to provide additional resources and so CYP can be treated with medication to improve academic progress, (Barker & Mills, 2017).

CYPs' responses to ADHD diagnosis are varied; Charach et al., (2014) discovered that some CYP thought of ADHD characteristics as part of their identity rather than a disorder, some CYP embrace the diagnosis and treatment, (Singh, 2008) and experience an ADHD identity as empowering, and preferable to notions of failure and inadequacy, (Comstock, 2011), whilst some saw ADHD as a physical disorder that 'happened' to them and others experienced ADHD as a minor impairment without much effect on their lives, (Charach, et al., 2014). However, Charach, et al. (2014) found that parents had a more homogenous perspective, mostly believing ADHD to be a disorder that required treatment.

This section presented a critical perspective of the process of ADHD diagnosis and the implications of diagnosis as a within-child deficit with the resulting emphasis on changing the child to fit the system. Although this focus can lead to a better awareness and understanding of CYPs' needs, additional support and reduced stigma and blame, it can also lead to reduced scrutiny of environmental aspects such as expectations, flexibility and support mechanisms.

2.3 A critical look at ADHD: the educational perspective

2.3.1 ADHD as within-child

The role of educational settings as centres for psychopathologisation in identifying CYPs with SEMH difficulties, particularly in relation to the ADHD, is highlighted by the findings of Barker and Mills (2017). Positioning CYPs as 'disordered' ignores socio-political factors but results in benefits including the procurement of resources or medication to make classroom management easier, (Barker & Mills, 2017).

Although classification and labelling may help to make sense of the world and can provide a shared understanding of CYPs' needs, Mowat (2015) points out that generalisations are often inaccurate and unhelpful and that even the informal labelling that might take place within schools has an impact on CYPs due to the attributions attached to them: "The underlying discriminatory attitudes are the primary source of the problems" (pp. 160). Such discriminatory attitudes and lack of awareness of the complex socio-political context may have been reinforced in a political climate, in which educators have been empowered to

promote 'zero tolerance', using punitive measures in response to challenging behaviours, (Department for Education, 2016). Caslin, (2019) links this culture within UK education to the way in which certain groups of CYP are 'othered', judged to be fully in control of their behaviour and therefore undeserving which leads to exclusion, whereby the removal of the 'problem child' is considered as a solution to the problem, (Mowat, 2015). Mowat (2015) describes an emphasis on containing and controlling in the education system, with the intention of maintaining classroom order rather than supporting the needs of all CYPs, which serves to marginalise and exclude them, (Billington, 2018).

It is perhaps unsurprising that Travell and Visser's study (2006) found that 50% of CYPs with a diagnosis of ADHD moved schools due to parental frustration with the threat of exclusion of CYPs who in turn, reported feeling different, naughty or stupid, having poor relationships with teachers and reduced self-esteem.

2.3.2 Inclusive practice

Tomlinson (2012) criticises the Warnock report of 1978, for establishing a disability model of SEND, by prioritising academic attainment in order to create a successful economy over developing a truly inclusive education system flexible enough to cater for all. An alternative perspective is presented by Kapp et al., (2013), who present disability as an interaction between personal deficits and social factors, and acknowledge and value a wide range of human diversity.

However, providing an inclusive environment presents enormous challenges for educational settings, (Webster & Blatchford, 2015) in the context of inadequate funding and pressures to show academic progress, as well as cuts to MH services and a range of social and political factors, (Barker & Mills, 2017). The constraints placed on educators due to political agendas, can result in schools seeking compliance, where non-conformist behaviour is punished and the pressure to raise achievement reduces educators' ability to focus on the emotional needs of CYPs and create trusting relationships with them, (Billington, 2012; Prosser, 2008; Billington et al., 2022). Traditional teaching approaches require CYPs to sit still, listen, follow instructions, take notes, sustain attention to their own work, remain motivated to challenging learning tasks and to wait patiently for adult input when needed, all of which Prosser, (2008) points out, are in opposition to the skills and needs profiles of CYPs with a diagnosis of ADHD, who although understanding the rules and expectations, struggle to conform within the social and environmental context of the school setting. Prosser (2008) emphasises the need to seek pupil voice and to reflect this in practice to promote an inclusive learning environment.

Singh's Voices Study, (2012) found that the biggest impact for CYP with a diagnosis of ADHD comes from settings where teachers are well-informed, where there is a flexible and supportive environment provided and a range of strategies implemented in collaboration with CYP themselves. Singh presents CYP as developing moral agency and suggests that whilst stimulant medication may support this process by allowing CYP to make better decisions, ethical solutions must include recognising and modifying problematic social dimensions such as the expectations of behaviour and performance, the values held in

relation to these, and the relationships within schools. Timimi, (2016) supports this with his assertion that the therapeutic alliance is the most significant factor in outcomes.

Barker and Mills (2017) argue that if ADHD is conceptualised as being within-child, teachers are disempowered to create change and that the medicalisation of CYPs' behaviour de-skills them, encouraging them to outsource the problematic behaviours to 'experts' and may also lower expectations and lead to seeking and diagnosing disorders which may actually be normal human behaviour, (Timimi, 2019). Rather than viewing the CYPs as the problem (Caslin, 2019), if they are instead viewed as *experiencing* a problem, the focus of change shifts to lie within the environment, (Timimi, 2009) and an individualised, relationship-based approach can be implemented, (Lohre, 2020).

Barker and Mills (2017) suggest that a role for EPs working with CYP with a diagnosis of ADHD includes promoting psychotherapeutic and relational approaches within schools to support staff to reframe the problem, recognising that there are often familial and societal risk factors that need to be addressed. The power of establishing relational-based whole-school systems cannot be underestimated: Hyman (2012) talks of facilitating a holding environment in schools to optimise learning which is nurturing and facilitating; Prosser (2008) describes the most significant factor for positive outcomes as the quality of the relationship between CYPs and teaching staff and Mowat (2015) reiterates this with his finding that trusting relationships developed in schools allow adults to see beyond the label and lead to open and honest channels of communication between parents, CYPs and school.

This section has considered the focus of schools on ADHD as a within-child deficit which precludes the consideration of systemic change; it has contrasted an inclusive model and disability model, highlighted some of the challenges to inclusion in schools and described how systemic changes made to the environment can support inclusion. It also explored some of the challenges that exist for CYP with EF differences and who have been given a diagnosis of ADHD. CYP who are given a diagnosis of ADHD respond to the diagnosis in a variety of ways, (Ringer, 2020), as has been discussed; diagnosis might be experienced as helpful or explanatory and may serve to ensure that CYP are better understood and supported. However, others might experience the diagnosis as an additional challenge to their identity formation or feel powerless to create change for themselves.

Since identity formation in adolescents who have been given a diagnosis of ADHD is central to this research, the following section will consider theories of identity and will describe a conceptualisation of identity within the context of this research.

2.4 Identity

2.4.1 General overview of concepts of identity

Traditional, realist theories of identity recognise the existence of a core 'self' or identity which is fixed, discoverable and excluded from the influence of interaction and interpretation, (Stryker, 1968; 1995; Dunlop & Walker, 2013; Crossley, 2000). Dunlop and Walker (2013) propose that such an essentialist, or 'paradigmatic' conceptualisation of identity, can coexist with a more fluid understanding of identity, which they term narrative

life-storying. The former is essentialist in nature whereby people are considered to have unchanging characteristics which persist through time and across situations rather than relying on explanation through narrative to link experiences together. In contrast, narrative life-storying is a way of constructing identity by making interpretations to link past, present and future experiences creating self-continuity to understand social life and purposeful behaviours, rather than relying on logical proof, (Dunlop & Walker, 2013). However, a social-constructionist perspective of identity formation, rejects all realist assumptions, preferring to understand identity as a continuous process of reinterpretation through discourse, (Besley, 2001; Crossley, 2000) and is the perspective applied in this research.

Erickson (1968) recognises the importance of the social world on identity formation, particularly during adolescence, which is a period of transition and change. Socially constructed identity formation forms the basis of theories such as 'Identity Theory' (Stryker, 1968) which focuses on the roles people hold and their associated behaviours and 'Social Identity Theory' (Tajfel & Turner, 1975) which describes the process of identity formation through group processes and intergroup relations. The significance of social interaction for identity formation is recognised by Goffman, (1959) who highlights how people 'perform' to each other and Giddens, (1991) explains how conversations with others help people to answer questions about how they should act. A social constructionist perspective allows for both microlevel interactions within social contexts such as these (Besley, 2001) and macrolevel interactions within society, for example, through institutions, legalities and policy, as contributing to identity formation.

2.4.2 Postmodern understanding of identity

The postmodern perspective considers identity formation to be fluid and ever-changing depending on discourses and influences within the social environment (Besley, 2001) and precludes any universal claims about identity, (Crossley, 2000). Consequently, education settings can offer security and approval but also alienation, rejection and exclusion, Bronfenbrenner, (2006). This perspective allows that multiple realities or identities coexist, shaped by dialogue and hegemonic contexts, and 'truth' constantly shifts in relation to power relations, the groups people are linked with and how these are governed by cultural influences, (Foucault, 1997). This means that within an educational context, YP could have a musical identity and maths identity which could be quite different; they could have a learner identity that might contrast sharply with their school-based identity and an out-of-school identity which might be different again, (Verhoeven et al., 2019). In this way, identity is affected by the contrasting norms, expectations and values of a range of different contexts within cultural experience, which echoes the concept of roles described in Identity Theory, (Hogg, Terry & White, 1995), and the process of ADHD diagnosis undoubtedly plays a significant role within this, as was recognised by Ecclestone et al., (2019). Identity as a fluid entity, known and shaped through context and dialogue, is the conceptualisation of identity applied in this research and will be discussed in more detail in the following sections.

Adolescence is an important stage of life in relation to identity formation, (Baumeister & Leary, 1995; Erikson, 1968; Mc Adams & McLean, 2013), and for this reason adolescents who had been given a diagnosis of ADHD were chosen to be the participants in this

research. Consequently, the following section will discuss theories of identity in relation to adolescence.

2.5 Adolescence and Identity

Adolescence is characterised by a focus on ‘storying oneself’, to connect experiences through contextual, causal and temporal continuity, (Mc Adams & McLean, 2013). Challenges to developing a narrative identity are exacerbated at this time due to educational transitions, expectations in relation to independence, internal and interpersonal conflict and complex subject functioning, (Ecclestone, et al., 2019). Because adolescents are socially motivated, establishing friendships and being accepted into social groups are both central to identity development, (Tajfel, 1974).

Erikson’s (1968), Psychosocial Theory of Personal Identity, suggests that stable internal representations of self are impacted in adolescence by fluctuations in ego strength, mood swings, rebelliousness, and an increased number of physical complaints, which present a risk of ‘identity diffusion’. In order to move towards identity crystallisation, which Erikson, (in Mc Lean, 2008), asserts as a central task of adolescence, the social environment needs to be conducive to YP finding a social role and sense of meaning, (Ringer, 2020). Tajfel’s (1974) Social Identity Theory describes how identity is defined by the groups we are part of, (Hogg et al., 1995). Similarly, Burke and Stets, (2009) found that adolescents claim particular identities, according to the groups in society that they belong to. Honkasilta et al., (2016) stress the proactive role that adolescents take in developing identity and finding meaning within the moral opportunities and responsibilities defined by their cultural system.

Mc Lean (2008) reviewed research into the emergence of adolescents’ narrative identity, finding that a coherent identity is developed through recognising similar feelings and responses across different situational and temporal contexts, setting personal goals and making sense of events that violate their positionality in order to integrate and unify their identity, (Crossley, 2000). Erikson, (1968) highlights the level of cognitive ability required throughout this process and the importance of establishing a unified or coherent identity at this stage as a foundation for the lifelong process ahead. Habermas and Bluck (2000) propose that life story narratives start to emerge in adolescence due to the social-cognitive development that happens at this time, leading to the ability to engage in autobiographical reasoning and reflexivity and the ability to incorporate beliefs and moral choices into narrative accounts, (Dunlop & Walker, 2013).

Co-authoring narratives can be validating for adolescents, but more support may be needed to scaffold non-canonical narratives, (Mc Lean, 2008). Challenges and violations to identity can provide an opportunity for growth if the YP is able to process their experience, resolve it or find meaning in it to reinforce their identity formation, (Mc Adams & Mc Lean, 2013). This requires a level of cognitive ability and reflexivity but can be supported by providing a means of expression such as diary-writing, art or through a narrative framework.

The value of story-telling and narrative approaches to explore, express and form identity, now leads towards consideration of theories of identity within a narrative framework.

2.6 Identity within a narrative framework

The narrative psychological approach is based on social constructionism, acknowledging the impact of cultural and social influences on individual experience and identity formation (Crossley, 2000) and recognising the opportunity for agency and collaboration. A diagnostic narrative might be considered a cultural factor that shapes identity formation, (Ecclestone et al., 2019). This means that although the narratives surrounding children affect their self-perception and can be harmful, (Billington, 2018), identity can be continually reconstructed through self-reflection and personal choices (Freeman, 2014) and is inextricably linked to language which means that multiple realities can coexist, (Denborough, 2014). Because identity construction is therefore a consequence of social engagement rather than a solitary undertaking, Marston et al., (2016) advocate giving voice to YP in order to counter-balance within-child problem-laden conceptualisations that they may become burdened with. The Bicycle of Life narrative tool (BoL) (Leger, 2016), used within this research could be used to give voice to YP in this way. Within a narrative framework, identity is understood to be created over time, through repeated processing, editing and reinterpretation through social interactions and the effect of social and discursive influences, (McAdams & McLean, 2013)

Taking narrative psychology one step further into the realms of narrative therapy, supporting individuals to construct narratives of identity through discourse can provide opportunities for them to assert agency by choosing how they are positioned within their narrative accounts, (Denborough, 2014). Foucault (1997) distinguishes this from humanistic approaches which seek to emancipate individuals from repressive forces by helping them to find their authentic self, which implies the existence of a 'real' and fixed identity and is contested from a narrative perspective.

Through narrative engagement and interactions within sociocultural contexts, (Freeman, 2014) individuals can construct, maintain and reconstruct a coherent narrative identity, (McAdams & McLean, 2013). Many and varied forms of narrative accounts, including after-dinner speeches and responses to interview questions, can function to narrate 'self' and express or confirm an individual's 'claimed identity', (Patterson, 2013). Crossley (2000) describes how such cultural rituals provide shared understandings about what is valued and offer blueprints for comparisons to be made by individuals themselves and others, leading to judgments about identity and that these culturally determined value-systems, experiences of self, relationships and temporal factors, simultaneously impact identity constructs.

The BoL narrative framework used in this research does not elicit a 'big story' (Dunlop & Walker, 2013; Phoenix, 2013), such as a life story which would be expected to contain a chronological series of events including conflict, climax and resolution, but instead consists of a narrative inquiry, offering a 'relational space' through the discourse between two people which elicits 'small stories', often used to make sense of events, (Phoenix, 2013). The BoL does this using a bicycle analogy, whereby each of the component parts is used to stimulate dialogue, for example, the wheels relate to past and future places and events; the spokes relate to significant people in the past and future and the frame relates to personal strengths and values. (Further description can be found in chapters 3 and 4).

Leger (2016) explains that the BoL was influenced by Denborough's 'Tree of Life' (ToL) (2014) and his other work emphasising the shifting nature of identity often conceptualised in relation to journeys. Even more pertinent to the BoL, (Leger, 2016), is the description of life as a journey, (Denborough, 2014) and the conceptualisation of identity as an individual's understanding of who they are, including their values, strengths and hopes. Such narratives are not necessarily linear, 'with a spatially and temporally structured plot', (Loots, Coppens & Sermijn, 2013, pp. 109). These small stories describe social encounters and interactions within socio-cultural contexts, often containing well-worn accounts used to convey values, 'ways of dealing with the world', philosophies or aspects of identity (Phoenix, 2013 pp75), as social engagement is the vehicle by which people come to know themselves, (Marsten et al., 2016).

Although individuals can choose which events and experiences they focus on and how they interpret them, there are often constraints imposed within the environment, uncontrollable circumstances and unforeseen traumatic events that can impact identity, which are encapsulated by the 'obstacles in the road' in the BoL, (Leger, 2016). At these times, individuals may attempt to restore a sense of meaning and coherence to their identity by expressing through their narrative not only what happened but also considering the sequential nature of events and interpreting the connections between events and relationships. Narrative frameworks can support individuals to negotiate power within microlevel discourses, to create identity positions which are empowering and to resist dominant stories which may include a diagnosis such as ADHD, (Besley, 2001; Marsten, Epston & Markham, 2016).

2.7 Summarising the conceptualisation of identity within this research

Within this research, identity is conceptualised as an ever-changing self-concept, understood within a social constructionist paradigm, (Hiles, et al., 2010). Applying a psychosocial stance, identity is understood as constructed through social discourse, influenced by the power dynamics within cultural contexts, (Foucault, 1975, Hiles et al., 2009). Therefore, identity is dynamic and fluid across the life span with individuals aiming to develop a valued and coherent identity by exerting agency, reflexivity and decision-making, (Freeman, 2014). The terminology relating to identity used in this research is taken from Hiles, (2007) and is explained below:

Identity position is taken to be socially constructed, conveyed through narrative, based on the subject positions that a person has adopted. (Hiles et al., 2010) state that identity positioning makes individuals the authors of their experiences. As such, individuals develop an identity position through the stories they tell themselves and where they position themselves within the story and as such it is an active process requiring agency, (Emerson & Frosch, 2004).

Subject position can be positive and empowering or negative and disempowering descriptions that are offered or imposed on individuals by the communities and discourses surrounding them, (Hiles et al., 2009), for example, the 'deficit' identity, the 'impulsive child' identity, the 'threatening adolescent' identity. Subject positions are imposed through

dominant discourses within society and culture causing a tension in meaning-making for individuals as they attempt to create identity positions for themselves, (Hiles et al., 2009).

2.8 Identity and ADHD

2.8.1 The impact of social discourse

As a neurodevelopmental disorder, a diagnosis of ADHD may affect the stories that people tell of themselves in the past, present and future, which may be impacted by the social expectations that exist in relation to social and academic functioning, (Jones & Hesse, 2018). Caslin, (2019), proposes that YP internalise the labels that they are assigned and that whilst having explanatory power, an ADHD diagnosis might also cause YP to experience a mismatch between their identity position and the subject positions imposed on them and that some YP respond to this by rejecting or distancing themselves from the diagnosis, (Jones & Hesse, 2018).

Ecclestone et al.'s, (2019) found that YP recognised a range of pressures imposed by society, such as having to fit in, coping with the stigma associated with diagnosis and experiencing feelings of inadequacy. The impact on identity resulting from shame, rejection, being unheard and feeling powerless caused them to attempt to change themselves to meet externally imposed expectations. Similarly, Honkasilta et al., (2016) found that some YP accepted the medical model that they are somehow deficient yet still attempted to control their 'disordered bodies' to meet social expectations.

Jones and Hesse (2018) found that some YP experienced relief and were able to positively incorporate ADHD into their identity as this allowed them to deny agency by blaming aspects of behaviour on 'having ADHD' and also gave them legitimacy, as they felt that they were not alone. Honkasilta et al., (2016) found that some YP embrace the diagnosis and actively establish 'ADHD behaviours' as part of their identity, thereby conforming to the expectations held within society about ADHD. Some YP accept the diagnosis but redefine it to make it fit better with their identity, for example, by downplaying the 'symptoms' or by reconstructing them as positives, for example, "I am daring, I am quick-thinking, I have an extra gear', (Honkasilta, et al., 2016; Jones & Hess, 2018).

Jones and Hesse, (2018) found that the determinants of how negatively or positively YPs' identity was impacted by the diagnosis was linked to their self-perception at the time: YP experiencing social acceptance and positive peer relationships might experience conflict when given the diagnosis, whereas YP experiencing difficulties with social relationships might be empowered by it.

2.9 Conclusion

This critical literature review has moved through a discussion of literature relating to current perspectives of ADHD and critical perspectives of ADHD within medical and educational contexts. Within this research, a transdiagnostic perspective is taken as a useful position to consider EF patterns, providing a way to acknowledge and support EF needs that may be apparent within educational contexts without necessarily tying individual patterns of need

to a deficit or diagnosis. A pragmatic stance is taken towards ADHD: a standpoint in terms of the aetiology and truth of ADHD is not taken, and instead the focus is placed on the meaning and purpose of ADHD diagnosis for individuals with different experiences and within different socio-cultural contexts.

Identity theory was discussed with particular reference to identity in the context of adolescence and ADHD diagnosis, and a narrative perspective towards identity is adopted within this research.

This research seeks to contribute to the body of literature which explores the lived experiences of YP who have been given a diagnosis of ADHD, (Ecclestone et al., 2019; Hemming, 2017; Jones & Hesse, 2018), using the BoL narrative framework to gain insight into YPs' identity positioning, rather than using an interview schedule focusing explicitly on their experiences of ADHD, (Jones & Hesse, 2018). It also seeks to respond to Ringer (2020), who suggests that future research with YP with a diagnosis of ADHD should investigate the way in which identity formation is affected by the challenges that YP experience in their social environment and how responses to challenges can either enhance or undermine YPs' sense of control over their thoughts, behaviour and emotions.

In addition, this research is a response to the literature exploring the role of schools in developing YPs' identity, (Prosser, 2008; Verhoeven et al., 2018), suggesting that there is insufficient research to support schools in intentionally fostering the development of YP's identity and indicating that future research in this area could help to reduce schools' negative and unconscious influence on identity development, (Verhoeven et al., 2018). This led to the following research questions:

1. What do the YPs' BoL narratives reveal about their identity positioning?
2. How might the BoL's 'obstacles in the road' that YP encounter affect their identity positions?

3 Methodology

3.0 Overview

In the first part of this chapter, I will begin by presenting an outline of the philosophical assumptions relating to the ontological position, or the nature of reality forming the basis of my research, and the philosophical position relating to the epistemology, or the nature of knowledge. Critical realism, as a philosophical perspective, has provided coherence throughout all levels of my research approach and activity: ontology, epistemology, methodology and axiology.

In the second section, I will outline the study design, the role of the pilot, data collection, data analysis and will discuss implications for the quality of the research.

3.1 Positionality

3.1.1 Ontological Positionality

Positivism is a philosophy closely associated with natural sciences which assumes that 'reality' exists as:

the objects of knowledge as the structures and mechanisms that generate phenomena... These objects are neither phenomena (empiricism) nor human constructs imposed upon the phenomena (idealism), but real structures which endure and operate independently of our knowledge, our experience and the conditions which allow us to access them

(Bhaskar, 1998a, p.19)

and that this reality can be understood through empirical methods such as scientific experimentation and models, established facts and theories, (Bhaskar, 1998a). The relationship between knowledge and what is real can be criticised as a reductionist perspective when studying 'open systems' such as complex social phenomena, because experimentation occurs within artificially closed conditions, (Bhaskar, 1998a). Bhaskar goes on to explain that:

the fact that positivism leans on empiricist criteria for ascribing reality means that it cannot do justice to the feature of social science that its objects cannot be made empirically manifest (Bhaskar, 1998b, p143).

Constructivism opposes the positivist philosophy, asserting that reality is created as a product of human knowledge based on experiences and reflections, (Guba, 1990) and as such there are multiple, socially constructed realities. Crucially, as with positivism, constructivism is predicated on the assumption that reality can be reduced to what is known by humans, either through the scientific endeavours of observation or experimentation (positivism) or constructed through experience and discourse (constructivism), (Fletcher, 2017).

Critical realism is a post-positivist philosophical approach which is an alternative to both positivism and constructivism, providing a comprehensive philosophy pertaining to both ontology and epistemology, (Fletcher, 2017) avoiding the assumption or ‘epistemic fallacy’, (Bhaskar, 1998a, pp.11) where statements about being are reduced to statements about knowing. Critical realism posits that there is an objective reality but that it cannot be limited to human knowledge or understanding; in other words, that ontology cannot be limited to epistemology (Fletcher, 2017), that is, that there is more to be known than we can know using any methodological approach and that the world exists independently of our knowledge of it, (Bhaskar, 1998a). Critical realism asserts that reality exists but is open to interpretation and cannot be fully known because of the researcher’s human limitations; and that reality is not constituted on actual events or our experiences but by underlying power, structures and mechanisms, which we may not be fully aware of or ‘know’, (Bhaskar, 1998a).

Within my research I have taken a critical realist perspective which accepts that reality cannot be observed or fully known, but that knowledge is gained through theories which attempt to identify and explain causal mechanisms for social activities or events which can be used to understand social problems and to create social change, (Fletcher, 2017).

3.1.2 Epistemological Positionality

Epistemology is the philosophical study of knowledge and can be distinguished from ontology which relates to *being*, through considering questions such as: What is knowledge? How can knowledge be appreciated? How can knowledge be shared? Willig (2013) raises three questions in order to fully explain epistemological positionality when undertaking qualitative research and which I will aim to answer within this section:

What kind of knowledge does the method produce?; What kinds of assumptions does the method make about the world?; How does the method conceptualize the role of the researcher in the research process? (pp. 173)

Whilst a positivist epistemology views knowledge as being uncovered through carrying out operations and a constructivist or interpretivist epistemology views knowledge as being created entirely through human knowledge and discourse, critical realist epistemology accepts that underlying reality exists but that only a fraction of it can really be known and this can only be understood through the lens of discourse, experience and perceptions which are continually changing and are reconstructed over time, therefore data cannot provide direct access to the reality that exists, (Willig 2013). Critical realism accepts a subjective epistemology (see Fig 3.1).

Fig. 3.1 Critical Realism



Underlying structures generate the conscious constructs and mechanisms that participants articulate and share (data) which is collected and analysed through interpretation to create knowledge, (Willig, 2013). Applying a critical realist perspective in my research allowed exploration of YPs' identity through the descriptions and evaluative statements explicitly presented in their narratives as well as through interpretation which allowed consideration of implicit content. This begins to answer Willig's (2013) first two questions in relation to epistemological positionality and will be expanded upon in the following section.

3.1.3 Critical Realism as an over-arching philosophical approach to ontology and epistemology

I have used Fletcher's iceberg model (2017) to explain critical realism, which presents three levels of reality:

'The Real Level' is deep below the surface of the water and represents the unobservable mechanisms causing events to happen. In the context of this research, this level of reality could relate to the structures that exist within the medical and educational systems.

'The Actual Level' is just below the surface of the water and represents all events whether observed or not, unfiltered by human perception and experience. This might relate to dynamics, processes, policies that have effects at an ecological level.

'The Empirical Level', is the visible part of the iceberg and represents events experienced or observed through human interaction with and interpretation of them. This level includes social constructionist processes, whereby individuals make sense of their experiences and perceptions to form opinions, beliefs (and identity positioning) which can be communicated using language which is interpreted by others.

Fletcher (2017) explains that discourse, social ideas, actions and meaning making are real and exist at the empirical level having been caused by mechanisms at the real level and that consequently, discourse can help us to understand something of these underlying mechanisms and can also affect the real and actual levels of reality. The empirical level is the focus of this research which is concerned with dialogue and interpretation but there is an assumption that the discourse might also reveal something of the underlying structures that have influenced individuals' experiences.

This fits with Bruner's (1991) summary of three types of knowledge: Knowledge gained through logical-deduction by applying operations, such as mathematical knowledge; empirical knowledge gained through systematic examination and knowledge gained through narratology in which humans interpret reality. Whilst the first two categories of knowledge are positivist, narratology according to Bruner (1991), is constructed within the social domain and is hermeneutic.

Using a narrative methodology in relation to identity fits within a critical realist ontology as although there is no realist assumption made about an absolute identity that can be discovered and described, there is assumed to be a connection between what a person says and how they think, feel and reflect about themselves; there is a knowable domain of facts

about human experience, (Crossley, 2000). However, an individual's identity, despite being susceptible to the influence of mechanisms at the 'real' level of reality (Fletcher, 2017) are understood and interpreted at the 'empirical' level of reality (Fletcher, 2017) through a social constructivist lens.

Within a narrative approach, storying, which involves selecting, organising and connecting events to create a meaningful structure is the basis of human psychology, (Riessman, 2008), and supports identity development and psychological well-being, (McAdams & McLean, 2013). Language and discourse are central to the process of developing a coherent sense of self, (Freeman, 2014; Riessman, 2008), consequently, I was interested in providing a space in which YP could create and express meaning, (McLean, 2008). I hoped that using a narrative approach would allow YP to participate in a dynamic process, making links between possible causes within their social environment and the effects they experienced, to develop 'causal coherence', (McAdams and McLean, 2013). This process of sense-making to create coherence from experiences requires reflexivity; it is termed the 'narrative configuration', (Crossley, 2000).

In relation to Willig's (2013) third question: *How does the method conceptualize the role of the researcher in the research process?* A critical realist perspective acknowledges the researcher's role in using interpretation to create knowledge. In my analysis, I seek to strike a balance between that of being naïve and non-judgmental, respecting the subjective narrative shared with me by participants and applying assumptions and interpretations relating to more implicit aspects of the data such as silences, pauses, non-verbal information, tone and contradictions, (Lieblich, Tuval-Mashiach & Zilber, 1998). My interpretations and assumptions are made transparent throughout the analysis and the knowledge presented is offered only as one interpretation made at a particular point in time and developed through my cultural lens, my language, experience and expectations.

3.2 Methodology

3.2.1 Why Qualitative Research?

Positivist approaches, such as observations and questionnaires can be applied to elicit data in order to test or confirm hypotheses and impose predetermined variables but would not capture complex social phenomena such as the dynamic and multiple realities of experience constructed by individuals, whereas qualitative methodologies can be successfully applied to research questions seeking descriptive or exploratory data, (Krantz, 1995). Denzin and Lincoln (2000) describe the way in which qualitative research focuses on natural settings and interprets phenomena through people's meaning-making, which in this study is elicited using the BoL framework and is particularly pertinent to the critical realist perspective, which accepts that not all of reality can be known and that interpretation is required. Billington and Williams (2017) highlight the emphasis on personal and theoretical reflexivity as well as the critical perspective that qualitative methodology brings to psychological research, both of which are pertinent to this research.

3.2.2 Why narrative?

My interest in adopting a narrative approach resulted from a piece of therapeutic casework which was a course requirement for the University of Sheffield Doctorate in Child and Educational Psychology. I grasped the opportunity to use a narrative approach as a therapeutic tool, partly because of a focus on narrative approaches within my EPS and interest in developing narrative approaches to support YP to understand and make sense of medical diagnoses that they had been given as well as its application as an approach to inquiry, (Andrews, Squire & Tamboukou, 2008). Throughout this piece of casework, I found using a narrative process with a YP at risk of exclusion minimised my professional power and provided an opportunity for him to choose how to be understood, for his voice to be heard and his lived experience privileged, (Warham, 2012).

Rappaport (1995) describes the role of empowerment theory in relation to narrative methodology and I anticipated that the BoL would provide an empowering narrative framework for YP to discover, create and enhance their personal story. Billington and Williams (2017) describe narrative as an expanding component of research within educational psychology, recognising its humanistic perspective with an emphasis on person-centredness and voice, aspects which are central to my study. Crossley (2000) highlights the importance of agency in the creation of narratives and describes how reflexivity is central to agency which moderates social influences to create personal stories.

I was hopeful that using a narrative approach with YP who have been given a diagnosis of ADHD could provide a means for them to communicate a rich conceptualisation of themselves which may or may not include the diagnosis of ADHD that they were given and might also allow YP to identify sources of power which may have marginalised and excluded them, (Billington, 2000) as well as providing a space for them to make reference to the diagnosis of ADHD that they were given, (Caslin, 2019) and to describe the significance of positive relationships in their lives (Mikami, Miller & Lerner, 2019).

Common to all narrative approaches such as the Tree of Life, (Denborough, 2014) and the Beads of Life (Portnoy, Girling & Fredman, 2016) is that they provide an opportunity for individuals to understand and make sense of their experiences. All narrative approaches allow the storyteller to be the expert and can help provide a way for them to impose order on the chaos of their experiences (De Fina & Georgakopoulou, 2011), to conceptualise and understand the challenges they experience (Marsten et al., 2016) and explore their sense of self: "One of the claims that is repeatedly being made for the function of narrative inquiry is that it has a primary role in the construction and maintenance of self-identity", (Hiles & Čermák, 2008, pp. 149).

I was hopeful that a narrative approach could promote collaboration with YP; that through dialogue, there would be an aspect of co-construction (Morgan 2002) and the opportunity to create connection, (McAdams and McLean, 2013). Because the narrative process can potentially be a transformative one, I hoped that it would be a positive experience for participants; allowing them to reframe challenges, increasing their personal agency and providing potential for learning and growth which can support positive identity development, (McAdams and McLean, 2013).

Based on the way in which narrative is concerned with the stories that people tell about their experiences, the meaning they create from this and the causal links they make, I decided that a narrative methodology was appropriate to my research question as it provided an opportunity to draw out knowledge about the ways in which participants' identity might have been affected by power structures within the systems around them and the challenges they might have faced. I also considered that a narrative approach would offer a potential way of sensitively entering the world of YP, empowering them, positioning them at the centre and providing a framework to scaffold their discourse.

3.2.3 A Summary of the Philosophical Underpinnings

The ontological perspective of my research is a critical realist one. The epistemological perspective seeks to uncover aspects of identity that YP have constructed, using a narrative approach as the methodology. YPs' narratives are influenced by cultural and social factors which can be understood using a social constructivist lens. Similarly, the interpretations made about the data are also socially constructed, as they are based on ideas held by the researcher based on social perspectives, expectations and hegemony, for example, the role of power in the systems around the YP and medical and educational discourses.

3.2.4 Why the Bicycle of Life?

Narrative approaches, such as the Tree of Life (Denborough, 2014) and life storying, (Andrews, Squire & Tamboukou, 2008) were considered for this research, but having been introduced to the BoL, (Leger, 2016), in a university seminar, I decided to use this framework as I considered that it provided a dynamic analogy that might appeal to YP. The BoL allows for analogies of obstacles and hazards along the road, representing challenges faced and presents an opportunity for YP to talk about identity in relation to the values and strengths that they bring to these challenges, (Leger, 2016). Because YP need scaffolding to reflect on and communicate narratives, (McLean, 2008) I was hopeful that the BoL could provide a helpful framework to do this.

Having taken a narrative approach to identity as the theoretical basis of my research, whereby autobiographical accounts are created and constantly reconstructed, the BoL provides a form of narrative inquiry to prompt YP to share aspects of their experience and identity which may yet be unrecognised, unorganised and even inconsistent and these may not be part of the dominant story held by significant others, such as parents and teachers, (Rappaport, 1995). For example, participants might choose not to mention ADHD during the BoL process, which could prompt consideration about the significance of the diagnosis to their identity positioning, (Hiles 2007). Similarly, Morgan, (2002) describes the way in which narrative approaches allow people to decide what to include so that they identify for themselves the salient aspects of identity to present in their story.

As the interviews with the four YP progressed, I recognised a tension emerging between the data-led, inductive approach offered by a narrative methodology and the structure of the BoL which was required to scaffold the discourse; this is discussed further in 6.9.3.

3.3 Data Analysis

Because this research uses a narrative methodology which holds its own epistemological standpoint, a narrative form of data analysis was presumed to be most suitable, however consideration of alternative methods was made and summarised below:

3.3.1 Alternative forms of data analysis considered

Discourse analysis (DA), (Potter & Wetherall, 1987) is predicated on the notion that reality is subjective and experienced through language and conversation but limits an understanding of subjective reality to the linguistic analysis of verbal or written accounts, (Willig 2013) in terms of the functions that the language performs (Crossley, 2000). Despite the social constructionist perspective shared by DA and narrative analysis, DA can be criticised for losing touch with the experiential realities of an individual's everyday life, (Crossley, 2000), because it does not seek or acknowledge underlying mechanisms which might contribute to individuals' experiences, (the 'Real' level of Fletcher's iceberg model, 2017) instead understanding experiences to be a series of events. Narrative methodology is able to provide insight into identity positioning through a focus on both linguistic structures, and hermeneutic connections to underlying mechanisms that YP make reference to, such as aspects of school and family systems.

In common with narrative, Interpretive Phenomenological Analysis (IPA), (Smith, Flowers & Larkin, 2009) is a critical realist methodology, which seeks to understand lived experience by assuming a connection between what people say and their underlying thoughts, feelings and reflections (Crossley, 2000). However, IPA seeks to find general themes for homogenous groups and does not allow for the effect of researcher's assumptions, views, prejudices, which would have been problematic in this research which aims to reveal individual stories and identity positioning.

Thematic Analysis (Braun & Clarke, 2006) has been criticised for reducing narratives to a set of themes, omitting exploration of how each theme relates to overarching stories (Hiles & Čermák, 2007), whereas, this research aimed to explore *how* narratives were communicated as well as analysing their content, (De Fina & Georgakopoulou, 2011).

3.3.2 Choosing Narrative Oriented Inquiry for data-analysis

A narrative methodology allows a focus on both the dialogic social aspect of discourse and individuals' agency and sense-making, (Hiles & Čermák, 2008). This is important when considering identity which, according to the social interactionist perspective, is created through interactions, discourse and the narratives that are developed, rather than existing as a fixed entity that can be measured, (Rappaport, 1995).

De Fina and Georgakopoulou (2011) highlight the variety of theoretical-methodological orientations within 'narrative' and the fact that when narrative is viewed as an epistemology rather than a set of techniques for data-collection and analysis, it represents a completely different form of sense-making that privileges the experience of participants and requires from the researcher interpretation and subjectivity.

When presenting Narrative Oriented Inquiry (NOI) as a method of data-analysis, Hiles and Čermák, (2008) reference other narrative-based methods such as Labov and Waletzky (1967), Mishler (1986), Gee, (1991) and Riessman, (1993). However, I chose NOI (Hiles & Čermák, 2008) as I considered it would be thorough, transparent and be able to generate insights into the functions of the narrative, social implications and psychological implications, (Willig, 2013).

NOI, (Hiles & Čermák, 2008) consists of a rigorous six-step process which results in several perspectives of data analysis: form (how is the story being told); content (what is being told) and context. The process set out by NOI elicits a multilayered understanding based on holistic content as well as categorical themes, generated using an inductive approach, which links with the idea of ‘fragmenting data’ advocated by Hollway and Jefferson, (2000), providing an understanding of the whole in order to understand each part of the narrative data and additionally identifying a critical perspective of the narrative to respond to questions such as: how does the individual position themselves in relation to the social context and what does their narrative say about their identity positioning.

3.4 Quality of the research

Because narrative is a qualitative method that values subjective experience, it cannot be evaluated using the positivist principles of objectivity, reliability and generalisability as data consists of participants’ experiences, thoughts and feelings, and in common with constructionist research, is based on the assumption that knowledge is subjective and contextual, (Willig, 2013). Instead, qualitative research must be evaluated in its own terms, using criteria such as internal coherence and reader evaluation, referring to the extent to which research adds insight and understanding, (Willig, 2013).

Yardley (2008) presents four criteria to assess the validity of qualitative research, whether it has been carried out to a high standard and whether it has generated useful knowledge:

- sensitivity to context
- rigour
- transparency and coherence
- impact and importance.

This study will be assessed against Yardley’s (2008) four criteria in the discussion chapter (6.8).

Reference to Jacobson and Mustafa’s ‘Social Identity Map’ (2019) helped me to consider how and why my research was conducted and the role of power, privilege, and visibility in the research process. I considered my positionality (Jacobson & Mustafa, 2019), in terms of age, gender, ability, sexual orientation, race, socio-economic group and tried to become aware of the way in which these aspects of my social identity might affect my values, the way I understand and interact with the participants in my research and my emotional responses, (see Appendix 2 for a summary of reflections on the pilot study). I was hopeful that doing this enabled me to move away from potential biases and assumptions. I was

aware that I could be seen as part of the education system by the YP and it was also likely that I would be seen as a person with power; the title 'psychologist' might cause YP to react defensively or might create reluctance to be open. I tried to use strategies to mitigate against this, for example, by:

- following the YP's comments and interests within the scope of the BoL structure.
- respecting what the YP decided to omit and reference.
- using open questions when possible to allow participants freedom to choose the direction of dialogue.
- emphasising the YP's right to participate and right to withdraw.
- asking YP whether they would like to doodle, make notes, or use a fidget object.
- inviting YP to request a break at any point and reminding them to walk round if they appeared to become disinterested or distracted.
- starting the process with an online quiz or activity to build rapport.

An aspect of reflexivity which I considered in my research concerned building trust within my interactions with YP, particularly because the participants were likely to have experienced marginalisation and challenge as a result of the systems around them. I was careful to try to earn trust by speaking to participants with respect, making clear that their voice and opinions were central, ensuring they were aware of the level of confidentiality within the process, explaining the purpose of the research clearly at the start and sending a one-page profile to introduce myself prior to the first session, (Appendix 3). I was consciously aware of the way in which I interacted with YP and their parents, using active listening and attuned and empathic responses to gather YPs' ideas and feelings. Similarly, I was reflexive in relation to the way in which parents responded to me and how the interactions between myself and parents might affect the interactions between the parents and the YP and myself and the YP.

3.5 Impact and importance

Research can have impact through its theoretical implications, practical implications or socio-cultural implications, (Yardley, 2008). My research aims to address a gap within the current ADHD literature by shining a light on the stories of YP who have been given a diagnosis of ADHD and the identity that they have constructed and shared with me and by promoting the voice of this specific group to give some insight into the challenges they have encountered in their lives, how these challenges were experienced and how they have made sense of them in relation to their developing identity position. Positioning the voice of the YP at the centre is important for EP practice as it could influence the way in which the diagnosis is discussed with YP, whether its meaning for them is explored and how narrative approaches can support YP to make sense of it.

3.6 Ethical considerations

Throughout the research process, I was guided by the University of Sheffield ethical principles and ethical approval process (see Ethics Certificate, Appendix 4) as well as the professional guidance provided by the Health and Care Professions Council (HCPC, 2016) the

British Psychological Society (BPS) quality assurance principles and ethics in relation to EP research and practice (BPS, 2014, 2018a).

Information sheets (Appendix 5) were provided to outline the research including its aims, methods, details about the process, how the data would be stored and debriefing details. Informed consent was requested through consent forms which were sent out and signed by parents/ carers and participants, (Appendix 6). The principles of informed consent and the right to withdraw at any time, were reiterated to parents and YP at the start of the first session and both parent and participant were asked again whether they would be comfortable for the session to be video-recorded.

The information sheet encouraged participants to contact me or their Link EP by email if they had any questions or concerns during or after the data-collection process. In addition, participants were informed that they would be offered a review session several weeks after the final BoL session had taken place, to be carried out by myself or their link EP, following which additional narrative sessions would be arranged if appropriate.

Minor change requests were made to and agreed by the University of Sheffield Ethics department.

3.6.1 Consideration of the language used in the research

For the purposes of this study, the essential nature of ADHD as a neurological entity will be rejected and reference will be made to 'YP with a diagnosis of ADHD' rather than a YP with ADHD; and 'the diagnosis (of ADHD) that the YP was given' will be used rather than, 'their (ADHD) diagnosis'. This will place the emphasis on the significance of the diagnosis of ADHD for the YP themselves and in relation to how they are treated as a result of it, rather than making an assumption that the diagnosis has the power to explain or describe a discrete set of 'symptoms' or behaviours.

4 Procedures

4.1 Introduction

This section provides detail about the procedures carried out in the study, to allow replication of the process.

4.1.2 Research questions to be answered

The research questions were designed to gain an understanding about YP's stories and how they describe their identity and to lead to an exploration of how the social and environmental contexts might influence this and what meaning YP have given to these aspects.

1. What do the YPs' BoL narratives reveal about their identity positioning?
2. How might the BoL's 'obstacles in the road' that YP encounter affect their identity positions?

4.1.3 Participants

The research used purposive sampling to identify and recruit four participants who satisfied the criteria below. Having four participants fitted with Wells' (2011) recommendation to match the number of participants with the aim of the study, the richness of the information required in terms of its breadth and depth and the intensity of the analysis.

4.1.4 Recruitment

A request for participants was made to all EPs in the service. The following criteria were used to identify participants:

- Adolescents of secondary school age
- Having been given a diagnosis of ADHD
- Linguistically able to participate in discourse relating to their experiences, goals, values, strengths.

The first two criteria have been explained within the literature review. Whilst it is acknowledged that the third criteria excluded certain participants, the methodological approach in this research required that YP were linguistically able to communicate their ideas and reflections at each stage of the BoL process.

4.1.5 Pilot study

A pilot study was carried out with the first participant who was approached by EP colleagues having met the criteria and agreed to participate. Reflections about these sessions and were used to inform subsequent sessions with other participants (Appendix 2). Because the pilot sessions produced valuable data and including it would not violate the ethics approval, as participants did not know if they were to be the pilot or study participant, a decision was made to include the data gathered from the pilot sessions in the data set.

4.2 Narrative Interviews using the BoL

An adapted version of Marc Leger's (2016) BoL was used. In the original version, the framework was developed as a collective narrative practice, to explore individual and group experiences of place, to elicit accounts of their social geographies. Although I was interested in hearing about significant places in the lives of YP, I adapted the process to include asking about significant events in the past and anticipated events in the future, and used questioning in much the same way as the Tree of Life (Denborough, 2014), to elicit information which could be analysed in relation to YP's identity and the obstacles they had encountered. The intention was not to create a collective narrative as Leger (2016) had done, as the focus for this research was on eliciting individual narratives to look for identity stories telling of strengths, relationships and values, obstacles and identity positioning. The BoL narrative framework consists of the following stages:

- Rear tyre: YP were asked about significant/ favourite places and events in their near and distant past and the significance of these in relation to family, community, friends, home.
- Rear spokes: YP were asked about significant figures in their life up until the present time and were asked about links between some of these and the significant places and events on their rear tyre.
- Bike frame: YP were asked about their skills, strengths, interests, values; strength cards were used to help prompt their narratives, (Mindspring, n.d.).
- Front tyre: YP were asked about their hopes, dreams, goals and places for the future and the significance of these in relation to family, community, friends, home.
- Front spokes: YP were asked about people who they would like to have alongside them in the future and were asked about links between some of these and the hopes and goals on their front tyre.
- Basket: YP were asked about the resources, strategies and knowledges to help reach their goals and how they could prepare for the journey.

A bicycle outline was sent to each YP so that they could choose to annotate their own copy if they chose to do this. This was used to create a BoL summary graphic, which contained explicitly stated information given by participants in response to the questions they were asked (see figures 5.2, 5.4, 5.6 and 5.8).

Later in the process, additional visual resources were used to support the process:

- Based on feedback from the pilot study, a slide-pack resource was developed to support the BoL process, (see Appendix 7), including strength cards (Mindspring, n.d.), visual prompts for obstacles experienced and resources to support them through challenging times. At this stage, a BoL summary graphic was created which replaced the hand-drawn version used in the pilot, (see Fig. 5.2).
- Following feedback from the participant who withdrew, a slide pack resource to guide the whole of the BoL process was created incorporating the prompts for obstacles and resources described above, (see Appendix 8).

A discussion on the addition of these resources is included in the limitations section (6.9).

At the end of the BoL process, YP were asked the following question: 'What has the diagnosis of ADHD that you were given meant to you?' I decided that this question would fit in the context of eliciting 'small stories', it could elicit information about any impact of the diagnosis on YPs' identity positioning and would fulfil any expectations that YP and parents might have had about being asked directly about the diagnosis of ADHD, based on the information sheets.

4.2.1 Parental Involvement

Due to the covid pandemic, it was not possible to carry out the BoL sessions within school settings and Google Meet video calls were set up with YP at home; (Alex's second session took place in his educational setting for logistical reasons). The mothers of two of the YP, (Ben and Dara) were involved throughout both sessions and this created the following conflicts of interests:

- In terms of the integrity of the research, it may have been fairer for all YP people to have been supported to the same extent by parents.
- In terms of YP feeling safe and supported enough to engage, Ben and Dara required parental presence whereas Alex and Cal did not.
- In terms of parental perspective, some parents may have felt that it was important for them to be involved.

The resolution to this dilemma was that I accepted the preference of individual participants and although this may have impacted the integrity of the research, I decided that the needs of the participants was paramount. Rather than considering parental involvement as contaminating the data, I took the view that since individual narratives are co-constructed with significant others, (Goffman, 1959), coproduction would take place for all YP as part of their identity formation process, regardless of whether their parents were present in the sessions or not.

4.2.2 Transcription Process

- The interview was watched once through
- Interview recordings were uploaded to Otter.ai (transcription software).
- The initial transcription was corrected through watching the videos several times and all vocalisations of the YP, the parent if present and the researcher were transcribed verbatim. Hiles & Čermák, (2008) advise that during transcription, there should be no 'tidying up' of the narrative and that interviewer and interviewee utterances are transcribed, since narrative interviews consist of a mutual exchange of ideas and co-production of storytelling.
- Raw transcripts were developed including descriptions of non-verbal details such as body posture, movement, facial expression and paralinguistic information of the YP

included, to provide information for the analysis stage relating to the tone, mood and emotion of the YPs' stories as well as content.

- The videos were watched several more times alongside the raw transcripts to increase familiarisation with the narrative to build up a picture of the context and the story as a whole, (Hiles & Čermák, 2008).
- Working transcripts of the data sets were created with numbered segments for self-contained episodes and a margin for notes, (Hiles & Čermák, 2008). Episodes mark a change in perspective, time, theme or topic which helped to demarcate the text. Jefferson (2004) conventions were used in transcriptions (Appendix 9).
- Working transcripts for each participant can be found in Appendices 10-13.

Video data and transcriptions were anonymised and pseudonyms were used to refer to the participants. All recordings and files will be deleted on completion of this doctoral study.

4.3 Analysis procedure

Hiles and Čermák's, (2008) NOI analysis describes a process by which six interpretative perspectives are applied to the narrative by working through the text repeatedly asking different questions each time. They suggest a flexible approach when applying the model: "Each of these four approaches (stages 2-5 below) may be connected to different types of research question, different modes of text, and different sample size. The point is that these approaches can be used singularly, or in any combination", (Hiles & Čermák, 2008, pp.11).

Analysing the content of the narrative sought to investigate what type of story is being told, what happens to the characters and the themes within it. Analysing the tone of the narrative conveyed something of how the story is told in terms of optimism, emotional charge, humour and the function of the narrative for the teller. Investigating the identity positioning constructed within the narratives conveyed something of the social and psychological functions of the narrative, the positionality and agency of the characters and the power dynamics between them and within the systems surrounding them.

4.3.1 Stage 1 of NOI Analysis

Determining the Fabula and Sjuzet

The fabula and sjuzet were identified, (Herman & Vervaeck, 2001). The fabula is bounded and consists of information at the content level, whilst the sjuzet is unbounded; it has an evaluative function (Labov and Waletzky, 1967), and constitutes linguistic features such as the choice of words for emphasis and para-linguistic features such as tone of voice, volume, pitch changes, (Hiles & Čermák, 2008), emphasis, elaboration, commentary, reflection and providing a 'window on the event being narrated', (Hiles, Čermák & Chrz, 2009). Analysing the both fabula and sjuzet, also provided insight into aspects of identity positioning which is an active process through which individuals make sense of the events in

their lives, (Hiles, Čermák & Chrz, 2010) and which was noted within the working transcripts (Appendices 10-13) which were developed through watching the videos several times.

Once verbal and non-verbal information had been transcribed, the fabula was underlined to distinguish it from the sjuzet, in a departure from the Hiles and Čermák (2008) process which advocates underlying the sjuzet.

4.3.2 Stage 2 of NOI Analysis

Holistic-Content Perspective: Holistic view of the content (Lieblich et al., 1998)

This was carried out by initially focusing mostly on the fabula and listening with an open mind to the narrative several times, searching for:

1. The overarching message or global impression of the story
2. Core themes that emerged relating to identity and the obstacles that YP experienced.

Brown et al's reading guide (1998) was helpful during this step of the holistic-content analysis, whereby the text was reread several times, with a particular purpose each time. The first reading established the overarching story. The second reading looked for agency, for example, any expression of feelings, actions and thoughts which can help to highlight how the YP interprets situations and what they consider to be relevant to the challenges they face. This reading focused on relational aspects, the role of the YP and others appearing in their narrative and the power dynamics between them. Reading three looked for experiences of justice or injustice whilst the fourth identified care or carelessness, which were useful perspectives, as the justice lens related to issues of equality and oppression within relationships and events and the care lens related to connection and isolation.

The text was reread for each of the narrative themes and these were highlighted within working transcripts, (Appendices 10-13), following the method described by Hiles and Čermák, (2008), to capture a multi-layered account of each YPs' subjectivity and perspective. Notes were added relating to where themes emerged and how they threaded through the text, interactions between them, first impressions, contradictory episodes in terms of content, mood, or evaluation, unusual aspects in the story, breaches to coherence, turning points and examples of agency and self-definition. Holistic-Content tables were created to show where each theme appeared within the transcript for each YP, (Appendices 14-17).

Mischler (1986) presents a classic theory on interpretative method and hermeneutic theory and refers to two different perspectives offered by Dilthey, (1976) and Ricoeur, (1979). Interpreting narrative accounts is a manifestation of the relationship between the reader's understanding and explanation of the account. However, Dilthey considers explanation as inappropriate when interpreting narrative accounts, since explanations for why things happen originate in the natural sciences and are considered irrelevant to the social sciences. Ricoeur's contrasting view is that understanding and explanation are both valid when reading narrative accounts and can be achieved through a balance of conjecture and

validation as the account is interpreted and understood, which is the approach taken throughout the analysis process.

It was important to consider all participants as moral agents who presented a narrative self, resulting from choices about what to speak about, how to speak of these things and what to remain silent about, (Brown et al 1998). The method adopted by Brown et al., (1998) and described in the NOI process, (Hiles & Čermák, 2008) is an interpretative one which is not concerned with coding systems as these are considered to be restrictive on the narrator's reflectivity and researcher's interpretation. Consequently, there is a need to recognise and explore the relationship between researcher and text, which is something I endeavoured to reflect on throughout each stage of the analysis process and is documented in the working transcripts (Appendices 10-13).

4.3.3 Stage 3 of NOI Analysis

Holistic-Form Perspective: Holistic view of the form (Lieblich et al., 1998)

Lieblich et al (1998) present this stage of analysis as providing a description of the plot shape, main events, progression between them, story cohesion and genre of the narrative, such as romance, comedy, tragedy and satire (Gergen & Gergen, 1988). This stage of analysis has not been undertaken here, as the narrative interview format of the BoL framework, did not elicit a temporally sequenced account with a story structure. Analysis of the plot did not relate to my research questions and was omitted, in line with Hiles and Čermák (1997) who advocate a flexible application of the NOI process according to purpose.

4.3.4 Stage 4 of NOI Analysis

Categorical-Content Perspective: (Lieblich et al., 1998)

The categorical-content stage of analysis was particularly helpful in determining themes relating to identity and the obstacles that YP experienced.

The four-stage 'Content Analysis' method presented by Lieblich et al, (1998) was used:

1. The entire text was subjected to content analysis since the research questions were broad and included non-verbal and paralinguistic information.
2. An empirically based circular process was undertaken which consisted of remaining grounded in the data by re-reading the episodes, sorting them into the categories which had begun to emerge at the holistic-content stage and refining these by creating sub-categories. This iterative process resulted in overarching themes relating to strengths, values, connection and empowerment and themes relating to educational and medical contexts which related to some of the obstacles experienced by YP and notes were made within the working transcripts, (Appendices 10 -13).
3. All data was sorted into the defined themes and subthemes and principal sentences were identified to exemplify each category. This sorting process required an element of interpretation, (Lieblich et al, 1998) in deciding the level of segment to be

assigned to categories, how to take account of the non-verbal features, and how to account for the intensity of expression as well as the frequency of expression. Episodes often consisted of several conversational turns so that non-verbal information and details of the interactional context were preserved, and each episode was placed in a categorical-content table for each YP, (Appendices 18 - 21).

4. Categorized episodes were used to formulate descriptions relating to identity positioning and the obstacles experienced within the overarching context of the rest of the narrative, (Lieblich et al., 1998) as the research questions did not lend themselves to a quantitative process of analysis.

The subjective, hermeneutic approach adopted in this research is transparently presented through details recorded in the working transcripts and explanations presented in the appendices but is not proposed as a 'true' reading of the text. After having considered the scope of interpretative level described by Lieblich et al., (1998), from analysis at an explicit level used within a phenomenological framework, such as in IPA, to analysis focused on implicit content, (such as silences, gaps and contradictions), used within a psychoanalytic framework, I aimed to take a stance somewhere between the two which was facilitated using video recordings. However, I aimed to avoid making too many assumptions and to consider my own culture, language, experience, and expectations impacting the interpretations made, (see section 3.5).

4.3.5 Stage 5 of NOI Analysis

Categorical-Form Perspective

This stage of analysis involved an investigation of cognitive processes and emotional content, as Lieblich et al., (1998) explain, "To learn something about the speaker that might not have been apparent from examination of content alone" (pp. 142), and was helpful in answering the second research question: *How might the 'obstacles in the road' that YP encounter affect their identity positions?* The two-stage process described below was applied to episodes which related to obstacles experienced by YP, and notes were made in the working transcripts, (Appendices 10 -13). A small number of these episodes appear in the Categorical-Form tables for each YP, (Appendices 22 - 25) and were selected due to the level of YPs' engagement and the rich information they provided about their beliefs, attitudes, values and responses to the challenges they faced.

Step 1: Investigating Cognitive Skills (Lieblich et al., 1998)

Cognitive skills are investigated by looking for examples of high-level thinking such as:

- communicating at a metacognitive, abstract level, rather than giving examples without making sense of them
- avoiding unsubstantiated generalisations
- identifying values
- taking responsibility for actions within the narrative account
- ensuring that direct criticisms are well-considered and explained
- demonstrating restrained criticism to show awareness of other perspectives

- holding several perspectives in mind concurrently
- seeing beyond the concreteness and immediacy of a situation

Step 2: Investigating Emotional Content (Lieblich et al., 1998)

Lieblich et al (1998) explain that this stage of categorical-form analysis is based mostly on deep structures of the text within the sjuzet but also includes aspects of both form and content (fabula). Emotional content is explored by analysing linguistic expression at the lexical, syntactic and structural level; paralinguistic indicators (intonation, rate, tone, volume) and non-verbal communication (facial expression, posture, body language), (see working transcripts in Appendices 10 -13 and Categorical-Form tables in Appendices 22 -25).

4.3.6 Stage 6 of NOI Analysis

Critical Analysis

Hiles and Čermák (2008) present critical analysis, taken from Emerson and Frosh, (2004) as the final stage of NOI, to answer questions about identity positioning, and the ways in which individuals become the authors of their lives, (Hiles, 2007). It also helped when thinking about YPs' responses to the direct question they were asked about what meaning they had made of the diagnosis of ADHD that they had been given. I returned to the working transcripts to reflect on the following questions, (Emerson & Frosch, 2004):

- What sort of account of their life is the YP constructing for themselves?
- How does the YP position themselves - what are the main identity positions that they have constructed and told to themselves?

Notes relating to critical analysis for each YP can be found in Appendices 26 - 29.

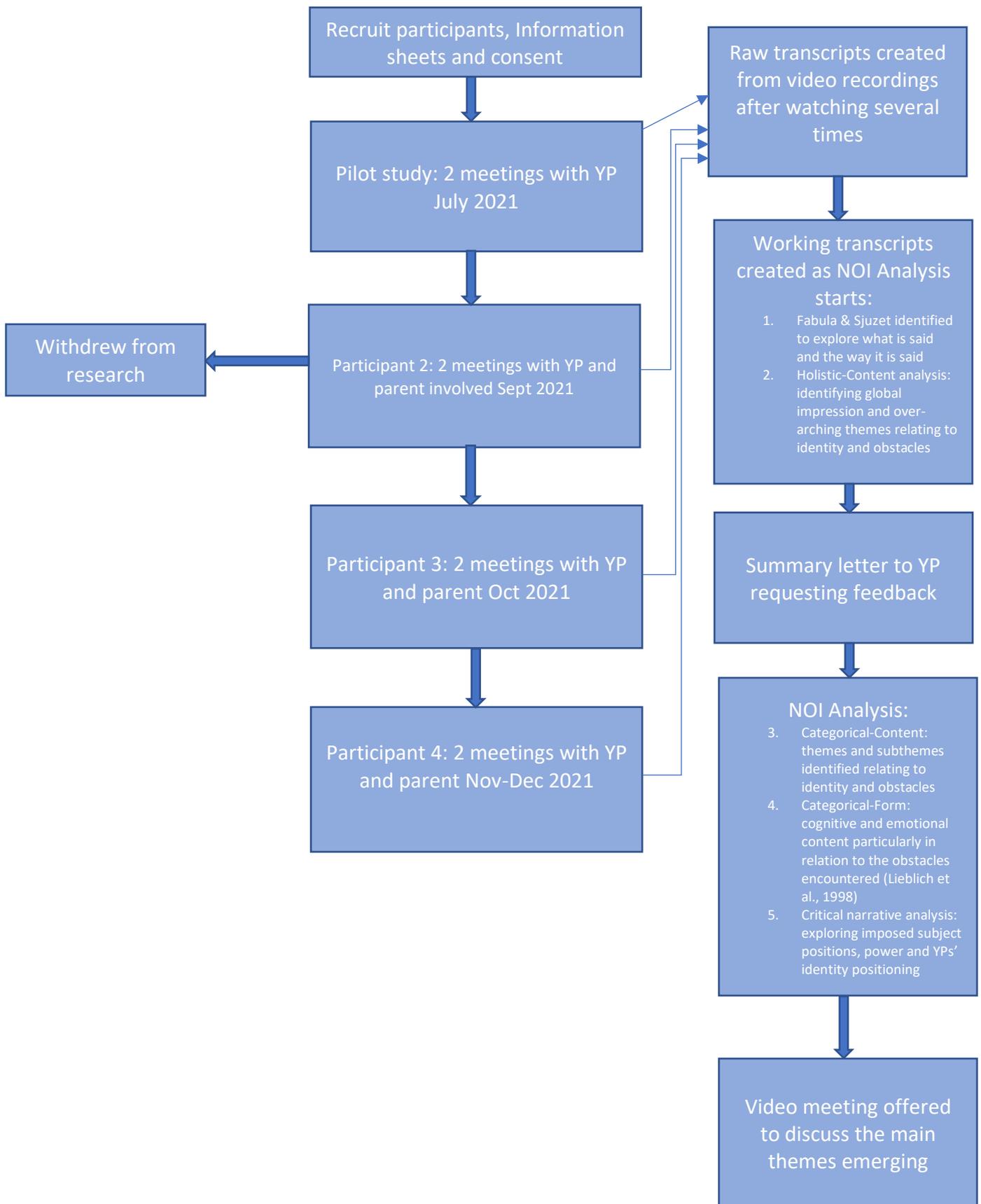
4.3.7 Member Checking

Co-construction was supported through the narrative process and by checking my understanding of what had been shared with me in two ways:

1. A letter was sent summarising the BoL sessions in terms of YPs' strengths, values, significant people and places in their lives, their hopes and dreams and the obstacles they experienced, (see an example in Appendix 30), incorporating the BoL summary graphic, (see Figures 5.2, 5.4, 5.6 and 5.8). YP were asked for feedback about my interpretation of what they had said. None of the YP responded, although I received positive feedback from one of the parents.
2. Several weeks later, a video meeting was offered to all participants to discuss the over-arching identity themes that had come from my analysis, but none of the participants took up the opportunity to meet.

The procedure section has described the process undertaken with each participant from recruitment to analysis and is summarised in Fig. 4.1 below.

Fig. 4.1 Overview of research procedure



5 Findings and Interpretation

5.1 Overview

Within this chapter, a multi-levelled interpretation will be presented for each YP separately, drawing together the analytic perspectives of the NOI process, to answer the two research questions:

1. What do the YPs' BoL narratives reveal about their identity positioning?
2. How might the BoL's 'obstacles in the road' that YP encounter affect their identity positions?

Findings for each YP will be presented separately, using the following structure:

Firstly, for each YP, section 1 will consist of a short pen portrait and section 2 will present a global impression of their story. To provide a fluent and uninterrupted insight for the reader, neither references to working transcripts nor quotes will be included at this stage, but these will be laid out in subsequent sections as the themes are discussed in more detail.

Section 3 will present findings relating to the first research question for each YP. Themes and subthemes emerging from each YP's narrative will be presented as a diagram and then in the form of green tables and text, supported by quotes, references to numbered episodes in the YP's working transcript (which will be referred to in brackets) and references to other appendices. The content of the green tables is taken from Categorical-Content Tables which can be found in full, in Appendices 18-21. The examples appearing in the excerpts were chosen as illustrative and varied representations of the full tables. The BoL summary graphic for each YP, will be found at the end of section 3, providing a pictorial summary of their responses.

This way of providing evidence, context and the YPs' voices was chosen only due to word count constraints and readers are strongly urged to follow references to the appendices so that YPs' voices can be heard within the analysis; appendices are bound separately to facilitate this.

In section 4 for each YP, findings relating to the second research question will be presented in the form of blue tables and text relating to obstacles identified by YP in the Road Conditions of Life stage of the BoL framework. Findings will be presented using tables and text, and references to appendices will be provided in the same way as in section 3.

In section 5 for each YP, findings related to their response to the ADHD diagnosis that they have been given and an interpretation of this will be presented using orange tables and text, and references to appendices will be provided in the same way as in sections 3 and 4.

Finally, an overarching interpretation of each YPs' identity positioning, the impact of challenges, subject positions and the diagnosis of ADHD, will be described.

5.2 Alex

(Alex's working transcript can be found in Appendix 10).

5.2.1 Pen Portrait

I met with Alex on two occasions when he was 14 years old in Year 9. He had been excluded from a mainstream secondary school two years previously and had been accessing education at an alternative provision since then. When we met, he was about to move to a new mainstream setting in September 2021.

In terms of engagement during the sessions, Alex was more interactive when he was alone rather than when his mother was in the room, but this meant that he did not have the benefit of anyone to co-construct memories and narratives with. He struggled to focus throughout the sessions but drew on a range of strategies to help him such as doodling, stretching, tapping and changing position. He was more animated when talking about certain topics such as the diagnosis of ADHD that he had been given and the strategies he used to help him to focus.

Alex came across as powerful, determined and angry in response to things that had happened to him, but also resigned in relation to aspects outside his control.

5.2.2 The overarching message or global impression of the story

I am resilient and autonomous in the face of misjudgement and rejection.

The global impression of Alex's experience and identity as presented in this narrative is that his exclusion represents for him being misjudged, unheard, rejected and betrayed by the school system which has led to his mistrust of adults in the education system and disengagement.

Throughout his narrative, Alex demonstrates agency through making choices about his identity positioning to protect himself from harm and injustice resulting from the perceptions and misjudgement of others, particularly adults who hold power over him and specifically within education. Despite the obstacles he has faced, Alex has managed to develop hopeful and positive attitudes and values including feeling gratitude, kindness and the empowerment that he experiences from positioning himself as self-reliant.

Alex's attitude and feelings about the challenges he has faced are powerfully conveyed through his choice of vocabulary and non-verbal communication such as facial expression and body language. When he is keen to communicate aspects of his story, this was apparent through the increased frequency, length and speed of his responses, and paralinguistic aspects of communication, such as his intonation, leaning forward towards the camera, looking at the camera, smiling, using a louder voice and using emphasis.

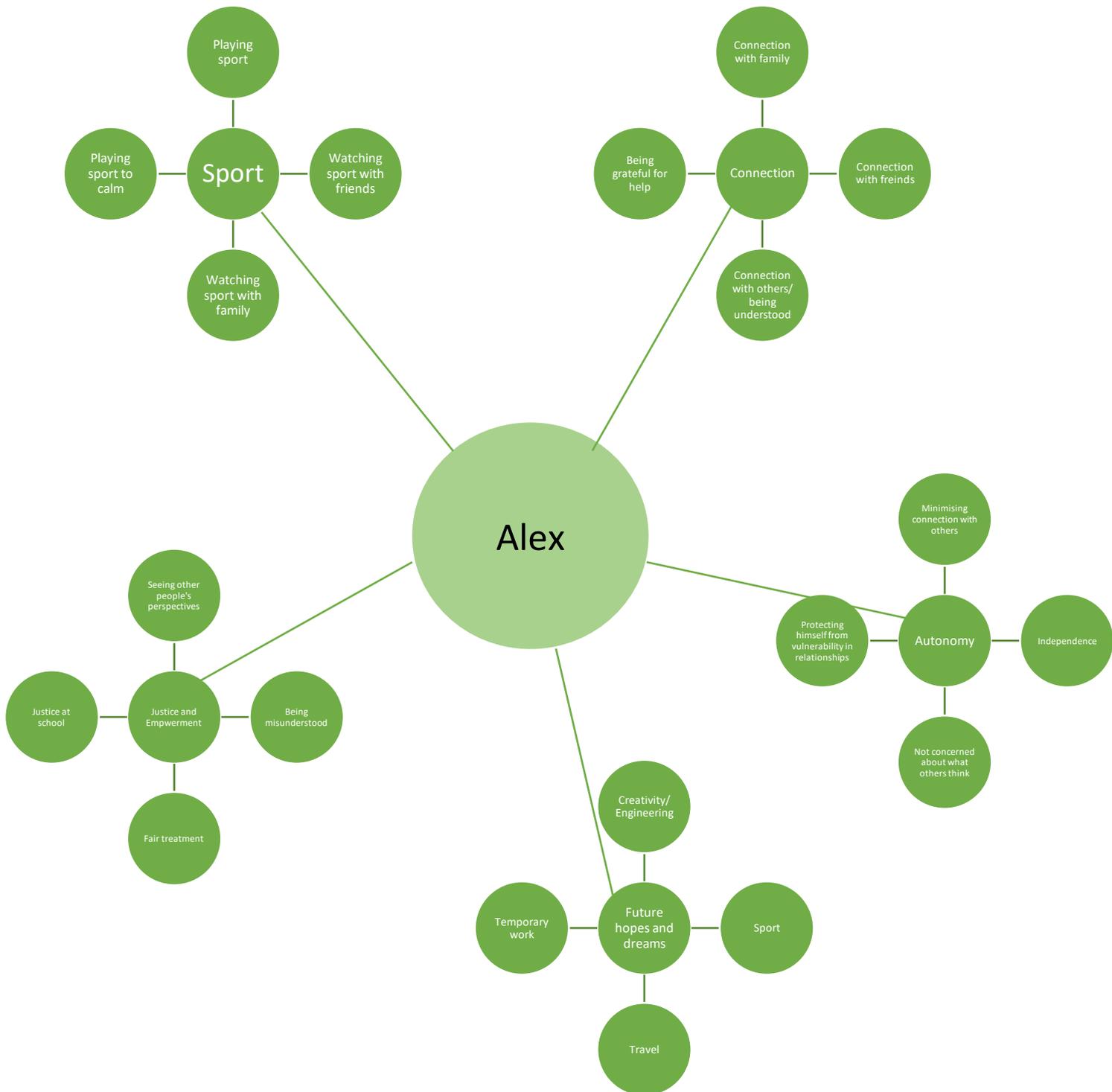
Alex's narrative includes many examples of high-level rational thinking, (see Categorical-Form Table, Appendix 22), for example, he talks about abstract general concepts, he avoids

making unsubstantiated generalisations and he is able to identify and explain his values, opinions and responses, particularly in relation to being excluded, being given a diagnosis of ADHD and the obstacles he has experienced in school.

5.2.3 What does Alex's BoL narrative reveal about his identity?

An overview of the themes and subthemes that emerged from Alex's narrative is presented in figure 5.1.

Fig. 5.1



Theme 1: A keen sportsman

Alex identifies as a keen sportsman and an avid spectator of sport (69), which also serves to reinforce his connection with friends (5) and family (8). Central to his family's culture and values is the love of watching cricket, rugby and football and their shared interest in sport has an important role in uniting them and providing a focus for family life (14).

Linked to his interest in watching and playing sport, Alex can position himself as an effective communicator (46), a good leader (57, 83), fast thinking (105), energetic (113), being able to interact well with others (46, 48) and being calm and in control (120).

Table 5.1 Section of Categorical-Content Table linked to Sport

Quotes linked to Theme 1: Sport	Subthemes and reference to further examples
(11) N: What about cricket? When did you start playing cricket? A: I've pretty much played it all my life.	Playing sport and the skills involved in playing sport are important to A's identity: 5, 9, 48, 69, 75, 83
(44) A: [I'm always] doing sport, so... yeah, I'm always either in the gym, or, ((looking up more towards camera)) playing sport	Watching sport is an activity that is important for engaging with friends: 5, 6, 44,
(46) N: So when you work in a team, well, what sorts of skills do you think you've got that help you do that? A: Communication ((quick response))	Watching sport is an activity that is important for engaging with dad/ family: 8, 14, 28, 77
(48) A: I'll be...(.)I'm good at it when I(.) if it's a(.)when it's a sport field, but the.)(shrugs) but if it's not, then I'm not good at it ((nods and looks to camera and then down to right))	Playing sport helps to calm his thoughts and get through difficult times: 57, 106, 109, 120
(57) A: Er, well, Probably that I'll listen to everyone's opinions if it's possible. Er, and decide about which ones are best and which to take in and not to take in ((writing))	

Theme 2: Connection

Connection to friends and family is important to Alex (72) who agrees with the statement that he draws on his family for strength in difficult times (110). He explicitly says that he wants to be more grateful to people who support him (122) and would like to help people more (63). His connection with others provides opportunities for him to position himself as kind (126, 127), grateful (122), a good communicator (117), empathic (53, 126), fair (61, 126) and humorous (125).

Table 5.2 Section of Categorical-Content Table linked to Connection

Quotes linked to Theme 2: Care/ Connection	Subthemes and reference to further examples
(8) N: Yeah. So who do you tend to go with there? (football) A: Er, either my mates or my dad.	Connection with family is important: 15, 16, 21, 27, 30, 31, 66, 72, 110

<p>(14) Mum: the sports grounds are important to us as well ((Looked back to computer keyboard/ paper)); we've had things that we've done together. Isn't it? A: Mm M: That's things that we've always done together as a family</p> <p>(21) N: Who are the important people to you? A: Just probably my mum and my dad and my sister ((head up, eyes down towards paper))</p> <p>(72) N: Who are the important people then to help you... A: My family, ((smiling)), some of my mates, and yeah ((Shaking head, stretching back with hands behind head)). That'd be it</p> <p>(126) N: and um, being kind A: Yeah ((nods head and looks at camera)) That's important to me.</p> <p>(63) N: What sorts of things are you grateful for? A: Just anything really, anything ((twisting lid off bottle with right hand, looking at camera)). Cos, ((looking at bottle)) I've, I, but, I, I would say that I'd like to help people more than I do ((looks back at camera)). So I appreciate when people help me</p> <p>(126) N: Gratitude - You said that it was important for you to feel...glad about things and appreciative of people that've helped you? A: Definitely N: But that you would like to develop it more? A: Yeah ((small sigh)) (1) I would ((nodding, looking at camera, chair legs bang to floor)) cos I want people to know that (slightly looking down to R of camera)) I appreciate them more ((tightens jaw as if thinking, nodding))</p>	<p>Connection with friends is important: 22, 22.5, 23, 24, 66, 125, 72, 92</p> <p>Connection with other people/ being understood is important: 117, 118, 126</p> <p>Being grateful for people helping him: 63, 122</p>
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Theme 3: Autonomy

Being self-reliant helps Alex maintain self-esteem in the face of perceived misjudgement and rejection. Alex's identity position as autonomous emerges in many aspects of his life, often causing him to reject the significance of support given by others but provides opportunities to position himself as determined (54, 108), curious (58), honest, (128), being an independent thinker (130-136, 13, 18, 19), authentic (46, 67, 128) and being in control (62, 79, 112).

Table 5.3 Section of Categorical-Content Table linked to Autonomy

Quotes linked to Theme 3: Self-reliance/ Autonomy	Subthemes and reference to further examples
<p>(13) N: So are there any spaces or places that are important to your family? A: Don't think so ((still looking down and slightly to one side – neutral facial expression))</p> <p>(22) N: So does that mean if you, if you didn't have the friends that you've got? How would that make you feel?</p>	<p>Playing down connection with family: 4, 13, 16, 17, 27, 33, 34,</p> <p>Playing down connection with friends: 18, 19, 22, 25, 26,</p>

A: Er ((slightly shaking head, then looked slightly to left)), don't think I'd be that bothered. ((looked down at paper; clicking pen))

(45) A: I'm not I'm not bad at working in teams ((looking to right of camera)) but I wouldn't work any better than on my own.

(53) N: And who, who has helped you to learn that (being wise)?
Would you say
A: Noone...myself

(58) A: I don't really accept anything for what, like, I if er...I don't know how to explain it, I don't accept things for the, what they're saying, ((looks to camera)) like I always question things.

(112) A: I didn't get it from anywhere, I just think personally that – that you shouldn't follow other people.

(79) A: Don't really listen to people's expectations of me ((looks slightly to L and down))

(128) A: [unintelligible] not bothered about what people think about me. I'm not bothered about what people think about me so I got no reason to lie. ((looking at camera))

(56) N: Is it the er, putting it (feelings) into words that's the hard bit?
A: Um, probably not, ((looks away to left then to camera)) probably just more (.)((looks upwards)) er, well that and the well, ((shrugs, looks to right)) just don't well really don't want to ((clicks pen, looks from up right down to left)) I quite like keeping myself to myself.

(62) A: ((leans forward, looks down to right of camera, then directly at camera)). So I think if someone has done it once then they won't hesitate to do it again, so I just ((shrugs)) don't bother.

(67) A: Cos if it's someone I care about I'll always be honest with them but if it, I'm not really like care, if I don't really care about them then I'm not really bothered about being honest ((looking at camera))

(68) A: I am just kind to people who are kind to me (leaning forward) – the same back – if people are – I treat people how they treat me (looking at camera)

(130-136) I don't really care what people think of me anyway.

**Playing down reliance on others:
Independence/ Able to work on
his own/ able to learn by himself:
45, 50, 53, 58, 70, 108, 112**

**Not concerned about what people
think of him/ people's
expectations: 46, 54, 79, 128, 137**

**Protecting himself from
vulnerability in relationships – not
verbalising feelings: 56, 65,**

**Protecting himself from
vulnerability in relationships –
Not forgiving people/ trusting
again: 62,**

**Protecting himself from
vulnerability in relationships – not
expecting much/ not hopeful: 64,**

**Protecting himself from
vulnerability in relationships –
integrity and honesty and
kindness with people he cares
about: 67, 68**

Theme 4: Justice and Empowerment

Alex values justice and fairness, and experiences anger when he witnesses people being unfair, when he has not been given a voice (93), when he has been misunderstood and misjudged (117) and when people have failed to carry out their promises (93).

Empowerment and self-belief (136-137) serve to help Alex resist the dominant narratives imposed by people holding power who prevent him from having a voice. Feeling empowered by recognising and valuing his strengths and skills provides opportunities for

Alex to position himself as creative (36, 37, 95), wise (51, 53), fair-minded (61, 89), courageous (38-41, 46), resilient (94) and having self-control (49, 50) and perseverance (54).

Table 5.4 Section of Categorical-Content Table linked to Justice and Empowerment

Quotes linked to Theme 5: Justice and Empowerment	Subthemes and reference to further examples
<p>(93) A: And ((looks to R then back, chair legs bang on floor)) I didn't even go back for a day. But they said I could have a new start in the new year and then they, didn't let me go back.</p> <p>(93) N: Mm. And so what do you think...What could have been in place of that obstacle, that person (in power in school) could have done that would have made it better? A: Just ...them sticking by their word.</p> <p>(93) N: So it sounds like you felt that they let you down somehow. A: Well, they'd said, that I could have a new start ((looking slightly down to the R)) and then ch, kicked me out (looking towards the camera)</p> <p>(93) N: It feels as well as though you didn't feel people talked to you properly or asked you, asked you your opinions properly. A: Mm. ((looking down)) No one ever really has ((looking to camera, chewing, nodding)).</p>	<p>Importance of being able to see other people's perspectives: 53</p> <p>Being misunderstood: 117, 118, 130, 131,</p> <p>People to be fairly treated/ treated equally: 61, 89, 57,</p> <p>Injustice at school: Adults not keeping to their word: 93, 64, 106</p>

Theme 5: Future Hopes and Dreams

Alex's hopes for the future provide him with a sense of optimism beyond his school experience through the possibility of continuing with sport (76-79), travelling (70, 100, 103) and setting up a business (71) or a career in engineering (37, 95). These future goals allow him to position himself as brave, curious, autonomous, independent and secure.

Table 5.5 Section of Categorical-Content Table linked to Future Hopes and Dreams

Quotes linked to Theme 5: Future Hopes and Dreams	Subthemes and reference to further examples
<p>(37) A: I like (.) engineering ((leans back and then rests cheek on right hand folded with fingers down, then leans back and rubs hand over face)) Yeah. ((leans back, puts hands behind head, then to back of neck, looks straight at the camera)) I like engineering ((leans forwards and puts elbows on desk with hands still round back of neck. Rubs back of hands over cheeks, eyes then leans face on hands folded with fingers down))</p> <p>(70) N: Wow – that's a good list (of countries to visit). What attracts you to New Zealand? A: ((clicks pen – looks down to right)) all of the adventure, and the stuff you can do</p> <p>(70) N: and what would you want to do after you've gone travelling? And actually who would you want to go travelling with?</p>	<p>Creativity; Engineering: 37, 95, 71</p> <p>Travelling: 70, 100, 103,</p> <p>Starting up his own business: 71</p> <p>Sport: 69, 76, 77, 78, 79</p> <p>Temporary work: 101</p>

A: Not bothered, probably go on my own.

(71) A: ((looked to left, wiggling and clicking pen)) start my own business up...

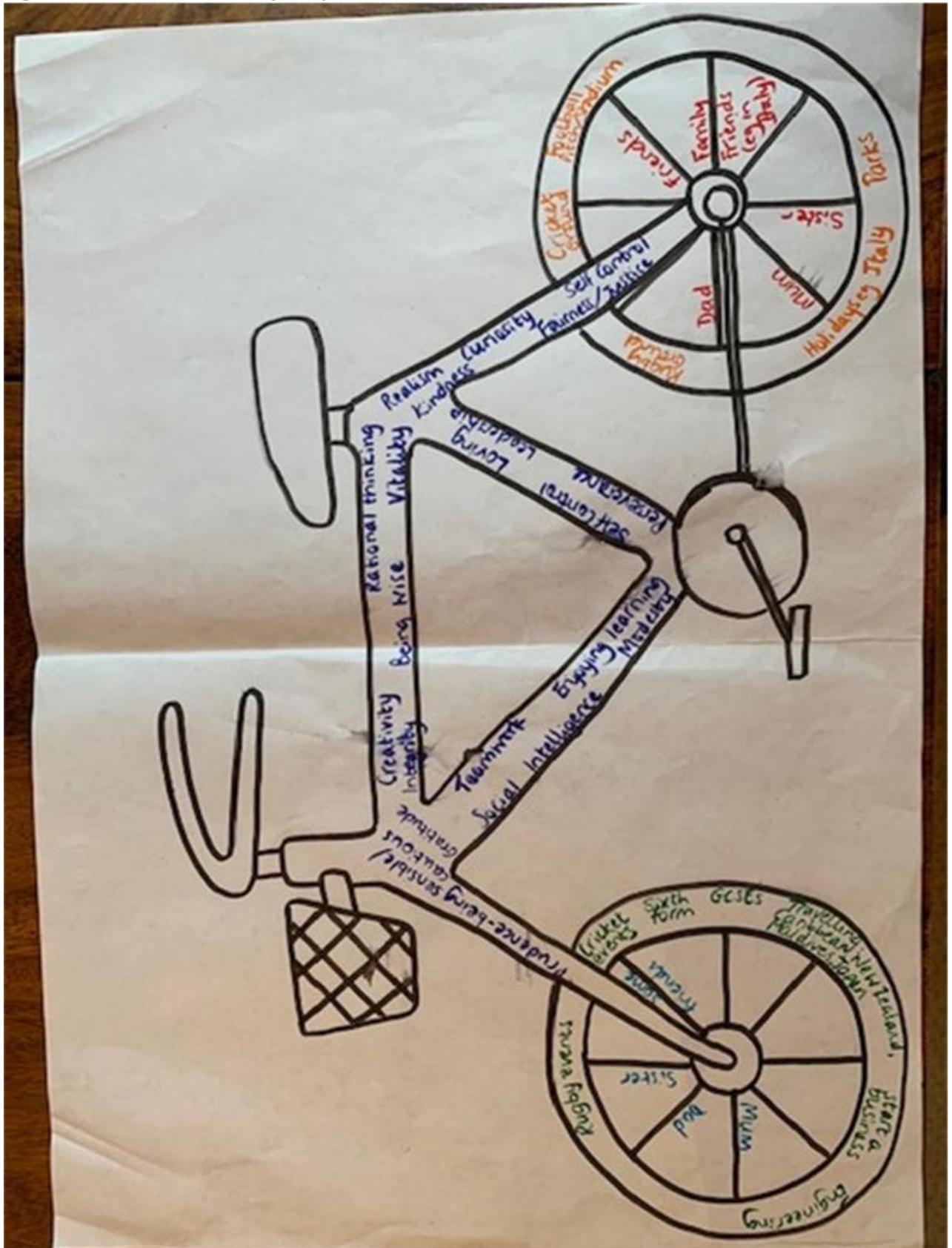
N: What would you, have you got any ideas? Would it be linked to engineering or...?

A: ((nodding, picked up bottle, leaned back on chair, slight smile))

Yeah

Appendix 14 contains Alex's Holistic-Content table which illustrates where each theme appears within the transcript.

Fig. 5.2 Alex's BoL Summary Graphic



5.2.4 What does Alex’s Road Conditions of Life narrative reveal about the obstacles that he faces?

Obstacles in the road were specifically considered during the Road Conditions of Life section of the BoL framework, (episodes 76 - 108 of Alex’s working transcript, Appendix 10). Alex referred to challenges at other points in the BoL process which are also included. The obstacles are discussed below in relation to educational and medical contexts.

School as an obstacle

Alex speaks explicitly of the challenges he has experienced in secondary compared to primary school due to the environmental constraints and inflexibility; see table 5.6 for more detail and examples. The educational context does not seem to provide an opportunity for Alex to shine (55, 57), to feel connection (29, 50, 72) or to feel valued (55, 93). There is a tension that Alex clearly describes between the identity he wishes to have which consists of feeling proud about his choices and actions (126, 63) and the subject positioning that he struggles with when anger (96), recklessness and impulsivity (49, 50) cause him to feel shame and regret.

Table 5.6 Section of Categorical-Content Table linked to Alex’s Experience in School

Quotes linked to Identity positioning within an educational context	Subthemes and reference to further examples
<p>(117) A: ((looking at camera)) [I, I, I’m always like that] people’ll be like ‘you’re not listening are you?’ ((looking downwards)) and I, I’ll just tell them everything they just said ((looking at camera))</p> <p>(87) A: Mm, I don’t really know because I’ve haven’t been in a mainstream class for two years. So I can’t really remember what it was like being distracted. ((Leaning back on chair – looking towards camera))</p> <p>(93) N: [And did that] those types of people that rejected you ...When did they start [to become...] A: [When I first] When I first went to secondary school ((looking down))</p> <p>(50) N: have people at school ever helped you develop that (self control/ emotional regulation) skill? Or is it something that you’ve done on your own? Or do you think your parents have helped you? Or... A: I’d say On my own ((writing))</p> <p>(55) N: Okay, so give me an example. What do you like learning? A: Er, ((looks to camera, leans back, arms behind head, hands at back of neck)) things that I see the point in. [If I don’t see the point] in something I just won’t do it N: [So], So from what you’ve said, it might be things like sport or engineering ((looks up to right as moves body forwards again, slight smile, nods head)) A: Things that are practical and I’ll use again ((looks to camera, picks up drink)) [but that] ((takes lid off, drinks, looking at camera)) N: So what things in school for example, have you struggled to see a point in? A: ((looking to left, shaking head slightly, putting lid on bottle, looking to camera)) Like...sh..((puts bottle down to left, looking downwards below camera)) All the really complicated stuff in English and Maths that you’ll never even use in your life ((looks to camera then to paper)) N: Yeah.</p>	<p>School has not been positive/ supportive: 29, 39, 50, 72,</p> <p>Learning needs to be applicable/ relevant/ linked to interests: 55, 115,</p> <p>Lack of opportunity to demonstrate and develop strengths at school: 57</p> <p>Disconnection from school/ being misjudged: 87, 90, 91, 37, 117,</p>

A: Like I get that some of it, you're going to use again, but you don't with all of it, ((looking below camera)) so yeah ((looks up to right of camera, shakes pen in right hand))	
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Alex identifies distractions, being bombarded by thoughts and anger as obstacles, see table 5.7 for more information and references in relation to executive functioning as obstacles; (also see Categorical-Form analysis, Appendix 22).

Table 5.7 The obstacles in school linked to Alex’s executive functioning

Aspect of Executive Functioning as an Obstacle	Description	Alex’s response
Emotional dysregulation (50, 63, 89, 96, 126)	Alex experiences challenge within the educational context due to becoming emotionally dysregulated when he is unable to cope within the setting. He describes a tension between shame and regret that he feels when anger, recklessness and impulsivity take over and pride about his choices and actions at other times (126, 63).	Alex responds by using sport but this is not always effective, (89) <i>But I also get tense and angry when it's in sport.</i> Alex justifies his anger which he believes is often caused by other people being unfair or unkind towards people he likes, which functions to reduce the blame he experiences (89).
Distractions and being active/ needing to move (54, 87, 113, 116, 117, 118)	Alex explains that people need to understand him (118): <i>Yeah ((looks to the R)). Cos people'll think ((turning towards camera)) I'm doing things to be an idiot but, not (1)</i> And that people assume he is making a choice (117): [I, I, I'm always like that] people'll be like 'you're not listening are you?' ((looking downwards)) and I, I'll just tell them everything they just said ((looking at camera)). Alex is aware that it is hard for him to manage distractions when he is not doing something he is interested in, (54): <i>Probably, if I'm trying to, if I really wanted to do something I'd be able to do it. When I put my mind to it I can do quite a lot of things, but if I don't put my mind to it I just can't do it</i>	Alex told me that the most effective response for him when distracted is to keep active (113), which is not always possible in the classroom. He explained that working 1:1 or in small groups reduces distractions but this is boring as he is unable to enjoy connection with peers (87). Alex has reflected about how distractions create a challenge for him and he animatedly tells me about the strategies he uses to help him focus (116) such as fidgeting, tapping his foot, walking and doodling: <i>Alex: Ah! ((Nods fervently and looks at camera)) I was writing, I was drawing (smiles) like you know when I had that paper and pen right, the whole things was covered in pictures!</i>
Being impulsive/ reckless – linked with emotional dysregulation (49, 50, 51)	A explains that he can think rationally if he gives himself time (51), he has self-discipline as long as he is not angry (49), he regrets times when he has not had self-control (50).	Alex knows that he will regret being reckless, (50): <i>A: Because otherwise I could end up doing something stupid which I regret ((writing))</i> <i>N: Because why would you regret it?</i> <i>A: Because I've made a decision in anger, which I wouldn't make when I'm normal</i>

<p>Having thoughts racing round his mind (59, 87, 105, 106, 108, 113)</p>	<p>A identifies that being bombarded by thoughts can be an obstacle that prevents clear thinking and good sleep but can sometimes be helpful, (59, 105-106). The school setting imposes a challenge for Alex as he is particularly bombarded by thoughts in quiet environments, (87, 113).</p>	<p>Alex's response is to accept it and let go of things he cannot control and to play sport, (108):</p> <p><i>Just having the mindset of if you can't do anything about it you just have to get on with it.</i></p>
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Alex explains how distractions affect his ability to focus but that he is less likely to be distracted when he is doing something he is very interested in (54) and that being distracted has less impact if what he is doing is insignificant because then being distracted does not matter (87). Alex concurs with the idea that neither of these circumstances frequently occur in school, in fact the opposite is often the case: that YP are required to engage with tasks that might not be aligned to their interests (55) and that the tasks are deemed to be of high significance to adults within the setting but not necessarily to the YP themselves (115). The school setting imposes even more of a challenge given that Alex finds it more difficult to focus in quiet environments, as it is at these times when he is particularly bombarded by thoughts (113).

Being excluded as an obstacle

Alex conveys how being excluded has been an obstacle for him, using non-verbal and verbal communication to express his intense emotion. Alex clearly struggles to make sense of the strong emotions that he experiences, such as feeling hurt, betrayed, rejected and angry (93) as a consequence of the unfair, unkind and impersonal way in which he perceives his permanent exclusion from school to have been managed, when decisions were made about him suddenly and without transparency (93). See table 5.8 for more detail.

Table 5.8 Exclusion as an obstacle in the road

Examples	Alex's response
<p>(93) N: Have there been people in I don't know say schools before that have got in the way of you achieving what you know you can achieve? A: Yeah. <u>Yeah</u> N: What sorts of things have they done, to...? A: <u>Kicked me out... of school</u> N: And, how did that, What did that make you feel about that person or the school or ... A: <u>Hated them</u> ((looked into camera))...[s..] N: And were there any times where they weren't, In the way so much? A: <u>When they stopped getting involved</u> ((looking at camera)) N: Mm. Who, who was it, the people in power? Which people which types of jobs were they doing in the School? A: <u>Head of Behaviour</u> N: Mm. And so what do you think...What could have been in place of that obstacle, that person that would have made it better? A: Just ...<u>them sticking by their word</u>. N: So you feel that they'd sort of said things and then, didn't keep keep to their [promise?]</p>	<p>Alex felt unable to respond to his predicament, he felt misjudged and he did not feel listened to. He felt a sense of injustice that he had been told that he would be given a new start and then the decision was made to exclude him based on an incident that happened out of school, with an adult who held the power to be heard whilst he did not. He has made sense of his experience by construing school as untrustworthy and unsupportive and has disconnected in response to the violation of the relationship he thought he had with people in school.</p> <p>Alex reclaimed power by blaming the school system in order to maintain his identity position. His self-reliance and identity as autonomous may have been strengthened in response to his</p>

<p>A: [Yeah]. Definitely. ((looks downwards)) N: So it sounds like you felt that they let you down somehow. A: Well, <u>they'd said, that I could have a new start</u> ((looking slightly down to the R)) <u>and then</u> ch, <u>kicked me out</u> (looking towards the camera) N: Mm A: <u>for nothing.</u> N: So, what, what do you think happened there, then do you [think, was there...] A: [well,] <u>They said I could have new start in year 8 and then in the year 7 to year 8 holidays</u> ((looking downwards)), <u>some kid's dad came round to my house and started threatening my family</u> ((looking down and to camera)) <u>and then he rang the school, telling them that I was doing things wrong, so then I was kicked out for it.</u> ((looking to camera and slightly to the R)) N: Oh. A: And ((looks to R then back, chair legs bang on floor)) <u>I didn't even go back for a day.</u> But they said I could have a new start in the new year and then they, didn't let me go back.</p>	<p>experiences, to allow him to maintain agency and resist the challenge presented by the dominant narratives imposed through the educational discourse: of not fitting in, failing, being rejected and ostracised.</p>
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In order to manage the tension between his preferred identity position and the subject positioning experienced at school (57), Alex has responded by disconnecting from school (87) as he feels powerless to curate a more positive identity position for himself within the constraints imposed there and as a consequence of being misjudged and not understood (117). A summary of the obstacles that Alex identified is presented in Table 5.9.

Table 5.9 A Summary of the obstacles in the road identified by Alex

Obstacle	Things that help
Distractions	Sport, doodling, moving around, 1:1 working, being interested/ invested in the activity (87, 113)
Thoughts that bombard him	Determination, sport, being active, let go of thoughts (106)
Anger	People being fair/ kind, self-control, sport, communicating thoughts, giving himself time
Exams	Being on his own (88)
People in power school; being excluded	People keeping their promises, having a voice, resilience, relying on himself (93)

5.2.5 What has a diagnosis of ADHD meant to Alex?

Table 5.10 Section of Categorical-Content Table linked to the Medical Discourse

Quotes linked to Identity positioning within a medical context	Subthemes and reference to further examples
<p>(50) N: And why would you say it's (self control/ emotional regulation) important? A: Because otherwise I could end up doing something stupid which I regret ((writing)) N: Because why would you regret it? A: Because I've made a decision in anger, which I wouldn't make when I'm normal</p> <p>(96) A: [I've already] I've already got a lot of regrets. I don't want to have any more.</p> <p>(54) A: Er, ((writing)) Mmm, ((pushes lips together as if thinking but still looking at writing)) Probably, if I'm trying to, if I really wanted to do something I'd be able to do it. When I put my mind to it I can do quite a lot of things, but if I don't put my mind to it I just can't do it</p> <p>(59) A: Er, So well, sometimes I could be thinking about something and I might be getting somewhere with what I'm thinking about, but might be thinking about it really quick. And then I'll just do that, like, ((moves right hand across face to the right side)) I would go really fast and come to a stop. And then sometimes it helps. Because cos I can think about a lot of things quicker. ((looking at camera))</p> <p>(134) I can't do anything about it (ADHD diagnosis)((Looks up and to R)) so I just get on.</p> <p>(133) A: I think it's just a word ((rocks back in chair and looks directly at camera – mouth set, jiggles R knee)) Bunch of letters ((looks to L, chewing, shakes head, shrugs)) don't [make any] A: difference to me. [I ju..] ((looking forwards and slightly downwards))</p> <p>(137) A: I don't think there should be a label for one way of someone, that someone's brain works, I think that everyone's brain works differently. ((chewing and looking downwards))</p> <p>(137) A: Then when people get a label put on their head it puts ideas into their head that they are different to everyone and it's bad for people's self esteem. ((shrugs, looks upwards towards camera, slightly below it))</p> <p>(131) A: it just changes the label on my ((looks slightly to R and downwards)) head. ((looks down and to the L)) It just changes what other people think about you instead of what you think about yourself ((looks upwards))</p>	<p>Discourse related to executive functioning: Impulsivity: risk-taking: 41, 51 Managing emotional regulation: 49, 50, 96, 89, Reduced attention/ focus: 54, 87, 116, 113, 114, Having a busy mind/ bombarded by thoughts: 59, 105, 112</p> <p>He is not defined by the ADHD diagnosis; it has not changed him – element of choice about how it affects you: 130, 133, 134, 137</p> <p>ADHD diagnosis changes other people's expectations and perceptions: 131</p> <p>ADHD diagnosis changes other people's expectations and perceptions which can impact on self-esteem/ identity: 132, 136, 137</p> <p>ADHD diagnosis imposed: 134</p> <p>ADHD diagnosis indicates difference not deficit: 135, 137,</p>

Table 5.11 Alex's response to the diagnosis of ADHD that he has been given

Response	Examples
The diagnosis does not change anything about his identity	(130) A: I, I, Cos <u>the way I see it is when I got told I had it</u> ((looking up to R and then at camera)) <u>I'm the exact</u>

	<i>same person that I was before I got told that I had it. It don't change me as a person ((looks to L)),</i>
He cannot change the diagnosis, so he ignores it	<i>(134) I can't do anything about it ((Looks up and to R)) so I just get on.</i>
Alex accepts that the diagnosis might change how he is viewed by others but refuses to allow his identity position to be affected by this subject positioning. In (133) he says it is just a 'bunch of letters' conveying that it holds no power or meaning for him	<i>(131) A: <u>it just changes the label on my</u> ((looks slightly to R and downwards)) <u>head.</u> ((looks down and to the L)) <u>It just changes what other people think about you instead of what you think about yourself</u> ((looks upwards))</i>
Alex considers that he has a choice about the effect of the diagnosis; his use of second person implies that he believes everyone to have a choice about how the diagnosis affects their identity.	<i>(134) A: <u>it depends how you let it affect you</u> ((jiggling R knee throughout, then looks directly at camera, chewing))</i>
Alex states that nothing seemed to be 'wrong with' his brain before the diagnosis, implying that his executive functioning may be different from other people's, but he has not changed. There is a sense that what must have changed is other people's response to him, that all brains are different and should be accepted as normal. Moving between first person, second person and third person could be a way of distancing himself from the problematic labelling and perhaps a way of generalising his view to be applicable to other YP.	<i>(135) A: <u>Because some people will take it as</u> ((looks up to R)) <u>like what everybody sees me as this kid with a label on my head of I've got something wrong with my brain, but</u> ((still looking up to R)) <u>they haven't, they've been like that the whole time, nothing's changed now that you've told that you've got something, nothing, being told</u> ((looking up and eyes to L)) <u>that you've got ADHD doesn't change what goes on in your brain. It works the same.</u> ((chewing, looks back to front))</i>
Alex says that being given a diagnosis can impact self-esteem; he is using the third person and is talking about other people, reinforcing the idea that he did not allow his self-esteem to be affected by the diagnosis and that he had a choice about how he framed it; he considers himself to be fortunate not to care how he is judged by others and to be able to disassociate himself from their opinion of him.	<i>(136) A: <u>Then when people get a label put on their head it puts ideas into their head that they are different to everyone and it's bad for people's self esteem.</u> ((shrugs, looks upwards towards camera, slightly below it)) <u>I mean I'm lucky I'm not, like that,</u> ((light shrug, shakes head, looks towards camera)) <u>I don't really care what people think of me anyway, so, yeah</u> ((looks downwards))</i>

Interpretation of Alex's response to the diagnosis of ADHD that he has been given

It can be seen from Alex's comments about the diagnosis of ADHD that he was given, (also see Categorical-Form analysis, Appendix 22), that he has distanced himself from the diagnosis, which is a common response reported by Ecclestone et al., (2019) and has resisted the imposition of a medical narrative on his identity, which is reported by Kapp, et al., (2013) as a common response.

As some YP felt in Jones and Hesse's study (2018), for Alex, the diagnosis is meaningless, and he prefers to embrace neurological differences, rejecting the deficit model of the EF profile that he has identified, seeking to identify barriers in the environment rather than acknowledging within-person difficulties, which is a response reported by Honkasilta et al., (2016).

Alex wants an educational setting that values inclusion and difference rather than conformity. He accepts the EF differences that he experiences but judges them to be minor differences which should not impact his life or identity, which is noted by Charach, et al.,

(2014) as a common response. He advocates for his individuality and by doing so questions the social order which is unfairly imposed within the educational discourse.

Through his response, Alex has maintained his identity position by rejecting the diagnosis but recognises that it holds meaning for other people and can affect their judgment and expectations. I wondered if for Alex, acceptance of the diagnosis might have reduced blame but would not have refuted shame and stigmatisation, perhaps echoing Honkasilta et al., (2016): “behind the label and my personal traits, I am an individual – a human being objecting to the deviancy associated with the diagnosis”, (pp. 253)

5.2.6 An overarching interpretation of Alex's positionality

(Please refer also to critical analysis notes in Appendix 26).

The identity position that Alex has developed is rooted in being a keen sportsman, incorporating skills such as being a good leader and values such as being inclusive by seeking the opinions of others in the team and taking account of these. Identifying as a keen sportsman allows him to experience success as well as to feel connected to family and friends.

Alex explicitly expresses in his narrative the importance of connection and building meaningful relationships, for example when he talks about being kind to others, being grateful for what other people do for him and enjoying activities with family and friends. More often the significance for Alex of connecting with others can be indirectly inferred from his response to people who have misjudged him; he is not indifferent to rejection or misunderstanding and reacts with anger and outrage, which may be interpreted as hurt and sadness. It seems likely that he has created an identity position of being self-reliant to protect himself from the negative responses of others and the disempowered subject positioning he experiences as a consequence of this.

Alex's experiences of school seem to have imposed a subject position which is negative; his ability to focus is constantly tested in this environment and it seems that his response to the pressures within the school setting, such as always moving, becoming emotionally dysregulated, becoming distracted and completing tasks, have resulted in negative reactions from the adults in educational settings which have impacted on his identity position. Being positioned as someone who is not able to succeed within the system may have contributed to Alex's reluctance to engage in conversations about school and how he is supported in school settings. Alex has experienced misjudgement by others and being positioned negatively as a consequence of the constraints of the systems he is expected to function within. He has perceived this as unfair and has developed a strong sense of justice to protect him against external forces that seek to judge him and find him lacking. That these forces exist predominantly within the education system and within the medical discourse surrounding the deficit model relating to ADHD diagnosis, has caused Alex to disconnect from the subject position which has been imposed on him and instead amplify his identity position as autonomous.

Autonomy is an important identity position for Alex but at times it appears to exist in tension with his need to be connected. Being autonomous allows Alex to feel secure despite the challenges imposed from the systems he functions in, particularly the education system and the people who hold power within it, by creating an identity which positions him as being empowered by disconnecting from it.

Alex's future hopes and dreams which include travelling, creativity and setting up a business related to engineering, allow him to position himself as successful, autonomous and secure. The idea of travelling might allow him to embrace a broader perspective where he is positioned outside the immediate ecological constraints. He does not talk at length about future plans, perhaps because he still feels he has a mountain to climb in terms of education

and cannot yet see a clear way of navigating through the next few years so that he can achieve them, however, incorporating ambitions for the future into his identity position may empower Alex to move away from the dominant narratives in his present.

In summary, the core narrative relating to Alex's identity includes a strong and positive sense of self, encompassing the importance of connection, his interest in sport and a strong sense of self-reliance which may have been augmented in response to the fragmented trust towards adults within the education system due to feeling betrayed and rejected by them. There is a sense that Alex has experienced the diagnosis of ADHD as having been imposed on him and he has chosen to ignore it. He overtly describes an element of choice in the way he feels about it and responds to it and maintains his strong sense of self-belief and self-reliance so that he can remain in control in terms of his positionality in relation to the diagnosis and by taking back power from those who can hurt him or judge him:

'It all depends on how you let it affect you...I know loads of people who have let it affect them in the wrong way; it's negative to them. It just depends on the specific type of person and how their head works... when people get a label put on their head it puts ideas into their head that they are different to everyone and it's bad for people's self-esteem. I mean I'm lucky I'm not, like that. I don't really care what people think of me anyway.'

5.3 Ben

(Ben's working transcript can be found in Appendix 11)

5.3.1 Pen Portrait

I met with Ben on two occasions when he was 16 years-old and was in Year 12. He had just started to attend a new college. An EHC assessment had recently been carried out and a decision not to provide an EHC Plan had been made. Ben's mother was present throughout both of the sessions sitting next to him and both were looking at the computer screen on a desk in front of them.

Ben was often animated when interacting with his mother and looked to her to co-construct his memories and narratives, relying heavily on her participation at times, particularly when he became tired and less responsive towards the end of each session.

Ben talked spontaneously and explicitly about his experiences of anxiety; he shared his story in a reflective and considered way and was more animated when talking about certain topics such as holidays and the challenges of secondary school.

5.3.2 The overarching message or global impression of the story:

I am sensitive and reflective, but I bravely use humour and empathy to develop and sustain connections, as relationships are important to me.

The global impression of Ben's experience and identity as presented in this narrative is that connection with people is extremely important to him. He enjoys deep, nurturing and positive relationships with his parents which was clearly observed in the interaction between him and his mum in both sessions. Relationships with friends are also important to Ben and he recognises and values the mutual care and support that exists with his closest friends. Ben is aware that he needs close relationships to feel secure and to enrich his life and explained how he experienced loneliness resulting from a period of disconnection with his parents.

Ben has developed a range of hobbies including Airsoft, interests such as history and cars, personal strengths such as perseverance and creativity and resources such as positive relationships and a wide range of experiences provided for him through family activities. Through the ongoing process of developing agency and actively applying his exceptional reflective skills to recognise and acknowledge these strengths, Ben will be able to create a more positive and empowered identity position. This will allow him to manage the impact of difficult experiences in the past, such as a traumatic period in hospital resulting in a diagnosis of PTSD, ongoing experiences of anxiety and his time in secondary school which presented him with obstacles and challenges to navigate.

Ben's ability to reflect and develop agency in relation to his experiences and identity positioning is illustrated in his narrative which includes many examples of high-level rational thinking, (see Categorical-Form Analysis, Appendix 19). For example, Ben talks about

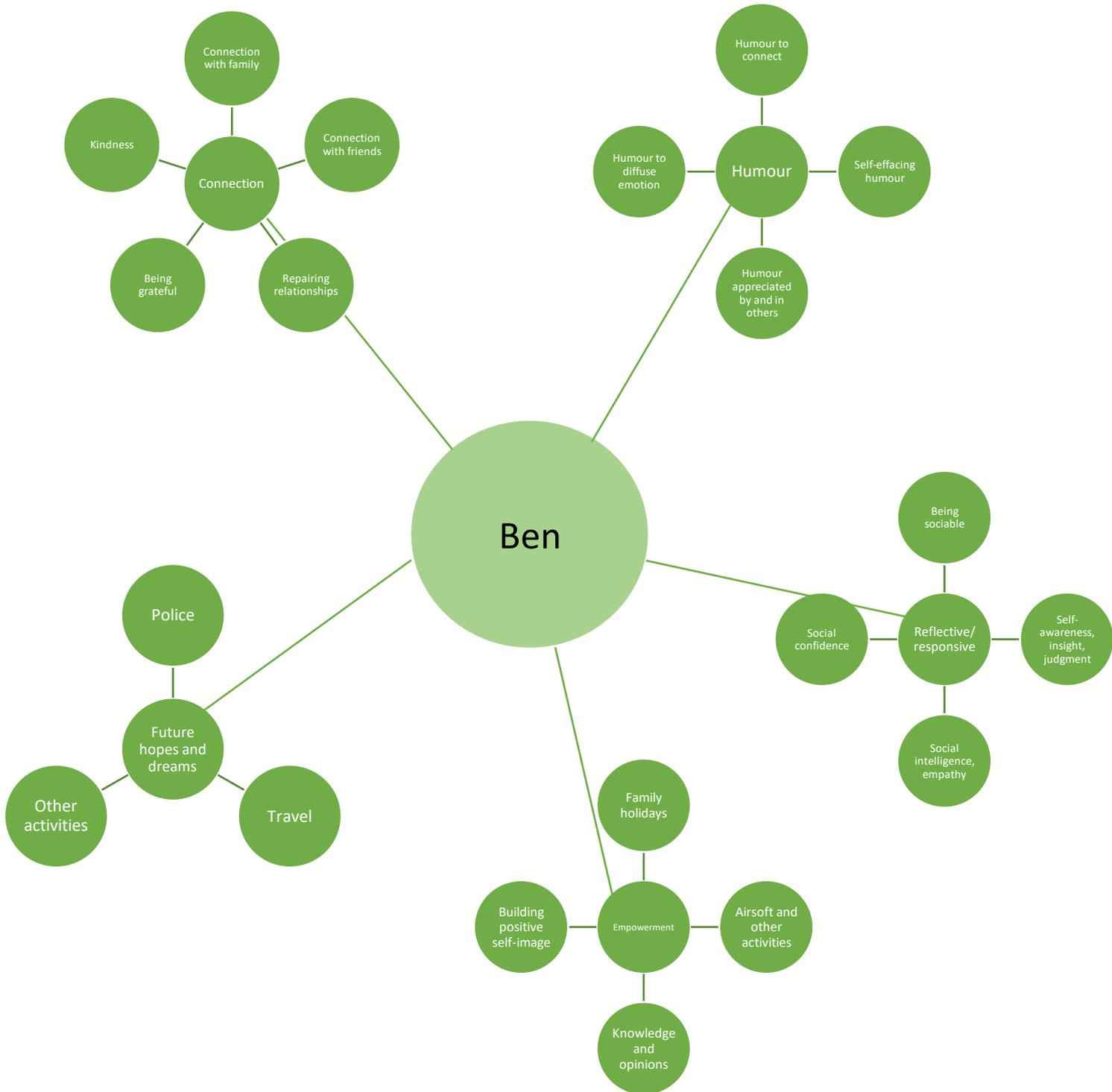
abstract general concepts, he self-reflects beyond the immediacy of the situation, he talks about his values, takes responsibility for his actions and offers substantiated opinions, particularly in relation to his experiences of school and hospital.

Ben opted to withdraw from the research after the second session, kindly giving permission for the data already collected to be included; reflections on this are included in the limitations section, (6.9.1).

5.3.3 What does Ben's BoL narrative reveal about his identity?

An overview of the themes and subthemes that emerged from Ben's narrative is presented in figure. 5.3.

Fig. 5.3



Theme 1: Humour

Having a good sense of humour emerges as an important aspect of Ben’s identity position from the start through its manifestation during the conversations (2, 59) and from being overtly mentioned (19). Ben used humour throughout our conversations to connect with his mum (8) and to make her laugh as they co-constructed narratives; sharing humour with his mum creates a safe space for Ben to stand. He also used humour to diffuse emotion and tension (59, 66), to shift focus away from himself (63) or from difficult subjects and to minimise his capacity and power (19, 25, 37, 53). His humour sometimes had the effect of lightening the atmosphere and reducing intensity.

Table 5.12 Section of Categorical-Content Table linked to Humour

Quotes linked to Theme 1: Humour	Subthemes and reference to further examples
<p>(25) What about this one? self control. I think it says sorry, if you can't see. ((looks intently at screen to see card)) M: Self control and self discipline (1) Mmm ((B and M both laugh, B leans right down to the front, holding onto one of the arms of his chair, then sits up again smiling, looking to R))</p> <p>(34) N: Are you quite enthusiastic the way you approach things? B: Yeah. What are you looking at me like that for? ((laughing as looks at M, with R hand raised for emphasis. Then looks to screen)) M: No reason! I just thought you might say 'depending on what it is'. B: Well, yeah, depending on what it is, obviously. ((smiles, hands to head, looks upwards, rubs face)) But I'd say yeah, I try to be ((looks at M))</p>	<p>Humour used to connect: 2, 5, 7, 8, 18, 30, 34, 59</p> <p>Self-effacing humour: 5, 7, 19, 23, 25, 27, 37, 39, 44</p> <p>Ben appreciates humour in others: 13</p> <p>Ben’s humour is appreciated by others: 19, 43</p> <p>Humour to diffuse emotion: 59, 63, 66</p>

Theme 2: Connection

Ben’s close relationships provide a secure base from which he can build confidence and a sense of agency (15, 26, 63). He explicitly states the importance for his well-being of maintaining connection with his parents (40), describing the isolation he felt when he disconnected from his them for a period of time, (34). Ben frequently looks to his mum for reinforcement (13), support (19), feedback (50) and validation (26) throughout the conversations.

There was a strong sense that since the hospital incident that he had experienced (11), Ben had been unable to be as sociable as he had previously been (9). The impact of this and his experience of anxiety seems to have reduced his confidence in social situations and may create a tension for him in relation to being able to position himself as caring (32), funny (53, 55, 43), empathic (63), kind (45) and a good leader (31). Connection with key people seems to have been a protective factor for Ben particularly in helping him to manage anxiety whenever it comes.

Table 5.13 Section of Categorical-Content Table linked to Connection

Quotes linked to Theme 2: Connected Self	Subthemes and reference to further examples
<p>(15) B: Yeah, my friends N: So who sticks out in terms of your friends, which are your Saturday friends? B: Er C, probably. ((neutral face, looking to L)) So yeah, he's a good friend. We always check up on each other. ((slight smile)) N: Ahh B: Make sure we're alright. Which is nice. ((nods))</p> <p>(9) (about being sociable) N: So you don't think you are as much now? B: I'm quite anxious, I'd say, around that sort of stuff.</p> <p>(26) B: I don't know why I keep on looking at you. ((smiling, looking down)) M: I don't know - to see if I approve or agree. B: You probably you know me better than I know myself. M: Mm ((shaking head)) No, ((Looking at M, smiling)) B: I think I think you do, because...sighs ((smiling, nods as talks, looking down to front)) (1) I don't know. m: I would agree with you completely. So you obviously know yourself really well ((laughs))</p> <p>(34) B: Because I lost connection with my mum and dad really didn't I? I didn't speak to you much. At all. I think. Yeah, I think it was just a bit, bit rubbish. Really. And I just felt a bit lonely".</p> <p>(40) B: I don't know. I feel like ((looking L)) I just sat ((looking to M)) in my office one day ((smiling, slight laugh)) and just looked at it and just thought, Jesus, I'm very lucky ((looking to L)) I think to have you, (((looks to M, slight smile; wistful, looks to L)) dad, everything that I have really</p> <p>(59) M: Mm, yeah. (3) And, Christmas - what do we normally do to celebrate Christmas? B: Have everyone over ((M laughs)) B: What? ((looks at her)) M: Yeah, so what...? B: We have everyone over ((Looks down to front, slight smile)) N: Yeah and who do you have over when you have..? B: Um, family. Just everyone really ((looks at M and they laugh)) M: Yeah! N: How many does it tend to be? B: Oh, Too many. (2) I don't know.</p>	<p>Connection with family is important: 2, 3, 4, 13, 14, 16, 18, 19, 26, 32, 34, 40, 50, 55, 58, 59, 60, 66</p> <p>Connection with friends is important: 3, 5, 7, 10, 15, 54, 60, 64</p> <p>Interested in repairing relationships: 19, 39</p> <p>Being grateful to others: 40, 60, 66</p> <p>Being kind: 45</p>

Theme 3: I am reflective and responsive to other people

Ben's interpersonal skills provide an opportunity for him to position himself as reflective (21, 28), insightful (19, 21, 34), authentic (108), empathic (59, 63, 108) and self-aware (9, 19, 21, 34) and help him to develop and sustain strong relationships. He uses humour and language to draw his mum back into the conversation (23, 63) and to deflect questions to her; he has good judgment (26, 34) and is skilled in social interaction (8, 63) despite no longer considering himself to be socially confident (9). Building his confidence through the social opportunities available to him, will allow Ben to demonstrate his preferred identity positioning.

Table 5.14 Section of Categorical-Content Table linked to Being Reflective/ Responsive

Quotes linked to Theme 3: Being Reflective and Responsive	Subthemes and reference to further examples
<p>(19) (thinking about B's strengths) B: It's just, <u>it's just one thing I can't do for some reason.</u> ((smiling, glances at M, then down to L)).</p> <p>(8) M: you made friends with everybody. B: hmmph ((looks at M and smiles))</p> <p>(31) (relating to leading peers at Airsoft) B: <u>Everyone's stood around, I sort of just get a couple of people,</u> ((looks at M)) like people, <u>ask them to go this way, that way.</u></p> <p>(34) B: <u>I definitely wasn't optimistic about stuff previously.</u> ((shaking head, looking to L)) <u>I'd never looked at something in a good way.</u> ((rubs face with L hand, looks L)) Ever ((laughs, looks to screen)) N: When was that, B? When did that go from and to? B: <u>Secondary school.</u> ((looks L)) <u>All of it.</u></p> <p>(9) N: So it sounds like you're very sociable then. M: Mm B: <u>was,</u> M: Was, Yeah B: was</p>	<p>Being sociable: 8, 9, 19, 63</p> <p>Reflective; self-awareness; wisdom, insight, rational judgement: 15, 19, 21, 26, 28, 29, 31, 33, 34, 35, 36, 46</p> <p>Social intelligence; awareness of other perspectives; empathic; sensitive: 15, 21, 21, 24, 38, 108, 48, 53, 59, 63, 27</p> <p>Developing the confidence to be sociable (8, 59, 63)</p>

Theme 4: Empowerment

Ben has had exposure to a wide range of activities and positive experiences, for example airsoft (31), climbing (29), expeditions (7), camping (8), cadets (31) and visiting Australia (2), providing opportunities to think tactically (31), to speak out (33, 36), to lead (31), to be courageous (29, 36), creative (37) and to develop opinions (23, 46, 48, 33). Developing a confident and empowered identity position through his strengths and the opportunities available to him seems to be an ongoing process for Ben in the face of the anxiety he experiences (24).

Table 5.15 Section of Categorical-Content Table linked to Empowerment

Quotes linked to Theme 4: Empowerment	Subthemes and reference to further examples

<p>(29) B: Yeah, ((looks to R and nods)) actually Yeah, sure. Because I was I was very scared of heights. ((looking to L)) Like horrendously scared of heights (.) that (.) four years ago, if you took me on a climbing wall I'd start crying ((looked to screen briefly then towards M, slight laugh))</p> <p>M: Mm</p> <p>And then, Yeah, I ended up doing climbing and then (.) yeah it was good</p> <p>(37) N: Um, what about this one? courage or bravery.</p> <p>B: Yeah. I'd say yeah to that.</p> <p>N: How would you say that... How does that show itself?</p> <p>B: I don't know, overcoming anxiety stuff mainly, ((looking at M, neutral face)) that's definitely the main one, ((looked at M)) isn't it?</p> <p>M: Mm. Mm (nodding).</p> <p>N: What helped you to do that B what what, what strengths did you draw on?</p> <p>B: Probably just ((slight laugh, glanced at M then down again to front)) wanting to get it over and done with really. When it's stuff like that I think you just get into the right mindset</p> <p>(31) B: Leadership role, sort of</p> <p>N: What does that mean then in that context? What do you do?</p> <p>B: Get a plan together really ((looking at M))</p> <p>N: Mm</p> <p>B: Everyone's stood around, I sort of just get a couple of people, ((looks at M)) like people ask them to go this way, that way.</p>	<p>Family holidays: 2, 3, 4, 8</p> <p>Airsoft: 5, 31, 54</p> <p>Enjoying varied activities, experiences and interests: 6, 7, 13, 29, 31, 54</p> <p>Being knowledgeable: 23, 30, 31, 33</p> <p>Building positive self-image; resilience: 26, 34, 37, 41, 46, 51, 56, 64.5, 66</p> <p>Developing informed opinions and being interested about the world: 23, 46, 48, 33</p> <p>Achieving at college and entering the police: 56, 51</p>
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Theme 5: Future hopes and dreams

Ben has developed hopes and dreams for the future including achieving A'levels at college (56), learning to drive (61), becoming a police officer (53), and travelling with friends and family (47), that provide him with achievable goals and a sense of purpose (33, 53, 63). His future goals have the potential to position him as optimistic (41), resilient (36, 66), independent (52) and invested (47, 48, 52, 58).

Table 5.16 Section of Categorical-Content Table linked to Future Hopes and Dreams

Quotes linked to Theme 5: Future Hopes and Dreams	Subthemes and reference to further examples
<p>(63) B: Well, I think the main things carrying me like, to do the job that I want to do is just the fact that it just happens to be a job that's quite easy to get ((looks at M and laughs as talks)) (3) Do you know what I mean? ((looking at M)) That is, that like a</p>	<p>Police: 33, 51, 53, 63</p> <p>Travel: 47, 48, 49, 52, 58</p> <p>Other activities: 55, 61</p>

dream job ((looking to L, neutral face)) because I've already got the requirements ((looks to screen then upwards)) (1) that I need to ((looking to L and then to M)) join.	
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Appendix 15 contains Ben's Holistic-Content table which illustrates where each theme appears within the transcript.

5.3.4 What does Ben’s Road Conditions of Life narrative reveal about the obstacles that he faces?

Ben withdrew from the study before the ‘Road Conditions of Life’ session, so he was not specifically asked about the obstacles that he experiences. The following information is based on challenges that Ben referred to prior to this in relation to educational and medical contexts.

Obstacles within the educational context

Ben appears to have coped in primary school but found secondary (34) more difficult, although he recognised positive aspects of his school experience such as enjoying history and psychology (27) and having experienced success in achieving GCSE qualifications (25). He found the stressful environment within school challenging as self-control is difficult when he is frustrated (24), he finds it difficult to engage and persist if he is not interested in the subject (27) and he becomes emotionally dysregulated at times when he experiences stress (25). For Ben, the educational context appears to compromise his identity position as he is unable to demonstrate his potential, for example by being trusted to take a leadership role (31) and he also experienced a reduced sense of belonging (15). Moving to an independent school appeared to increase his agency but being at college seems to be more hopeful for Ben as he is more invested, has greater autonomy and has made new friends, (see table 5.17).

Table 5.17 Section of Categorical-Content Table linked to Ben’s Experience of School

Quotes linked to Identity positioning within an educational context	Subthemes and reference to further examples
<p>(10) B: Well, I used to ((looks to M who nods)) used to, actually yeah, ((looks to screen)) I used to go to the park a lot with friends. ((looks to L, neutral face)) And then I went to my secondary school and the school hours were really long so and I never got to meet so much anymore and it died out a bit ((nods and turns slightly more towards screen but still L))</p> <p>(12) (talking about the traumatic hospital incident) N: Yeah, OK. So did it change how you felt about school? B: I definitely became a lot more anxious about stuff. ((looks towards M)) Especially anything to do with medical stuff. ((looks to screen, neutral face, slight nods as talks))</p> <p>(25) B: I, When I used to argue with my mum I used to say I hate you ((looking up to R)) and stuff like that, ((looks round to L)) and, and just stuff I don't mean, ((emphasis, looks to screen, then to L)) but I just said without thinking, so ((looks down to L, neutral face))</p> <p>(29) B: ((blows out)) Hm. Depends what it is. ((laughs, looks at M)) That's Yeah, that's Yeah, ((looks back to front)) it depends on what it is. I feel like I can't keep myself on track to do something if it's not something that I enjoy ((looking to L, neutral face))</p> <p>(31) M: I don't think people allowed B the leadership opportunities in primary or secondary school, because they didn't trust ((looking at M intermittently then to L, neutral face))</p>	<p>School is a challenge; does not help build strength/ positive identity: 10, 17, 25, 27, 31, 34, 46</p> <p>Executive functioning causes challenges: 24, 25, 27, 29</p> <p>Anxiety at school: 11, 12</p> <p>Connection at school: 15</p> <p>Positive aspects of school/ college: 27</p>

<p>B: other than in CCF M: Other than in CCF ((B nodded then had a drink)), they didn't trust that he would be able to stay focused enough because of his ADHD ((B looking at M, neutral face)) but they did trust in CCF. ((B looking at M, nodding))</p> <p>(27) (talking about focusing at school) B: Cos I wasn't bothered? ((slight laugh)) I think that's just the truth really ((looking down)). I just wasn't bothered about what I was doing. ((shaking head, looks at M)). So I just wanted to (3) just, have fun and just talk cos I was getting bored B: In secondary school I didn't want to be sensible cos it was boring ((looking at M smiling)) but, but ((looks down then to L, neutral face)) now I'm doing all stuff I'm interested in it's (3) ((sighs, looks back at M)) a lot better.</p> <p>(34) B: I'd never looked at something in a good way. N: When was that, B? When did that go from and to? B: Secondary school. ((looks L)) All of it. N: When you started secondary school? B: I didn't want to go to school. ((looks at M)) No, when I started, I think it was all right. ((Looks L)) And then it slowly went down and down and down. It's just... there was so much work, ((emphasis on 'so'))</p> <p>(34) B: But you do have energy left, you just don't realise. ((Looking down, nods head as talks)) Because if you just, like even just have like a meal with your parents or just, you know, makes you feel a bit more socialised...Because ultimately, ((looking to L)) it's like, being on your own constantly's not gonna help.</p>	
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From Ben's narrative, emotional dysregulation seems to be experienced by him as anxiety, which originates within a medical discourse but is exacerbated by stress in the educational context, affecting his ability to cope in school and his sense of empowerment. He articulately explains how his response to the stress of school caused him to disconnect from his parents which was in itself a challenge to his identity position which relied so heavily on being connected, (see categorical-form analysis, Appendix 19). He has made sense of the challenge and his response to it, which he articulates well (34).

Obstacles within the medical context

Ben endured a traumatic medical experience in hospital when he was in Year 8, which was life-changing (11) (see Categorical-Form analysis in Appendix 19). I picked up a sense that this event has been a 'causal self-event', as described by Dunlop and Walker, (2013), that has significantly affected Ben's subject positioning (10, 13), in this case due to the resulting anxiety that Ben experiences (36, 52), and that he is working hard with support from his parents to create an identity position in which he has greater self-esteem and confidence.

Table 5.18 Section of Categorical-Content Table linked to the Medical Discourse

Quotes linked to Identity positioning within a medical context	Subthemes and reference to further examples
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<p>(11) B: Well. ((looks at M smiling, M is nodding vigorously)) Yeah, ((looks to L)) I don't really want to go into detail or anything, [because it's hard] ((looks down slightly to L, to front))</p> <p>B: I went in for a food challenge, ((looking to L, neutral face)) and it all went a bit wrong. I think that triggered a lot of stuff. ((looks to M))</p> <p>N: And was that at school then B?</p> <p>B: Er, No, it was (.) it was like um, ((looking upwards to L, neutral face))</p> <p>M: at hospital ((quietly to B))</p> <p>B: it was at hospital ((raises head upwards and eyes looking skyward)) and it was to see if I could eat baked egg, ((looks back to L)) because I'm allergic to egg. ((glances to screen, then down to L))</p> <p>B: Well, I ended up having to go to CAMHS ((moves head up and down again for emphasis, still looking to L)) which then I was diagnosed with PTSD ((turns head for emphasis towards screen briefly as says this)) and (3) anxiety ((looks to M)).</p> <p>(12) B: Used to go down to the skate park ((neutral face)) sometimes, yeah. B: I used to ride ((glances to screen then to L)) my scooter a lot. Again, ((shakes head, looks to L then down to L)) not any more really ((sad facial expression)).</p> <p>(52) B: I think it'd probably be holidays ((looking down to front)). And the ((looks upwards then to M)) well (3), yeah, (2) I don't think ((looking down to L, neutral face, jiggling his leg so body slightly moving up and down)) we'd go for too long.</p> <p>B: I, I couldn't do that. ((jiggling. Looking to L)) I get a bit homesick when I go places really.</p> <p>N: Yeah, you [feel a bit]</p> <p>B: [especially with my] anxiety. ((looking up to L)) I think sometimes it can be a bit hard. When it's a bit unfamiliar it's hard, best to be somewhere I know. ((looks to front and down, slight smile, nodding))</p> <p>(66) B: ((looking up to L, eyes to M, with head on one side to front)) Have I had a choice? ((Leaning head back and towards M))</p> <p>M: Not always</p> <p>B: ((Laughs and leans forwards)) ((all laugh)) For the best though isn't it, so ((head tilted to R, looking down in front and slightly to R, R side of mouth pulled slightly))</p>	<p>Discourse relating to anxiety: 3, 8, 9, 11, 12, 36, 52, 63</p> <p>Executive Functioning: Managing emotional regulation and impulsivity: 25</p> <p>Executive Functioning: Reduced attention/ focus: 27, 29</p> <p>Diagnosis of ADHD changed people's opinions of B; lack of opportunity: 31</p> <p>Noticing everything: 63</p>
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High emotion surrounds Ben's hospital experience which resulted in a diagnosis of PTSD and seems to have impacted some of the opportunities, experiences and skills that had previously been important to Ben's identity, including climbing, skating, socialising and going to park with friends which he used to enjoy. He is understandably uncomfortable and distressed by these losses which create a challenge to his identity position. Although the medical discourse has explanatory power, Ben's response seems to include some ambivalence around aspects of the medical discourse, for example in his engagement with CAMHS.

NB. The section on the Road Conditions of Life narrative and what it tells about the obstacles faced does not appear for Ben, as he withdrew before the final session.

5.3.5 An overarching interpretation of Ben's positionality

(Please refer also to critical analysis notes in Appendix 27).

Hiles (2007) describes subject positioning as the sense of self defined by socio-cultural practices. For Ben, the medical discourse is a strong influence on his identity and in terms of anxiety, could position Ben as wounded by the trauma that occurred in hospital, which may leave him with little agency or potential for change. However, Ben's parents have taken up an important role in repeatedly amplifying the positive aspects of his identity of which there are many, to reframe the narrative surrounding him, to encourage him to develop increased agency and to create a more hopeful identity position to help him withstand the negative discourses around him.

It was not possible to identify Ben's positionality in relation to the ADHD diagnosis that he has been given from our conversations or to know what sense he has made of it. Ben does not pick up on his mum's comments relating to ADHD which could either indicate that he does not find it a helpful lens through which to understand himself and that he has not incorporated it into his identity position, or it could reflect shyness or embarrassment or perhaps just lack of opportunity to discuss this, as we did not carry out the Road Conditions of Life session.

Hiles (2007) suggests that through identity positioning, individuals can make choices about how to respond and position themselves in relation to socially constructed expectations which requires agency and active engagement on the part of the individual, (Mc Lean, 2008). Ben's willingness to recognise many of his strengths demonstrated in our conversations and his ability to draw on some of these in the face of challenge could be taken as evidence that although he says he finds it hard to describe his identity and strengths, he has started to absorb aspects of the positive narrative that has been made available to him into his identity position.

The subject positioning that Ben has experienced within his educational context has meant he has been unable to demonstrate his full potential, he experienced a reduced sense of belonging and was perhaps unable to experience the success he would like. His move to an independent school may have been intended to provide a more hopeful and positive narrative and increase his agency, but it seems that the workload, the burden of long hours and six-day weeks and the impact of this on his friendships, created its own challenges. Ben's mum suggests that his lack of a sense of purpose might be the result of his school experience, but Ben rejects this. Perhaps he prefers to take ownership of his sense of purpose, as he can then position himself with agency rather than responding passively to negative school experiences. He might also feel that rejecting an overarching sense of purpose allows him to occupy a less overwhelming and pressurised identity position.

Ben is experiencing college more positively than school; the pressure has been reduced as he does not have to get A' Levels to access a career in the police by his chosen route, he is learning subjects he is more interested in, in a more relaxed environment with reduced hours, he may have more autonomy and he has made some new friendships. The college

context may provide Ben with a more positive subject position that more coherently reflects his preferred identity position.

Ben has developed humour as an important aspect of his identity positioning as a way of reducing pressure, either by shifting the focus away from himself or by minimising the expectation on him to avoid possible failure and to reduce emotional tension and intensity and as a helpful tool to develop and maintain relationships. Similarly, his reflectivity, empathy and sensitivity are aspects of Ben's identity that he recognises and values and help to position him as an effective communicator and a good friend. Empathy and awareness of other people's situations form the basis of Ben's sense of justice, integrity and the appreciation of authentic relationships as well as his ability to take responsibility, apologise, forgive and repair situations that have gone wrong. It seems that the wealth of 'small stories' or well-worn accounts (Phoenix, 2013) within his family culture have amplified these strengths and values, providing Ben with the opportunity to develop agency and to create an empowered identity position which will help him to overcome harmful narratives and obstacles in the road as he continues his journey towards his hopes and dreams.

Ben's connection to and support from his parents is central to his emotional well-being and the process of developing an empowered identity position. It struck me that this dynamic might be complex for Ben, who relies on the strong connection with his parents as a protective factor in the face of anxiety which currently pervades his sense of self and at the same time is also actively seeking a sense of agency and autonomy.

5.4 Cal

(Cal's working transcript can be found in Appendix 12)

5.4.1 Pen Portrait

I met with Cal on two occasions when he was 13 years old and in Year 9. He had previously been excluded from primary school and had also been excluded from his mainstream secondary school when he was in Year 8. When I met him, he was attending an alternative provision alongside a gradual return to school.

Cal has an older brother (M), a younger brother (T) and a sister (E). T lives in the family home with Cal and his mum. For the most part of the sessions Cal's mum was in a different room, so he did not have the benefit of anyone to co-construct memories and narratives with him. During both sessions, Cal was sitting or lying on the sofa using a phone for the video call which was placed on a coffee table in front of him.

Cal struggled to focus throughout the sessions and used a range of strategies such as stretching, tapping, changing position and involving his dogs to help to engage and regulate him.

Cal came across as determined and angry in response to things that had happened to him, He was often difficult to engage and gave short responses but was more vocal and animated when talking about certain topics such as holidays and his experiences of secondary school.

5.4.2 The overarching message or global impression of the story:

I want people who have rejected me to believe that I am powerful and autonomous, but I feel misunderstood and alone.

The global impression of Cal's experience as presented in his narrative is that Cal has developed a positive identity relating to gaming, being creative, exploring, constructing, taking things to pieces, particularly motorbikes and has hopes and dreams for the future, including becoming a mechanic. Cal's connection to his immediate family and particularly his mum is important to his sense of identity, and he relies on being within his home environment to feel calm, reconnect with himself and overcome challenging experiences mostly related to school and the injustices he feels he has experienced there.

There is an underlying pessimistic tone running through Cal's narrative; he recognises and focuses on the challenges caused by other people and seems to expect that he will continue to experience negativity, communicating few opportunities where he has experienced success. As a result of the injustice he has experienced particularly through being excluded, Cal has built resilience and autonomy through resisting connection with others to protect him from the possibility of further rejection, injustice and failure.

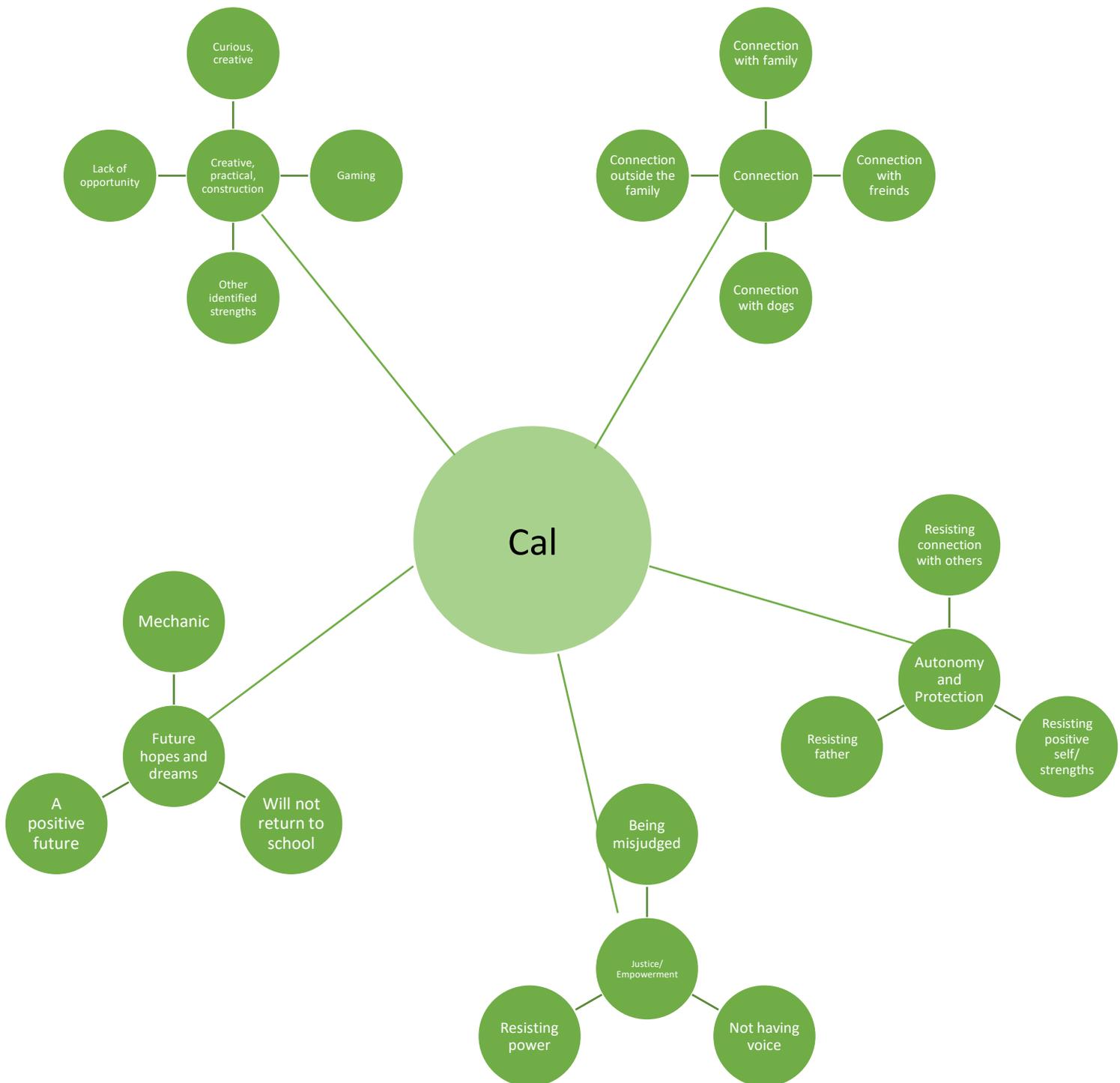
Cal denies his own strengths which could be a way to reject his conversational partner or resist opening up to someone he does not trust. Alternatively, Cal may be unable to fully

accept his own strengths and skills because he does not believe in them, value them or have confidence that others really believe in or value them.

5.4.3 What does Cal's BoL narrative reveal about his identity?

An overview of the themes and subthemes that emerged from Cal's narrative is presented in figure. 5.5.

Fig. 5.5



Theme 1: Creativity and Construction

Cal's interest in building (22) and being practical (54) and creative (14), are incorporated into his hope of becoming a mechanic in the future (54, 71) and functions to offer Cal the potential to develop motivation, validation and a sense of purpose. Being practical provides opportunities for Cal to position himself as being interested in the world (52, 40), being persistent (73) and a problem-solver (21, 30).

Table 5.19 Section of Categorical-Content Table linked to Creative, Practical and Construction

Quotes linked to Theme 1: Creative, Practical and Construction	Subthemes and reference to further examples
<p>(22) N: Can you give me any ideas about what you think you're good at? what some of your strengths are? A: Building. Playing. ((Looking down, shaking head slightly)) Gaming and stuff, I don't know.</p> <p>(14) N: Okay. Who did you always used to do motorbike building with then and taking them apart? C: Noone, I do it myself ((slightly lighter tone, playing with camera, scowling face subsides a little)) N: Do you? And where do you do that? C: Back room ((intonation indicates definiteness – emphasis on 'room'; slight nonchalance, eyebrows raised, still playing with camera)) N: Oh, you do it at home do you? C: Mm N: So are there bits of motorbike lying around then? C: Yeah, could get some now but (.) wouldn't be allowed ((looking at camera in hands)) N: Are they actually inside, or have you got like a shed or somewhere where you do it? C: We've got a garage that's outside ((looks up and slightly jerks head to front, indicating outside, rasies L side of upper lip)) to keep em in. ((looking closely at camera in his hands)) N: Yeah C: and can't get in it cos there's keys in it and it's double-locked so ((purses mouth)) it's impossible to get into ((raises eyebrows)) N: Do you go in there sometimes then; are you allowed to go in to do motorbike stuff or...? C: It depends if my mum says N: Yeah. Is it something you enjoy doing at weekends? C: Well not really cos I don't get to do much. ((puts camera up to eye as if taking photo))</p>	<p>Interest in constructing and taking things to pieces: 22, 14, 21, 28, 54, 70</p> <p>Curiosity/ Creativity: 28, 35, 52</p> <p>Gaming: 30, 68, 90, 91</p> <p>Other identified strengths: 33, 36, 37, 46, 47, 52, 85</p> <p>Lack of opportunity: 54, 57</p>

Theme 2: Connection

Positive connection with others supports Cal's identity position as connected, valued and secure. The importance of Cal's connection to his family (18, 31, 71) emerges strongly, particularly with his mum (42) who was able to provide insight into some of Cal's strengths (39). Cal became more engaged, offering more protracted responses and the occasional smile as he talked about his maternal grandma and his nephew (18); this relationship seemed to provide a sense of responsibility and power for Cal. Cal expresses and overtly

demonstrates connection with his two dogs throughout the conversations (69). Cal does not mention specific friendships and communicates resentment that his exclusion from school has negatively impacted his relationships with friends (23, 84) and that this is the reason he no longer sees any of them (19). He cannot identify any adults in school who he had a positive relationship with apart from one in primary school, (8).

Table 5.20 Section of Categorical-Content Table linked to Connection

Quotes linked to Theme 2: Connection	Subthemes and reference to further examples
<p>(8) C: (Talking about a member of staff at primary school): (she) just looked out for me helped me make friends in school and everything. Used to cook ((looks up tilts head to L, slight shrug, R arm behind back so elbow in air)) make slime and stuff ((looks to camera, head resting on L hand – L elbow resting on back of sofa)) (2) way better than normal school</p> <p>(31) N: Now this one might be hard for you to answer or think about I'm not sure. Do you like loving people and being loved? Like caring for people? C: Mm ((nods)) N: Yeah. Who do you like to care for and look after? C: My brother and my mum, my nephew. ((slight nonchalant expression, looking at the bag in his hands; shrugs)) N: Aah. So sounds like you've got lots of people that you look after. And do you like them...you know, being affectionate or loving you as well? Do you enjoy that when people give you a hug or say something nice to you? C: Yeah N: And I can see you're really loving with your dogs as well. You care about them, don't you? (nods)</p> <p>(44) N: What about this one? Do you feel grateful about things? C: Yeah. It might not seem like I am but I am ((put right hand bent behind head and looks downwards))</p>	<p>Connection with family is important: 2, 3, 4, 31, 18, 20, 25, 31, 39, 42, 44, 66, 71</p> <p>Connection with friends: 10, 19, 84</p> <p>Connection to dogs: 6, 11, 19, 26, 30, 64, 69,</p> <p>Connection outside the family: 8, 12, 15, 23, 32,</p>

Theme 3: Autonomy and Protection

Cal has developed a position of autonomy which encompasses a sense of resistance, rejection of others and disconnection, particularly from people in power (13, 23, 29, 30). There is a sense that he is no longer prepared to invest in people or systems, perhaps because this would risk experiencing further harm or rejection. Whilst this disassociated identity position is detrimental for Cal as it prevents the possibility of trust and positive attachments, it may provide him with a sense of security and strength and allow him to position himself as independent and resilient.

Table 5.21 Section of Categorical-Content Table linked to Autonomy and Protection

Quotes linked to Theme 3: Autonomy/ Protection	Subthemes and reference to further examples

<p>(23) N: And I know you're good at games, so what sorts of skills do you think you have, ...you have to have in your games, because I would be rubbish at them so what skills have you got that I haven't got? C: Well I can play with a keyboard and a mouse and you have a 90s joystick ((turns face to left, slight smile, shakes head, makes a dismissive sound)). N: So is it about thinking quickly and then doing things quickly with your hands? C: You're just bad at playing games miss yeah, you just sit there with your little 90s joystick like 'ooh, it's so good' ((sarcastically, mimicks playing with a joystick)) But we sit there with fat keyboards and things ((gestures playing on a keyboard)) and a mouse and ((head down to R hand, rubs L eye)) so (unintell) ((sits up and then head back into R palm))</p> <p>(17) N: And anyone else? Anyone like your Taekwondo teacher or your scout leader or your... C: Taikwondo teacher?! You must be having a laugh miss! ((Looking up to left and smiling; incredulous face)) N: Do you not like him? C: Her ((looks to camera disdainfully)) N: Her was it? She wasn't special to you then? C: Er No! ((shifts on chair and smiles downwards)) She were an absolute joke. N: Was she? C: Not one help, not one bit. (Looking upwards and grimacing, eyebrows raised)</p>	<p>Resisting connection with me/ others: 13, 23, 29, 30, 33, 85, 17</p> <p>Resisting positive self: experiences/ memories/ strengths: 13, 22, 23, 45, 53</p> <p>Resisting his father: 14, 21</p>
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Theme 4: Justice and Empowerment

Cal has been supported to develop a sense of empowerment through some of the activities he has accessed out of school, such as cooking (35), sky-diving (36) and gaming (68), which helps him calm (90, 91). He has enjoyed riding his bike (33) and playing rugby (37) in the past, which have given him the opportunity to position himself as active (33) and courageous (36). Injustice is a strong theme throughout Cal's narrative. He communicates a sense of having been unfairly treated, (42, 50) particularly by the school system but also by other people and organisations, such as his Taikwondo teacher (17) but tries hard to position himself as resilient and autonomous in the face of injustice.

Table 5.22 Section of Categorical-Content Table linked to Justice and Empowerment

Quotes linked to Theme 4: Justice/ Empowerment	Subthemes and reference to further examples
<p>(42) N: we've got lots of things. Lots of strengths. What about this one? This is one that comes out a little bit when you talk about school - being fair and wanting justice. M: Mm ((questioning face, leaning back and stretching)) N: You're quite strong on that C, and you don't [like it when things are unfair.] C: [No point in trying to be fair with school] ((leaning back with hands by ears)) N: Sorry can you say that again? C: No point in trying to be fair with school N: But you feel a sense of unfairness don't you about the way you've been treated? So you obviously ..being.. things being fair matters to you? C: Teachers know M: Shh, hey</p>	<p>Being misjudged/ / unfairly treated/ other people 'lying': 24, 42, 49, 50, 89</p> <p>Power - Not having voice heard: 24, 77, 78, 79, 87, 93</p> <p>Being misjudged leads to ignoring expectations - resisting power in school: 25, 27, 88</p>

<p>C: So you think I've just been beaten up in the corner? ((leaning right back on sofa with his head leaning back on elbows and looking upwards)) (2) It's a joke.</p> <p>(36) M: indoor skydiving and he ((C looking to right of camera as if disinterested but still neutral face)) and he's given that a go so he's quite brave.</p> <p>(90) (When asked why he likes gaming): C: Cos I finally get a break and sort mysen out</p> <p>(30) N: Okay, what about this one? This one says leadership. Are you a good leader? ((nods)) So, can you give me an example of when you've been a really good leader? C: When I'm on my game. I was literally told by these people that I'm a good leader. ((leans forward and then looks at camera and then to slightly to the right)) N: Do you have good ideas or do you persuade people to do things or do you show people how to do things? What What is it that makes you a good leader? C: I'm persuasive, I am ((looking down at bag in his hands, slight sneer)) N: I missed what you said then C, sorry, C: I'm mega persuasive, I am N: Yeah, that's a really good skill then. (2) C: Not really cos people can use it as revenge and power thing ((looking at the bag in his hands, slightly slower speech for emphasis and drama, slight creaky voice))</p>	
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Theme 5: Future hopes and dreams

Thinking about future hopes and dreams provides Cal with the possibility to develop a positive identity position (60, 61, 62) which can be valued and reinforced within social discourses. Cal is resilient and optimistic enough to fully expect to increase his range of strengths and skills in the future (57) and his goal of becoming a mechanic (71) serves to boost his preferred identity positions of being creative, practical and a problem-solver, and provides the potential to develop a strong sense of purpose and validation within the systems he operates.

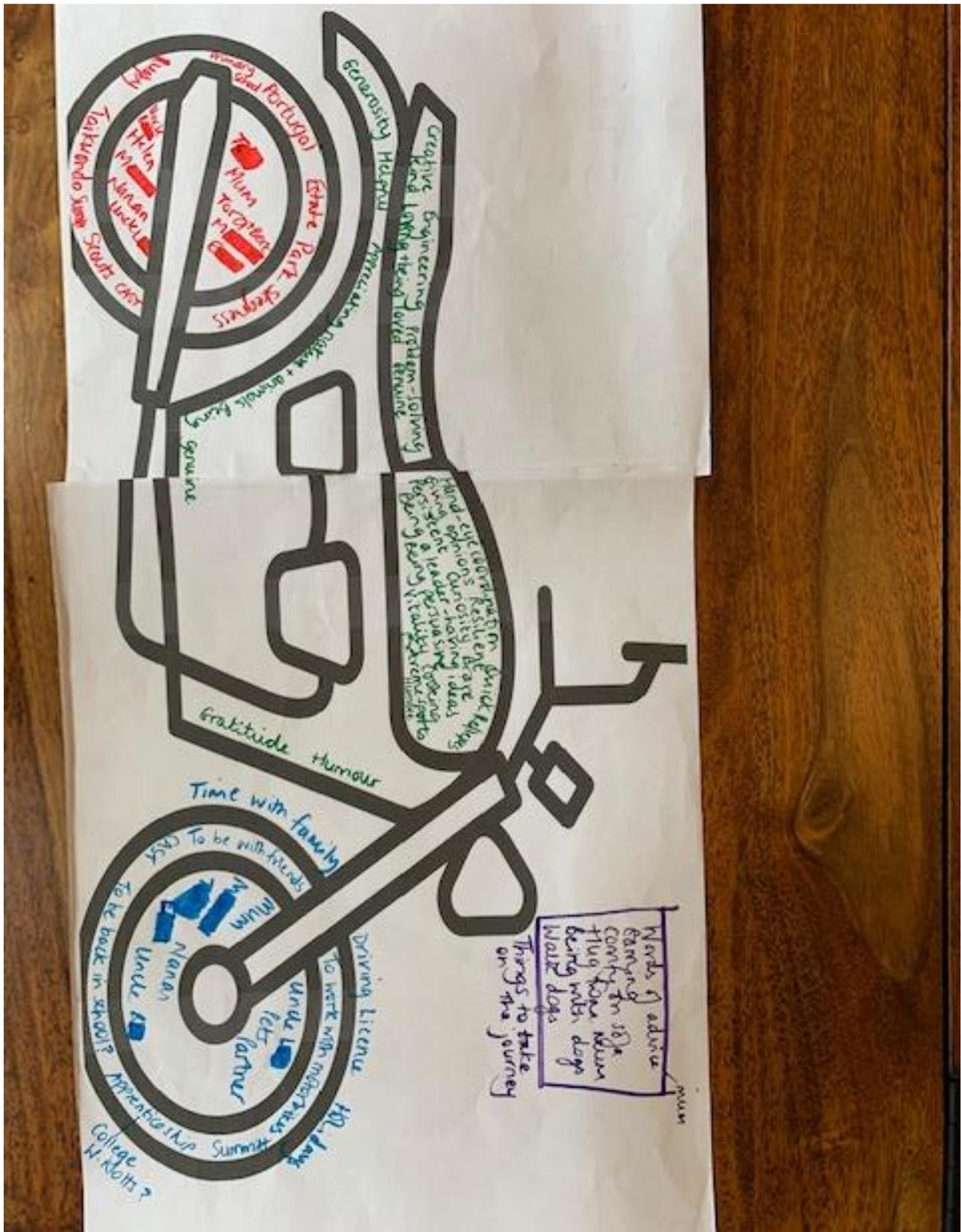
Table 5.23 Section of Categorical-Content Table linked to Future Hopes and Dreams

Quotes linked to Identity Theme 5: Future Hopes and Dreams	Subthemes and reference to further examples
<p>(71) N: What do you want to do with motorbikes? C: Repair them, fix them, destroy them for people because some people want them destroyed. N: Right. OK. That's why you'd be good because you're good at taking things apart, aren't you as well? C: Mm ((out of camera, playing with something that is beeping))</p> <p>(57) I mean, more to like add in the future. (in relation to his strengths/ skills)</p>	<p>Mechanic: 57, 59, 60, 61, 62, 71</p> <p>Will not return to school: 58, 73, 91,</p> <p>A positive future: 57, 59, 60, 61, 62</p>

(62) I'm not sure, probably (1) get out of this crappy country	
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Appendix 16 contains Cal's Holistic-Content table which illustrates where each theme appears within the transcript.

Fig. 5.6 Cal's BoL Summary Graphic



5.4.4 What does Cal’s Road Conditions of Life narrative reveal about the obstacles that he faces?

Obstacles in the road were specifically considered during the Road Conditions of Life section of the BoL framework, (episodes 71 - 94 of Cal’s working transcript, Appendix 12). Cal referred to challenges at other points in the BoL process which are also included. The obstacles are discussed below in relation to educational and medical contexts.

School as an obstacle

Cal experienced challenges within school and was excluded from primary school as well as several times from secondary school, perhaps due to his emotional dysregulation which may have been exacerbated by environmental constraints and inflexibility. From Cal’s perspective, he has been misunderstood and unsupported and has been unable to succeed. Table 5.24 contains examples of quotes linked to Cal’s experiences of school. (More detailed information about episode 72 can be found in his categorical-form analysis, Appendix 20)

Table 5.24 Section of Categorical-Content Table linked to Cal’s Experience in School

Quotes linked to Identity positioning within an educational context	Subthemes and reference to further examples
<p>(87) N: Does it (school) feel more like a hole that you fall into? Or does it feel...? Look at that one C, does it feel more like a big tall a high-jump that you've got to jump over? Or does it feel like a wall that you feel like you're climbing, climbing, climbing all the time? C: Probably ((looking downwards, thinking)) a hole ((looks to camera)) N: a hole, yeah. Okay. So on this slide it says: How could you describe this challenge? C: ((Looking straight ahead, stony face)) (unintell) make it feel like it's my fault all the time ((makes a mouth opening and closing with his hand and a high voice 'blah blah'-type of sound, then the same with the other hand, looking at the camera briefly)) N: So if, they make you feel like it's your fault ((looks ahead then to side and slightly down)) C: They push it on me that it's my fault N: Yeah, nobody asks for your opinion? C: Nope. ((Getting back under duvet and looking at camera)) No one does. ((looks away))</p> <p>(57) N: Do you want me to put anywhere else on there? Like XXXX (AP)? Or XXXX (secondary School) or anything? C: Miss you having a laugh – putting XXXX (secondary School) on there? ((pulls back in chair, looks to left, smiles)) N: Well, I know you're not [very happy with them there at the minute]. C: [(unintell)] ((smiles)) N: But you know, the reason I might put it on there is if you want me to it's because it's, it's still a significant place. Even though you might not always like [it.] C: [They're] supposed to help and they've not helped me once Miss ((moving in chair, rolling head as talks, face more set - neutral)) N: Okay, but do you still feel like you want to go back there? C: No.</p> <p>(72) N: So let's think about in what way is it (school) a challenge? C: It's not a challenge! It's a Problem ((looking at camera, left hand in front of mouth)) N: Say it again</p>	<p>School is a challenge; does not help build strength/ positive identity: 7, 26, 50, 71, 72, 74, 75, 77, 87,</p> <p>Emotional regulation at school: 24, 25, 80</p> <p>Connection/ Disconnection from school in the future: 54, 57,</p>

<p>C: It was a problem, not a challenge. ((leaning back and putting right arm bent behind head))</p> <p>N: Okay? You prefer the word problem. So tell me how it's a problem because I already know a little bit you but you, you just [tell] me now,</p> <p>C: [ruined] my life ((looking up to right)) they kicked me out of school for about two years.</p> <p>N: Mm</p> <p>C: There's plenty more but it'd take all day to say ((set expression, gaze to right, left arm moves up, then both arms bent behind head and leans back))</p> <p>N: And it sounds like when you talk about school, [it makes]</p> <p>C: [they lie about me an all]</p> <p>N: Pardon? Say it again C?</p> <p>C: They lie a lot (leaning back on arms behind head)</p> <p>N: [So yeah, you]</p> <p>C: [Like they say] that I threatened kids and teachers like ((still leaning on arms, looking to right))</p> <p>N: [Yeah] so er</p> <p>C: [(unintell)]</p> <p>N: Sorry, C I can't always hear you.</p> <p>C: Well, it's supposed, school is supposed to be for help ((pushing self up on sofa and sitting the the right end of it under duvet, looking at camera throughout)) yeah, saying that I abuse and threaten teachers, how does that help?</p> <p>N: Okay, so you feel like that they they lie? You feel like that they reject [you].</p> <p>C: [I don't feel like they lie], I know they lie Miss ((looks away to right))</p> <p>N: Um, And it feels like they're unfair because they misjudge you. So they they accuse you of things that you don't feel that you've done. Is that right?</p> <p>C: Well I have no friends because of them ((leaning head right back on sofa now, with arms away from back of head))</p>	
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Cal has made sense of his school experiences by framing school as 'The Problem' rather than simply a challenge (see episode 72 above). By framing school as the problem, Cal powerfully positions it as culpable, rejecting that it simply poses a challenge that he should be expected to overcome. In episode 87, he describes school as a hole that he has fallen into which indicates the level of disempowerment he has; he is made to feel it is his fault and he does not believe his opinions are sought or listened to.

Cal's strong emotions about school, are expressed through his powerful lexical choices, indicating the certainty about his perspective, for example, although he was holding his belt and 'cracking' it, he does not believe his actions were threatening. He sarcastically refers to being 'threatening' several times through the conversation, indicating his rejection of the subject positioning that has been imposed on him.

Cal effectively uses paralinguistic indicators of emotion (also see Appendix 20: Categorical-Form), for example, he slows down his speech and uses creaky voice for emphasis and drama which has the effect of conveying scorn. His emphatic and angry tone, particularly throughout (72), indicates his frustration and sense of injustice.

Cal uses non-verbal communication extremely successfully to convey emotion. He looks at the camera at key points, often to reinforce his message or to convey pride, for example when he says that people have told him he is a good leader (30). At other times, he sits back from the camera, looks away or leans back with his arms behind his head which seems to convey disconnection from the people he is talking about and perhaps a sense of

resignation. At times, Cal’s facial expression seems to convey anger, neutrality, dismissiveness or scorn towards the people in school; he has disconnected from them.

The difficulty that Cal has experienced in regulating anger has created a challenge within the educational context; table 5.25 provides more information about this aspect of EF functioning.

Table 5.25 The obstacles in school linked to Cal’s executive functioning

Aspect of Executive Functioning as an Obstacle	Description	Cal’s response
Emotional dysregulation	<p>Cal tells me that he gets angry sometimes (80, 24) but not at home (25).</p> <p><i>(80) Just get angry sometimes – it’s not my fault is it? It’s my ADHD, I can’t help it.</i></p>	<p>School’s response to Cal’s emotional dysregulation has led to him to feel stigmatised, blamed (29) and distrusted (89):</p> <p><i>No they’re lying. All they do is assume and not...you know ((throws arms into the air, shrugs, looks to camera, looks angry and hurt)) (24)</i></p>
Learning	<p>Cal says he has experienced difficulties with learning rather than concentrating in school.</p> <p>(77) N: Has it been a problem with your learning or a problem with you concentrating? C: <u>My learning</u> N: Mm C: But my learning curve’s gone sideways because of the teachers! ((sarcastic tone)) N: So you feel like is it, is it, has the problem with your learning been because you’ve not been there enough? (2) C: <u>Yeah, I’ve been out for three years</u> ((assertive tone, looks at camera)) N: Do you think that you ever felt like there was a problem with the learning before that? C: <u>Not really. I could do it but I just need some help</u></p>	<p>Cal’s response to struggling to learn at school is to blame the teachers and the lesson content:</p> <p><i>C: How am I supposed to enjoy stuff when it’s just boring work?.. Don’t want to do it – it’s just work</i></p> <p>Cal blames school for the difficulties he has experienced with learning because he has been out of school for so long and also feels that adults in school have not helped him (57):</p> <p><i>[They’re] supposed to help and they’ve not helped me once Miss</i></p>

Being excluded as an obstacle

Cal responds to being excluded with explicit language, sarcasm and combative non-verbal communication to express the intensity of his emotions and has made a decision not to return to school.

Table 5.26 Exclusion as an obstacle in the road

Examples	Cal’s response
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<p>Cal feels he has been misjudged and unfairly treated:</p> <p>(7) C: <i>That I got excluded there ((rising intonation, looking at hands as cracking fingers))...pretty much everyday for doing something that you shouldn't get excluded</i></p> <p>Cal feels misjudged and that these judgements have been imposed, for example, he feels that adults in school have an agenda to get rid of him:</p> <p>(87) C: <i>((Looking straight ahead, stony face)) (unintell) make it feel like it's my fault all the time ((makes a mouth opening and closing with his hand and a high voice 'blah blah'-type of sound, then the same with the other hand, looking at the camera briefly))</i></p> <p>(24) C: <i>No they're lying. All they do is assume and not...you know ((throws arms into the air, shrugs, looks to camera, looks angry and hurt))</i></p> <p>(32): N: <i>Oh that's a shame used to play rugby but then it got stopped did it? Has it started again yet?</i> C: <i>Well, no I won't be allowed will I cos if, Teachers - they'll be like no you can't no cos you're going to attack. Cos I'm dangerous ((with emphasis and sarcasm and a slight smile)).</i></p>	<p>Cal's educational experience, in particular the exclusions that have occurred since he was in primary school have imposed a subject position on him of disempowerment and lack of agency.</p> <p>Cal believes that adults in school purposefully lie about him, that they look for reasons to blame and exclude him.</p> <p>Cal reacts with sarcasm and anger at being accused of being threatening and being told that his behaviour was dangerous. He has interpreted school staff saying that his behaviour is dangerous, as them saying he is dangerous.</p> <p>Cal has made sense of his experiences by believing that the educational system holds too much power (77):</p> <p>C: <i>Got too much (power) and they're abusing it</i></p> <p>The overwhelming emotion communicated by Cal throughout our conversations is anger which seems to arise from feeling rejected, disempowered and demoralised.</p>
<p>Cal feels powerless in the school system.</p> <p>N: <i>Does it (school) feel more like a hole that you fall into? Or does it feel...? Look at that one C, does it feel more like a big tall a high-jump that you've got to jump over? Or does it feel like a wall that you feel like you're climbing, climbing, climbing all the time?</i> C: <i>Probably ((looking downwards, thinking)) a hole ((looks to camera))</i></p>	<p>When asked about the sort of obstacle that school represents, he tells me that it is like being in a hole (87) which illustrates the impossibility in his mind of his predicament, all efforts seem futile and he feels completely powerless.</p>
<p>Cal feels ostracized, marginalised and isolated from his peers, which reduces his sense of belonging and acceptance:</p> <p>(24) C: <i>because of Miss X, because I've been taken away from all my friends.</i></p> <p>Cal's relationships and contact with peers has been jeopardised due to having been excluded and he is powerless to create a more positive, connected identity position for himself:</p> <p>(84): N: <i>There's one that says, feeling lonely. Is that a problem? Is that a challenge for you?</i> C: <i>Yeah but school's fault.</i> N: <i>Mm</i> C: <i>Like I said, a million times but no one seems to believe me, cos you know it's school! ((Looks up to right; set face))</i></p>	<p>Cal exerts power by emphasising that school is <i>the</i> problem, rather than being a challenge <i>for him</i>, which is a way of reframing school as the problem-holder rather than himself, (72):</p> <p>C: <i>It was a problem, not a challenge. ((leaning back and putting right arm bent behind head))... [ruined] my life ((looking up to right)) they kicked me out of school for about two years.</i></p> <p>Cal is constrained by circumstances beyond his control that exist within the macrosystem (Bronfenbrenner & Morris, 2006) such as the location of his home in relation to school and his exclusion which has compromised connections with peers.</p>

<p>Cal does not feel that his voice has been heard:</p> <p>(24): <i>Don't know what teachers would ever talk to me</i></p> <p>He wants to go back to school fulltime but has only been offered one day a week. He feels mistrusted:</p> <p>(89): <i>C: Yeah, they're shit there – the more I go to school and go somewhere, like I go to the toilet and they're following me.</i></p> <p><i>N: Yeah, so you feel like people are following you? Does that make you feel like they don't trust you?</i></p> <p><i>C: I know they don't trust me ((still looking ahead and eating crisps))</i></p> <p><i>N: And how does that make you feel?</i></p> <p><i>C: It just pisses me off even more</i></p>	<p>Cal exerts power by deciding that because school made him miserable and people do not trust him, he wants to make them miserable too. He does this through refusing to engage, hoping that they will feel bullied, (88):</p> <p>Just sit and not engage with them at all, for hours on end</p> <p>When asked what he is thinking at these times, Cal told me (88):</p> <p><i>Like they're getting bullied which I hope they do</i></p>
<p>Cal feels rejected and unsupported.</p> <p>In terms of Cal's identity position, he says that he can 'deal with' the Alternative Provisions (59) but not school:</p> <p>(58) <i>C: Not anymore cos when I'm there they aren't doing nowt for me so (1) so I don't see any point going cos all they do is bring me back and kick me out.</i></p> <p>Cal demonstrates agency by stating categorically that he will not return to school (and does not):</p> <p>(73) <i>C: Well I'm not no more. Cos school is a bunch of jokers.</i></p>	<p>Ultimately, Cal uses the limited power that he has, to refuse to return to school at all. For Cal, resisting connection with school functions psychologically to give him control and power and protects him from further rejection, injustice and failure. Resisting engagement with school gives Cal agency but may also prevent positive attachments that could provide him with nurture and trust and prevent him from developing a sense of belonging.</p> <p>Cal's identity position has been strongly influenced by the subject position that has been imposed on him, with little support available to reinforce a more positive sense of self.</p>

In the educational context, Cal feels misjudged, misunderstood, rejected, unsupported, lacking in agency, unheard, isolated, marginalised and powerless. The subject position that has been imposed on Cal due to difficulties with learning and emotional dysregulation in school includes a sense of failure and worthlessness. Cal has made sense of this by blaming school and disconnecting from it.

A summary of the obstacles that Cal identified is presented in table 5.27.

Table 5.27 A Summary of the obstacles in the road identified by Cal

Obstacle	Things that help
People in power in school: Lack of trust; being misjudged; having no voice	Resilience, courage and determination to persevere with school has helped in the past. Confidence to voice opinions.
Being excluded: Lack of connection with peers and isolation Affect on education and opportunity to go to college	Autonomy and the decision not to return to school
Concentrating, thinking and remembering now compounded by the gaps in learning	Moving; fiddling.
Strong emotions: anger which Cal links to the diagnosis of ADHD that he was given and feeling hurt, rejected, unfairly treated.	Humour and sarcasm. Connection with family and dogs.

5.4.5 What has a diagnosis of ADHD meant to Cal?

Table 5.28 Section of Categorical-Content Table linked to the Medical Discourse

Quotes linked to identity positioning within a medical context	Subthemes and reference to further examples
<p>(80) N: Okay, right on the bottom of there near the bottom left, there's one that says emotions and feelings. Are your emotions and feelings ever a problem? C: Yeah sometimes. N: Mm. Can you tell me a bit more about that? C: Not really. Just get angry sometimes – it's not my fault is it? It's my ADHD, I can't help it. ((looking at the object in his hands)) N: Tell me about that. Tell me about the ADHD that you've just mentioned. C: I don't know it's like adrenalin isn't it? ((looking at object in hands)) N: Pardon? C: I dunno, it's like adrenalin isn't it? It rushes to your head and you can't do owt. N: You can't do anything? What can't you do? C: Well manage my anger cos of the ADHD</p> <p>(81) N: And what is the ADHD? C: I don't know (looking at what is in his hands) C: I don't know. You might have to ask the doctor or someone, I don't know do I?</p>	<p>Discourse related to ADHD: Managing emotional regulation and impulsivity: 48, 80</p> <p>Understanding ADHD diagnosis: 81, 95</p>

Table 5.29 Cal's response to the diagnosis of ADHD that he has been given

Response	Examples
Cal states that ADHD causes him to feel angry and he is unable to control this.	<i>(80) C: Not really. Just get angry sometimes – it's not my fault is it? It's my ADHD, I can't help it.</i>
Cal states that ADHD is a physiological condition that causes a hormone like adrenalin to affect his brain causing him to feel anger. He has no control over this.	<i>(80) C: I dunno, it's like adrenalin isn't it? It rushes to your head and you can't do owt. N: You can't do anything? What can't you do? C: Well manage my anger cos of the ADHD</i>
Cal does not know what ADHD is	<i>(81) N: And what is 'the ADHD'? C: I don't know ((looking at what is in his hands)) C: I don't know. You might have to ask the doctor or someone, I don't know do I?</i>
Cal states that the diagnosis makes no sense to him. The way he emphasises 'course' suggests he feels school should acknowledge the diagnosis but they do not care about it or him.	<i>(95) C: Well I don't know what do I? ((tired, resigned voice, fiddling with pillowcase in front of his face, calm tone)) (3) it makes no sense really ((looking at camera)) N: Does it mean anything to school? C: Course it doesn't ((with emphasis, pulls at right shoulder of T-shirt with left hand with elbow overhead, so T-shirt covers part of his face))</i>

Interpretation of Cal's response to the diagnosis of ADHD that he was given

Cal is the only YP to spontaneously mention the diagnosis of ADHD that he was given, and this is in relation to being unable to control his anger (80, 81). Jones and Hesse (2018) found that for some YP, the diagnosis has explanatory power for the negative aspects of self that they experience, which is Cal's position. It can be seen from Cal's comments (see table 5.29) that he has accepted the diagnosis which has had the effect of reducing his sense of blame and personal responsibility, as he uses it to explain his emotional dysregulation, which is a response that Singh reports, (2012). Jones and Hesse found that for some YP, shifting blame to 'their ADHD', increases their sense of self-worth and legitimacy, which may apply to Cal.

Cal says that he does not understand what ADHD is but positions himself as bound by the medical discourse, which is a disempowered position. Singh (2012) confirms Cal's experience is common to YP: that they are often not supported to make sense of the diagnosis and have little voice in relation to treatment. Similarly, Jones and Hesse (2018) found that the YP in their study were disregarded in terms of the meaningfulness of the diagnosis to themselves. Cal's positionality in relation to the medical discourse is one of disempowerment; it seems as though things have been done to him (Charach et al., 2014), rather than with him and he has been psycho-pathologised, so that his responses are considered uncontrollable, triggered by the actions of other people, (Honkasilta et al 2016).

Caslin (2019) suggests that for some YP, their subject positioning leads to an internalisation of attributions. For Cal, this would mean that he might conform to his understanding of what it means to 'have ADHD', in his case, to be unable to control his anger, and this may become the dominant narrative for him. Jones and Hesse, (2018) found the same thing; for some YP the diagnosis led to an escalation of 'ADHD-behaviours' and their identity position is based on an externally-applied definition.

Singh's (2012) findings seem to relate to Cal: that YP from disadvantaged backgrounds or who have experienced trauma are the least likely to benefit from within-child explanations such as an ADHD diagnosis. Isaacs' proposition resonates with this perspective (2006, quoted in Barker and Mills, 2017): "social disadvantage is being medicalised" (pp. 8).

5.4.6 An overarching interpretation of Cal's positionality

(Please refer also to critical analysis notes in Appendix 28).

Cal has had a negative and disempowered subject identity position imposed on him by the socio-cultural practices surrounding him. Being rejected by school has imposed a sense of failure and worthlessness onto him and he feels ostracised and isolated. Important aspects of Cal's identity have not been valued at school such as his gaming skills and it seems that school's expectations and disciplinary procedures have been applied at the expense of Cal's agency and sense of self, (Prosser, 2008), rather than creating opportunity for openness, unconditional positive regard and empathy.

The breakdown of trust in response to feeling misjudged and excluded, may have encouraged Cal to develop a powerful identity position as autonomous and disconnected, enabling him to push away people who hold power or who are associated with the education system. This gives him agency and an element of control, ultimately leading to his decision not to return to his secondary school but may also mean that he disconnects from people who could support him to create a more positive and hopeful identity position and move towards his future goals.

The medical discourse has given Cal a diagnosis which he may not yet understand, and which may have signalled to him that he has a deficit that he has not yet made sense of. Cal has reframed the diagnosis as an explanation for his feelings of anger and whilst this might shift the blame from him, it might also render him powerless.

From the conversations with Cal based on the BoL framework, it seems that his family and people in his future educational setting have an important role to play in supporting him to develop agency and create a more empowered identity position by providing opportunities for him to identify and value his strengths and skills and in supporting him to know how he can apply these to help to achieve his future goals. To achieve his goals, Cal needs access to supportive and nurturing relationships with people who he can trust and can help him to develop a more connected and empowered sense of self to cope with the challenges he faces along the way.

Cal's 'preferred identity conclusions' (Leger, 2016), could include having opportunities to do practical preferred activities and to spend time outside, so that he can learn, explore and be engaged; opportunities to spend time with animals to feel calm and so that he can position himself as caring and responsible, and opportunities for him to occupy roles where he can develop connections, security, trust, and a sense of purpose and positive aspects of his identity position can be strengthened such as being kind, caring and loyal.

5.5 Dara

(Dara's working transcript can be found in Appendix 13)

5.5.1 Pen Portrait

I met with Dara on two occasions when she was 13 years old and was in Year 9 at a mainstream secondary school on a reduced timetable. In the first session, Dara sat directly in front of the camera on a computer screen and in the second session she sat at a dining table on the other side of the room from the computer. Dara's mother came in and out of the room throughout the sessions and Dara welcomed her participation and enjoyed co-constructing memories and narratives with her.

Dara's engagement varied dramatically between the two sessions, as a consequence of having covid when we met for the second time; she had been insistent on going ahead with the session despite this. Dara was more animated when interacting with her mother and when talking about certain topics such as horse-riding. This was particularly evident during the first session, when her non-verbal and paralinguistic communication was dynamic and vibrant, but she was understandably more reticent in the second session when she was unwell. Dara doodled and used her cats to help her to engage and regulate. She talked spontaneously and explicitly about her experiences of anxiety and was wistful, reflective and often enthusiastic to share her stories.

5.5.2 The overarching message or global impression of the story

I am lively, compassionate and I am flourishing, but I worry about meeting everyone else's expectations.

The global impression of Dara's experience as presented in this narrative is that a strong relational theme emerges throughout. Connection with family is paramount for her, particularly with her mum who is a source of nurture and positivity. Dara and her mum co-construct her narrative through the retelling of well-worn accounts existing within the family culture, (Phoenix, 2013), to strengthen Dara's awareness of her own abilities, values, skills and self-worth. When Dara was young, her mum was diagnosed with a serious medical condition and Dara's experience of a particular occasion when her mum became ill during a car journey stands out in her mind, and although this was a difficult time for the family, Dara's connection with her mum was reinforced through the experience.

Dara's identity position is rooted in relationships with family and friends and is grounded in the activities and places she enjoys in her local community which are central to her sense of security and belonging.

Dara loves animals and finds solace in the physical connection she has with her cats who help her to feel calm, nurtured and nurturing. She finds inner peace each week when she rides the horse that she has ridden for years. Dara has developed a deep interest and

connection with animals since she was young and this has become a central part of her identity, leading to her desire to work with animals in the future.

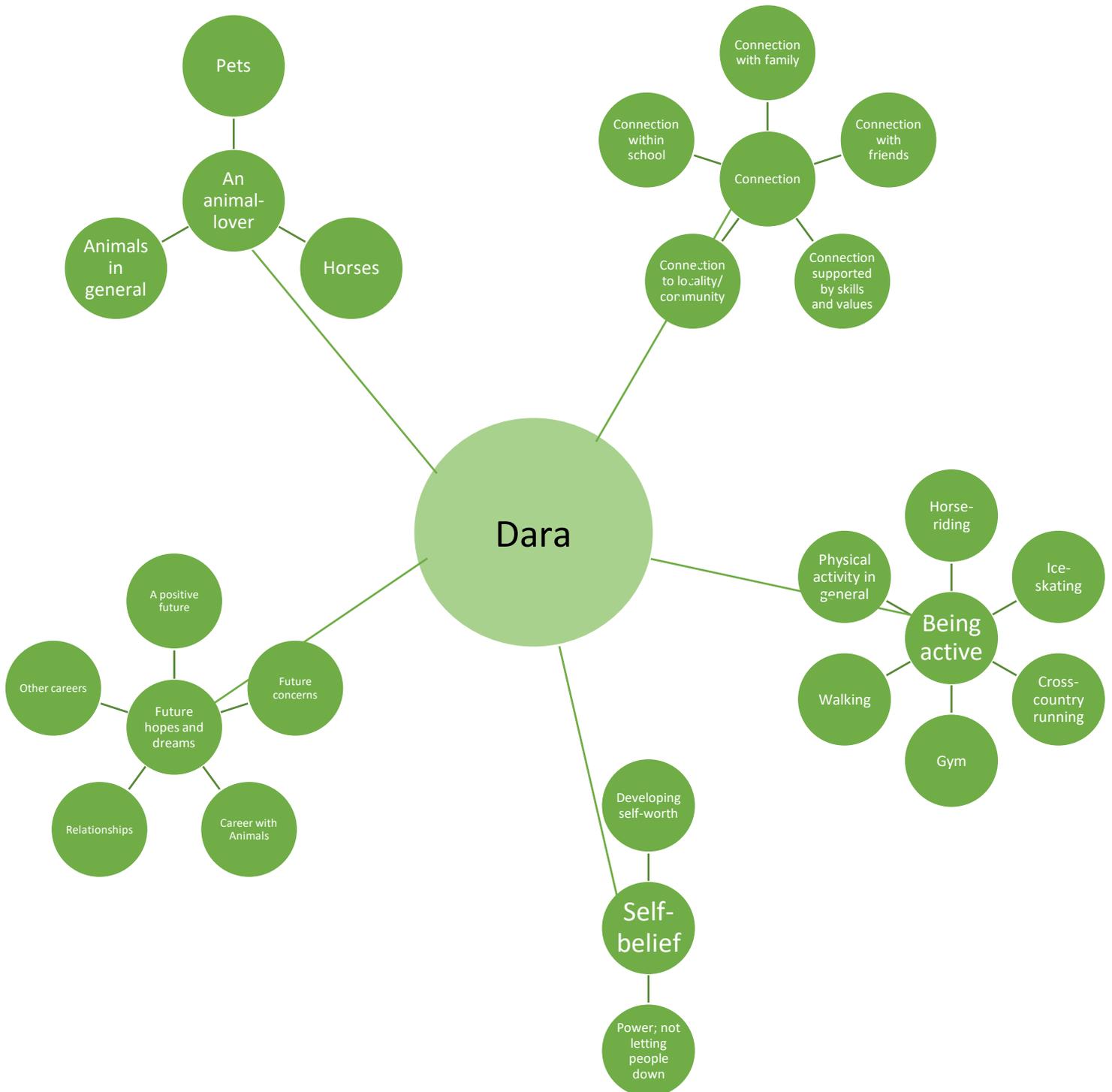
After coping in primary school and despite being 'bubbly' and 'lively', the environment within secondary school was challenging for Dara. Because it is important to Dara to meet the expectations of herself and others, she began to encounter anxiety which impacted on her engagement and attendance at school and has caused her to experience a lack of self-belief.

The overarching sense of Dara's narrative is optimistic and positive and she presents an identity position of being sporty and active, which is significant in providing a physical release to help her to self-regulate the anxiety she experiences, an animal-lover which is an identity position that gives her power, purpose and agency and a fun and loyal friend, with a secure family who are working hard to boost her many strengths and values to reinforce her positive subject positioning and strengthen her self-belief.

5.5.3 What does Dara's BoL narrative reveal about her identity?

An overview of the themes and subthemes that emerged from Dara's narrative is presented in figure. 5.7.

Fig. 5.7



Theme 1: Being an Animal-Lover

Being an animal-lover is salient to Dara’s identity and is demonstrated by her enthusiasm in introducing her cats (4, 5); her eyes are wide as she explains how her cats calm her. Throughout the text, there were several occasions when Dara asked her Mum to fetch one of the cats for her (53), to help her focus. Dara also explains the importance of horse riding (8-9), swaying as she describes how relaxing she finds horses. Being an animal-lover provides opportunities for Dara to position herself as responsible (60), caring (43, 137) and calm. (6, 9, 132)

Table 5.30 Section of Categorical-Content Table linked to Being an Animal-Lover

Quotes linked to Theme 1: Being an Animal-Lover	Subthemes and reference to further examples
<p>(4) N: So you've mentioned insects and reptiles are animals a particular interest of yours? D: 8:21 Er, yeah, ((looked up above screen, eyes wide, then slightly right of screen)) soo, when I was really struggling (eye gaze flitting backwards and forwards at screen then to L or above of screen as talking)) with my anxiety a few years ago now, erm we got cats ((eyes to screen for emphasis)) and my anxiety improved ((hands and arms up, elbows to sides, hands in front of chest to emphasise following words)), so much</p> <p>(9) D: And (.) I do it every Saturday on the same horse ((looks to L then back towards screen)). And (.) ((looks up to R then into the distance, slightly closed eyes,)) it's just one of those things ((eyes dart to R then L then R again, wide open,)) and it's just so calming ((head bobs down slightly then up, eyes to screen, slight smile)) because they're such calm animals (eyes slightly closed, looks down to R)) and you get to look after them, ((eyes to screen)) take care of them and stuff ((eyes up to L, head swaying a little bit as eyes moving)) and (.) it's just I love it so much ((shakes head, eyes up to L, slightly nods head))</p> <p>N: In animals and your interest in being active. (2) Is that a stables that is quite near to you then? [(xx)]</p> <p>(43) D: I would do anything for Midnight.</p>	<p>Pets: 4, 5, 6, 43, 53, 132,</p> <p>Horses: 9, 8, 132</p> <p>Animals in general: 40, 54, 74</p>

Theme 2: Being Connected

Dara’s parents have had a strong influence on the construction of Dara’s connected and secure sense of self (50) primarily through nurturing and co-regulating her (36). Connection is enabled through providing access to shared activities, such as the gym (21), garden centre (18), river (21); through a shared sense of humour (49) and time spent with extended family (16). Dara wears her mum’s jewellery to remind her that she is always connected (66) and having fun with family (133) creates a space where she can be happy and fully engaged. Dara has also been encouraged to develop relationships outside of the family (20, 37) which has been important in building confidence and independence. Having strong relationships provides opportunities for Dara to position herself as kind (52, 48), insightful (131), empathic (27, 28, 52) and reflective (41, 125).

Table 5.31 Section of Categorical-Content Table linked to Connection

Quotes linked to Theme 2: Connected and Secure	Subthemes and reference to further examples
<p>(36) N: And what else helped, helped you get through that year (Y7), would you say? D: Um, definitely mum. ((looks round at her slightly smiling)) N: Yeah. D: Because mum was just the one, the one person who was always there like not a friend – just mum ((looking at screen then back down to food))</p> <p>(50) D: I am very, very thankful ((serious expression, looking slightly down and to R of screen)) for one person in particular ((head slightly leaning to R, closes eyes, opens again)) N: Ah D: Well, two people ((turns head slightly to L and looks to L), actually (1) well, a lot of people ((slight laugh, turns head back to screen, head tilted to R and slightly down, lips pulled slightly to L, laughs)).</p> <p>(27) N: Okay, well, let's start with what strengths you can tell me about, first of all, from just what you know about yourself, and what other people told you in the past. D: Um so, ((looking at screen, neutral face, moving in seat a bit as talks)) because I've been through so much, ((touches L hand to hoodie zip, moving head slightly side to side as talks)) I (1) understand that people are going through like a hard time and people always come to me quite a lot ((both hands up in front of chest, palms to chest, fingers spread, looking at screen)) with like their anxiety, worries and stuff. So, ((looking at screen)) erm (.)</p> <p>(133) D: Um (1) Family helps to take my mind off things. And they just (1) my family are a lot of fun and we're all just really childish really ((slight laugh))</p>	<p>Connection with immediate family: 18, 14, 21, 36, 49, 52, 50, 66, 122, 133</p> <p>Connection with extended family: 16, 18, 25, 71</p> <p>Connection to friends: 17, 20, 23, 37, 38, 42, 50, 134</p> <p>Connection with people is supported by D's skills and values: 27, 28, 41, 44, 48, 55</p> <p>Connection to local places/ community: 15, 16, 17, 18, 21</p> <p>Connection within school: 95, 100</p>

Theme 3: Being Active

Dara has been encouraged to participate in a range of activities including horse-riding (8, 9), gym (14), walking (15), cross-country running (13), ice-skating (11) which will have contributed to the development of an identity position as successful, determined (17, 56), active (14, 45) and brave (17). The activities that Dara enjoys in her community provide a social function as she meets friends and engages with family and a psychological function as they boost her sense of belonging, empowerment, and security. Additionally, Dara's need for physical release is explicitly linked to reducing anxiety (43) which is important for her self-regulation.

Table 5.32 Section of Categorical-Content Table linked to Activity

Quotes linked to Theme 3: Activity	Subthemes and reference to further examples
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<p>(15) N: Um, and is there anywhere, um places local to you, where you live that you've enjoyed going to either on your own or with family or friends in the past? D: Er, So, (.) ((looking up to L still holding cat over L shoulder)) I used to like ((looks to screen)) going round the river quite a lot on like runs ((eyebrows raised, looks to front below screen, R hand moving to indicate 'round')). But now sometimes I just like, I like going on walks along the river, ((stroking cat with L hand as holding him)) because it's just like it's so pretty the river ((slight smile, looking wistful, cat trying to move in arms)) land yeah, it's literally down the road as well (holding cat in both arms and moving him)</p> <p>(11) N: Are there any other important places like clubs or hobbies or places that you go to? [Or in the] D: [Um], N: past that you've gone to? D: Er (.) Quite an important place (sways head to L then R slightly, looks to R side, smile) for me was the ((opens eyes wide)) ice arena as well, ((looks to screen, smiles)) because I do ice skating as well ((slight laugh)). N: Aah, OK D: So (.) um, I used to do lessons ((looks up to R)) But then um, (pulls neck of jumper with R hand, looks slightly below screen to R)) me and my friend both stopped ((looking at screen, closed eyes briefly, looked to screen again)) once we got to level eight.</p>	<p>Horse-riding: 8</p> <p>Ice-skating: 11</p> <p>Cross-country running: 13, 15, 47</p> <p>Gym: 14, 21</p> <p>Walking: 15</p> <p>Physical activity in general: 43, 57, 58</p>
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Theme 4: Managing expectations and self-belief

Dara worries about letting people down (17, 56, 107-110) which can be debilitating as she puts pressure on herself (56). Dara talked explicitly about struggling with self-belief (64); she does not forgive herself easily (39) and struggles to see herself as useful or having a purpose (43). Team activities can be problematic as Dara feels responsible to perform well for the benefit of the team (56), yet she is a good leader (11, 55, 99). Acknowledging her strengths, values and skills to strengthen the positive narrative around her and developing acceptance seem to be central to Dara in order to amplify her self-belief and confidence (39, 64). Because of her experience as a teenager, she is worried about coping in adulthood (136). However, there is evidence that she is developing self-acceptance, for example saying that her real friends will accept her for who she is (45) but that she experiences tension between this and being modest (53).

Table 5.33 Section of Categorical-Content Table linked to Managing Expectations/ Self belief

Quotes linked to Theme 4: Managing expectations/ self-belief	Subthemes and reference to further examples
<p>(45) D: [Um] (1) ((spoon handle to face, rolling it between both hands, looking up to L of screen)) I (.) struggle (.) with (.) being ((looking to R of screen)) too much ((raises eyebrows)) sometimes ((looks at screen)) I can be a lot ((smiles)) I know I can ((laughs)) I'm well aware of that ((Laughs, looking at screen)). N: Yeah.</p>	<p>Developing an assured/ worthy self with self-belief: 32, 45, 53, 58, 59, 64, 123, 125-126, 137,</p>

D: But at the same time, ((Looking up to L of screen, eyes moving to L as speaks)) if someone can't handle my craziness, like, that's just (.) who I am. ((slight smile, looks slightly below screen)) [I can't help it] ((looks down at doodling, slight laugh))

N: [(Unintell)] Yeah, that's a good way of thinking about it

D: I've always thought that ((turns head round slightly towards mum)) ever since I was little, like, if someone doesn't like me ((turning head back towards screen, looking slightly to the R of screen)) the way I am ((looks down)) I'm not going to change it for that one person.

N: No.

M: You need to be yourself as well, [you can't]

D: [Yeah exactly]

M: [(unintell)]

D: [I've made] I've made loads of friends the way I am

N: Yes, [exactly.]

D: [So if that one] person ((shifting in seat slightly turning towards mum)) can't accept it then that's their fault ((shifting in seat turning back to screen, looking down))

N: Yeah ((Laugh))

D: Not mine ((touches nose with L hand, shifts in seat, looking down and to L of screen))

(64) D:(3) um, (1) one piece of advice that like my ((emphasised)) therapist always says to me is ((turns to look at mum then back to screen)) I need to believe in myself more (1) because I struggle to believe in myself ((serious face)) a lot ((emphasis, then laughs))

N and does saying that to yourself, does it help you to do that more?

D:(2) Um (.) I need to (.) ((looking down)) believe in myself more ((quick glance to screen)) definitely. (1) I think ((head tilted to R and eyes looking up to L)) it's just a struggle because (1) um (1) it's been hard for me and (.) I just don't really, like after Year 7, um ((looking at screen)) I didn't really believe I could do it anymore ((looking down)). So (1)

N: yeah

D: I um, started giving up ((doodling))

N and you when you when you remember that advice from your therapist in your head, does it help you to feel more empowered if you like to believe in yourself more?

D: Yeah, ((glance to screen)) like the fact that I know people believe in me just boosts ((looks at screen head tilted to R, smiles)) hm, ((looks down))

(53) D: 'balance of believing in myself and also being modest'.

(136) D: Because I'm already finding it hard as, as a teenager, (.) ((moving pen around in L hand; looking at pen in hand, head resting on R hand with elbow on the table, neutral face))

so I don't really want to think about what adulthood's like

Power – Unworthy self, not letting people down: 39, 43, 56, 99, 107, 108, 109, 110, 115

Theme 5: Future Hopes and Dreams

Dara wants the best for herself (32) in the future and has developed an identity position that is hopeful and positive about the post-18 stage of life and includes having a family which she mentions first and maintaining friendships which both position her as connected with others; attending her 'dream college' (78), leading to a career with animals or as a nurse (76) which position her as caring (137), or as a flight attendant (75).

Table 5.34 Section of Categorical-Content Table linked to Future Hopes and Dreams

Quotes linked to Theme 5: Future Hopes and Dreams	Subthemes and reference to further examples
<p>(32) N: And what about life in general? D: Um, I kind of just take each day as it comes, like, I already have my plan plan out for like what I want to do ((looking towards screen, slight smile)) after secondary school. ((looks down again)) N: And, and would you say you quite hopeful and optimistic about that? Your future? D: Yeah. ((nods)) very hopeful about that ((smiles, slight laugh, looking down at doodling)).</p>	<p>Positive Future: 32, 72, 73, 74, 75, 76, 78, 79, 80, 81, 83, 85</p> <p>Relationships: (having a family): 72, (a partner): 85, (friends): 82</p> <p>Future concerns: 136</p> <p>Career with animals: 74</p> <p>Career as a nurse/ flight attendant: 75, 76</p>

Appendix 17 contains Dara’s Holistic-Content table which illustrates where each theme appears within the transcript.

5.5.4 What does Dara’s Road Conditions of Life narrative reveal about the obstacles that she faces?

Obstacles in the road were specifically considered during the Road Conditions of Life section of the BoL framework, (episodes 90-137 of Dara’s working transcript, Appendix 13). Dara referred to challenges at other points in the BoL process which are also included. The obstacles are discussed below in relation to educational and medical contexts.

School as an obstacle

Dara experienced challenges within school due to the environmental constraints, expectations, sensory environment, lack of contact with friends in Year 7 and inflexibility within the system. Table 5.35 contains examples of quotes linked to Dara’s experiences of school.

Table 5.35 Section of Categorical-Content Table linked to Dara’s Experience in School

Quotes linked to Identity positioning within an educational context	Subthemes and reference to further examples
<p>(119) Which way of sort of describing the obstacles around school would you say fits? D: Um ((leaning over table on her arms and looking sideways to R towards screen as M scrolls through the slides of barriers)) D: the hole N: Can you tell me why it feels like a hole? In what way? D: Because when I started secondary school, as soon as I started it was hard for me um (1) (leaning on her arms on the table doodling))So as soon as I took that step in secondary school, I fell down a hole and I can’t get out N: So it feels like you went down a hole right in year seven? D: Yeah, first day first (unintell) second. N: And it’s feels like you’re sort of trying to clamber out ever since almost? D: I’m just (.) ((looking directly at screen, neutral face)) I can’t get out. I’ve just sort of given up in a way ((looks down to doodling))</p> <p>(3) N: Yeah? Okay. Um, this one is love of learning. Sounds like you have got that from what you've said. But what do you think? D: No. ((shakes head, looks to screen smiles, slight laugh, still shaking head)) N: Maybe not learning in school, necessarily. But from all the different [hobbies and] D: [I have to] Yeah, I have to learn in a certain way to like, understand it ((looking at screen)) and like, I, if I don't, if it's just normally sitting in the classroom ((both hands up to collar of jumper as talking, looking at screen)) and the teachers saying stuff, I won't (.) understand and my brain won't process it like that. So I learned by like, watching videos and and M: it's more interactive, D: yeah N: So it's about the interactiveness of it. And is it about as well, your your interest in it as well? M: Definitely. D: ((nodding, looking at screen)) Yeah.</p> <p>(93) N: What sort of, can you give me an example of that D? What’s an example of um a way of learning that might not suit you?</p>	<p>Primary School: Support: 2, 3, 24</p> <p>Secondary School Challenges: 7, 24, 33, 35, 36, 91, 92, 93, 96, 97, 102, 104, 113, 116, 119, 123, 129, 130, 131, 136</p> <p>Impact of Covid: 120</p>

<p>D: The sensory stuff, ((looking towards screen)) like er the smell ((resting L cheek on L hand, still looking towards camera, but facial expression disengaged)) or the sounds that are going on ((looking down at paper))</p> <p>(96) D: Techs, technology’s quite a hard one ((head up, L hand to L ear)) N: Technology. Why do you think that’s a particular obstacle? D: Um, because it’s always different smells and there’s lots of sound going on</p> <p>(104) D: Er, I can’t do like tests in the classroom N: 14:13 Can you explain it a bit more? D: Um, because of like, everybody’s silent, you’re not allowed to talk, you’re very concentrated ((L hand in open claw shape at side of head to emphasise concentration)). It’s just,</p> <p>(120) N: Okay, and are there any times where you’ve managed to climb out of that hole in the past? Is there anything that’s got you out or do you feel you’re still clambering out of it? (unintell interaction between M and D) ((coughs)) (6) erm, (5) coughs M: I think kind of, when we had the break and everyone was off because D sort of went off before everybody else and when, with COVID, that kind of put everyone on an equal playing field so it wasn’t just D who wasn’t in school.</p>	
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Although she explained that her school are supportive (116), Dara has been unable to be authentic and feel valued there. Her needs do not seem to fit with secondary practice (123) in relation to aspects of her executive functioning, such as being able to focus, process information, being active, impulsive and being bombarded with thoughts; there was a lack of opportunity to explore and bring her own ideas and approaches to tasks and to develop relationships with key adults in school due to the number of teachers in secondary settings; a lack of time to connect and overwhelmed pastoral systems which may be further impacted by schools’ focus on raising achievement which prevents staff being as flexible as required, a finding noted by Prosser, (2008). Dara describes this as (113) “a lack of understanding of me and my situation”. More details about the impact of her executive functioning in the school context, (table 5.36) and anxiety in the school context, (table 5.37) can be found below.

Table 5.36: The obstacles in school linked to Dara’s executive functioning

Aspect of Executive Functioning as an Obstacle	Description	Dara’s response
Focus, task completion, processing (1, 33, 36, 57, 60, 97, 98, 104)	<p>Dara talks at length about needing to learn in a way that suits her; needs to be interested (33, 57); interactive (97)</p> <p><i>N: So if it’s less interactive, it’s more of an obstacle.</i> <i>D: Yes. It’s harder for me to focus (unintell)</i> <i>N Sorry D, I couldn’t hear you.</i> <i>D: Um, it’s hard for me to focus and then like, I have to sit on my own or wherever suits me.</i></p> <p><i>(33): M: If, if she’s not, ((D looks round at mum then back to her carrots/ doodling)) D’s not interested, it’s very hard to</i> <i>D: [make me do it]</i></p>	<p>Dara cannot concentrate or process information if it is not taught in an interactive way which makes her feel distressed and anxious.</p> <p>She has made sense of her experiences by blaming school for failing to implement the way she needs to learn (113) and failing to include her. Dara cannot concentrate or process information if it is not aligned with her</p>

	<p>M: [engage]. Yeah. D: Yeah</p>	<p>interests which makes her feel distressed and anxious. and difference rather than conformity.</p>
<p>Being bubbly, lively (1, 45, 47, 98)</p>	<p>Dara happily described her vivacity and spontaneity and appeared to have incorporated these into a positive identity position within the primary school context: (1) D: And so, when I was in primary school, ((smiling, looking towards screen, then below screen)) I always knew I was a bit different because I was always very loud ((waved both hands at side of head, smiling)), very, like ((looking down, slight smile)) excited and stuff. (56) D: [there's a] certain way to be a secondary school [whereas at primary school] N: Yeah M: Mm D: like you're childish you're crazy (35) N: What about secondary school? D: Um, Year 7 (.) was probably (.) the hardest year (looking up to L of screen)</p>	<p>Dara's experience is that her executive functioning has not aligned well with secondary school expectations and consequently, these characteristics have not been valued within the educational context, (Prosser, 2008) which has positioned her as 'loud' and failing to meet behavioural expectations. Dara talks about the lack of flexibility in the educational system and the pressure to conform to the expectations. This distress has caused her to experience lack of self-belief and anxiety and eventually to withdraw from school.</p>
<p>Impulsivity (41, 47)</p>	<p>(47) N: Um, being prudent. So being sensible and cautious – what do you think about that one? D: ((wide smile, laughs loudly, turns towards mum and back again, looking at screen)) um, ((still smiling, looking to L of screen, laughs again)) M: No ((with emphasis)) No D: The amount of times ((facing screen eyes looking to R of it)) I've been to like the QMC ((shrugs R shoulder, turns head to L, still smiling as thinking)) and like, (1) [[unintell] cry, or like] M: [[unintell], yeah] falling off the outside of a slide D: ((Laughs, looking at screen with broad smile)) yeah. when I ran ((smiling, turns round to mum then back again)) on my injured knee ((laughs)) N: You just launch into things? D: Yeah, if I, (1) if my brain's like, ((shaking head from side to side as talks)) oh, I want to do this, ((slight laugh)) my whole ((both hands waving in front of chest for emphasis)) my whole body just suddenly starts moving ((looking towards screen)) and I'm like ((quizzical face, head to side, looks to L of screen)) hold on! ((moves head down to L)) and I just get a bit confused. ((looks back to screen, smiling))</p>	<p>In an out-of-school context, Dara is able to accept this aspect of her identity and does not consider it to be problematic. It is the context of the school environment that causes it to be an obstacle for her.</p>

<p>Thoughts bombarding her, 'overthinking' (41, 103)</p>	<p>(103) N And then another picture on there, D, shows thoughts. So thinking about certain things and having certain ideas in your head, is, is that ever an obstacle? D: Er Yeah. I overthink a lot of things ((head up but looking down/ away from screen)) N: So what do you mean by that? For some, you know, if you had to explain it, what would, what would that mean? D: ((coughs into elbow)) Um, (4) I'm not quite sure, actually, I just know that like ((waves L arm as speaks)) I overthink everything ((glances at screen)) pretty much. ((rests head on L hand)) N Does it mean that you go round in circles with the same thing? Or does it mean you get lots and lots of thoughts that are bombarding you [about something?] D: [[unintell]] N: Both of those or one of those? D: Both of those</p>	<p>Dara experiences anxiety when thoughts bombard her which affects her learning.</p>
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Table 5.37 The obstacles in school linked to anxiety

<p>Anxiety (32, 35, 39, 41, 67, 78, 91, 92, 103, 105, 106, 110, 116)</p>	<p>The struggle that Dara experienced at the start of secondary school was aggravated because she had not had time to develop relationships with adults in school and her friends had gone to a different school (67); Because connection is an important aspect of her identity position, this caused her to experience increased anxiety.</p> <p>Dara becomes more anxious if she feels pressurised by other people's agendas (116) D: Um (1) ((cat facing her on knee)) I think one of the main things with school um, (1) is that they mainly just want to get me into school, ((looking at screen, neutral face, cradling cat in R arm)), they want to get me (1) going again, and um, (4) and M:((coming in from kitchen)) There's no flexibility is there? D:Mm</p>	<p>Dara has responded to the educational discourse and her imposed subject positioning, by removing herself from school, perhaps to avoid failure, shame and blame. She talks about the added pressure of school staff focusing on trying to get her back into school (116)</p>
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The challenges resulting from Dara's executive functioning are further exacerbated by the additional pressure that Dara placed on herself to fulfil expectations, which is a theme running throughout her narrative. Dara frames this as wanting to make her parents proud and not letting people down, but it creates pressure for her that causes anxiety (110). She said that she began to give up in Year 7 (5): "I didn't really believe I could do it anymore."

Dara describes her experience of being in school like being stuck in a hole which illustrates the powerlessness she experiences. She told me that there does not seem to be anything she can do to make things better and that strategies implemented only work temporarily (123). The sense of hopelessness that she feels stifles other more positive aspects of her identity, such as her 'future self', because to establish this, she firstly has to navigate school.

It seems that school is unable to ‘hold her’ in the same way that home is a safe holding environment for her, (Hyman, 2012), by mentalising her motivations, emotions, and helping her to develop realistic expectations, security and trust. Dara also seems to have made sense of her experiences by incorporating anxiety into her identity position, she talks about ‘my anxiety’ (4, 78) and that the biggest obstacle to getting her GCSEs is anxiety (78) which seems to be closely linked to the challenges that she experiences in relation the school’s inflexibility to support her executive functioning. She also makes sense of her difficulties to engage in the expected way at school, by referring to herself as being ‘stubborn’, (57) which might link to her tendency to blame herself and her positioning as having a lack of self-belief.

A summary of the obstacles that Dara identified is presented in table 5.38.

Table 5.38 A Summary of the obstacles in the road identified by Dara

Obstacle	Things that help
The expectations in school; not being able to be authentic: having to sit still, not talk	Friendships; flexible timetable, flexible expectations
The school environment: teaching that does not meet Dara’s needs (eg not interactive)	Being able to move; flexibility of expectations; interactive teaching; good relationships with adults in school; being asked to support others.
The school environment: Sensory challenges (eg DT)	Reduced timetable; focus on the subjects she is interested in; good relationships with adults in school
The school environment: Not having trusted friends/family nearby	Flexibility, friends; good relationships with adults in school
The school environment: Exams (pressure, having to focus, no interaction with friends)	Flexibility; good relationships with adults in school
Meeting other people’s expectations; Not wanting to let people down	Having her voice heard (eg when school staff want her to increase attendance); Taking things slowly, focusing on one step at a time
The school environment: strict teaching style	Flexibility; good relationships with adults in school
Being bombarded with thoughts, especially negative ones	Sport, being active, creative activities and doodling
Experiencing anxiety	Creativity; being with animals, music, friendships, places in the local area
Lack of self-belief	Being kind to herself; good relationships with adults in school

5.5.5 What has a diagnosis of ADHD meant to Dara?

Table 5.39 Section of Categorical-Content Table linked to the Medical Discourse

Quotes linked to identity positioning within a medical Context	Subthemes and reference to further examples
<p>(139) N: So in terms of what we've talked about, where does it How does it How does that diagnosis of ADHD fit to all the things that you've told me about yourself? D: Er the anxiety ((looking ahead)) the er (.) the caring about others more than myself ((looking down at pen in hand)). Er (2) Being very loud and bubbly ((looking up)) er (2) er (.) not ((eyes to L)) thinking ((eyes to R)) before I do stuff sometimes will say stuff ((looking to R of screen, neutral face, then looking slightly down to L of screen, mouth closed, pressing tongue into L cheek, looking down at table towards R hand) (7) N: and so does the diagnosis that you've been given, does that sort of explain some of those things to you, are you, is that what you're saying? D: Yeah, ((head up looking more towards screen, slightly moving head as talking)) I just wanted um an explanation ((glances at screen)) why I was feeling like that, ((looking down towards R hand which is touching pen on table)) why I wasn't feeling like everyone else was (2) ((blows air into cheeks as breathes out))</p>	<p>Discourse related to executive functioning: reduced focus, increased activity, 'overthinking', impulsivity, needs interactive learning linked to interests: 1, 33, 36, 41, 47, 57, 60, 98, 128</p> <p>What ADHD means to her: 138, 139</p> <p>Anxiety: 32, 35, 39, 78, 92, 103, 105, 106</p> <p>Calming activities: 22, 49, 61, 69</p>

Table 5.40 Dara's response to the diagnosis of ADHD that she has been given

Response	Examples
<p>Dara found the diagnosis hard to accept at first; she did not like the idea of being different but then accepted it.</p> <p>Hesitations, fillers (er, um, like, you know), shaking head – may indicate some discomfort about the subject.</p> <p>Lexical choices such as <i>eventually</i>, <i>just</i>: might indicate that the process of acceptance of incorporating the diagnosis into identity position was not straight forward at first.</p>	<p>(138) D: Er, (.) for the first few like days, ((looking at hand, glancing to screen, R arm on table, L arm on knee)) months, weeks, ((slightly shaking head as talking)) it was hard to (2) ((looking up to L then down to hand)), er get over the fact that I wasn't like everybody else (1) ((looking towards screen but not directly, then to L)) um (.), then eventually I just learnt to accept it you know ((glance towards screen, neutral face throughout))</p>
<p>Dara has incorporated the diagnosis into her identity position; she sees it as what makes her unique. Dara emphasised this, she was very definite that it the diagnosis is part of her.</p> <p>Adding 'sometimes' implies that the diagnosis might only describe some aspects of herself, or that it describes aspects of herself in certain situations.</p>	<p>(138) D: it's what makes me me, it's part of me ((looking towards screen, slightly to L, then smiles)) (1) erm (4) ((looking down in front of her, to L of screen, moving hand holding pen)) N: Do you think it is part of you? Is that how you feel about it? D: Yeah. It's definitely what makes me me sometimes ((slightly more assertive voice, looking ahead, to L of screen, slight nodding)) (2)</p>
<p>For Dara, the diagnosis of ADHD explains: Anxiety Being loud and bubbly Not thinking before acting Speaking out (before fully considering the impact?) Caring about others more than herself.</p>	<p>(139) N: How does that diagnosis of ADHD fit to all the things that you've told me about yourself? D: Er the anxiety ((looking ahead)) the er (.) the caring about others more than myself ((looking down at pen in hand)). Er (2) Being very loud and bubbly ((looking up)) er (2) er (.) not ((eyes to L)) thinking ((eyes to R)) before I do stuff sometimes will say stuff ((looking to R of screen,</p>

	<i>neutral face, then looking slightly down to L of screen, mouth closed, pressing tongue into L cheek, looking down at table towards R hand)) (7)</i>
For Dara, a diagnosis of ADHD gave her an explanation for feeling different to other people. She suggests that everyone else was coping at school and that the diagnosis provided an explanation for why she was struggling to cope.	<i>(139) N: And so does the diagnosis that you've been given, does that sort of explain some of those things to you, are you, is that what you're saying? D: Yeah, ((head up looking more towards screen, slightly moving head as talking)) I just wanted um an explanation ((glances at screen)) why I was feeling like that, ((looking down towards R hand which is touching pen on table)) why I wasn't feeling like everyone else was (2) ((blows air into cheeks as breathes out))</i>

Interpretation of Dara's response to the diagnosis of ADHD that she has been given

Dara's comments about the diagnosis of ADHD that she was given illustrate the process she went through, from being unhappy about the diagnosis perhaps due to stigmatisation towards acceptance of it (see table 5.40). The conflict that Dara experiences could be partially explained by Ecclestone et al., (2019), who highlighted that YP often experience a mismatch between their self-identity (identity position) and the identity imposed by the diagnosis (subject position). To resolve this conflict, Dara went through a process of incorporating the diagnosis into her identity position and was then able to state that, 'it makes me, me'. This is explained by Freeman (2014) who describes how narratives help to interpret events and develop identity coherence and that the re-storying process is especially important during times of change such as in adolescence, as a response to canonical influence, or cultural norms.

Dara's response to the diagnosis resonates with two of the narratives that emerged from Jones and Hesse's (2018) study of nine adolescents. The first is that YP like Dara, who had always felt different from peers, were receptive to accommodating the diagnosis into their identity position, (Charach et al., 2014), whilst for others, the diagnosis reinforced feelings of difference, which made them reluctant to embrace it. The second narrative (Jones & Hesse, 2018) that seems to be partially true for Dara, is that although YP might feel shock or relief at first, they may then experience anger about having previously been misjudged and then, having incorporated the diagnosis into their identity position, are more to make sense of the things they had found difficult in order to increase self-worth and legitimacy.

Jones and Hesse (2019) describe how the process of coming to a new understanding of self depends on the interplay between the YP's microenvironment (family) and macroenvironment (school and community) and the resulting experiences of success, fitting in and being valued. Dara has a huge amount of support from her family (as well as some support from school) which appears to have been fundamental to her having developed an identity position which she finds helpful.

Dara describes aspects of the EF profile that she has identified as different ('bubbly and loud') but not as a challenge in themselves, which reflects Cooper's experience (Baldwin & Cooper, 2000), yet she has been forced to see herself as somehow deficient because of the constraints of the macrosystem, in this case the school context. For Dara, the diagnosis explains her anxiety (139) and her executive functioning, such as not being able to focus

(98), being lively (1), needing fidget toys (36), processing information differently to others (98), having to learn through interactive activities (33), having thoughts going round in her head (103) and being impulsive and rude to her family (41). The individual differences described which have prevented Dara from conforming to the expectations within the educational system have caused her to experience increased anxiety, which the diagnosis has helped her to understand. The diagnosis both reinforces the deficit model, but also has explanatory power, (Jones & Hesse, 2018).

In light of the conflicting impact on YP, including Dara, as described above, Honkasilta et al., (2016) question the uncritical application of a psycho-medical model, including ADHD diagnosis, which despite providing a reason for feeling different from peers, also leads to judgment. What stood out to me from my conversations with Dara, is the significance of the dialogue that has clearly taken place within the family which has been central in helping her to explore what the diagnosis of ADHD means to her, how to make sense of it and how to find a congruent sense of self.

5.5.6 An overarching interpretation of Dara's positionality

(Please refer also to critical analysis notes in Appendix 29).

Dara's identity cannot be fully appreciated by examining her subject positioning in the context of the medical and educational discourses surrounding her, (Hiles, 2007). Since starting secondary school, Dara feels as though she has fallen into a hole and that nothing tried by the people holding power within the educational system has worked to help her climb out. She feels a sense of hopelessness which stifles other more positive aspects of her identity. The diagnosis of ADHD provides Dara with an explanation, which whilst shifting blame away from her, also creates a within-person understanding of the 'problem'. Dara's experience of anxiety is interwoven with wanting to meet expectations imposed by others, and Dara is sensitive to feeling that she has let school staff, family or friends down.

Dara's relationships with people she cares about are central to developing a secure and empowered identity position to help her to cope within the school context. Dara is well-supported and protected by her family and enjoys nurturing relationships with friends so can establish a constructive identity position outside school, where positive narratives are constantly thickened. Through this process, Dara can make decisions about which stories and constructs about herself she accepts and therefore which will become more dominant through retelling. Developing Dara's self-assurance and self-belief may help to reduce the anxiety she experiences around meeting expectations and not letting people down. Dara skilfully conveys her ideas using her exceptional social skills and it is apparent that she takes an active role in making sense of the challenges she faces, founded on ongoing, in-depth conversations that she has with her parents.

Dara's narrative positions her as flourishing in the context of all the interests and strengths she has developed and enjoying positive relationships which are central to her happiness and sense of purpose. Her identity position in relation to her future currently hinges on the outcome of her engagement with school, which is unresolved. A more hopeful narrative for Dara might develop as she becomes more able to position herself as separate from the school context.

6 Discussion

6.1 Overview

This chapter will consider:

A response to research question 1: What do the YPs' BoL narratives reveal about their identity positioning?, and how the BoL narrative tool has elicited this.

A response to research question 2: How might the BoL's 'obstacles in the road' that YP encounter affect their identity positions?, and how YPs' voices were elicited using the BoL framework, particularly in relation to their school experience.

What was revealed about how YPs' executive functioning is experienced and responded to, through their narratives.

What was revealed about how the diagnosis of ADHD is experienced by YP through their narratives.

Following this, the discussion will turn to consider how YP can be supported to make sense of challenges to their preferred identity positioning. Implications for EP practice will be considered, followed by implications for schools and how the BoL framework might be used.

Finally, the quality and limitations of this research will be discussed, and recommendations made for future research.

6.2 Research question 1: What do the YPs' BoL narratives reveal about their identity positioning?

Adolescence is believed to be an important period during which a crystalised conceptualisation of identity is developed as a consequence of YP defining a role for themselves within their social environment, (Erikson, 1968). Identity positioning occurs as a result of YPs' experiences in different contexts and is influenced by the subject positions imposed on individuals linked to the cultural norms within these contexts, (Mc Lean, 2008). The four YP had different identity positions in and out of their school context, for example Dara claims identity positions based on the groups she belongs to, (Burke & Stets, 2009). Common to all four YP, aspects of their identity positioning although valued in certain contexts, seemed to be devalued within the context of their educational setting and judged to be problematic, for example, being active, being a risk-taker and being quick to respond to sensory information and shift attention, all of which come under the umbrella of executive functioning, (Dawson & Guare, 2018). For Ben, Alex and Dara, these aspects of their identity did not seem to be as problematic until secondary school; within an enabling, flexible and inclusive context it appeared that they could be accepted and supported so that the environment did not become an obstacle; for example, Dara spoke passionately about how 'bubbly', 'lively' and 'loud' she was at primary school when there appeared to be little stigma associated with these characteristics.

Through use of the BoL narrative tool and NOI analysis, some of the strengths and values recognised and held by the YP themselves were able to be drawn out, which provided insight into their identity positioning as successful and purposeful; for example, Alex as sporty and self-reliant, Cal as autonomous, curious and creative, Dara as vivacious, sporty and an animal-lover and Ben as humorous, empathic and reflexive, as reflected in the Categorical-Content tables for each YP, (see Appendices 18-21).

Connection emerged as an overarching theme within all four narratives, supporting Brown et al.'s (1998) proposition that connection is an important aspect of self-concept and identity. Being connected provides an important social function for all four YP offering opportunities to share experiences, participate in joint activities and to try out roles within a group, as well as functioning to provide psychological benefits such as acceptance, belonging, validation, self-worth and emotional security. The four YP identified activities that support their connection thereby providing opportunities for them to position themselves in line their individual strengths and values which may not be well-acknowledged and emphasised within the educational context.

In conclusion, the BoL narrative tool was effectively used with YP to privilege their voice and support them to identify and communicate their strengths and values revealing information about their preferred identity positioning, through the narratives they share.

6.3 Research question 2: How might the BoL's 'obstacles in the road' that YP encounter affect their identity positions?

Within the narratives elicited by the BoL framework, particularly from the Road Conditions of Life stage, all four YP shared some of the obstacles they had experienced, providing

insight through the analysis and interpretations made, into the subject positions imposed by the discourses surrounding them and how they responded to these, (presented in the blue tables in the findings chapter). The BoL prompted a double-storied account, (Hiles & Čermák, 2008) whereby YPs' challenges are described, including the difficulties associated with moving to a new school, (Dara and Ben), a health-related trauma, (Ben), expectations imposed by others, (Dara, Alex and Cal) and exclusion, (Alex and Cal), along with their responses to these challenges. For example, Alex's exclusion caused him to feel betrayed, undermined and rejected; Ben's hospital trauma and school experience caused him to feel disempowered, fearful and helpless; Cal's repeated exclusions made him feel dangerous, hopeless and ostracized and Dara's experience of school made her feel helpless and lacking in self-belief. Through the narratives shared with me, Ben and Dara positioned themselves as sensitive and anxious and had responded to their experiences by retreating, whilst Cal and Alex felt rejected and unheard and had responded by developing autonomy and avoiding connection. The outcome for Dara was non-attendance, which is negatively correlated with academic achievement (Billington et al., 2022, Schwartz et al., 2005) and highlights the importance for schools in supporting YPs' individual needs to avoid social withdrawal. However, for all four YP, there had been an impact on their sense of connectedness and belonging within the school environment and outside of it.

Billington, (2018) recognises the impact of the relatively recent decision to give more power to schools, (DfE, 2016) which has had the effect of increasing the use of punitive measures in response to behaviours that violate the behaviour policy in schools or across multi-academy trusts, which may have reduced flexibility and understanding, resulting in YP being marginalised and excluded and imposing subject positions on YP of being worthless and incompetent which YP have to make sense of. Having been excluded, Alex and Cal found that relationships with adults in school deteriorated and they no longer had a voice which prevented them from making sense of what happened to them and from developing a more empowered and positive identity position through discourse.

In conclusion, in this study, the BoL provided a helpful framework to elicit narratives from YP about the challenges they face including aspects of their executive functioning such as emotional dysregulation, being distracted, needing to move, being impulsive and being bombarded by thoughts, the constraints on these and the responses from people within the school context. These challenges led to imposed negative subject positions such as being hopeless, powerless, threatening and failing, with YP eventually responding by emotional or physical withdrawal.

6.4 How YPs' executive functioning is experienced by them and responded to

The BoL opened up conversations with the four YP about their executive functioning in different contexts and provided an opportunity for them to explain how being lively, distracted and impulsive impacted on their lives within and outside of the school context. However, the findings show that for some YP, EF patterns are not considered to be problematic in all contexts. This could indicate that such deficits may only exist as social constructions, (Honkasilta et al., 2016) and that a psychosocial lens might be a more helpful way to understand EF differences, (Furman & Timimi, 2019) offering a person-centred and empathic account, in which an individual's EF profile including emotional regulation

(psychological aspect) and their experiences within a social context such as trauma are intertwined. Applying a psychosocial rather than deficit lens to EF needs links well with a transdiagnostic approach, which whilst promoting understanding and awareness of individual EF needs, resists assigning these to a diagnostic category which can impose limiting assumptions and expectations. Also suggested is that the challenge experienced by the four YP in educational contexts may be more to do with the limitations of the environment, imposed constraints and pressure from society about 'fitting in' (Singh, 2012), rather than their within-child profiles.

The YP felt different, judged and disconnected, (see sections 5.2.4, 5.3.4, 5.4.4 and 5.5.4 in the findings chapter), which Ecclestone et al., (2019) found to cause stigma and shame. In line with his understanding of the problem as located in the environment rather than the individual, Prosser (2008) criticises a medical model whereby interventions aim to normalise CYP, preferring an ecological-sociological perspective and advocating an inclusive model where the system responds to and values diversity through a change in dialogue, asking: What defines differences as deficits? In line with this perspective, Honkasilta, Vehmas and Vehkakoski (2016) explain how the psycho-medical discourse is a simplification and can be detrimental: "Inclusive discourse...emancipates individuals from experiencing difficulties due to cultural (self-)blame". (pp. 254).

Applying a transdiagnostic approach to individual EF differences rather than moving automatically towards a diagnostic pathway, offers a way for adults in educational settings to recognise CYPs' EF differences as needs within the educational contexts and to support these individual EF needs through assessment, understanding and intervention without the application of a deficit model which seeks diagnosis, (Ros & Graziano, 2019) and is likely to be experienced as more inclusive and less stigmatising.

All four YP speak of a range of challenges presented by the school context, (see the blue tables in the findings chapter), which include: the size of school; too many staff to build relationships with; too many peers; inflexibility of teaching styles and methods, (they are not interactive enough); lesson content which is not linked to YPs' interests and inconsistency amongst staff in terms of practice and approach. Alex explains that adults in school should appreciate that he does not choose his behaviour such as fidgeting and needing to move around and shares his desire to be believed and accepted. These experiences are mirrored in Jones and Hesse's (2018) study which found that YP feel devalued because the way they need to learn does not fit with the resources available to teach the majority, resulting in the imposition of a deficit subject position.

All four YP share a sense of injustice that educational settings are unable to provide an environment which values them and recognises and supports their individual EF patterns and all respond by blaming their school for the intolerance and inflexibility they have experienced which may cause psychological conflict, (Ringer, 2000) and may also position them as 'undeserving', (Mowat, 2015).

There seems to be a mismatch between the subject positioning of the four YP in school, defined by socio-cultural practices, and their preferred identity positions, (Hiles, 2007), which emphasises the importance for them in having family members to encourage more

empowered identity positions outside of the school context, through positive discourse and through opportunities that can be offered to them. However, supporting YP to reframe their experiences by rejecting the subject positioning imposed and protecting their positive identity positioning can happen through meaningful and empowering dialogue within the macroenvironment (educational setting) and microenvironment (family), (Ringer, 2000).

6.5 How a diagnosis of ADHD is experienced by YP

The discrepancy between subject positioning and preferred identity positions presents a challenge to YP whether they are given a diagnosis or not, (Vaidya et al., 2020), and for some YP, including Dara in this study, being given a diagnosis of ADHD has explanatory power. Other YP, including Alex in this study, experience a pathological interpretation and diagnosis as a further imposition of deficit and prefer to understand the challenges they face as responses to the constraints within the environment, (Freedman & Honkasilta, 2017), or 'threats', in the terminology of Power, Threat Meaning Framework (PTMF), (Johnstone & Boyle, 2018). The different perspectives shared by the three YP who were explicitly asked about the diagnosis of ADHD and what it means to them, fit well with findings from previous studies (Charach et al., 2014; Ecclestone et al., 2019; Honkasilta et al., 2016, Jones & Hesse, 2018; Singh, 2012).

Erikson's (1968) theory of psychosocial development in adolescence proposes that individuals have choices to make as they form a stable internal representation of self, (or identity position). This being so, YP could benefit from sensitive dialogue to help them consider how a diagnosis of ADHD helps to explain their experience, and how they could make meaning of it. The BoL framework provided a helpful tool to open up these conversations, which aligns with Honkasilta et al., (2016) who highlight the importance of discourse to help YP explore their identity in the face of a diagnosis, encouraging them to make sense of it in whichever way is helpful.

Some YP may accommodate the diagnosis into their identity position, such as Dara in this study, who felt that it explained why she had always felt different at school, or became emotionally dysregulated. But Lloyd (2003) calls for a critical challenge to the thinking round inclusion particularly in relation to ADHD, as children often have to accept a disordered identity in order to feel supported. For example, Conrad and Potter, (2000) highlight the need for diagnosis to access services, and similarly Begon and Billington, (2019) emphasise the pragmatic acceptance of a diagnosis (of ASD) but balanced with the importance of encouraging CYP to explore meaning-making and identity positioning. This is especially important when considering the possible unhelpful subject positioning imposed by within-person diagnoses, (Tomlinson, 2012) and the possible long-lasting impact on identity resulting from limited expectations, marginalisation, and the belief that the diagnosis indicates a fixed, deficit identity without possibility for change, (Besley, 2001).

Using the BoL narrative tool reinforces the value of biopsychosocial models in considering how to support YP to make sense of a diagnosis, (Hemming, 2017) as whilst recognising individual differences, they can also account for the effect of ecological influences, (Giddens, 1990), such as the way that family, society and systems respond to and acknowledge the significance of psychological factors including whether YP feel connected,

have a sense of belonging, are resilient and feel valued. Using the BoL framework in this study, has demonstrated that narrative tools can be useful to start a dialogue with YP and begin to unpick these factors and to elicit their voice. Using Bronfenbrenner and Morris's, (2006) PPCT model and recognising that YP are in a constant, conscious, active process of creating identity, it seems that nurturing relationships can increase the positive power of proximal processes, which are defined as everyday interactions and activities mostly at a microsystem level, and that these could mitigate 'person factors' (EF patterns), 'developmental factors' (expected behaviour and outcomes at specific stages/ ages) and environmental contexts, helping YP fulfil their developmental potentials and create positive identity positions. This means that a narrative tool such as the BoL might be more powerful when used by someone who already knows the YP and is trusted by them.

Narrative principles can support YP to link events and create meaning through the stories they tell about their lives and to ensure that the problem story is acknowledged as a single strand whilst alternative strands are magnified, (White & Epston, 1990), recognising YP as the experts in their own lives, separating the problems from themselves and focusing on their skills, abilities, beliefs and values that can help change their relationship to the problem, (Denborough, 2014). Creating a more inclusive environment requires rather than asking why CYPs with ADHD are failing in school, asking instead how schools are failing CYPs (Prosser, 2008), identifying the pathologies of schools, (Lloyd, 2003) and focusing on YPs' strengths and needs, (Furman & Timimi, 2019).

6.6 How YP can be supported to make sense of challenges to identity positioning

McLean (2008) describes the distress caused by violations of identity, such as that experienced by the YP in this study, recognising the contradictions between subject and identity positions across time and between contexts and the difficulty in integrating them, (Besley, 2001). However, challenges to identity positioning, such as those experienced by all four YP in this study, can provide opportunities for growth, (McAdams & McLean, 2013), if YP are supported to process abstract ideas, reflect on their experiences and make sense of challenges. Mikami et al., (2019) emphasise the importance of trusting relationships to support this process which was evidenced in this study through the support of family members who can help YP to make links between experiences, (Habermas & Bluck, 2000). Central to this is the need for YP to be given voice and encouragement to engage in dialogue, which may have been lacking for all four YP within the school environment and may be achieved using a tool such as the BoL.

All four YP in this study were able to make sense of their experiences by thinking abstractly, analysing, taking perspective and holding ideas in mind whilst relating them to the past and present which Freeman, (2014) describes as 'narrative intelligibility'. Categorical-form data analyses presented in the findings chapter, indicated the power of metacognitive thinking for YP to integrate the contradictions between identity positioning and subject positioning and to reflect on and re-story events.

This study highlights an important role for EPs and school staff who can give YP opportunities to apply and demonstrate their strengths in social situations where they can

be recognised, reframed and reinforced positively, helping them to create an identity position that is valued the school cultural system, (Crossley, 2000).

Building on trusted relationships developed with YP, adults in schools can engage in discourse to support YP to create an empowering story about themselves, (Mc Adams & Mc Lean, 2013) through exploring subject positions, developing agency and finding coherence and meaning in adversity (Mc Adams & Mc Lean, 2013). The following sections describe in more detail possible roles for EPs and schools.

6.7 Implications for EP practice

Travell and Visser's, study, (2006) looking at YPs' experiences of being diagnosed with ADHD found that the most preferable focus for input from CYPs' perspective was on increasing their self-awareness in light of the diagnosis, rather than on reducing undesirable behaviours, yet Prentice's literature review of CYP's views of ASD diagnosis (2020), found that there is little research on how to talk to CYP about the diagnosis they have been given and about post-diagnostic advice. Using the BoL in this research showed that narrative tools could be used alongside the diagnostic process for ADHD to support CYP in developing meaning and an identity position in the light of diagnosis.

In terms of a role for EPs in training schools to support adolescents' identity development, Verhoeven, Poorthuis and Volman's (2018) review found that studies relating to identity were scattered between different research fields making it difficult to put theory into practice, and that strategies and practices employed by teachers unintentionally affected adolescents' identity development. If the BoL framework is shared with schools, as is now happening within the EPS where I am placed, there could be positive, intentional support given to YP to foster positive identity positioning in relation to diagnoses.

Insights into how diagnostic labels are experienced by YP may support EPs to help CYP to develop or protect their own conceptualisations of identity whilst co-constructing a possible purpose for the diagnosis, in order to afford beneficial changes, adaptations and adjustments within the school and home environment. This work may also have the potential to foreground YPs' individual EF patterns as an accurate reflection of themselves thereby supporting systemic change towards a more transdiagnostic and individualised approach which as previously described, focuses on specific EF needs, rather than necessarily or routinely leading to a diagnostic pathway to provide support. This could (and already does) happen through EP work with schools to raise awareness of EF skills and ways of supporting EF needs based for example on the work of Dawson and Guare, (2018) to implement social, psychological and cultural level changes at the point when mismatches are recognised between environmental constraints and systemic expectations and CYPs' behaviour and coping.

The role of the EP is important in privileging CYP voice early within the process, (Travell & Visser, 2008) and if a diagnosis of ADHD is given, EPs can work with schools, parents, alternative provisions to support the reframing of the discourse around the YP, increase YPs' agency around how they choose to position themselves within their narrative accounts, (Denborough, 2014), to support YP in developing preferred narratives through their

engagement and interaction in socio-cultural contexts (Freeman, 2014) and negotiate power through microlevel discourses to resist dominant stories, (Besley, 2001). Honkasilta et al., (2016) propose inclusive discourse involving CYP following ADHD diagnosis, advocating CYPs' uniqueness, actively questioning the taken-for-granted expectations and social norms which are unfairly imposed and privileging CYPs' experience which may not always fit with the diagnostic category. There is a role for EPs and/ or schools to explore the narratives of YP who have been given a diagnosis of ADHD to help them to determine the benefits and detrimental aspects of the diagnosis from their perspectives, (Prosser, 2008). Prosser (2008) advocates creating a bank of narrative resources to draw on to build and sustain self-narratives and replace imposed deficit identities; these could include the BoL and other similar narrative tools. This focus on the CYP perspective is well-described by Miller et al., (2008) who highlight the discrepancy between insider and expert accounts of psychopathology, the error in assuming that YP align themselves with a diagnosis and the tendency to focus on deficits rather than potential or talents.

As already mentioned, YPs' ability to cope with ADHD diagnosis depends on the interplay between micro factors (family) and macro factors (within society and systems), (Jones & Hess, 2019) and how YP are supported to develop a positive identity construction. Narrative approaches can support YP to explore their identity and through this process recognise, value and amplify their strengths, interests, values, joys and achievements and could also provide a space for them to make sense of the diagnosis they have been given; choosing which aspects to incorporate/ accommodate into their identity and which to reject and navigate the constraints of the education system and the resulting tendency of the system to promote a within-person deficit perspective. This is particularly significant and valuable in the light of the pattern pointed out by Prentice (2000), in which CYP are more likely to develop a negative self-view when surrounded by people who hold a deficit view of their diagnosis, in this case ASD, but perhaps equally relevant to ADHD.

Verhoeven et al., (2018) suggest that schools need to become aware of their unintended influence on YPs' identity formation. EPs could support them to develop ways to promote reflectivity and include exploration of identity and subject positioning into the curriculum within an accepting non-judgmental environment; again the BoL framework could be a helpful tool to use, particularly if its application was developed as a group resource, which is more in line with Leger's description of how the BoL was originally developed creating a peleton made up of individual bicycles, to explore YPs' identity within a community perspective, (2016). This research provides more evidence for the importance of applying strength-based, solution-focused, narrative frameworks in work carried out by EPs particularly in relation to supporting YPs to make sense of diagnoses that they are given and to create more hopeful identity positions.

Although the findings of qualitative research cannot be generalised, (Yardley, 2008), this research has shown that the BoL might provide a narrative tool to focus on social and educational perspectives rather than emphasising a medical perspective when working with YP who have been given a diagnosis of ADHD:

Narrative therapy also addresses how these same discourses may shape the treatment and provision of services, such as specialist ADHD clinics One of its key aims is to help

clients to resist the negative aspects of such labels which they often accept for themselves. In effect, narrative therapy aims to assist individuals and families to 're-formulate' their problems in less self-denigrating ways. (Johnstone & Dallos, 2013, pp. 202)

Although in this research, the BoL was used to access the voice of YP, it is clear that narrative frameworks, could also have an important therapeutic function in supporting YP to unpick their positionality, the influences on this, the constraints imposed and help them to develop identity positions that are more positive, from which they can exert more control and experience success.

In summary, supported by the findings of this research, EPs could use a narrative tool such as the BoL to:

- Elicit YPs' voice in relation to their preferred identity positioning, focusing on strengths, skills and values and moving focus away from some of the more dominant narratives that may exist around YP.
- Elicit YPs' voice in relation to how their executive functioning is experienced by them and responded to by others, and the impact of this on their preferred identity positioning.
- Elicit YPs' voice in relation to a diagnosis of ADHD that they have been given, to explore through discourse what it means to them and the impact on their preferred identity positioning.
- Work therapeutically with YP directly or through school staff, to support YP to resist negative subject positioning and to form more positive identity positions.
- Hold some of these conversations with small groups of YP, so that they can form a 'peleton' for support and community engagement.

6.7 What can schools do?

The findings and interpretations of this study highlight some of the challenges encountered by YP with EF patterns which do not fit easily within educational settings, (see sections 5.2.4, 5.3.4, 5.4.4, 5.5.4 in the findings chapter). These are presented in this research as the result of constraints within the educational system, such as those identified by Webster and Blatchford, (2015) and Barker and Mills, (2017), rather than being indicative of the preferred way of working of staff within schools who are recognised as working beyond the remit of their role in order to implement relational approaches and therapeutic interventions, such as those advocated by Billington et al., (2022).

In order to support YPs' needs, a medicalised approach has found its way into schools based on the language of pathologisation and resulting in the seeking of diagnoses which places the problem within the child and can mean that YP are defined by their diagnosis, (Caslin, 2019), (see sections 5.2.5, 5.4.5, 5.5.5 in the findings chapter). The result of this is that the social model may be obscured and contributory factors within the system, society or community may be concealed, (Billington et al., 2022) and YP may carry with them lifelong consequences, (Timimi & Taylor, 2004) whereby a deficit model is reinforced by structures and systems required to access resources, understanding and funding. Even if this is resisted

in schools, it often re-emerges once YP move into institutions of Further Education (FE) and Higher Education (HE) when they are requested to provide diagnostic evidence to receive support and access arrangements for exams.

In order to provide inclusive, accessible education for all YP, the complex links between behaviour, thinking, emotions and environmental conditions need to be fully understood so that reform can take place at a systemic level in terms of curriculum and pedagogy, (Billington et al., 2022; Prosser, 2008), for example, connecting curriculum content with YPs' lives (and interests to spark engagement and prioritising relationships as central to YPs' educational experience, (see Alex's table 5.6, Cal's table 5.24 and Dara's table 5.36). A relational focus is supported by the overarching theme of connection that emerged for all YP in this research, (see tables 5.2, 5.13, 5.20, 5.31 in the findings chapter). Billington et al., (2022) suggest that a paradigm shift is needed to fully recognise and take account of the social, psychological and biological factors affecting YPs' within educational contexts so that emotional welfare is emphasised before cognitive progress leading to a focus on YPs' distress rather than their behaviour.

The emergence of connection as such a prominent theme across all YP in this study indicates that schools need to cultivate a sensitive and robust culture and ethos to provide the relational approaches and the relational networks required to support YPs' identity formation and emotional well-being, (Riekie et al., 2017), recognising that it is the people who know YP the best who have the central role being at the heart of YPs' relational networks, rather than 'experts', (including EPs) from external agencies who come and go. The whole school climate needs to reflect the significance of relationships through fostering YPs' belonging which can be achieved in a range of ways such as greeting YP directly, creating ways for staff and YP to interact outside lessons, increasing pupil voice in relation to curriculum and pedagogy and promoting peer relationships and teamwork, (Riekie et al., 2017). However, EPs have a valuable role in promoting relational-based approaches within schools, alternative educational provisions and social care settings, for example by producing toolkits for professionals to support YPs' emotional needs, (Nottinghamshire EPS, 2021) and providing training including principles and strategies such as Trauma-Informed approaches, Restorative Justice, Emotion Coaching and ways of accessing pupil voice. Narrative approaches can also enhance relationships with YP through the intersubjectivity that is involved, (Hiles, 2007).

YP also need access to 'meaning making systems', shaped by language and social discourse taking place with trusted adults, (PTMF, Johnstone & Boyle, 2018) to help strengthen or moderate their beliefs and response patterns developed through their attachment and coregulation experiences. If YP are supported to think about, reflect on and interpret their experiences, they can shift the meaning they make and the identity position they develop, such as being abandoned, hurt, shamed or excluded, (see YPs' blue tables in the findings chapter). In this research, Cal in particular is struggling to resist the negative subject positioning imposed in the context of his educational setting (see section 5.4.4) and needs adults to build trusting relationships with him to help him reconceptualise his role and purpose, drawing on his strengths and values. Dara and Ben were observed in supportive conversations with family members, which serves to moderate the effect of subject positioning imposed by the systems around them and the impact of this on their self-belief,

helping them to develop positive identity positions based on their individual strengths, skills and values which are demonstrated and recognised during out of school experiences. Dialogues such as these, which can be scaffolded using narrative frameworks, could be considered and carried out in schools.

6.7.1 Role for the BoL in schools

The BoL narrative framework provides a helpful way for EPs to work with YP through the people who know them well, by seeking to support YP to create a personal narrative to promote their understanding and agency, by identifying experiences of distress and the influence of social discourses and narratives of stigma, shame and deficit and by co-creating a new and more hopeful narrative within the “inevitable biological, psychological, social and material constraints”, (BPS, 2018, pp. 246). Hiles (2007) says that, “*Some of the most important stories that we tell are those that we tell about ourselves to ourselves; we need to be able to create autobiographical narratives to organise our understanding, make sense of (difficult) experiences and to communicate this to others*”, (pp. 33). An advantage of the BoL as a narrative framework is that using a bicycle as an analogy for development and identity formation illustrates the process as a journey and for some YP the idea of movement towards goals might be more relatable than alternative narrative tools such as the Tree of Life, (Denborough, 2014).

EPs could develop and share ways to explore the preferred narratives of YP, including those who have been given a diagnosis of ADHD, thereby moving away from an epistemic focus on categorisation and diagnosis towards a potentially transformational narrative of capability and hope. The BoL (Leger, 2016) provides a helpful framework to do this and a resource based on this has been created by myself and two other colleagues in tandem with this research, (see Appendix 8), to share with schools through the Emotional Literacy Support Assistants (ELSA) training programme and as part of individual casework, to restore agency to YP by creating space for them to develop their own account, providing opportunities to develop their own thinking, (Billington, et al., 2022) and ultimately to help reposition themselves by establishing new or neglected narratives or identity stories, (Denborough, 2014). These holistic and positive narratives can be powerful when shared with adults in schools, to create change at an ecological level.

Recognising that language has the power to be transformative, the BoL framework can be used therapeutically to help YP reframe some of their experiences and focus on the strengths and resources that are available to them, particularly through conversations relating to the bicycle frame (strengths and values) and the bicycle basket (resources). An example of the resources identified by Dara in this study can be found in her bicycle basket which is pictured in Figure 6.1.

6.7.2 Using the BoL at a community level in schools

Leger (2016) suggests that educators could engage in a critical pedagogy of place to identify ways of thinking and acting that occur in settings to hurt and exploit YP, and to create new practices to nurture and protect YP and allow them to reinhabit places in the community and their preferred narratives. Leger uses the BoL, (2016) as a community narrative tool to

create hope, rebuild social relationships and promote social action, through creating a peloton, made up of group members' individual bicycles. EPs may be able to use the BoL framework in a similar way, working with groups of YP to develop a community narrative for a school or for a group of pupils, promoting teamwork and developing belonging and connectedness.

Fig. 6.1 Resources in Dara's bicycle basket



6.8 Considering the quality of this research

This section will consider Yardley's (2008) four criteria to assess the quality of this study:

- sensitivity to context
- rigour
- transparency and coherence
- impact and importance.

Narrative methods can be evaluated in terms of the extent to which analysis is grounded in the context generating them and should provide a rich description of phenomena rather than explaining it, (Willig, 2013). Because interpretation is central to creating meaning in context, reflexivity is paramount and is evidenced in this study within the YPs' working transcripts and referred to in the findings and interpretation chapter (see 3.4 for further information).

Rigour within qualitative research relates to the competency of the researcher, the application of the process undertaken and the comprehensiveness of the analysis and relates to interpretation rather than making truth claims, (Willig, 2013). The methodological interpretation of data was a cyclical, systematic process which is an inherent part of the six-step NOI process, (Hiles & Čermák, 2008). Although I acknowledge that I will inevitably have influenced the production of knowledge (Yardley, 2008), through the research questions selected, the methodology chosen and the interpretation made, the findings although subjective were transparently interpreted through detailed explanation of the steps in the NOI process, laid out in the procedure chapter, and the inclusion of working transcripts in the appendices with references to them made throughout the findings and interpretation chapter. Although this has been done in an attempt to demonstrate transparency, it is clear that even within a phased process such as NOI, there is a level of flexibility which makes it difficult for other researchers to carry out an identical procedure and I acknowledge that it has not been possible to exemplify the hermeneutic process in its entirety.

The BoL sessions were video-recorded and were watched multiple times so that all aspects of the discourse could be transcribed including verbal content, nonverbal aspects such as facial expression and body posture and movement and paralinguistic aspects such as tone of voice. This allowed for analysis of emotionality and information relating to how the narratives were conveyed as well as their content. Transcripts included what I said as well as what the YP said, to increase transparency about co-construction and interpretation of interactions. As far as possible, I was aware of my own feelings throughout the process and the emotional responses I had towards participants, parents, what was said and the way in which ideas and feelings were communicated. I was aware of how my understanding, values, and lack of experience could affect my own actions and discourse as well as the responses of participants and parents, and I considered the impact of this, (Silver, 2013) and included in the limitations section (6.9).

When analysing the data, I looked for several interpretive perspectives, as advocated by Hiles and Čermák (2007, 2008). Following analysis, themes relating to identity were shared with the participants in the form of a letter which invited them to respond with anything

that they felt should be changed or added, promoting collaboration, YP voice and transparency. In addition, YP were invited to meet me via a Teams call to discuss final themes relating to their identity position.

In terms of my competency in carrying out the BoL process, I first carried it out with my daughter and then as a therapeutic approach with a YP on my caseload. I contacted Marc Leger, the author of the BoL, to discuss the use of the BoL in my research and was given helpful guidance about narrative questioning. I had many conversations within the EPS in relation to narrative approaches and principles in general and in relation to the BoL in particular. Reflections made throughout the pilot study were helpful to inform the process and make adaptations (Appendix 2).

The impact and importance of this study was considered in section 3.5 in the methodology chapter and 2.9 of the literature review.

6.9 Limitations

6.9.1 Participants

The four participants were suggested by EP colleagues and were therefore on their caseload or were going through an EHC assessment. This means that their situations were complex and the diagnosis of ADHD that they were given and associated EF profiles, exist within their narratives as part of a complex picture, for example Ben's hospital trauma figured more strongly within his narrative than the diagnosis of ADHD. It would be interesting to repeat the study with YP who had been given a diagnosis of ADHD and who were identified by schools rather than already being known to an EPS and therefore may not be as complex.

Secondly, I did not find out when the diagnosis of ADHD had been given to YP and it is possible that this might impact their identity formation in relation to the sense they make of the diagnosis, for example if a diagnosis is given when a YP is a teenager, perhaps their identity position might be better established and they might be better able to resist the subject positioning that may result from it.

Because Ben found it difficult to engage for an hour, the first two sessions were 40-45 minutes long, but the third session was not carried out, as he withdrew from the research. Ben's mother told me that he had not found the BoL a helpful framework in which to consider questions of identity, strengths and values; the bicycle analogy had not chimed with him and he had experienced the sessions as too dry. This was unfortunate but provided helpful feedback, and visual prompts within a slide presentation were developed and incorporated into the process for the remaining two participants. This feedback has also been helpful in my ongoing practice, for example planning time to build a rapport and including visual cues for conversation-based activities.

Although I explained at the beginning of the first session that YP could take movement breaks whenever they wanted to, I regret not having emphasised this during the session. The information sheets stated that activities would be included in the sessions to build rapport and whilst I started the first session for each participant with a game, I did not incorporate additional activities throughout the sessions. I wondered if Ben's withdrawal from the research could have been avoided if I had suggested a break, had included more rapport-building activities and had ensured that he had a printed copy of the bicycle so that he could annotate it or doodle, which is something that Alex had found very helpful.

6.9.2 Data Collection

Due to the covid pandemic, meetings with participants took place virtually through Google Meet. My reflection on the impact of video meetings is that it was more difficult to develop rapport than it would have been face-to-face. Conversation via video calls is more stilted as speakers are less able to talk over each other, and the rigid turn-taking required on video spoils the flow, reduces the opportunity for humour and for encouraging asides and interjections. In addition, I was often unable to clearly hear what the YP said, particularly when they were positioned away from the screen and microphone. This meant that I was not always able to respond in the most appropriate way in the moment.

Following the sessions, a detailed summary was sent to each YP and they were asked for feedback about my understanding of what they had told me in relation to their strengths, values, aspects of identity, obstacles and resources. None of the YP provided feedback. Several months later, I offered all YP the opportunity to meet to discuss the identity themes I had pulled out but none of them took this up, which could indicate that they were not as invested as I might have hoped but alternatively might be indicative that the summary letter had been adequate feedback and they had nothing to add.

As the data-collecting phase continued and following feedback from Ben who withdrew before the final session, visual cues were produced (to go alongside the strength cards used to prompt YP to consider possible strengths and values), to prompt them to think about possible obstacles/ challenges and resources, (Appendix 7), and these have remained part of the BoL resource that has subsequently been shared with schools, (Appendix 8). I was mindful of not leading participants, but on balance, made the decision that the prompts were necessary in order for YP to consider a range of possible ecological influences and throughout the process was reassured that they would reject any that did not resonate with them or hold any meaning for them.

Consideration has been given to the effect of parental involvement in the sessions. Alex appeared to be reticent with his mother in the room and she left during the first session after recognising this. Ben may not have agreed to participate without his mother's involvement as she co-constructed his narrative with him, as did Dara and her mother and it was difficult to create consistency in the level of involvement that parents had. I tried to encourage the YP themselves to contribute the most and when parents did speak at length, I confirmed with YP that they were in agreement with what had been said. However, the unequal scaffolding and co-construction of narratives between the four participants is likely to have affected the quantity and detail of data collected. If face-to-face meetings had been possible, I would have liked to meet several times with parent(s) and the YP to establish rapport, and then it may have been more likely that YP would have agreed to carry out the BoL sessions on their own, which would have made the process more equitable for all participants.

Finally, the information sheets stated that questions from the PTMF (Johnstone & Boyle, 2018) would be incorporated into the BoL sessions, and this was not done. In the journey of my research, I made a decision not to conflate the two frameworks within this research and considered the similarities between the two in terms of discussion and future research. However, I did not judge this discrepancy to be an ethical issue as parents and participants were not likely to be familiar with either PTMF and BoL frameworks and the inclusion of PTMF would not have impacted them differently.

6.9.3 Narrative approach

Because of the nature of the BoL, YP were not asked to present a life story narrative, instead they responded to questions throughout the process. This meant that depending on their level of engagement, their responses varied in length and detail. Seeing the YP as "privileged authors" (White & Epston, 1990, pp 83), I adapted my interviewer style according to the

best way to give voice to the YP. Also, being mindful not to trespass into the realm of narrative therapy, I tried to balance my role between two positions:

- As an interviewer seeking to elicit information, which became my position for more of the time when talking to Ben and Dara whose mothers helped them to co-construct their narrative effectively: Other than offering encouragement and seeking agreement from YP about things that were said by their mothers, I purposefully withdrew from the role of co-constructor and allowed their rich narratives to unfold.
- As a co-constructor, which became my position when talking with Alex and Cal: I used more encouragement, took more responsibility to keep the pace moving and ensured that ethical principles were met, by occasionally reframing negative accounts or encouraging YP to recognise positive, more empowering aspects of their narrative. It was important to me that whilst I was not undertaking narrative therapy, the process should be empowering for YP.

As previously mentioned, I recognised a tension that emerged between my hope to provide an empowering opportunity for YP to create their own narrative and the structure of the BoL which I relied on to scaffold the discourse, which led YP to describe specific aspects of their identity such as strengths, values, resources and experiences. When reflecting on this, I decided that the YP were better supported and therefore empowered using the BoL framework, as it drew them in to the discourse and that overall, they became more engaged as we progressed through the process. Despite recognising that at times my questions were not open enough and might have led the YP, I was confident that all four YP were able to resist suggestions or questions that held little truth for them or took them in a direction which they found unhelpful or irrelevant, as there were plenty of examples when they did this.

6.9.4 My learning

Through the process of carrying out this research I have reflected on my learning and the impact of this on myself both as a researcher and an educational psychologist, which is summarised below.

I am extremely mindful that my skill in carrying out narrative interviewing (Hiles, Čermák & Chrz, 2010) is in its infancy and reading through the working transcripts, I became increasingly aware that I have much more to learn in terms of reflective and narrative questioning.

As a researcher, I recognised the fine balance between scaffolding or facilitating participant voice and leading or limiting their YPs' voice in the context of dialogue and specifically narrative, and the importance of ensuring that their empowerment remains central in order to achieve this balance. In any future research with YP I would like to have the opportunity to increase their influence and engagement by including a participatory element, so that YPs' voice can be included at all stages of the research process. Reflexivity throughout the research process was vital to recognise and acknowledge the challenges and weaknesses and to consider the impact of these.

As an EP, I learnt a lot about time management and ensuring that work is boundaried so that I can effectively juggle multiple pressures by immersing myself fully in each task. I realised the importance of focusing on one step at a time in order to manage a large and complex piece of work and to resist becoming overwhelmed.

I recognised and reflected on my own level of anxiety throughout the research process, particularly in the final six months and began to understand something of the tension that might be experienced by some YP in their educational settings, between reducing anxiety in the short-term by avoiding anxiety-provoking situations (in my case, returning to write my thesis) and managing anxiety in the longer-term by engaging with the anxiety-provoking task.

I experienced the courage and determination that was required in order to maintain my own engagement and recognised factors that reduced my feelings of overwhelm, which seem to mirror the experiences of some of the YP I have worked with, such as: focusing only on the task in hand rather than looking towards the endpoint; seeking further information, clarification and support from people who could share helpful knowledge and experience at key times; resisting engagement with people who intensified my feelings of anxiety during challenging periods; moving back from the task to take a break, with the confidence that I would return feeling reinvigorated; using exercise; reaching out to connect with friends and family; resisting the urge to work for too long in isolation; setting small, achievable targets over short periods to experience mini successes; grappling with feelings of inadequacy and a lack of self-belief and above all trying to maintain a sense of purpose, which for me involved keeping the four YP at the centre, which shifted the focus away from my own strong feelings of overwhelm and made the experience meaningful again.

These experiences have provided some insight into my own anxiety as well as the way in which school may be experienced by some YP and will inform my practice as an EP.

This research has reinforced my interest in using narrative approaches in my practice to privilege the accounts of CYP, seeking ways to understand their experiences and challenging dominant, medicalised discourses. As an EP, I am interested in encouraging adults to consider YPs' preferred identity positions and to identify contexts which enable them to experience empowered positionality as well as facilitating conversations to explore YPs' subject positioning and to consider how the school environment contributes to the imposition of disempowered identity positions on YP and the impact of this for their emotional well-being and cognitive development.

6.10 Recommendations for Future Research

Future studies could assess the usefulness of the BoL approach as a narrative therapeutic tool rather than a pupil voice tool as in this research. As a therapeutic tool, the BoL framework could provide a collaborative way to explore the significance of a diagnosis of ADHD that YP have been given and consider their identity positioning, whilst externalising the challenges experienced, deconstructing the discourses around ADHD diagnosis, co-producing new meanings in relation to the challenges experienced using strengths and values identified and supporting the development of alternative identity stories and possibilities for action and change.

Whilst the BoL was developed by Leger (2016) based on the narrative work of Denborough (2014) and was written before PTMF (2018), incorporating PTMF into a narrative approach is advocated by Johnstone and Boyle, (2018). Using the PTMF to analyse narratives for aspects of power, threats, threat responses and meaning constructed and supporting YP to consider the strengths, values and resources they have and how these can be applied to the threats they experience, would be an interesting project and could further the therapeutic application of both the BoL and the PTMF.

Future research could also take the BoL framework and apply it with a community focus in the way it was originally intended by Leger, (2016), creating a peloton of YP's bicycles, privileging YPs' voices to investigate and challenge educational and community systems. Through co-produced action research with YP who have been marginalised, their ideas could be elicited and shared to create structural change leading to the development of more inclusive environments that value their strengths, skills, values and preferred identity positions and foster their sense of belonging and empowerment.

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8 Appendices

Appendix 1: Details of literature search

Database	Search Terms	Number of relevant papers
<i>Psyc(INFO)</i>	ADHD AND Identity AND Narrative (2016 to present)	6 relevant
<i>SCOPUS (Elsevier)</i>	ADHD AND Young People OR Adolescen* AND Identity OR Conceptualisation (2016 to present)	14
<i>SCOPUS (Elsevier)</i>	ADHD AND Adolescen* AND Identity AND narrative	Beliefs about attention-deficit/hyperactivity disorder and response to stereotypes: Youth postings in facebook groups - Gajaria, Goodale, Charach 2011
<i>Web of Science</i>	ADHD AND Adolescen* AND Identity AND narrative	4 O'Connor, C and McNicholas, F Aug 2020 May 2020 (Early Access) JOURNAL OF ABNORMAL CHILD PSYCHOLOGY 48 (8) , pp.979-993 Løhre, Audhild. International Journal of Educational Psychology, v9 n1 p1-23 Feb 2020. Ecclestone, Williams, Soulsby 2019
<i>Eric (EBSCO)</i>	ADHD AND Young People OR Adolescen* AND Identity	0 with all search terms ADHD and Adolescent: 3 relevant: Caslin et al 2019 Løhre, Audhild. International Journal of Educational Psychology, v9 n1 p1-23 Feb 2020.

		Ringer 2020
<i>Eric (EBSCO)</i>	Critical AND ADHD AND adolescen*	2
<i>Eric (EBSCO)</i>	ADHD AND Adolescen* AND Identity AND narrative	2 Hattam, Robert; Prosser, Brenton. Australian Educational Researcher, v35 n2 p89-106 Aug 2008
Google Scholar	ADHD AND Identity AND Narrative	12
SCOPUS	Adhd AND narrative AND identity since 2015	9 results: 1. Parental narrative 2. medication 3. Lohre, A 2020 International Journal of Educational Psychology 9(1) 1-32 4. Spencer, D Metagnosis – revelatory narratives of health and identity (book) 5. Family narrative 6. parental self-help groups 7. storying research in news re expert positions 8. construction of adult ADHD 9. article about ACM conference

Appendix 2: Reflections on the pilot

- Spotlight on YP's video so non-verbal information is always visible
- Build in movement breaks
- More open-ended questioning, eg 'Can you tell me more about that?' 'How did you become better at that?'
- Be more comfortable with pauses; give thinking time.
- Keep looking at camera; ask one question and then wait – do not rephrase it.
- Don't make suggestions as quickly – ask what they think is happening.
- Flexibility about whether a parent is in the room or not
- Use visuals for strengths

Appendix 3: One-Page Profile

Nick



My job is a 'Trainee Educational Psychologist'. I work with young people to find out what they are good at and what they sometimes find hard, especially at school or college.

In my role, I usually use this information to work with the adults who know the young person best, so that we can try to make the changes that the young person would like.

As part of my training, I also have to carry out a study, which is what I would like you to help me with.

What is important to me

My family

My dog and cats

Walking, running and cycling

Seeing the world

Music



What people like about me

I am a good friend

I am kind

I try my best

I am honest

I don't give up



What I'd like to get better at

Swimming



Playing in my band

Cycling



What we might do together

Chat about what is important to you

Chat about what you are good at

Chat about the things that you find hard

Chat about the diagnosis of ADHD that you were given

Think about what you would like the future to look like

If you don't want to work with me...

We will only meet if you are happy to – you can stop at any time. After we have finished working together, I will ask you what you thought of working with me. If you have any questions, you can contact me on: nick.edwards@nottscc.gov.uk

Appendix 4: Ethics Certificate



Downloaded: 25/04/2022
Approved: 01/06/2021

Nicola Edwards
Registration number: 190123770
School of Education
Programme: Doctorate in Child and Educational Psychology

Dear Nicola

PROJECT TITLE: Understanding the influence of a diagnosis of ADHD on adolescents' sense of self: Using a narrative approach and the Power Threat Meaning Framework to explore how diagnosis of ADHD affects identity.

APPLICATION: Reference Number 039242

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 01/06/2021 the above-named project was **approved** on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

- University research ethics application form 039242 (form submission date: 28/05/2021); (expected project end date: 17/05/2022).
- Participant information sheet 1091340 version 3 (28/05/2021).
- Participant information sheet 1091339 version 3 (28/05/2021).
- Participant consent form 1090740 version 2 (28/05/2021).
- Participant consent form 1089863 version 3 (28/05/2021).

If during the course of the project you need to [deviate significantly from the above-approved documentation](#) please inform me since written approval will be required.

Your responsibilities in delivering this research project are set out at the end of this letter.

Yours sincerely

ED6ETH Edu
Ethics Administrator
School of Education

Please note the following responsibilities of the researcher in delivering the research project:

- The project must abide by the University's Research Ethics Policy: <https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure>
- The project must abide by the University's Good Research & Innovation Practices Policy: https://www.sheffield.ac.uk/polopoly_fs/1.6710661/file/GRIPPolicy.pdf
- The researcher must inform their supervisor (in the case of a student) or Ethics Administrator (in the case of a member of staff) of any significant changes to the project or the approved documentation.
- The researcher must comply with the requirements of the law and relevant guidelines relating to security and confidentiality of personal data.
- The researcher is responsible for effectively managing the data collected both during and after the end of the project in line with best practice, and any relevant legislative, regulatory or contractual requirements.

Appendix 5: Information Sheets

Information Sheet for Parents/ Carers

Research Project Title: Using a narrative approach to explore identity in adolescents who have been given a diagnosis of ADHD.

Your child is being invited to take part in a research project funded by The University of Sheffield. Before you decide whether or not he/ she should participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information.

Details of the study

This study is being carried out as part of a Doctorate in Child and Educational Psychology being undertaken by Nick Edwards at the University of Sheffield, who is working as a Trainee Educational Psychologist in XXX Educational Psychology Service. It aims to elicit information from young people (YP) of secondary-school age, using a narrative approach called 'The Bicycle of Life', (Leger, 2016) to discover how the YP conceptualise their sense of self and whether the diagnosis of ADHD is part of this conceptualisation.

Having an understanding of how diagnostic labels are experienced by YP themselves may provide additional useful insights for Educational Psychologists when working with YP.

Your child has been suggested by the link Educational Psychologist for their school as meeting the criteria for inclusion in the project: being between the ages of 13-18 years old, being at a secondary school covered by the XXX Educational Psychology Service and having been given a diagnosis of ADHD. There will be four participants in total, one of whom will participate in a pilot study prior to the research project.

It is up to you to decide whether or not your child should take part. If you do decide that he/ she can take part, you will be asked to sign a consent form, but your child can still withdraw at any time up until the data has been anonymised and written up (31/5/22) without any negative consequences and without giving a reason. If you wish to withdraw from the research, please contact: Nick Edwards nedwards4@sheffield.ac.uk

By participating in this research, your child is not entering into any formal contract of employment with The University of Sheffield. There are no payments involved in this research.

What the project will involve for your child

Once you and your child have given consent, I will meet your child via a Microsoft Teams video call to explain the purpose and process of the research in more detail, to answer any questions he/ she may have and to check that they are happy to participate, with the understanding that this will include talking about their ADHD diagnosis and what it means to them. I will then meet with them two or three times more, via Microsoft Teams to talk to them and ask questions using the following format: The first part of the process will be to explain and carry out an approach called the Bicycle of Life (Leger, 2016). The bicycle and the road are used as metaphors for thinking about the journey of life and help to stimulate your child's thoughts and reflections about his/ her experiences, their sense of self, their future hopes and possible challenges.

Throughout the process, I will continue to check whether I have understood what your child has told me by reflecting back what I believe to have been said and checking this out with them.

The second part of the Bicycle of Life process will incorporate questions and prompts based on a framework called the Power Threat Meaning (Johnstone and Boyle, 2018). This framework will help

the YP think about the road ahead (as a metaphor for their future life) with the barriers, hazards and obstacles that might be experienced.

I will analyse and interpret the data and then meet with your child again to check my interpretations with them via Microsoft Teams, several weeks after the data-collection stage.

Your child's welfare

Participation in the project should not have a detrimental effect on participants and in fact, it is expected that it will be a positive and empowering experience for them. However, it is acknowledged that your child may not engage or feel comfortable with me as an unfamiliar adult and that there is a risk that the in-depth nature of some of the questions may be perceived to intrude upon their comfort or privacy and could result in your child experiencing strong emotions or disturbing thoughts, although this is considered to be unlikely. To reduce this risk even further, phase 1 of the Bicycle of Life process will provide an opportunity for me to establish rapport and to incorporate some fun activities to put your child at ease. In addition, the school's safeguarding policy will be adhered to at all times, and during every video meeting, there will be a member of the school staff in close proximity to your child so that they can hear the conversation. If during any of the sessions, it becomes apparent that your child is becoming upset or distressed, the meeting will be ended, assistance will be sought from school staff to reassure your child and you will be informed. Your child will also be able to talk with a member of staff or myself as the researcher, immediately before or after each session or at any time in between if they wish to. Finally, either I or the Link Educational Psychologist for your child's school will carry out a review session and any follow-up work with your child as required following their participation in the project.

Data Protection

Your child's personal data and the information that is collected during the course of the research, will be kept strictly confidential and will only be accessible to the research team at The University of Sheffield. The video recordings of each session will be deleted by 31.7.22 after they have been transcribed and analysed and until that time, they will be securely saved on a University of Sheffield database. The transcriptions will be anonymised and saved securely on a University of Sheffield database and will be deleted by 31.7.22. The information you provide us with will be stored for up to three years and then destroyed. This means it will be destroyed no later than April 2024.

Your child will not be able to be identified in any reports or publications. Due to the nature of this research, it is possible that other researchers may find the data collected to be useful in answering future research questions. We will ask for your explicit consent for your child's data to be shared in this way and if you were to agree to this, then your child's personal details will not be included. The University of Sheffield will act as the Data Controller for this study. This means that the University is responsible for looking after your child's information and using it properly.

What is the legal basis for processing my personal data?

The University of Sheffield will keep identifiable information about your child for two years after the study has finished, until April 2024. According to data protection legislation, we are required to inform you that the legal basis we are applying in order to process your personal data is that 'processing is necessary for the performance of a task carried out in the public interest' (Article 6(1)(e)). Further information can be found in the University's Privacy Notice <https://www.sheffield.ac.uk/govern/data-protection/privacy/general>

In other words, we need your name and phone number (or email address if you prefer) in order to contact you to take part in this study. Without this information the study could not go ahead. This is why we ask for this information. This type of information comes under the category of "personal data".

Your rights to access, change or move your child's information are limited, as we need to manage their information in specific ways in order for the research to be reliable and accurate. If your child withdraws from the study, we will keep the information about them that we have already obtained until two years after the study has finished. To safeguard your rights, we will use the minimum personally-identifiable information possible.

What will happen to the results of the research project? The analysis and interpretation of the data will be written up as my thesis and published but your child will not be able to be identified.

Ethics and complaints

This project has been ethically approved via the University of Sheffield's Ethics Review Procedure, as administered by The School of Education department.

Should you wish to raise a complaint during the course of this project, please contact the study supervising tutor Sahaja Davis (t.s.davis@sheffield.ac.uk) within the School of Education at the University of Sheffield.

Should you feel that your complaint has not been resolved to your satisfaction, please contact the Head of the School of Education, Professor Rebecca Lawthom (r.lawthom@sheffield.ac.uk. +44 114 222 8172), who will then escalate your complaint through the appropriate channels. Should your complaint relate to how your child's personal data has been handled, information about how to raise a complaint can be found in the University's Privacy Notice:

<https://www.sheffield.ac.uk/govern/data-protection/privacy/general> .

If you wish to make a report of a safe-guarding concern or incident relating to potential exploitation, abuse or harm resulting from your child's involvement in this project, please contact the project's Designated Safeguarding Contacts:

Sahaja Davis t.s.davis@sheffield.ac.uk

Programme Director, Doctorate in Educational and Child Psychology: Dr Anthony Williams

anthony.williams@sheffield.ac.uk

The school's Designated Safe-Guarding Lead or Deputy Designated Safe-Guarding Lead

What do you need to do next? Please contact me by email to let me know whether you agree to your child participating in my research project:

Nick Edwards

nedwards4@sheffield.ac.uk

The School of Education

The University of Sheffield

241 Glossop Road

Sheffield

S10 2GW

Telephone: 0114 222 8177

Alternative contact details:

nick.edwards@nottscc.gov.uk

Notts Educational Psychology Service: 01159772924.

Sahaja Davis

Supervising Tutor

t.s.davis@sheffield.ac.uk

You will receive a copy of this information sheet

Many thanks for consenting to your child's participation in this research project.

Information Sheet for Participants

Research Project Title: Using a narrative approach to explore identity in adolescents who have been given a diagnosis of ADHD.

Hello,

My name is Nick Edwards and I am a Trainee Educational Psychologist. I would like to invite you to take part in my research project funded by The University of Sheffield. I have included my one-page profile to introduce myself.

Before you decide whether or not you would like to be involved, I need to tell you a bit about my research. Thank you for reading this.

I have planned a project to work with four young people between the ages of 13-18 years old and who have been given a diagnosis of ADHD, and you are one of the four young people I would like to invite to help me, because the link Educational Psychologist for your school suggested that you fit the criteria. One of the four young people in my study will participate in a pilot study which is very important because it's really like a practice for me. The other three young people will be part of my research project. I'm not sure yet who will do which.

I would like you to meet with me so that I can find out a little bit about your strengths and difficulties, the diagnosis of ADHD and whether it has had an effect on your sense of self. I am hoping that by talking to you, I can better understand how young people experience a diagnosis of ADHD in terms of their identity and that this could provide useful insights for Educational Psychologists when working with young people.

If you decide to take part, you and your parents will be asked to sign a consent form, but you can still decide not to be involved at any time up until I have analysed and written up the data which will be done by the end of May 2022. If you decide that you don't want to take part, there will not be any negative consequences and you do not need to give a reason. You would just need to contact me: nedwards4@sheffield.ac.uk

What the project will involve for you

Once you and your parents have given consent, I will meet you on a video call to explain everything about my research in more detail, to answer any questions that you might have and to check that you are happy to participate. I will then meet with you two or three times more, via Microsoft Teams to talk with you and ask questions.

The first session

The first session will be to use an approach called the Bicycle of Life (Leger, 2016). We will draw a bicycle and a road and use it to think about your journey of life, including your experiences, your sense of self and your future hopes and challenges.

Throughout the process, I will continue to check whether I have understood what you tell me by explaining what I believe you have said and checking it out with you.

Sessions 2 and 3

The second part of the Bicycle of Life process uses questions based on a framework called the Power Threat Meaning Framework (Johnstone and Boyle, 2018). This will help us to think about the road ahead as a picture of your future life so we can talk about the barriers, hazards and obstacles that you might experience.

When we have met two or three times, I will write down what I think you have said and will think about it and then a few weeks later, I will meet with you again via Microsoft Teams to check that I have understood everything that you said properly.

I think you'll enjoy it!

Participating in the project shouldn't be a negative experience and I think you will find that it will be a positive and empowering experience for you. But I realise that you might find it hard to talk to me at first and that there might even be a small risk that you could find some of the questions difficult or upsetting. To reduce this risk, we will do a mixture of activities, so that we are not always having deep conversations!

What if you don't enjoy it?

During every video meeting, there will also be one of the adults from your school close by you, so that if you are ever upset or uncomfortable, we will stop the session straight away.

You can say that you want to end the meeting at any time, and you will also be able to talk with an adult in school or myself after each session if you need to.

Either I or the Link Educational Psychologist for your school will arrange to meet you a few weeks after the end of the project if you would find that useful.

What if you have any questions?

At any point during or following the project, you can contact me or your Link EP by email if you have any questions or concerns.

Your personal information

No personal information such as your name, age, address, school will be collected. When I write up my study, you will not be able to be identified. Nobody reading the report will know that you took part.

The information that is recorded during our meetings, will be kept strictly confidential and will only be accessible to me. The video recordings of each session will be deleted after I have analysed them and until that time, they will be securely saved on a University of Sheffield database. The transcriptions of what you say will be anonymised and saved securely on a University of Sheffield database. Everything will be deleted from the database two years after the project has ended.

What will happen to the results of the research project? The analysis and interpretation of the data will be written up and published but you will not be able to be identified in my thesis.

Ethics and complaints

My project has been ethically approved via the University of Sheffield's Ethics Review Procedure, as administered by The School of Education department, to check that what I have planned is OK.

If you wanted to raise a complaint during the project, you could contact my supervising tutor Sahaja Davis (t.s.davis@sheffield.ac.uk) within the School of Education at the University of Sheffield.

If you felt that your complaint had not been resolved properly, you could contact the Head of the School of Education, Professor Rebecca Lawthom (r.lawthom@sheffield.ac.uk. +44 114 222 8172).

If you wish to report something that has affected you such as exploitation, abuse or harm resulting from being involved in this project, please contact the project's Designated Safeguarding Contacts: Programme Director, Doctorate in Educational and Child Psychology: Dr Anthony Williams

anthony.williams@sheffield.ac.uk

Sahaja Davis t.s.davis@sheffield.ac.uk

The school's Designated Safe-Guarding Lead or Deputy Designated Safe-Guarding Lead.

What do you need to do next? Please contact me by email to let me know whether you would like to participate in my research project:

Contacts for further information:

Nick Edwards

nedwards4@sheffield.ac.uk

The School of Education

The University of Sheffield

241 Glossop Road

Sheffield

S10 2GW

Telephone: 0114 222 8177

Alternative contact details:

nick.edwards@nottscc.gov.uk

Notts Educational Psychology Service: 01159772924.

Sahaja Davis

Supervising Tutor

t.s.davis@sheffield.ac.uk

You will receive a copy of this information sheet
Thank you so much for agreeing to participate in my study!



Appendix 6: Consent Forms

Research Project Title: Research Project Title: Title: Using a narrative approach, The Bicycle of Life, alongside the Power Threat Meaning Framework to explore whether a diagnosis of ADHD affects adolescents' sense of identity

Consent Form for Young Person

<i>Please tick the appropriate boxes</i>	Yes	No
Taking Part in the Project		
I have read and understood the project information sheet dated 12.4.21 and the project has been fully explained to me. (If you will answer No to this question please do not proceed with this consent form until you are fully aware of what your participation in the project will mean.)	<input type="checkbox"/>	<input type="checkbox"/>
I have been given the opportunity to ask questions about the project.	<input type="checkbox"/>	<input type="checkbox"/>
I agree to being video recorded and for these anonymised video recordings to be used in the research.	<input type="checkbox"/>	<input type="checkbox"/>
I agree to transcripts of anonymised audio recordings to be used in the research.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that by choosing to participate as a volunteer in this research, this does not create a legally binding agreement nor is it intended to create an employment relationship with the University of Sheffield.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that my taking part is voluntary and that I can withdraw from the study at any time until the research has been completed and submitted (31/5/22). I do not have to give any reasons for why I no longer want to take part and there will be no adverse consequences if I choose to withdraw.	<input type="checkbox"/>	<input type="checkbox"/>
How my information will be used during and after the project		
I understand my personal details such as my name will not be revealed to people outside the project.	<input type="checkbox"/>	<input type="checkbox"/>
I understand and agree that my words may be quoted in publications, reports, web pages, and other research outputs. I understand that I will not be named in these outputs unless I specifically request this.	<input type="checkbox"/>	<input type="checkbox"/>
I understand and agree that other authorised researchers will have access to this data only if they agree to preserve the confidentiality of the information as requested in this form.	<input type="checkbox"/>	<input type="checkbox"/>
I understand and agree that other authorised researchers may use my data in publications, reports, web pages, and other research outputs, only if they agree to preserve the confidentiality of the information as requested in this form.	<input type="checkbox"/>	<input type="checkbox"/>
I give permission for the transcripts created from my anonymised video recordings to be deposited in a secure University of Sheffield filing system, so it can be used for future research and learning.	<input type="checkbox"/>	<input type="checkbox"/>
So that the information you provide can be used legally by the researchers		
I agree to assign the copyright I hold in any materials generated as part of this project to The University of Sheffield.	<input type="checkbox"/>	<input type="checkbox"/>
Name of Participant [printed]		
Signature. _____ Date: _____		
Name of Researcher [printed] Nick Edwards		
Signature _____ Date: _____		

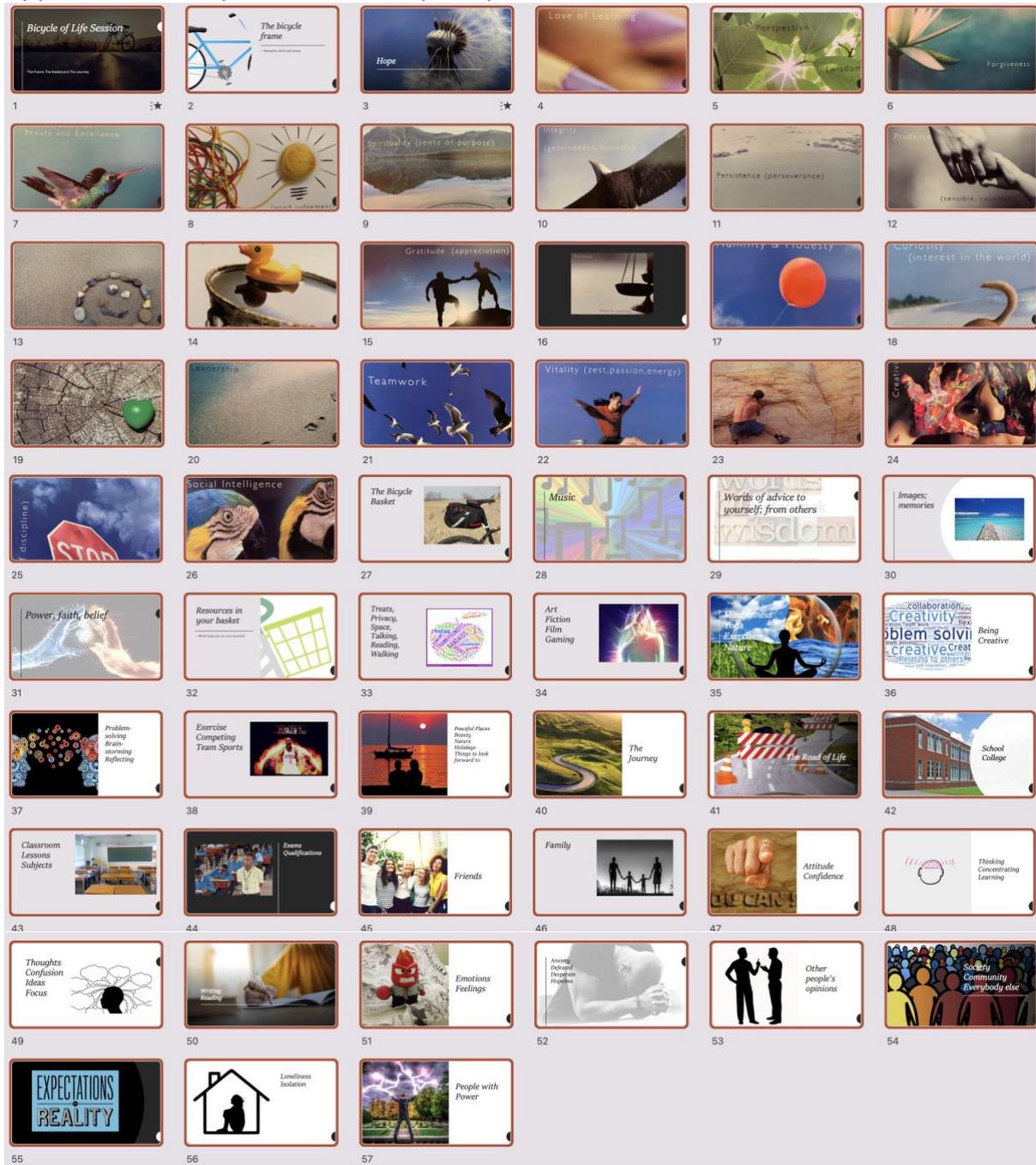
Project contact details for further information:

Researcher: Nick Edwards nedwards4@sheffield.ac.uk

Supervisor: Sahaja Davies t.s.davis@sheffield.ac.uk

The University of Sheffield, Western Bank, Sheffield. S10 2TN 0114 222 2000

Appendix 7: Slide pack with visual prompts for BoL sessions with YP



Appendix 8: Bicycle of Life slide pack created for use in the EPS

Powerpoint to share with YP – there are notes to go alongside this resource

Slide 1: Bicycle of Life
Nottinghamshire Educational Psychology Service

Slide 2: Rear Wheel
The closer and distance you travel, the more important places in a person's life.
What are some of the most important places in your life?
The locality you were born in, the area of the community you live in, the area of the past projects in the home or workplace.
What are some of the places in your life that are connected to family or community traditions?
Places you gather with other people in your community or place you used to visit and go back to in every year or a place you visit during the holiday season during the summer months that were remembered.
What are some of the places where you play or spend time with friends? Which are your favourites and why?

Slide 3: Rear Spokes
The significant figures in a person's life.
Who are some of the important people in your life?
• Family
• Friends
• Teachers
• People in your community
• Inspiring people
• Cultural characters
• Inspirational figures

Slide 4: Frame
Skills, abilities, interests and know how.
• What are some of your interests, hobbies or favourite activities?
• What do you really like to do?
• What skills does this take?
• What are you curious about or really interested in?
• What comes easier to you now than it did in the past?

Slide 5: Front Wheel
Near to distant future, some of the journeys you would like to take and some destinations you would like to reach in life.
Hopes, goals, dreams and journeys.

Slide 6: Front Spokes
Significant figures you would like to have in their future or join them on future journeys.
Who would you like to share the road with?

Slide 7: Chain
A chance to reflect back, looking at how the front and rear wheel are connected.
• What skills, knowledge and resources can we use?
• Who can help us?

Slide 8: Basket
Things you would like to carry.
What could you carry to sustain, inspire and encourage you on your journey?
• Objects, stories, advice, quotes or sayings, food, music, friends.

Slide 9: Challenges
What challenges might you face on the journey?
What challenges have you already faced?
What skills have you used to overcome them?
How could you use the skills you have?

Slide 10: What happens next?

Slide 11: Evaluation
What's gone well with this conversation?
IMPROVE What would have made it even better?

Slide 12: Resource Page
Choose your bicycle!



Obstacle Prompt Pictures

There are also prompts for strengths and resources to go alongside the PP

Appendix 9: Jefferson Conventions for Transcription

Jefferson (2004) conventions were used in transcriptions:

(.) less than 1 sec pause

(2) pause with length of time in brackets

((non-verbal information))

[] overlapping speech

(inaudible/ undecipherable)

Appendix 10: Working Transcript: Alex

<p>Data column (left): The episodes depict a move in the telling of the story in terms of time, topic, perspective or theme.</p> <p>Fabula underlined</p> <p>Transcription coding:</p> <p>(.) less than 1 sec pause</p> <p>(2) pause with length of time in brackets</p> <p>((non-verbal information))</p> <p>[] overlapping speech</p> <p>(inaudible/ undecipherable)</p>	<p>Analysis column (right): Blue text: Initial description for entire text of differentiated fabula/ sjuzet used for Holistic-Content analysis – Turning points OBS: Obstacles and Categ-Form analysis in relation to obstacles Medical Context Educational Context</p> <p>Relating to overarching themes: C: Relating to connection A: Autonomy S: Sport FG: Future goals and dreams J&E: Justice and Empowerment</p>
<p>2 A: 4.02 Er, ((looking up from paper but not at camera)) I can't really think of any so <u>I just put my house and my primary school.</u></p> <p>N: Okay, your house and your Primary School.</p> <p>N: Have you always lived in the same house?</p> <p>A: Er, <u>No. I lived in a different house but I can't remember it</u> ((looking down but not at paper – looking disinterested)).</p> <p>N: Okay, were you quite little when you lived there?</p> <p>A: <u>Yeah.</u></p>	<p>2 Introducing the back wheel: significant places and events up until present. Fab: Home and primary school suggested by A as significant places.</p> <p>Holistic-Content: Turning points; story outline: Local/ family context - Primary school</p>
<p>4 N: What about things that you feel that have really defined you in the past things that have changed the way that you think about yourself? things that have happened?</p> <p>A: Er, <u>I dunno.</u> ((Moving eye gaze away to the side of camera))</p> <p>(M: unintelligible)</p>	<p>4 Shift in topic: Things that have defined him/ changed the way he thinks about himself</p> <p>Sju: A resists the intervention/ suggestion made by his mum and asserts that he cannot think of anything: this could be because he is not yet feeling confident/ safe enough to open up or because with his M in the room, he is deferring to her to take responsibility for the interaction with</p>

<p>A: <u>No</u></p> <p>(M: Unintelligible)</p> <p>A: <u>Can't think of any</u> ((turns head towards M who is sitting behind and to side of him))</p>	<p>me, rather than placing himself in the role as my conversation partner.</p>
<p>5</p> <p>N: Any things with um friends that are important to you? That or where you go, places you go to with friends or even places, things like the cinema or things that you used to go maybe before COVID?</p> <p>A: <u>Cricket ground</u></p> <p>N: Yeah.</p> <p>A: <u>Football</u></p> <p>N: Cool. Okay.</p> <p>A: Mm ((looking to the side of the camera))</p> <p>N: And which Cricket Ground Do you tend to ge, go to in the past?</p> <p>A: <u>Trent Bridge</u></p>	<p>5</p> <p>Shift in topic: back to significant places – this time places he accesses with friends.</p> <p>Fab: Trent Bridge Cricket Ground Football</p> <p>Holistic-Content: Turning points; story outline: Local/ family context Sporting activities A has watched and participated in</p>
<p>6</p> <p>N: And so why would you say that's important to you? How is that important to you?</p> <p>A: Er – <u>I go there with my mates</u></p> <p>N: Yeah. And - what, what sorts of things do you do when you're there?</p> <p>A: <u>watch cricket</u></p> <p>N: Okay. Um, is it important to you to go to places with your friends on your own? Is that something that you enjoy doing?</p> <p>A: <u>Yeah.</u></p> <p>N: And what would you say makes those types of things that you do with your friends important? What do you get from it?</p> <p>A: I dunno, Er, <u>get to see my friends</u> – that's about it.</p>	<p>6</p> <p>Shift in perspective – elaboration about this place and why it is important</p> <p>Fab: A does not add much information about why this place is important – reiterates 'going with friends' and 'to watch cricket' – conveying his opinion that these are silly questions – clumsy questioning on my part – reacting to his lack of engagement.</p> <p>Friendships are important – A has some long term friendships</p>

<p>N: Yeah. And have you known some of your friends for a long time?</p> <p>A: Yeah. <u>Some of them</u>, yeah</p>	
<p>7</p> <p>N: And where where do you go to watch football?</p> <p>A: <u>Forest</u>.</p>	<p>7</p> <p>Shift in perspective – picking up on football and where this is located</p> <p>Fab: <u>Notts Forest football ground</u></p>
<p>8</p> <p>N: Yeah. So who do you tend to go with there?</p> <p>A: Er, <u>either my mates or my dad</u>.</p>	<p>8</p> <p>Shift in perspective – focus on who A goes with to this place</p> <p>Fab: <u>friends or dad</u></p>
<p>9</p> <p>N:</p> <p>Okay. So sport's quite an important thing for you then, isn't it?</p> <p>A: <u>Yeah</u>.</p>	<p>9</p> <p>Shift in perspective – picking up on sport as a general theme</p> <p>Fab: <u>Sport is an important aspect of A's identity – explicit statement</u></p>
<p>10</p> <p>N: When did you start playing rugby?</p> <p>A: Probably <u>about three years ago</u>.</p> <p>N: So that might be an important thing, then I suppose. Because if you see yourself as quite a sporty person, then the time that you started to play rugby might be quite an important, significant event or time to you?</p>	<p>10</p> <p>Shift in perspective – focus on rugby.</p> <p>Fab: <u>Significant event is the time when A started to play rugby</u></p>
<p>11</p> <p>A: <u>Yeah</u>.</p> <p>N: What about cricket? When did you start playing cricket?</p> <p>A: <u>I've pretty much played it all my life</u>.</p> <p>N: Okay. ((Nods)) So that sounds like it could be something that really gives you a sense of self. Yeah. And cricket, you're, you know, you'd obviously see yourself as a cricketer, because you've been playing for all your life?</p>	<p>11</p> <p>Shift in perspective – Time started to play cricket</p> <p>Fab: <u>Playing cricket 'all my life' – a defining aspect of identity</u></p>
<p>12</p> <p>N:</p> <p>Um, Whereabouts do you live A? Where's home?</p> <p>A: Um, <u>XXX</u></p>	<p>12</p> <p>Shift in topic – going back to significant places – moving away from sport</p> <p>XXX</p> <p>Fab: <u>Home area important as A has lived there all his life;</u></p>

<p>N: Okay, so tell me about West Bridgford and how that's an important place to you either things that you do, or</p> <p>A: Um – cos <u>it's where I've lived all my life. [nothing to do there]</u></p> <p>N: [and wh...] Sorry</p> <p>A: There's nothing really to do.</p> <p>N: Is...Has that contributed to your sense of who you are, XXX</p> <p>Do you see yourself as somebody who does, does it mean anything to you?</p> <p>A: <u>Not really</u> ((looking down at computer keyboard))</p> <p>N: you don't feel like it..there's much to do there?</p> <p>A: <u>No</u></p>	<p>Sju: He balances this with the idea of it being 'boring – not a lot to do'. Rejects it as important to him</p>
<p>13</p> <p>N: So are there any spaces or places that are important to your family?</p> <p>A: <u>Don't think so</u> ((still looking down and slightly to one side – neutral facial expression))</p>	<p>13</p> <p>Shift in perspective – other places that are significant to family</p> <p>Fab: A dismisses this and does not give any examples of places in the local area accessed by family</p>
<p>14</p> <p>N: Are there any important places, for your mum, for example, in XXX?</p> <p>A: ((looked round at M)) Are there?</p> <p>M:</p> <p>For me? Um, yeah, well I, I the sports grounds are important to us as well ((Looked back to computer keyboard/ paper)); we've had things that we've done together. Isn't it?</p> <p>A: Mm</p> <p>N: Where was that A? I couldn't quite hear your M.</p> <p>A: <u>She said sports places</u></p> <p>N:</p> <p>Sports grounds</p> <p>A: Yeah. ((A drawing on paper))</p> <p>M: <u>That's things that we've always done together as a family.</u></p>	<p>14</p> <p>Shift in perspective – included M in conversation to try to establish some important places in the local area for the family and A</p> <p>Fab: M suggests: sports grounds in the local area as significant places</p> <p>Sju: reluctant to engage with mum/ accept her suggestions</p> <p>Holistic-Content: Turning points; story outline: Local/ family context - Sporting events as a family</p>
<p>15</p> <p>M:Um, <u>parks are important</u> to me, because that's where I used to take you when you were little, and spent lots of time in the parks with other families.</p>	<p>15</p> <p>Shift in perspective – Parks in local area as significant places</p>

<p>N: Do you remember that A? Did...do you remember going to parks?</p> <p>A: <u>Yeah</u>. ((Pursed lips as drawing))</p> <p>N: And do you remember going with other people? Was that...</p> <p>A: <u>Yeah</u></p> <p>N: something that you enjoyed?</p> <p>A Um, <u>Yeah</u>. ((drawing))</p>	<p>Other families mentioned</p> <p>Fab: A accepts these suggestions made by M but doesn't elaborate on them. Links to <u>connection; family culture</u></p> <p>Sju: Pursed lips suggest continued reluctance to engage</p> <p>Holistic-Content: Turning points; story outline: Local/ family context</p>
<p>16</p> <p>N: Um, tell me about one of the holidays you've been on?</p> <p>A: Um, <u>went to Italy last year</u>.</p> <p>N: Um, What, What was that like?</p> <p>A: ((slightly more animated: looked up – to side of camera – moved body slightly side to side as spoke)) <u>Really good</u> cos, yeah <u>it was quite alright</u></p>	<p>16</p> <p>Shift in topic: other places away from the local area – holidays:</p> <p>Fab: Italy</p> <p>Sju: A becomes more animated talking about this really good – then quite alright – playing it down</p> <p>Holistic-Content: Turning points; story outline: Primary school</p>
<p>17</p> <p>N: So what did you like about it?</p> <p>A: Er, ((Leaned back in chair and stretched – small smile)) <u>I liked the food</u></p> <p>N: Sorry...</p> <p>A: <u>The food</u> ((Body back to upright, hands behind head – looking directly at camera))</p> <p>N: Say that again,</p> <p>A: <u>Food</u>,</p> <p>N: The food, did you? ((Stretched slightly backwards again – hands still behind head)) So the pasta and pizza or was it...[different to that]</p> <p>A: [yeah] <u>Yeah, pasta and pizza</u> ((sitting back with arms on desk; looking at paper; slight smile))</p>	<p>17</p> <p>Shift in perspective: Why he liked this holiday</p> <p>A: Food</p> <p>Fab: Picks out food as an important aspect.</p> <p>Sju: Reluctance to focus on relational aspects of experience – pushing people away? Lack of trust of me to acknowledge the significance to him of relationships with family/ friends? Are relationships really insignificant to him? Does he feel it shows weakness/ is too private? Gives too much away about himself? Or does he not want to admit this in front of M when I am listening - would acknowledging the significance of relationships with his family/ other people compromise his sense of independence? Smiling indicates awareness that he is not saying what is expected?</p>
<p>18</p> <p>M: What about the people that went to see, cos that made it ...((Looked round at M))</p> <p>A: <u>Yeah</u></p>	<p>18</p> <p>Shift in perspective: Why he liked this holiday – M moves this onto relationships</p> <p>Fab: food made it good</p>

<p>M: an important holiday to you?</p> <p>(unintelligible speech between A and M)</p> <p>A: <u>Yeah</u>- You can ((turned back to forward position and looked down))...yeah, <u>it was the food...that made it...good.</u></p>	<p>Sju: Does M realise that A is avoiding mentioning relationships as significant for him? A rejects this attempt to focus on relationships and reiterates that food was the significant thing for him about the holiday.</p>
<p>19</p> <p>N: And did you, who did you visit?</p> <p>A: Oh, er my dad's mates ((looking down at paper))</p> <p>N: Okay. And are they people who used to live in England and then moved to Italy?</p> <p>A: Yeah ((pursed lips, looking down and to side of camera))</p> <p>N: And so they're people that you've known from when you were younger?</p> <p>A: ((looking up to camera)) Hm Hm ((nodding))</p> <p>N: So that, did that mean something to you?</p> <p>A: Er, Yeah. (slightly shaking head).</p>	<p>19</p> <p>Shift in perspective: I pick up on the relational aspect and ask directly about this</p> <p>Fab: significant people on holiday</p> <p>Sju: A is reluctant to be led to talk about relationships – pursed lips; shaking head as said 'yeah' to indicate he is not fully accepting this.</p> <p>Holistic-Content: Turning points; family context</p>
<p>21</p> <p>N: Yeah. So some of those places that you've talked about, and those events link to some people that you've already mentioned. So we will see if we can add some of those people to the spokes on the back or</p> <p>So who would you add to start with then? Who are the important people to you?</p> <p>A: Just probably <u>my M and my dad and my sister</u> ((head up, eyes down towards paper))</p> <p>N: Okay. If you want to write those down on your spokes, you can. Um, And you've mentioned some friends, ((looking down at paper and drawing)),</p> <p>A: Mm</p>	<p>21</p> <p>Thinking about spokes of the back wheel: People who have been important Spokes of the back wheel: People who have been important:</p> <p>Fab: A offers: Mum Dad Sister</p>
<p>22</p> <p>N: So which friends would you put on there?</p> <p>A: Probably <u>wouldn't put them down</u> (shook head, shrugged), put my mu, my family down. ((looks up to side of camera))</p> <p>N: So does that mean if you, if you didn't have the friends that you've got? How would that make you feel?</p>	<p>22</p> <p>Shift in perspective: Friends</p> <p>Fab: A rejects the idea of putting friends down as important to him</p> <p>Sju: would this make him vulnerable to admit needing/ valuing friends? Although A says he has known the peers he goes to</p>

<p>A: Er ((slightly shaking head, then looked slightly to left)), <u>don't think I'd be that bothered.</u> ((looked down at paper; clicking pen))</p> <p>N: Wouldn't you?</p> <p>A: No</p> <p>N: And when you go to football and cricket, which are the friends you go to there?</p> <p>A: Er, <u>just people that I've known all my life</u> ((doodling, slightly shaking head as talks, looking at paper))</p> <p>N: Okay. And, well, it sounds like if you've known them for a long time ...that they might ...be important to you ...in the sense that you've chosen them. And that they must be...</p> <p>A: <u>Yeah</u>, probably ((looking down at paper as doodles)).</p> <p>N: Yeah. So you don't need to tell me their names. But you might want to just write them on the spokes, because it sounds like you've spent a lot of time with them over the years.</p> <p>A: Mm ((Looks up briefly, then at paper again))</p>	<p>watch cricket and football with 'all my life' – he says he 'wouldn't be that bothered' if he didn't see them anymore ('just all my life') – does he downplay these relationships because he doesn't trust me to know that they mean something to him?/ because he has been let down by people in the past and dislikes admitting what people mean to him?/ because this is information he considers to be personal and he is asserting his independence?/ because he knows his mum wants/ is expecting him to talk about the significance of these relationships and he is asserting his right not to do this?</p> <p>Admits the significance of them when asked directly following the logical process: ie he has chosen to see them over the whole of his lifetime- his interruption cuts me off when I am describing how they might be important to him – he doesn't want to be faced with this: 'probably' accepts it but not completely.</p>
<p>22.5</p> <p>N: And then you talked about when you went to Italy that you went to see one of your dad's friends and has, has he got children, that you know, as well?</p> <p>A: <u>Yeah</u>.</p> <p>N: So perhaps they they might be people that have been...</p> <p>A: <u>Yeah</u> ((writing on paper))</p> <p>N: had a part in your life. Because I suppose the thing is that we're all who we are because of a lot, a lot of it's to do with who we've met in the past and who we've chosen to be our friends and what we've done with them, that makes us who we are. I think that's why talking about these things is quite ...good sometimes because it can help us sort of understand why we've become the person we've become ...a little bit.</p>	<p>22.5</p> <p>Change in perspective – other relationships – linked to Italy</p> <p>Fab: Family friends in Italy.</p> <p>Sju: He does not like being overtly faced with the significance of these relationships?</p>
<p>23</p> <p>N: What, What... is there something about your friends that is common. So you know, for example, I don't know, as a suggestion, have they got a really good sense of humour, or what is it about a lot of your friends that you like?</p>	<p>23</p> <p>Change of perspective: Friendships</p> <p>Humour/ they are funny</p>

<p>A: Um, <u>Yeah. They're all funny</u> ((doodling, neutral facial expression)) N: Yeah. They're all funny.</p>	<p>Fab: Accepts the idea of them being funny; suggests that they have the same interests: cricket, football and A adds rugby.</p>
<p>24 N: What else is it that you share together?</p> <p>A: Just <u>same interests</u> ((slightly pursed lips, concentrating on doodling))</p> <p>N: Yeah. And that, from what you've said, that sounds like it's cricket and football.</p> <p>A: Er, <u>rugby</u></p> <p>N: Rugby</p> <p>A: Yeah</p>	<p>24 Change of perspective: what else does A like about his friends/ do they have in common? Same interests Fab: Suggested by A: cricket, football and A adds rugby.</p>
<p>25 N: Anything else that you share?</p> <p>A: Er. <u>Not really.</u></p> <p>N: You've not gone to school together or anything?</p> <p>A: Er, yeah, well, been to..<u>went to primary school with some of them</u> ((doodling))</p> <p>N: Okay, (A: Unintelligible) so you've known them a long time then.</p> <p>A: <u>Yeah.</u></p>	<p>25 Change of perspective: what else does A like about his friends/ do they have in common? Fab: A accepts the suggestion that they went to the same primary school</p>
<p>26 N: So if you think of one of those friends, maybe your best, your closest friend out of that group, you don't need to tell me who it is, but if you think of them in your head, what's what is it that's important, what is it about that person that you like?</p> <p>A: Er...<u>not really sure</u> ((looking down; doodling))</p> <p>A: [I don't really know]</p> <p>N: [so...] Are they kind to you or...</p> <p>A: [yeah] ((with a sigh and leaning quickly backwards with arms behind head and then forwards again, looking to left of camera))</p> <p>N: [or]</p>	<p>26 Change of perspective: what specifically is A drawn to about one of his friends? Fab: After being reluctant to give a reason/ quality, A accepts the suggestion that the friend he is thinking about is kind to him</p> <p>Sju: maybe because it is easier to agree?/ because he finds it difficult to analyse?/ because he is reluctant to share this information with me?</p>

<p>A: <u>Yeah</u>, probably that they're kind to me ((sighs, right arm up towards left shoulder, breathes out audibly))</p>	
<p>27 N: And then...So you've talked about your family. So what would you say um your relationship with your sister's like, what's, what does she give you that's been important in your life up to now?</p> <p>A: Um, Mm, <u>we, we've got an alright relationship</u> ((looking down, doodling))</p> <p>N: Yeah?</p> <p>A: yeah.</p> <p>N: What's she what she like, how would you describe her?</p> <p>A: <u>Mardy</u></p> <p>N: ((laughs)) What would she say if she if she heard you say that?</p> <p>A: <u>Probably agree with me</u> ((slight smile; looks below camera))</p> <p>N: Would she?</p> <p>A: Yeah ((looks down to left of camera))</p>	<p>27 Change of perspective: Thinking about relationship with sister: what she is like: Fab: describes her as mardy Sju: Gives an opportunity to share humour – relationship with sister</p>
<p>28 N: And what sorts of things do you like doing together?</p> <p>A: Er ((shrugs)) <u>[anything]</u></p> <p>N: [particular] programmes, you watch together?</p> <p>A: <u>I don't really watch TV</u> ((looking down to left))</p> <p>N: Is she sporty as well?</p> <p>A: Er, <u>Yeah, she likes sport</u> ((looking down to left – doodling))</p> <p>N: So that seems like it's quite a common theme then in your family [the whole sport thing]</p> <p>A: [yeah]</p>	<p>28 Change of perspective: thinking about the relationship with his sister: what they do together: Fab: Rejects watching TV Sport Sju: Sport appears as an important aspect of A's identity and something that he shares with his family</p>

<p>29</p> <p>N: Okay. Um, have you had any teachers that stuck out in your mind as being really important to you in the past?</p> <p>A: <u>No</u></p> <p>N: Not at all? Not at primary even? There were none that stuck out?</p> <p>A: <u>No</u></p> <p>N: Or TAs, any support staff or anything? No.</p> <p>A: <u>No.</u></p>	<p>29</p> <p>Change of topic: relationships with adults at school</p> <p>Fab: Rejects all adults as important figures to him in school</p> <p>OBS: Primary school?</p>
<p>30</p> <p>N: Have you got any...Well, I know what we could put on your spokes actually, your dogs that you've mentioned, I, I, I'm assuming that they're quite important [to you?]</p> <p>A: <u>Yeah. I'll put them on.</u></p> <p>N: OK ((writing on paper – looking down to right))</p>	<p>30</p> <p>Change of topic: thinking about pet as as significant</p> <p>Fab: A accepts this willingly</p> <p>Sju: Perhaps accepting pets as important does not impact his sense of independence and lack or does not make him feel so dependent/ vulnerable?/ socially acceptable for him to have a relationship with his dogs</p> <p>Example of contradiction/ exception to Theme2 is pets</p>
<p>31</p> <p>N: What do you particularly like doing with your dogs?</p> <p>A: <u>Just playing with them</u></p> <p>N: Playing with them?</p> <p>A: <u>Yeah.</u></p> <p>N: Some people say that stroking pets make makes them feel calm. Do you ever feel like that with yours? ((looking down – doodling/ writing))</p> <p>A: <u>Yeah.</u> ((nods))</p>	<p>31</p> <p>Change of perspective: thinking about what he enjoys about the relationship with his dogs:</p> <p>Fab: Playing with them</p> <p>Sju: A accepts that stroking them makes him feel calm – connection – exception to the idea of self-sufficiency/ lack of connection/ reliance</p>
<p>32</p> <p>N: Yeah. And what about walking them? Do you like walking with them?</p>	<p>32</p> <p>Change of perspective: thinking about other things that he enjoys about the relationship with his dogs:</p>

<p>A: Er, <u>not really</u> ((smiling and a laugh, as writing/ doodling))</p> <p>N: No ((laughing)) Do you try and get out of that?</p> <p>A: <u>Yeah. I don't really walk them</u> ((writing)) <u>My M and dad do it and my sister.</u> ((looks up and to right, breathes in))</p>	<p>Fab: Rejects the idea that he enjoys walking them – links to Theme3 – display of not needing to connect opportunity for connection/ humour</p>
<p>33</p> <p>N: Yeah, OK. ((stops writing and looking down; looks up and to side away from camera)) And what do you play with them? What sort of games do you play?</p> <p>A: Um..(looks up to left, pouts as thinking, looks up to right), just...(shrugs) I don't know, <u>I chuck ball for them</u> ((looks down, writing))</p> <p>N: Right? Do they bring it back?</p> <p>A: [<u>yeah</u>]</p> <p>N: [My dog] brings it back but then she won't drop it.</p> <p>A: Yeah</p> <p>N: That's good. ((writing)) Did you help to train them?</p> <p>A: Er, <u>With some things.</u> ((looking to right))</p> <p>N: What sorts of things did you help with?</p> <p>A: um, er ((leans back, closes eyes, puts head in left hand, rubs head, frowns, sighs, leans chin on both fists, rubs face with hands and puts back of hands on cheeks with fingers pointing down)) <u>I taught</u> ((strained voice)) <u>the dog to give paw</u> ((moves fists over eyes towards each other and then rubs down face over nose))</p> <p>N: Okay, that's good.</p> <p>A: <u>Yeah</u> ((rests cheeks on back of both hands fingers down, pursed lips, then pulled backwards towards ears pulling skin))</p> <p>N: You have to keep repeating it, don't you, for ages for them to get it.</p> <p>A: <u>Yeah</u> ((head resting on back of hands, looks up))</p> <p>N: Did your one year old dog, is it...did you say it was Olive?</p>	<p>33</p> <p>Change of perspective: thinking about other things that he enjoys about the relationship with his dogs:</p> <p>Fab: Going back to talk about playing with them and training them – example of exception to self-reliance/ non-connection? This episode presents an opportunity for chatting/ building a connection; A is still resisting engagement – non-verbal communication eg sighing, body movements indicate a reluctance to let me in – trying to remain disengaged/ aloof/ not wanting to give much information away. In the end he communicates this reluctance by cutting the episode short 'I can't be bothered to teach her'.</p>

<p>A: Yeah, <u>it's a girl</u> ((pulling fists up over eyes again and back down over nose to rest cheeks on fists))</p> <p>N: Has she um, is she learned to do that already?</p> <p>A: <u>Na</u> ((shakes head as still resting fists on cheeks at side of mouth))</p> <p>N: Have you not taught her yet?</p> <p>A: <u>I can't be bothered to teach her</u> ((moved hands over face and picked up pen again))</p>	
<p>34</p> <p>N: Is there anybody that you find quite inspirational, they might not be real. So you know, a hero, a superhero figure or an actor or...?</p> <p>A: <u>Not really</u> ((writing))</p> <p>N: Or a sports personality that you...look up to?</p> <p>A: <u>No</u>((looks up to right of camera))</p> <p>M: There is</p> <p>A: <u>Who?</u> ((looks round towards M))</p> <p>M: well, some of the people you talk about...unintelligible</p> <p>A: ((shakes head at M)) <u>No</u></p> <p>M: OK</p> <p>N: There's not people that you really think of that you admire?</p> <p>A: <u>No</u>, ((shaking head and looking down)) not really</p>	<p>34</p> <p>Shift in topic: other people who are significant to him: fictional characters, celebrities, sports figures</p> <p>Fab: Rejects any inspiring people (M contests this but A does not accept/ offer any examples)</p>
<p>35</p> <p>N: Okay, so what we're gonna do now is think about the bicycle frame. So, we're going...on the bicycle frame, we're gonna put some of your strengths and your values. So it's sometimes quite hard to think of our own strengths. But if you thought about what your mum I'm not asking you, mum now, but what would your mum say about you? That was some of your strengths would you say?</p> <p>A: <u>I've no clue</u> ((rocking forward, lips together))</p> <p>N: Haven't you? What about your dad? would he say anything that...if, if, if we asked him, What would you say were your strengths?</p> <p>A: Um (writing, blows lips out) <u>I don't know</u>. Probably either...</p>	<p>35</p> <p>Change of topic: Bicycle frame: strengths and values</p> <p>Fab: Reluctant to talk about his strengths</p> <p>Mum leaves the room –</p> <p>Sju: She realises that A is not engaging and thinks he might engage better if he is not aware of her in the room/ she thinks he will be able to better talk about his strengths if he is not overheard?</p> <p>Does not respond when asked to think about what his mum or dad would say about him – had started to say how his dad might describe him before M left the room and he was interrupted.</p>

<p>M: Shall I go in the other room?</p> <p>A: ((looks towards M)) <u>I'm not bothered</u></p> <p>M: (Unintelligible)</p> <p>A: OK ((to M as she leaves room)) Um, I dunno, I haven't got a clue ((looks down to left))</p>	<p>Theme3 'I'm not bothered'</p>
<p>36</p> <p>N: Well, I've got some cards here that ...just to prompt you to see if there's any of these that you think are like, you. So this one, I don't know if you can see it. Is it too shiny? Or can you see it?</p> <p>A: No <u>I can see it</u></p> <p>N: It says creativity. Is that something that (2) [you think you're good at or not?]</p> <p>A: [<u>Probably</u>] ((doodling))</p> <p>N: Yeah? so what sort of creative things are you into?</p> <p>A: <u>I like (.) engineering</u> ((leans back and then rests cheek on right hand folded with fingers down, then leans back and rubs hand over face))</p> <p>N: Oh, brilliant.</p> <p>A: <u>Yeah.</u> ((leans back, puts hands behind head, then to back of neck, looks straight at the camera)) <u>I like engineering</u> ((leans forwards and puts elbows on desk with hands still round back of neck. Rubs back of hands over cheeks, eyes then leans face on hands folded with fingers down))</p>	<p>36</p> <p>Change of perspective: Using cards to prompt strengths/ values: Fab: Creativity – accepts this and suggests engineering as a creative strength Sju: Engagement increases – because mum has left the room and the responsibility of the interaction is not only on him? Theme3 'probably' – non-committal Repeats 'I like engineering' – emphasis? Theme5 Future goals</p> <p>Holistic-Content: Turning points; Strengths/ goals</p>
<p>37</p> <p>A: <u>I like (.) DT</u> ((looks down hands still on cheeks))</p> <p>N: DT, Yeah. [What's]</p> <p>A: [<u>yeah</u>]</p> <p>N: the project that you most like that you've achieved in DT?</p> <p>A: Er ((Looking up above camera)) I don't really know, Probably <u>making a metal chess piece</u></p> <p>N: Oh, fantastic. How, What metal did you make it out of?</p> <p>A: Er, <u>steel alloy</u> ((looking up to right of camera))</p> <p>N: And which piece did you make?</p> <p>A: Er, <u>Bishop?</u></p>	<p>37</p> <p>Change in perspective: Other ways that he is creative: Fab: A suggests DT when he made a metal chess piece: A Bishop out of a metal alloy using a lathe. A enjoys practical creative activities Sju: Single word responses but engaging – no pauses/ need to repeat questions; not really responding to attempts to engage him in conversation about his interests</p>

<p>N: Did you have... like a...er...a mould that you used to..</p> <p>A: <u>Lathe</u></p> <p>N: Oh Right. Wow. So it was like sculpting it?</p> <p>A Er, yeah.</p> <p>N: Yeah. Well, that sounds good. And is that the type of creative activity you like? So rather than drawing or doing anything on paper, you like to do something that's practical?</p> <p>A: <u>Yeah.</u></p> <p>N: Yeah, oh, Brilliant.</p>	
<p>38</p> <p>N: Okay, what about this one? Can you see it?</p> <p>A: Yeah.</p> <p>N: Courage or being brave? Is that something that you'd say was you?</p> <p>A: <u>Yeah.</u></p> <p>N: What ...what sort of thing then would you say you've been brave about in your life?</p> <p>A: Mmm (.) <u>I'm not sure</u> ((looking up but below camera))</p>	<p>38</p> <p>Change of topic: Other strengths: Courage/ bravery</p> <p>Fab: Immediately accepts this as an important aspect of his identity. Unable/ unwilling to give an example at first</p> <p>Holistic-Content: Turning points; story outline: things that have happened in his life that he has needed to be brave about – but is not comfortable to divulge</p>
<p>39</p> <p>N: Are there situations at school? Why you sometimes feel you've got to be brave?</p> <p>A: <u>No</u>((rocking on chair))</p>	<p>39</p> <p>Change of perspective: Courage at school:</p> <p>Fab: Rejects needing courage at school – does he reject anything positive about himself in relation to school? – or wants to feel in control at school so rejects needing to be brave?</p>
<p>40</p> <p>N: Is there any difficult situations with your friends where you sometimes have to be brave?</p> <p>A: <u>Not really</u> ((Rocking))</p>	<p>40</p> <p>Change of perspective: Courage with friends:</p> <p>Fab: Rejects idea of needing to be brave with friends at school</p>
<p>41</p> <p>N: What is it in your mind that makes you think that you're quite a brave person?</p> <p>A: <u>I just don't really have any fears</u> ((looking up slightly to right of camera))</p> <p>N: Okay So you don't mind taking risks?</p>	<p>41</p> <p>Change of perspective: How does being brave manifest itself:</p> <p>Fab: A suggests having no fears; risk-taking Links to impulsivity?</p> <p>OBS: impulsivity?</p>

<p>A: Na, I, ((shrugs)) <u>na, I just do anything (.) I'm not really scared of much</u> ((rocking))</p> <p>N: So how does that work, then? How do you have to stop yourself doing things that could be dangerous?</p>	
<p>42</p> <p>A: Oh, well obviously, <u>there's a there's a limit between being brave and being stupid.</u> ((rocking side to side on chair))</p> <p>N: Mhm, yeah. Have you got any examples?</p> <p>A: Probably not, <u>no</u> ((rocking, looking towards camera))</p>	<p>42</p> <p>Change of topic: Difference between risk-taking and being stupid</p> <p>Fab: A is reluctant to give examples – reluctance to engage?/ reluctance to share things that might have happened with friends?</p> <p>Moving to help focus – linked to EF skills</p>
<p>43</p> <p>N: I suppose being a rugby player. That means you've got to be quite brave. You've got to get into head, you know, headlong sort of tackles and things with people, haven't you?</p> <p>A: <u>Yeah</u></p> <p>N: Yeah</p> <p>A: Yeah ((nodding and looking away to left))</p>	<p>43</p> <p>Change of topic: Back to exemplifying bravery: rugby</p> <p>Fab: A agrees with this but does not pick up on it/ elaborate.</p>
<p>44</p> <p>N: Okay. Let's look at this one. Um, that's not a very good one... what about this one? This one is vitality. So basically being active.</p> <p>A: Probably, <u>Yeah.</u></p> <p>N: Yeah? [you've got any examples?]</p> <p>A: [I'm always] doing sport, so... <u>yeah, I'm always either in the gym, or,</u> ((looking up more towards camera)) <u>playing sport</u></p> <p>N: Oh, so you go to the gym as well do you? Do you go there outside school? Or is that something you do in school?</p> <p>A: No</p> <p>N: And who do you go with to the gym?</p> <p>A: Um, <u>either on my own or with my mates</u></p> <p>N: Okay, you go with your friends do that's nice. Yeah. Is it like, a gym where you've got membership?</p>	<p>44</p> <p>Change of topic: Other strengths: Vitality</p> <p>Doing sport is important. Does sport on his own or with friends</p> <p>Fab: Vitality/ being active is an important aspect of A's identity.</p> <p>Sib: He begins with his ambivalent term: 'probably' but then asserts 'yeah' and then gives examples: playing sport, going to the gym</p> <p>Longer response, raising his gaze more directly to the camera, use of the word 'always' for emphasis and the fact that he spoke over me all suggest more interest in this – sport/ gym is very important to him and the family.</p> <p>Being a keen sportsman is. Part of his identity – ties in with family interest in sport.</p> <p>Theme3: Self-sufficiency (also see earlier in transcript – didn't want to put friends on</p>

<p>A: Um, ((leans back and stretches arms downwards, strained voice, looking below camera)) Yeah. ((stretching arms downwards to side of body))</p> <p>N: how often would you say you go?</p> <p>A: Er, probably about <u>four times a week</u>. ((leaning forward again with elbows resting on desk, looking down to left of camera))</p> <p>N: Wow. That's amazing. You really are...got a lot of energy and vitality then.</p> <p>A: Yeah. ((looks to left, purses lips))</p>	<p>spokes of wheel – said he would not mind if he didn't have any) – contradicts Theme2</p>
<p>45</p> <p>N: And this one says a few things on it. It says teamwork. And loyalty. What do you think about those things? Are you good in teams?</p> <p>A: Er ((elbows on desk, looks to right of camera)) I ((twists head over towards right and moving shoulders as if to loosen them up)) <u>I'm not bad but I don't work any better in a team</u> ((looking at camera)) <u>[than on my own]</u></p> <p>N: [No].</p> <p>A: I'm not I'm not bad at working in teams ((looking to right of camera)) <u>but I wouldn't work any better than on my own.</u></p> <p>N: Okay. That's interesting. ((shifts seat back, looks to right of camera))</p>	<p>45</p> <p>Change of topic: Other strengths: Teamwork and loyalty</p> <p>Fab: A says he can work in teams but is keen to express that he can work just as well on his own - (Thinking about school context ie working in a group?)</p> <p>Theme3: Idea of independence is important to A's sense of identity and his ability to look out for himself: self-reliance; self-sufficiency.</p> <p>Sju: expressing certainty about this</p>
<p>46</p> <p>N: So when you work in a team, well, what sorts of skills do you think you've got that help you do that?</p> <p>A: <u>Communication</u> ((quick response))</p> <p>N: Aah, right. Okay. That's really important. How, how... can you tell me what you mean by that?</p> <p>A: <u>Some people, they work in teams, they just stay silent,</u> ((raises upper lip at one side)) <u>I don't.</u></p> <p>N: That's good. And I suppose that links with bravery as well that you're not afraid, afraid to sort of speak out in a group?</p> <p>A: Mm ((slight nod of head as looks down to right))</p>	<p>46</p> <p>Change of perspective: what skills help him with teamwork:</p> <p>Communication</p> <p>Sju: The speed of this response indicates his association with this – aspect of his identity that he is good at communicating – in a sporting group context.</p> <p>By 'communication' A means speaking out – A accepts the link between the ability to speak out and bravery.</p> <p>Theme3: A will speak when needs to – not afraid of being heard; not concerned with other people's view of him.</p> <p>Sju: a sense of pride about this aspect of himself</p>

<p>47</p> <p>N: That's good. And I suppose...I mean, the other thing is, if you're a, if you're a sportsman, you have ((picks up drink, drops lid on floor, looks down to left at lid)) teams - playing in teams and working in teams.</p> <p>A: <u>Yeah</u> ((reaches down to pick up lid)) Yeah ((looks at camera, has a drink))</p> <p>N: Because you've got to set up the ball for the people haven't you, whether it's football or [rugby?]</p> <p>A: [<u>Yeah.</u>] Yeah ((having a drink))</p> <p>N: That's brilliant.</p>	<p>47</p> <p>Change of perspective: Linking teamwork to sports</p> <p>Fab: Accepts the importance of teamwork to sport but does not elaborate</p>
<p>48</p> <p>N:</p> <p>Okay, so, what's this one... this is a little bit linked to what you just said about communication, this is social intelligence. This is about being able to interact well with people.</p> <p>A: Er, probably (.) <u>can't do that</u> ((blows out his lips, slight smile, looks at camera))</p> <p>N: Do you think not? Well, if you're a good team player, you must be quite good at interacting.</p> <p>A: I'll be...(.)<u>I'm good at it when I(.) if it's a(.)when it's a sport field</u>, but the(.)(shrugs) <u>but if it's not, then I'm not good at it</u> ((nods and looks to camera and then down to right))</p> <p>N: Okay, well, I think you're er... it's brilliant that you're speaking to me today. That's not an easy thing to do. To speak to a stranger especially on a video call. Would you find it easier face to face? Or is it easier in a video call?</p> <p>A: <u>Makes no difference to me</u> ((looking down to left))</p> <p>N: No. And I mean that that shows that you're good at interacting.</p> <p>A: <u>Yeah.</u> ((looking down to left))</p>	<p>48</p> <p>Change of topic: Strengths: Social intelligence</p> <p>Fab: Rejects this as a strength</p> <p>Qualifies this by saying he is socially intelligent on a sports field but not in other situations – says interacting with a stranger on video call is the same to him as face-to-face. Looks at camera –when he is demonstrating honesty/ openness?</p>
<p>49</p> <p>N: Okay, this is a funny one. This one says self control or self discipline. Is that a strength of yours?</p> <p>A: Er...(sighs, rubs left upper arm with right hand, moves right hand across forehead, looking down below camera) <u>With some things [with most...]</u></p>	<p>49</p> <p>Change of topic: self-control, self-discipline</p> <p>Fab: A agrees that this is something he is good at most of the time.</p> <p>Theme: An aspect of self-identity: He gives an example of when he is angry and</p>

<p>N: [so when]</p> <p>N: sorry, A, I interrupted you.</p> <p>A: I said <u>with most things yeah</u>.</p> <p>N: So what sorts of things? Can you give me an example of when you've been able to use self control?</p> <p>A: Er ((looking down below camera, thinking), <u>when I get angry</u> ((looks to camera, clicks pen))</p> <p>N: So how... Tell me about that?</p> <p>A: Well, <u>if I get angry then I have to stop myself from doing something reckless</u> ((looking down to left, writing)).</p>	<p>manages to control himself – to avoid doing ‘something reckless’.</p> <p>Sju: some uncertainty? Something difficult to think about/ uncomfortable eg awareness of times when doesn't feel he has self-control?</p> <p>Fab1: he has self-discipline in relation to most situations</p> <p>Identity: Ability to exert self-control</p> <p>Fab2: he asserts self-control when he feels angry to avoid doing anything reckless</p> <p>Sju: a sense of agitation/ annoyance/ assertiveness re remembering times when he feels angry? Does he feel justified in his reaction?/ defensive?</p> <p>Identity: feeling angry can lead to recklessness/ impulsive actions</p> <p>OBS: self-control/ impulsivity; emotional dysregulation</p>
<p>50</p> <p>N: Yeah. And is that something you've learned? Over the years?</p> <p>A: Yeah. ((writing))</p> <p>N: who's helped you learn that?</p> <p>A: <u>No one</u> ((writing)) <u>myself</u></p> <p>N: And why would you say it's important?</p> <p>A: Because <u>otherwise I could end up doing something stupid which I regret</u> ((writing))</p> <p>N: Yeah.</p> <p>N: Because why would you regret it?</p> <p>A: <u>Because I've made a decision in anger, which I wouldn't make when I'm normal</u></p> <p>N: Okay, that's really wise. Um...don't know what happened then – The screen went off for a minute</p> <p>A: Oh</p> <p>N: Is it ... have people at school ever helped you develop that skill? Or is it something that you've done on your own? Or do you think your parents have helped you? Or...</p>	<p>50</p> <p>Change of perspective:</p> <p>How has he learned to have self-control?</p> <p>Fab: A believes that he has learnt this himself – self-reliance as an important aspect of his identity.</p> <p>Fab1: learnt self-control by himself</p> <p>Identity: self-sufficiency; having to teach himself – sense of feeling let down by adults?</p> <p>Sju: desire to avoid regret</p> <p>Sju: anger makes him ‘not normal’ – he is not himself when angry – identity?</p> <p>Identity: he is unable to be himself when angry</p> <p>Sju: emphasising self-sufficiency/ feeling let down/ unsupported by adults?</p> <p>Theme: Identifies with the aspects of experience that relate to ADHD diagnosis but does not identify with the diagnosis itself.</p>

<p>A: I'd say <u>On my own</u> ((writing))</p> <p>N: Well, that's very resourceful.</p>	<p>OBS: self-control/ impulsivity; emotional dysregulation – manages this to avoid regrets</p>
<p>51</p> <p>N:What about this one, this is having rational judgement, and rational thinking, and a good... good judgement.</p> <p>A: Er...<u>depends on how much time I give myself to think about it cos sometimes I just jump to decisions straight straight away. But when I actually think about something erm, I'd probably say I'm good at it, but when I don't think about it then I'm not</u></p> <p>N: Yeah. And what makes you be able to think about it or not be able to think about it? What's the difference in those two situations?</p> <p>A: <u>Whether I'm taking time to think about it...it's giving myself a minute to think.</u> ((writing))</p> <p>N: And when you can do that really well, what what's different in ...with you, in your head or in the environment? What helps you to think a bit more?</p> <p>A: Er, <u>often it's specific I just have to tell myself...don't think about what you doing</u></p> <p>N: Yeah. I'm just wondering about when that voice in your head, when you can listen to it saying slow down, have a think about it, and when you can't listen to it, and what the difference is</p> <p>A: ((writing)) Er, I'm not...<u>couldn't really tell you, sometimes depends ((shrugs, writing)) on the situation.</u></p> <p>N: Mm, I know for me, for example, I'm really rubbish. If I'm tired, I tend to not think things through beforehand very much.</p> <p>A: Yeah ((Looks up to right)) Probably <u>when I'm angry</u> ((writing, rocking on chair forwards and backwards))</p> <p>N: So when you're already wound up about something</p> <p>A: Yeah.</p> <p>N: Yeah. ((writing))</p> <p>N: Is there anything else that you can do that helps you to slow down your decisions?</p>	<p>51</p> <p>Change of topic:</p> <p>Strengths: rational judgment/ thinking</p> <p>OBS: impulsivity : 'jump to decisions straight away'.</p> <p>Accepts when he has time to think, he has rational judgment.</p> <p>Fab1: good at using rational judgment when he has time to think before acting</p> <p>Fab2: Needs to give himself time to think</p> <p>Sju: need to listen to the voice in his head telling him to slow down</p> <p>RESPONSE: Self-control Inner voice – he can tell himself to slow down and think first</p> <p>Sju: difficulty analysing when he can/ cannot listen to his inner voice but aware that different situations affect this.</p> <p>Sju: Doodling/ writing helps him to think.</p> <p>Fab3: Anger prevents him from thinking before acting</p> <p>OBS: emotional dysregulation</p> <p>RESPONSE: Self-control Inner voice – he can tell himself to slow down and think first unable to be himself ie cannot think things through well if angry</p> <p>Theme: Identifies with the aspects of experience that relate to ADHD diagnosis</p>

<p>A: No</p> <p>52</p> <p>N: Okay, so this one, this one's a bit like what we were just talking about. This is like taking a sensible, cautious approach, being prudent. ((rocking forwards and backwards))</p> <p>You think that's something that you're good at?</p> <p>A: Not really [Probably not].</p> <p>N: [Okay]. Sorry</p> <p>A: Probably not I said</p> <p>N: Sounds like you can do it when you slow down.</p> <p>A: Yeah</p> <p>N: Yeah.</p>	<p>52</p> <p>Change of topic:</p> <p>Strengths: Being prudent</p> <p>Fab: Rejects this as a strength</p> <p>Linked to impulsivity?</p>
<p>53</p> <p>N: Okay, what about this one? This is about being wise, having a wise perspective on things.</p> <p>A: Er (leans back and looks at camera, slightly sideways as if uncertain) Well <u>I do look at things from different perspectives</u> ((writing))</p> <p>N: Mm. That sounds like being wise.</p> <p>A: Probably <u>yeah</u> ((writing))</p> <p>N: Can you give me an example of that?</p> <p>A: I dunno – ((writing)) it's just <u>looking at something from another person's perspective.</u></p> <p>N: Mm</p> <p>A: <u>Seeing how it'd be like if you were them</u></p> <p>N: yeah, Have you always been good at that?</p> <p>A: No.</p> <p>N: Is it something you've learned as you've got older?</p> <p>A: Yeah.</p> <p>N: And who, who has helped you to learn that? Would you say</p> <p>A: <u>Noone...myself</u></p> <p>N: You've just developed it yourself?</p> <p>A: Yeah</p>	<p>53</p> <p>Change of topic:</p> <p>Strengths: Wisdom</p> <p>Fab: Uncertain at first then accepts it as a strength</p> <p>Sju: uncertainty/ thoughtful/ considering question – again writing helps him to think</p> <p>Fab1: able to see other people's perspectives</p> <p>A's interpretation of 'wisdom' is linked to empathy/ seeing other perspectives</p> <p>Identity: 'mind-reading'; empathy and being wise.</p> <p>Sju: notice how A gives very short answers to closed questions – he is more likely to elaborate when encouraged/ invited to by open questions.</p> <p>Fab2: A had to learn mind-reading and empathy</p> <p>Fab3: He learnt this by himself</p> <p>Identity: Self-reliance; feeling let down by adults?</p>

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N: This is a good one, perseverance, or being persistent, is something that...

A: No ((writing))

N: You're not very good at perseverance? ((looks to camera))

A: Well, I don't, yeah probably, yeah, actually I am ((writing)) but...it depends what about

N: Hmm.

A: [yeah]

N: [so tell me] when it..you can be persistent.

A: Er, ((writing)) Mmm, ((pushes lips together as if thinking but still looking at writing)) Probably, if I'm trying to, if I really wanted to do something I'd be able to do it. When I put my mind to it I can do quite a lot of things, but if I don't put my mind to it I just can't do it

N: Yeah. And what, what makes you put your mind to things?

A: When I really want it.

N: Mmm [and other]

A: [Yeah]

N: When other people want you to do things... ((shakes head and slightly smiles)), it's harder to be persistent, is it?

A: Yeah, I don't really care when other people want me to do things ((writing))

N: Mm. But you have said you're good at seeing things from other people's perspectives. So,

A: yeah, but well, when people want me to do things, it's a bit different ((raises right upper lip; looking at writing))

N: Okay. It's hard to see their perspective?

A: Yeah.

N: Yeah. And then it's harder to be persistent to achieve it.

A: Yeah.

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Change of topic:

Strengths: Perseverance

Rejects this as a strength at first but then qualifies it.

Fab1: unable to persevere

Fab2: able to persevere in some situations

Identity: can persevere in certain situations (with things he is interested in but unable to persevere to things that other people tell him to do)

Sju: thinking hard about this; writing helps him think

Fab3: Able to do things that he focuses on/ engages with

Identity: Ability to achieve tasks depends on how well he can engage which depends on his level of interest.

Fab4: Level of interest/ desire directly affects ability to focus/ engage

Theme: Identifies with the aspects of experience that relate to ADHD diagnosis

Sju: smiling could indicate a sense of pride in not caring too much about the power exerted by others?

Fab5: Not motivated by other people's wants; level of interest/ desire comes from within

Identity: Disconnection from pressure/ expectations that others exert.

Sju: idea of power experienced by A exerted by other people and his reaction to this being to disconnect/ refusal to engage – self-protection; experience of being unable to please people in power which has led to reduced interest in trying to do so? A has a sense of pride about this – he has taken back power; sense of justification?

OBS: being able to focus?

RESPONSE: needs to be interested in the task/self-motivation

<p>55</p> <p>N: What about this one? This one says love of learning. Do you like learning new things?</p> <p>A: Er. <u>It depends what.</u> ((sitting up and looking to left of camera))</p> <p>N: Okay, so give me an example. What do you like learning?</p> <p>A: Er, ((looks to camera, leans back, arms behind head, hands at back of neck)) <u>things that I see the point in. [If I don't see the point] in something I just won't do it</u></p> <p>N: [So], So from what you've said, it might be things like sport or engineering ((looks up to right as moves body forwards again, slight smile, nods head))</p> <p>A: <u>Things that are practical and I'll use again</u> ((looks to camera, picks up drink)) [but that] ((takes lid off, drinks, looking at camera))</p> <p>N: So what things in school for example, have you struggled to see a point in?</p> <p>A: ((looking to left, shaking head slightly, putting lid on bottle, looking to camera)) Like...sh..((puts bottle down to left, looking downwards below camera)) <u>All the really complicated stuff in English and Maths that you'll never even use in your life</u> ((looks to camera then to paper))</p> <p>N: Yeah.</p> <p>A: Like <u>I get that some of it, you're going to use again, but you don't with all of it,</u> ((looking below camera)) so yeah ((looks up to right of camera, shakes pen in right hand))</p> <p>N: it seems a bit pointless.</p> <p>A: Yeah.</p>	<p>55</p> <p>Change of topic:</p> <p>Strengths: Love of learning</p> <p>Fab1: enjoys learning some things</p> <p>Sju: Stretching helps him to concentrate – (like movement breaks)</p> <p>Fab2: Enjoys learning when he sees the point in knowing it.</p> <p>Sju: Enjoying being able to give voice to these ideas about himself</p> <p>Identity: Engagement only in things that he considers to be directly important to him</p> <p>Identity: Rejection of engagement/ interest/ enjoyment of things imposed by people in power – sense of pride about this?</p> <p>Fab3: Interest/ enjoyment learning about practical things that he will use in the future</p> <p>Sju: Use of the word 'even' – to convey sense of impatience/ imposition of this. Body language – asserting negative view of learning these things</p> <p>Fab4: complicated, detailed subject matter in maths and English will not be relevant to him</p> <p>Sju: moderated response from the more assertive one previously ie demonstrating ability to see others' perspective – body language slightly more restrained/ less assertive</p> <p>Id: Ability to consider alternative perspective (as asserted as part of sense of self previously) is demonstrated here</p> <p>OBS: Focus – difficult for subjects that he does not consider to be useful</p> <p>RESPONSE: Prefers practical activities</p>
<p>56</p> <p>N: Okay, what about this one? Are you good at loving people who matter to you and being loved by them?</p> <p>A: <u>Not really</u> ((looking at paper))</p> <p>N: How does that show itself then? If it's something that you...</p> <p>A: Er, I dunno. <u>I don't really think I'm very good at it.</u></p>	<p>56</p> <p>Change of topic:</p> <p>Strengths: Loving and being loved</p> <p>Fab: not good at demonstrating positive feelings</p> <p>Sju: 'really' – (and doodling) shows that he is considering the idea – it is not something he seems to identify closely with</p>

<p>N: so if you... So think of thinking of somebody that you must love like your M, why don't you think you're very good at it? How does that show? ((looking at paper, writing))</p> <p>A: Don't really, <u>don't really show my feelings to people</u></p> <p>N: Yeah. ((moving pen from side to side, clicking pen on and off, looking up just to right of camera))</p> <p>N: And it's hard, isn't it sometimes to show your feelings?</p> <p>A: Mm ((looks to right of camera, then at camera, nods head))</p> <p>N: Is it the er, putting it into words that's the hard bit?</p> <p>A: Um, probably not, ((looks away to left then to camera)) probably just more .)((looks upwards)) er, well that and the well, ((shrugs, looks to right)) just don't well really don't want to ((clicks pen, looks from up right down to left)) <u>I quite like keeping myself to myself.</u></p> <p>N: Mm. There doesn't seem to be any need to sort of tell people what you think?</p> <p>A: <u>Yeah.</u></p> <p>N: Yeah..</p>	<p>Id: Feeling unable/ unwilling to verbalise feelings – leaves him exposed/ vulnerable</p> <p>Fab: He hides his feelings (positive or negative)</p> <p>Sju: some agitation? – he knows he finds this hard? – possible tension between this and being compelled to have his voice heard.</p> <p>Fab: putting feelings into words is hard (to an extent)</p> <p>Fab: He doesn't like to give too much away to others</p> <p>Identity: Self-sufficiency/ lack of trust in others ie self-preservation by not conveying feelings – preventing being hurt?/ let down? Idea that he could verbalise feelings if he wanted to but chooses not to as it is uncomfortable – lots of fiddling, false starts, pauses, fillers (well, just) – agrees with idea that there's no need/ purpose in telling people how he feels about them.</p>
<p>57</p> <p>N: Okay, what about this, leadership? Are you a good leader?</p> <p>A: <u>Depends if I've got similar ideas..</u>((writing)) <u>it depends what about,</u> to be honest ((looks to left of camera as moves around in his seat))</p> <p>N: In the sporting situation, are you good at being a leader in a team?</p> <p>A: Er, ((writing)) <u>yeah.</u></p> <p>N: And what makes you a good leader in that situation?</p> <p>A: Er, well, Probably that <u>I'll listen to everyone's opinions if it's possible.</u></p> <p>N: Mm. Yeah. So is being a good leader, then being able to listen to other people's opinions</p>	<p>57</p> <p>Change of topic: Strengths: Being a good leader A accepts this in relation to team sports but not other situations</p> <p>Fab: needs to feel a connection with people to be a good leader?</p> <p>Fab: Can be a good leader in some situations</p> <p>Fab: Able to lead in sporting contexts Fab: Able to listen to people's opinions Identity: Ability to listen to others' opinions Identity: ability to make informed decisions Fab: Able to make decisions about the opinions expressed</p>

<p>A: Er, <u>and decide about which ones are best and which to take in and not to take in</u> ((writing))</p> <p>N: Mm, Yeah, that sounds good. Are there any other situations where you're good at that then, that aren't sport?</p> <p>A: Not really, I don't, <u>I'm not really in any other situations cos at school there's no one really else that goes to my school, there's like two other kids</u> ((writing)). ((looks to camera)) So school's (Unintelligible) so yeah ((writing))</p>	<p>Fab: No other opportunities to demonstrate leadership - tension between opportunity and developing strengths</p> <p>Sju: negativity towards current school (AP) and lack of opportunities to interact with more people/ for leadership; 'two other kids' – dismissive?/ unhappy with constraints of AP/ lack of opportunity for fulfilment?</p> <p>Holistic-Content: Turning points; story outline: moved from mainstream secondary to AP</p> <p>OBS: Exclusion from school? OBS: lack of contact with peers</p>
<p>58</p> <p>N: Okay. This one is curiosity. ((looks to camera; rocking on chair)) Having an interest in things in the world?</p> <p>A: <u>Yeah</u>, ((looks to camera)) definitely ((slightly nodding head then looks down to paper again))</p> <p>N: Yeah.</p> <p>A: <u>I don't</u> really accept anything for what, like, I if er...I don't know how to explain it, <u>I don't accept things for the, what they're saying</u>, ((looks to camera)) like <u>I always question things</u>.</p> <p>N: Mm. You don't just accept things that people tell you, just because they've told you it?</p> <p>A: Yeah,</p> <p>N: Yeah, that's a good attitude in the sense that it makes you go and explore and find out things for yourself, doesn't it?</p> <p>A: Yeah.</p>	<p>58</p> <p>Change of topic: Strengths: Curiosity in the world Accepts this straight as a strength away Fab: he has a sense of curiosity about the world Sju: 'definitely' – he feels strongly about having a sense of curiosity/ feels it is important to him' body language suggests this is important as well ie nodding and looking to camera Identity: Having a strong sense of curiosity Fab: always questions things – does not just accept what others say – links with Theme3: self-reliance; lack of trust of others?; asserting himself over people in power Sju: looking to camera – this is something that is important and he is keen to communicate this Theme4: Importance of having voice; strength - curiosity</p>
<p>59</p> <p>N: Is that ever a problem, or is it, do, do you think it's a, it's a positive thing?</p> <p>A: Well, <u>it means that I'm always thinking about things</u> ((writing)) <u>which is quite annoying</u> ((slight smile))</p> <p>N: Oh, Okay.</p>	<p>59</p> <p>Shift in perspective: Downside to always questioning everything: Annoying to always be thinking about things</p>

<p>A: Yeah. <u>Apart from that it's alright</u></p> <p>N: Is that something that...happens to you a lot that you feel like you've got lots of thoughts?</p> <p>A: Mm, Yeah, <u>my mind keeps whirring about</u></p> <p>N: Mm, And What, what does that mean? How does that...</p> <p>A: <u>It's just working really fast</u> ((leans up in chair and looks to camera))</p> <p>N: And how does it affect you, when that happens?</p> <p>A: Er, So well, <u>sometimes I could be thinking about something and I might be getting somewhere with what I'm thinking about, but might be thinking about it really quick. And then I'll just do that</u>, like, ((moves right hand across face to the right side)) <u>I would go really fast and come to a stop. And then sometimes it helps. Because cos I can think about a lot of things quicker.</u> ((looking at camera))</p> <p>N: Yeah, I can see that.</p> <p>N: Does it get in the way of things sometimes?</p> <p>A: It can do</p> <p>N: What sorts of things does it get in the way of</p> <p>A: Er, I don't really know ((looking up above camera)) I can't really think of an example. ((looking down to left))</p> <p>N: So I've met some people before who said the same thing, and they said it gets in the way of getting to sleep, for example, [because]</p> <p>A: [Yeah,] definitely. ((looking down to left))</p> <p>N: But it does mean you've got loads and like you say, you've got loads of ideas?</p> <p>A: Yeah</p>	<p>Fab: mind is always busy 'keeps whirring about'</p> <p>OBS: - mind active – ability to focus?</p> <p>Holistic-Content: Turning points; story outline: school context</p> <p>Sju: annoyance about mind being active but pride in this?</p> <p>Identity: EF skills – pros and cons - Fast and active mind – positive feeling about this - pride about this?</p> <p>Sju: He seems keen to communicate this eg moves chair nearer and looks at camera</p> <p>Fab: Ability to think about lots of things quickly is a strength</p> <p>Fab: sometimes thoughts come to a dead end?</p> <p>Fab: OBS: Busy mind can get be a negative thing eg sleep</p> <p>Sju: Looking up when keen to communicate something that is important (and positive?); but looks down if more of a negative connotation? Enjoying being able to present his sense of self/ attributes in his own words/ in a positive way?</p> <p>Theme: Identifies with the aspects of experience that relate to ADHD diagnosis</p>
<p>60</p> <p>N: Yeah, which is really good thing. Just, do you find anything? Is there anything that helps you um... Stop thinking so quickly? If you want to calm down? Is there any, anything that you do that makes it [better]?</p> <p>A: [no] not really. But that's what doing sport helps with ((sitting back in chair, looking at camera)) so</p>	<p>60</p> <p>Shift in perspective: What helps to quieten his thoughts</p> <p>OBS: mind whirring</p> <p>RESPONSE: Sport</p> <p>Fab: sport helps to quieten his mind</p>

<p>yeah ((leaning forwards onto desk with arms folded))</p> <p>N: I wondered that, I wondered whether sport helped, because you've got to be just focused on the game, haven't you? So you're in the moment?</p> <p>A: Mmhm ((slight nod, writing, nods and looks to camera))</p> <p>N: Yeah, I can see that.</p>	<p>Sju: looking at camera - he identifies with this idea; nods</p> <p>Identity: Sport is an important aspect of his sense of self – it helps to calm his thoughts</p> <p>Theme: Identifies with the aspects of experience that relate to ADHD diagnosis</p>
<p>61</p> <p>N: This is a good one, fairness, having just...justice, and equity. Is that something that's important to you?</p> <p>A: Um ((leans back in chair, puts hands behind head)) <u>Yeah. Definitely</u>, I'd say</p> <p>N: Have you got any examples of that, with your friends or family or...?</p> <p>A: ((stretching back, strained voice)) not really. [But <u>like</u>] <u>everything to be equal</u> ((leaning forward again, right upper lip raised))</p> <p>N: [unintelligible]</p> <p>A: So <u>yeah</u> ((looking down))</p> <p>N: Are you still bothered about things being equal, even when it's not for your benefit? So if it's somebody else's benefit, you still like it to be equal?</p> <p>A: Yeah. ((nodding, looking at paper))</p>	<p>61</p> <p>Change of topic: Strengths: Fairness, justice</p> <p>Fab: Accepts this as a strength straight away with emphasis. Likes things to be equal even when it doesn't benefit himself.</p>
<p>62</p> <p>N: What about ooh, this one. Well, this isn't always easy. Forgiveness. If you forgive someone]</p> <p>A: [um] ((looking at camera)) <u>I'm not very good at forgiving</u>. ((still looking at camera, slight smile))</p> <p>N: (laughs) right – what happens?</p> <p>A: ((leans forward, looks down to right of camera, then directly at camera)). So <u>I think if someone has done it once then they won't hesitate to do it again, so I just</u> ((shrugs)) <u>don't bother</u>.</p> <p>N: Mm. What about if somebody does apologise and say, ((leans forward in chair, moves back again))</p> <p>A: <u>can't be enough</u> ((looks down, moves chair on floor, then looks to camera))</p>	<p>62</p> <p>Change of topic: Strengths: Forgiveness Rejects this as a strength</p> <p>Fab: Not good at forgiving Sju: Feels this is an important aspect – keen to communicate ie looking at camera, smiling.</p> <p>Identity: Reluctance to forgive due to sense of mistrust – preventing people from hurting him links to Theme3</p> <p>Fab: People who hurt you will do it again Sju: Identifies with this idea eg leaning forward, looking at camera, elaborating on idea: mistrust of people who hurt him; reluctance to give them another opportunity.</p>

<p>N: Mm I wonder if this is linked as little bit to all the thoughts that come in your head? You know, if you've if somebody's done something to you, is it hard to forget? Because you've got all those thoughts?</p> <p>A: <u>Yeah</u> ((nodding, as puts bottle lid in mouth, holds it with lips, takes it out again and nods again))</p> <p>N: I can see that</p>	<p>Identity: Protecting himself – not allowing people to hurt him; taking back power from those who can hurt him – links with Theme3</p>
<p>63</p> <p>N: What about this one, gratitude? Or being appreciative?</p> <p>A: Er. <u>Yeah</u>. ((nods, looks at camera, holding bottle in right hand and twisting lid off))</p> <p>N: What sorts of things are you grateful for then?</p> <p>A: Just <u>anything</u> really, anything ((twisting lid off bottle with right hand, looking at camera)). Cos, ((looking at bottle)) I've, I, but, I, I would say that <u>I'd like to help people more than I do</u> ((looks back at camera)). So I appreciate when people help me</p> <p>N: Oh, that's a lovely thing to say. Mm. It feels like that wanting to help people more is maybe linked to your sense of fairness, is it? That you want...it to be [fair for] people?</p> <p>A: ((looks at camera)) <u>yeah</u>. Mm ((Puts bottle down still looking at camera))</p> <p>N: That's very kind. So how would you see yourself being able to help people more?</p> <p>A: <u>I dunno, but</u> ((leaning on desk, arms folded)) <u>I probably would do</u> (rocking on chair)</p> <p>N: And is that in say, your personal life and with friends and things? Or is that in [the job] that you choose?</p> <p>A: [Mm]. <u>Anything</u></p> <p>N: I mean, if you went into engineering, there's lots of ways you can um do things to help people I guess isn't there?</p> <p>A: Yeah.</p>	<p>63</p> <p>Change of topic: Strengths: Gratitude Accepts this as a strength Sju: didn't seem as engaged with this idea at first ('um') but then expanded Fab: He experiences gratitude; for 'anything'. Sju: finding this idea difficult to express; talking about a failing; also something that is positive towards others – not self-protective/ defensive – this is harder to verbalise as the underlying emotion might be compassion rather than rejection/ anger/ retaliation? – in opposition to Theme3 and Theme 5 Identity: Sense of being loved/ cared for ie feeling grateful for people who help him – contrasts with self-reliance theme – awareness of others' support/ love. Fab: He is grateful for people helping him particularly as he does not help other people very much/ as much as he would like to. Identity: Desire to show kindness towards people who help/care for/ love him – sense of compassion; awareness of others' needs and own shortcomings</p>
<p>64</p> <p>N: What about this one - hope and optimism?</p> <p>A: Er...<u>I don't have enough hope</u> ((looking at camera)).</p> <p>N: Don't you? You're not very optimistic.</p>	<p>64</p> <p>Change of topic: Strengths: Optimism</p> <p>Fab: He is not hopeful</p>

<p>A: No ((looks to left)) I'm more just, go, <u>I don't think</u> oh yeah, think <u>I can do it, I just see things as they are.</u> [I see] things</p> <p>N: [Mm]</p> <p>A: Oh, yeah. <u>I just see things what they are realistically</u> ((rocking on chair, looking at camera)). <u>Realistically, what the outcome's gonna be instead of...like, hoping for the best</u> ((looks to left))</p> <p>N: Yeah, [that]</p> <p>A: [I'll] erm, ((looks up, thinking)) I, <u>I'll hope for the best but prepare for the worst,</u> if you know what I mean</p> <p>N: That sounds sensible, [I]</p> <p>A: [If]</p> <p>N: Go on sorry</p> <p>A: If you ba..if <u>you get in your head that something's gonna happen,</u> ((looks to left)) <u>then it don't happen,</u> <u>then it's a lot worse than</u> just <u>not thinking it's gonna happen in the first place.</u> ((looks at camera))</p> <p>N: Mm</p> <p>A: And <u>preparing yourself for the fact that it's probably not gonna happen</u> ((shrugs)), yeah (looks down to left)</p> <p>N: You don't..get disappointed as much? Mm. But do you still have hopes...you're not pessimistic where you...you just think things aren't gonna happen? More that you're just realistic, somewhere in the middle?</p> <p>A: yeah, yeah. <u>I just see things as they are</u> ((looking down to left))</p>	<p>Sju: 'enough' suggests a judgment/ self-reflection – that being more hopeful might be better in some way; looking at camera suggests this is something that chimes with him; 'just' – suggests desire to limit expectations</p> <p>Identity: Realistic expectations so not disappointed/ hurt – self-protection</p> <p>Fab: realistic rather than hopeful</p> <p>Sju: elaborates this idea – slight contradiction: 'hope for the best but prepare for the worst'; managing expectations prevents disappointment</p> <p>Identity: Feeling let down by others/ outcomes – Theme 2 reluctance now to expect best outcomes to avoid disappointment. Sense of control this way – reluctance to rely on others for happiness/ having expectations met.</p> <p>OBS: not having hope?</p> <p>RESPONSE: - to be realistic; preparing self - being in control</p>
<p>65</p> <p>N: Yeah. What about this one? Humility, being humble and modest</p> <p>A: Erm ((looks at camera)) <u>what does that mean?</u></p> <p>N: So being humble and modest is when you erm, not that you put yourself down but you [don't]</p> <p>A: [yeah]</p> <p>N: big yourself up, sort of</p> <p>A: yeah I'd say <u>I'm like that</u> (resting bottle under nose and top lip). I don't big myself up. ((sitting back</p>	<p>65</p> <p>Change of topic: Strengths: Humility</p> <p>Asking what the word means indicates good self-awareness, problem-solving, communication skills.</p> <p>Accepts humility as a strength.</p> <p>Theme 3: Keeping himself to himself – links with not expressing his feelings towards</p>

<p>up, moves bottle away from face)) I just <u>keep myself to myself</u> ((rubs nose with right hand))</p>	<p>others and self-sufficiency. OBS: Focusing RESPONSE: doodling, moving around; more engaged when on a topic he is interested in Getting a sense that although he finds it hard to sit still (doodling definitely helps and allows him to avoid the intensity of eye contact), A is enjoying thinking about his strengths and is expanding on his first responses without always being prompted and shows an ability to self-reflect and make considered judgments.</p>
<p>66 N: Mm, yeah. And this one, humour A: ((looking at camera)) um, I'd probably say...well <u>when I'm with my mates I, I have a laugh</u>, so yeah N: Would they say that you've got a good sense of humour then? A: <u>Probably</u> ((smiles broadly and leans back in chair)) N: Yeah? What about your M and dad and your sister, would they as well? A: ((stretching back, hands behind head, smiling)) <u>Yeah</u> ((coming forwards to lean on desk again, holds chain with crucifix in his hands))</p>	<p>66 Change of topic: Strengths: Humour Fab: A accepts this as a strength when he is with friends. Some ambivalence: 'probably, well' but then smiles and agrees family would say he has a good sense of humour. This seems to be an important aspect of his identity.</p>
<p>67 N: We're nearly at the end of these by the way there's only a couple left, integrity, which means being genuine and honest A: Er, ((touching chain and looking to side of camera)) <u>it depends what about and who</u> N: OK A: Cos <u>if it's someone I care about I'll always be honest with them but</u> if it, I'm not really like care, <u>if I don't really care about them then I'm not really bothered about being honest</u> ((looking at camera)) N: Mm A: So <u>Yeah</u> ((Leaning left wrist against cheek))</p>	<p>67 Change of topic: Strengths: Integrity Accepts this as a strength but qualified – he has integrity with people he cares about. Sju: always: emphasis on honesty towards people he cares about. Idea of people deserving his honesty/integrity. Sju: This idea has come up before: some people being deserving of his effort and emotion and others not being deserving – is this because people have let him down?/ he has decided not to keep putting effort in/ being disappointed by people who don't have faith in him/ help him/ appreciate him? Link with theme 4</p>
<p>68</p>	<p>68</p>

<p>N: OK and this, this is the last one of these cards it says kindness, being generous and having empathy</p> <p>A: Um, I'd say I <u>probably have</u> ((looking at camera, left hand touching chain)) I'm quite, <u>It depends</u> what the , <u>if it's something that I've worked hard for I probably won't be generous about it but if it's something that I'm not as bothered about I will be generous with it</u> ((looking at camera))</p> <p>N: So you don't mind giving it away more? What about being kind generally?</p> <p>A: ((Sits back)) er, <u>I try to be</u></p> <p>N: Yeah</p> <p>A: I <u>am just kind to people who are kind to me</u> (leaning forward) – the same back – if people are – I <u>treat people how they treat me</u> (looking at camera)</p> <p>N: Mm</p> <p>A: Yeah</p>	<p>Change of topic: Strengths: Kindness, generosity, empathic</p> <p>Fab: As with integrity: some people being deserving of A's effort and emotion and others not being deserving – is this because people have let him down?/ he has decided not to keep putting effort in/ being disappointed by people who don't have faith in him/ help him/ appreciate him? Link with theme 4</p> <p>Fab: Generous if not too invested in something</p> <p>Sju: Uncertainty expressed by hesitations; difficulty unpicking nuanced ideas – shows self-awareness ie he considers the question and tries hard to express the nuanced ideas – develops considered opinions</p> <p>Fab: Kind to people who are kind to him</p> <p>Identity: Sense of fairness – repays kindness but will not be taken advantage of – self-protective. Sense of control – people have to prove themselves</p> <p>Sju: communicating truth and important ideas eg leaning forward, looking at camera</p>
<p>69</p> <p>N: OK. So I don't want to take us over because it's been so good of you to meet so I don't want to go over 1 o'clock so we've got 5 minutes left</p> <p>A: Mmhm</p> <p>N: So if we just look at the front wheel of your bike, so the front wheel is, on there you could, we can put – it's up to you, you don't have to write, places that are going to be important to you in the future, or events that are going to be important. So what would you say is going to be important to you going forward</p> <p>A: Um, <u>rugby events, cricket events</u>, er, <u>GCSEs</u>, ((rocking on chair)), hopefully <u>going in sixth form</u> ((looks down to right)), things like that?</p> <p>N: Yeah, yeah perfect</p> <p>A: ((stretching right arm across chest and then swinging it across body to right))</p> <p>N: so what do you want to do – what GCSEs are you doing?</p>	<p>69</p> <p>Change of topic: Front wheel: Hopes, goals, dreams and aspirations</p> <p>Rugby events Cricket events</p> <p>Fab: GCSEs: listed the subjects Sixth Form</p> <p>Holistic-Content: Turning points; story outline: on journey towards goals in the future</p>

<p>A: Er ((stretching both arms behind back, hands behind head then over head to desk)) <u>I'm doing triple science, double eng, maths, er, business, computer science and DT</u></p> <p>N: OK, wow, so you've got a big stack of them?</p>	
<p>70</p> <p>A: Hold on a second ((looking at phone)) <u>I've got a phone call.</u> ((Speaks to friend on phone)). <u>Sorry carry on</u></p> <p>N: That's alright, was that one of your friends?</p> <p>A: <u>Yeah</u> ((looking to front and then to camera))</p> <p>N: Yeah, is there anywhere else that will be important to you or any other things that you want to achieve in the future maybe, looking ahead even [further than] ((rocking on chair))</p> <p>A: [<u>I wanna go</u>] <u>travelling at some point</u> ((scratching left ear with right hand and looking at camera))</p> <p>N: Mm, where would you go?</p> <p>A: Erm ((scratching left ear with right hand)) <u>I don't even know</u> ((looking down to right)) actually, <u>yeah</u>, I, I, probably New Zealand, <u>I wanna go to New Zealand, I wanna go</u> er <u>Japan</u>, ((looking down to right)) <u>I wanna go, to</u> ((wiggling pen)) er like <u>Maldives and Caribbean</u> ((looks at camera))</p> <p>N: Wow – that's a good list. What attracts you to New Zealand?</p> <p>A: ((clicks pen – looks down to right)) <u>all of the adventure, and the stuff you can do</u></p> <p>N: I wondered if that would be it, yeah ((clicking pen)) Yeah, I can imagine from what you've said that you would enjoy it there</p> <p>A: <u>Yeah</u> ((looking at camera, clicking pen))</p> <p>N: and what would you want to do after you've gone travelling? And actually who would you want to go travelling with?</p> <p>A: <u>Not bothered</u>, probably go <u>on my own.</u></p>	<p>70</p> <p>Change of perspective: longer term hopes, goals, dreams and aspirations</p> <p>Good conversational skills and manners demonstrated when he had a phone call during the session.</p> <p>Fab: Travelling: New Zealand, Japan, Maldives, Caribbean.</p> <p>Hadn't been sure where he'd like to go at first then thought about it and gave the list above.</p> <p>Fab: Attracted to the adventure activities in NZ: links with aspect of identity: being courageous and having vitality.</p> <p>Stu: Saying he doesn't mind who he goes with: links with aspect of identity: self-reliance' not being too optimistic to avoid disappointment.</p> <p>Holistic-Content: Turning points; story outline – travelling as part of his future plan</p>
<p>71</p> <p>N: Mm. And what would you want to do after that in your life? Any other goals or ambitions?</p> <p>A: ((looked to left, wiggling and clicking pen)) <u>start my own business up</u></p> <p>N: Yeah, would you?</p>	<p>71</p> <p>Change of perspective: long term hopes, goals, dreams and aspirations – after education and travelling</p> <p>Fab: Starting his own business</p>

<p>A: ((look to camera, clicking and wiggling pen))</p> <p>N: What would you, have you got any ideas? Would it be linked to engineering or...?</p> <p>A: ((nodding, picked up bottle, leaned back on chair, slight smile)) <u>Yeah</u></p>	<p>Links to being self-sufficient/ self-reliance.</p> <p>Sju: Non-verbal cues indicate pleasure at thinking about this point in his life?</p>
<p>72</p> <p>N: Um, yes so we've talked a bit about places, and events and thinking about the spokes in that front wheel, for the last couple of minutes, who are the important people then to help you...</p> <p>A: <u>My family</u>, ((smiling)), <u>some of my mates</u>, and yeah ((Shaking head, stretching back with hands behind head)). <u>That'd be it</u></p> <p>N: Are there any adults that'll help you with your GCSEs that are going to be important?</p> <p>A: <u>Probably not</u> ((stretches back, leaned forward, smile, arms on desk))</p> <p>N: No, you feel it's more down to you, to do all that work</p> <p>A: <u>Yeah</u> (nods, leans on desk)</p> <p>N: There's not things that they put in place in school that help?</p> <p>A: Um (rocking on chair) <u>some things</u>.</p> <p>N: Yeah?</p> <p>A: Depends what (looks to right of camera)</p> <p>N: Like, like what?</p> <p>A: <u>I don't know</u>, looking down to front/ paper. I'm not sure to be honest. (looking below camera, then to right of camera, clicking pen)</p> <p>N: OK. I'm just thinking if there's... Is there anything else that you want to tell me about the future or your [ambitions]</p> <p>A: [<u>no</u>] (looking to right of camera, closing eyes briefly, clicking pen, shaking of head)</p>	<p>72</p> <p>Change of topic: Front spokes: People who will be important to A in his future.</p> <p>Comparison in the way he offered these people and the way he reluctantly mentioned some people at the start of the session – shows how much he has relaxed.</p> <p>Fab: family and some of his friends will be important in his future</p> <p>Fab: adults at school not helpful Use of 'probably not' instead of 'no': to soften the language?? To show reflection/ consideration about what he is saying.</p> <p>OBS: School?</p> <p>Sju: enjoying his clarity about this – ie not including all friends and not including anyone from school/ any other significant adults in life (even in relation to achieving GCSEs) ie smiling, shaking head,</p> <p>Theme3: Self-reliance and mistrust of adults in life; sense of betrayal by adults and need to mistrust them</p> <p>Fab: some things in place in school are helpful</p> <p>Sju: reticence when talking about school – does not want to elaborate; body lang shows less engagement ie rocking on chair, not looking at camera, lack of interest in reflecting further – ends dialogue eg 'I'm not sure to be honest'.</p>
<p>76</p> <p>N: What about, um, fitness? Is fitness a possible obstacle or is that</p> <p>A: [<u>Yeah</u>]</p>	<p>76</p> <p>Change in topic: Diet as a challenge to fitness which affects the goal of playing sport</p>

<p>N: [not going] to be a problem?</p> <p>A: Yeah.</p> <p>N: What could get in the way of you um, being as fit as you wanted, want to be to play playing sport?</p> <p>A: Um...er...dunno, <u>what I eat</u>. ((leaning back in chair -looking towards camera))</p> <p>N: Yeah, diet. That's good idea. And what? How would that, so if your diet... how would that, how much control Have you got over that?</p> <p>A: <u>Full control</u>. ((Phone ring tone in background))</p> <p>N: And does it vary, your diet according to different times or places?</p> <p>A: Yeah.</p> <p>N: So what sorts of things affect your diet</p> <p>A: Dunno, er, er, I have no clue ((phone ring tone)), I, I dunno., (unintelligible)...sport in the day ((leaning back in chair))</p>	<p>Struggling to engage.</p> <p>Fac: Diet as an obstacle to fitness. A says he has full control over this – and does not offer any insight about ways in which his diet might be affected.</p> <p>Emphasis on the control A has in his life.</p> <p>OBS: Diet – but able to control this</p>
<p>77</p> <p>N: And there's no, Is there anyone in power in any position of authority that can get in the way of you playing sports or watching sports.</p> <p><u>A: No</u></p> <p>N: So there's no um, parents that could get in the way or people at school that could stop you from being able to participate, or coaches or people who pick the teams or</p> <p>A: Yeah, <u>they could but I don't think they would</u>. ((Looking slightly to R))</p> <p>N: Okay. Why don't you think they would?</p> <p>A: Because. I dunno. ((Leaning back in chair, banging chair legs onto floor as rocks forwards)) Probably because <u>they want me to play</u>.</p> <p>N: They want you to play?</p> <p>A: Mm.</p> <p>N: So, You're all sort of aligned with that you're all sort of on the same side? There's nobody getting in the way of that?</p> <p>A: <u>Yeah</u>. ((still leaning back in chair, looking forwards and slightly downwards))</p>	<p>77</p> <p>Change in topic: People in power as a challenge to A's goal of playing sport</p> <p>Fac: A rejects the idea that people could prevent him from watching/ playing sport: 'I don't think they would' – adults in power want A to play sport. – supportive of him</p> <p>OBS: People are not an obstacle to sport</p> <p>Categorical-Form: cognitive content – metacognitive thought – understanding perspective of parents/ school staff who want him to be successful</p> <p>Categorical-Form: emotional content – 'probably' to show uncertainty or lack of full engagement with topic?</p>

<p>78</p> <p>N: Okay. Is there anything, Is there anything else in any of these pictures that you feel that could get in the way like, um, like, you know, the picture of, of emotions and anger and anxiety, Does that ever get in the way for you?</p> <p>A: <u>No.</u> ((Arms between knees, rocks whole body forwards over knees and back again to look at camera, shakes head)) I don't think so</p>	<p>78</p> <p>Change in topic: Emotions as a challenge to the goal of playing sport</p> <p>Fab: Rejects emotional dysregulation as an obstacle – but accepts anger as an OBS later</p> <p>Categorical-Form: cognitive content – he seems certain that he is able to manage anger in sport – but not substantiated</p> <p>Categorical-Form: emotional content – certainty expressed through non-verbal – looking at camera – verbal does not quite match - uncertainty</p>
<p>79</p> <p>N: You don't think so? And um, What about people's expectations of you? Does that ever stop you from...doing what you want in the way of sport?</p> <p>A: <u>Don't really listen to people's expectations of me</u> ((looks slightly to L and down))</p>	<p>79</p> <p>Change in topic: People's expectations as a challenge to the goal of playing sport</p> <p>Fab: A rejects the idea of being affected by other people's expectations – not an OBS</p> <p>Categorical-Form: cognitive content – identifies his own values; metacog; abstract level</p> <p>Categorical-Form: emotional content: really – deintensifier – softens the proposition that he is unaffected by others' expectations</p>
<p>83</p> <p>N: Well, the other thing that you said was, um, being a good leader, and that being able to listen to other people's ideas, and then make decisions about the best way forward, was something that you were good at.</p> <p>A: Mm, ((looking to camera)), well ((looking down slightly to R)) <u>I always listen to everyone,</u></p> <p>N: Say that again, sorry, I can't hear.</p> <p>A: <u>I'll, always take in everyone's ideas.</u></p> <p>N: Yeah, so I mean, that's gonna be something that'll help you in team sports, I guess.</p> <p>A: Yeah</p>	<p>83</p> <p>Change in topic: Considering strengths that would help when pursuing the goal of playing sport: Being a good leader</p> <p>Fab: Being a good leader means taking account of other people's ideas for A – he recognises that he is good at this.</p> <p>Awareness of own values and skills; metacog.</p> <p>Non-verbals indicate acceptance/ interest in this aspect of self</p>
<p>86</p> <p>N: are there any ways, I know you don't know yet because you've not started, but are there any ways that your new school could be an obstacle to getting a GCSEs, what could get in the way, in a school just generally?</p>	<p>86</p> <p>Change in topic: Considering distractions as obstacles getting in the way of the goal of passing GCSEs and getting to Sixth Form</p>

<p>A: <u>I dunno cos I've never been there</u></p> <p>N: Um, but just generally, if you imagine schools that you've been to what gets in the way of you doing well, in lessons? ((chair legs banging onto floor))</p> <p>A: <u>Dunno</u>, um, ((looking to front, downwards)) <u>distractions.</u></p> <p>N: Okay, distractions. That's a good one. And when are distractions worse, when are they worse obstacle for you?</p> <p>A: Um, er ((looks to R)). I, <u>I don't really know</u> ((Person sitting to R of A, stretches L arm out into camera shot – passing A headphones?)) ((A leans back in chair, looks to L and sighs))</p> <p>N: Well, when the distractions less of an obstacle then, when don't they bother you as much?</p> <p>A: <u>Let me just put my headphones into the computer.</u></p> <p>N: Okay. ((talking between A and member of staff in room as they plug in the headphones)) That might help me be able to hear you better, actually. Because I can't hear you that well.</p> <p>A: Can you hear me?</p> <p>N: Can you move a little bit closer to the screen, do you think? ((A shuffles his chair towards computer)) Thank you,</p> <p>A: Can you hear me better now?</p> <p>N: That's better, yeah.</p> <p>A: Alright</p> <p>N: Yes, that's really helpful. Thank you. Yes.</p>	<p>Being prompted to wear headphones – could be related to talking about how to reduce distractions</p> <p>Holistic-Content: Turning points; story outline: obstacles in secondary school</p> <p>Fab: A suggests distractions as an obstacle in school</p> <p>Theme: Identifies with EF skills that might relate to ADHD diagnosis</p> <p>OBS: Distractions</p> <p>Categorical-Form: cognitive content – metacog; takes responsibility for engagement by putting headphones on as he is in a distracting environment – problem with virtual working</p> <p>Categorical-Form: emotional content: struggling to engage -</p>
<p>87</p> <p>So distractions are a good example of something that could get in the way of you achieving what you want to do with your exams. ((chair legs banging onto floor)). When are the distractions less of a problem? ((sitting back in chair with hands behind head))</p> <p>A: Prr, er ((puts head back slightly, looking upwards with arms still behind head)), erm, <u>When the thing don't matter as much</u></p> <p>N: When things <i>don't</i> matter as much?</p>	<p>87 Change in perspective: Considering when distractions are less of an obstacle (to achieving GCSEs and getting to Sixth Form)</p> <p>Fab: OBS: Distractions are less of a problem when things don't matter as much (it doesn't matter if he gets distracted)</p> <p>Sju: Lots of movement (looking upwards, flinging arms to side); verbalisations indicating less engagement (pr; erm):</p>

A: Yeah. Because if you get distracted it ain't a problem ((still with arms behind head, looking at camera))

N: Okay. Yeah. So if you're thinking about things that are really important to you, like, ((sighs and flings arms out to sides from behind head, leans forwards slightly on chair)) passing exams, what makes this actually go away? (3)

A: Um, I don't think they really do ((looks slightly downwards))

N: Don't they? What makes you be able to manage them better then?

A: Just telling myself to focus ((looks to R))

N: And is that something, do they go away then? When, when you tell yourself to focus?

A: Not really ((still looking towards camera and slightly downwards))

N: Do they get quieter?

A: Mm, I don't really know because I've haven't been in a mainstream class for two years. So I can't really remember what it was like being distracted. ((Leaning back on chair – looking towards camera))

N: Okay, so where you've been at XXXX, has there's just been a few people that are at once?

A: Yeah. Been one on ones.

N: Yeah. So would you say that something that helps the distractions go away, then having fewer people?

A: Yeah, but it's boring ((folds arms))

N: Yeah, that's the downside.

A: Mm ((scratches R ear with L hand))

N: So I wonder, um, even though there were fewer people, do you still get distracted, because you told me last time that... you sometimes get distracted by lots of thoughts?

A: [Yeah]

N: [So it's not,] So, it's not always distracted by other people or noises in the environment, it can be in your own head?

A: Yeah.

struggling to concentrate; he is not as interested when the topic relates directly to school.

OBS: EF Skills - Distractions never go away

RESPONSE: He manages distractions by telling himself to focus but this is not effective

Categorical-Form: cognitive content – distracted by things going on in the educational setting he is in

Sju: Categorical-Form: emotional content: 'really', 'just' – used to indicate flippancy/ slight disregard/ detachment – when it is a topic relating to school. Then he clarifies this in his explanation (Fab)

OBS: Distractions create a problem for him which he has to manage when the situation is of importance to him

RESPONSE Tells himself to focus – does not work

Fab: Has not been in mainstream for 2 years – cannot remember what is what like being distracted.

Fab: 1:1 working in AP reduces distractions but boring

Sju: this topic feels irrelevant to him – he gradually reduces his responses in the conversation – indicating disengagement from this topic?

Identity: He does not identify with being in mainstream school – he has disengaged due to feeling rejected/ betrayed.

OBS: Identifies with the EF aspects of experience that relate to ADHD diagnosis – **Id Pos re ADHD/EF profile**

Categorical-Form: cognitive content – metag: if situation does not matter, being

<p>N: Are there any ways that you manage to get rid of the distractions in that way?</p> <p>A: No (Leaning back in chair). Not really. <u>I don't think there are.</u></p>	<p>distracted does not matter so much; able to reflect on the pros and cons</p> <p>Categorical-Form: emotional content: non-verbal – folding arms – reflects rejection of the 'solution' to decreasing distractions</p>
<p>88</p> <p>N: Okay. ((coughing in the background)) So looking at this list, I know it's hard to remember because you've not been for a while, but in terms of having a look at this picture here, the exam situation, does that present an obstacle to achieving... the grades you want to achieve sometimes?</p> <p>A: Yeah. ((puts hands on side of chair and pushes himself up to sit straighter, looking at camera, chewing)) <u>Yeah.</u> ((relaxes into chair, sighs)) Probably, ((puts hands between knees))</p> <p>N: How?</p> <p>A: Er, ((looking towards camera, slightly downwards)), <u>you have to focus</u> and (unintelligible) (3)</p> <p>N: And did, do you find distractions get in the way when you're in an exam situation?</p> <p>A: I dunno. <u>Can't remember the last time I really did an actual one.</u> Don't think I ever have. ((looking at camera, then slightly to the R, arms down between knees))</p> <p>N: You, Did you use to do things like, I don't know, mental math tests or spelling tests or anything like that?</p> <p>A: Mm ((Nodding))</p> <p>N: Did you find they, the distractions, distractions get in the in the way sometimes of those</p> <p>A: <u>Always done them on my own</u> ((looking slightly down to front then R))</p>	<p>88</p> <p>Change of topic: Considering exams as an obstacle (to achieving GCSEs and getting to Sixth Form)</p> <p>Fab: exams are an obstacle because you have to focus</p> <p>Sju: Non-committal manner indicates lack of connection with school</p> <p>OBS: Identifies with the EF aspects of experience that relate to ADHD diagnosis – Id Pos re ADHD/EF profile</p> <p>Categorical-Form: cognitive content – metacog – abstract thought about situation he has not experienced for 2 years.</p> <p>Categorical-Form: emotional content – non-committal engagement – lack of connection with school</p>
<p>89</p> <p>N: Okay. Yeah. And looking at this little guy over here that's supposed to represent anger. And then this person down here in the house that's supposed to represent anxiety. Are there...and this guy here who looks like he's really overwhelmed, are there any emotions that are obstacles for you in achieving the grades you want to achieve?</p> <p>A: Probably, ((chewing, looking at camera)) probably <u>all of them</u> I think</p>	<p>89</p> <p>Change of topic: Considering anger as an obstacle (to achieving GCSEs and getting to Sixth Form)</p> <p>OBS: anger/ emotional dysregulation</p> <p>Fab: anger is an obstacle/ hazard whenever it is experienced</p> <p>Fab: anger can be triggered at any time</p>

N: Okay, so if we talk about anger first, so when is anger, particularly a, a hazard or a, an obstacle for you?

A: Whenever I get angry

N: And what what causes that to happen?

A: Anything. Like it can be any time. ((looking at camera slightly to R, chewing))

N: And then [the anger]

A: [Just whatever triggers me]

N: Say that again A, sorry.

A: Just whatever triggers me.

N: Yeah. Are there certain triggers that you've noticed that bring anger in the way or...?

A: Yeah, probably when people say things about people I like ((looking to R and slightly below camera))

N: Say things that aren't [very nice]

A: [or]

N: [Yeah]

A: or when people are unfair

N: Yeah, well you said, you said being fair, and justice was an important thing to your sense of self. So I can imagine [that]

A: [yeah] ((shifting in seat, arms between knees, looks below camera, purses mouth))

N: that means if people are unfair then that's a big obstacle.

A: Yeah. Something like that yeah ((looking forwards))

N: Um, ((leans forwards and bangs something – table with feet?)) and what makes you be able to ignore anger? Or get it out of the way?

A: Mmm. I don't think I can. I find it, I find it, I can't really. ((looking forwards and lower than camera))

N: What about before it gets too big. Are there ways that you can stop it [before it gets...]

Sju: Use of 'probably' throughout to introduce some of his ideas/ comments – is this to distance himself from the telling of his opinions ie not entirely presenting the ideas as his own?/ reluctance to divulge?/ trust?/ fear of not being heard?

Fab: people being unkind/ unfair about people he likes/him, makes him angry

Sju: body language eg pursing mouth emphasises negative feeling about injustice?

Theme4: Fairness is something A identifies with – he has experienced feeling unfairly treated which might have heightened his reaction to this happening to people he cares about.

Fab: Injustice is an obstacle for him

Fab: He is unable to make anger go away

Fab: Anger comes on suddenly

Sju: 'there's no before' – anger hits without any warning

OBS: Anger

RESPONSE: Sport can help regulate emotions

Fab: Although sport can help manage emotions, it can also trigger anger

Sju: Non-committal response indicating lack of interest in pursuing this topic?/ I asked a closed question which limited his response?

Theme: Identifies with the aspects of experience that relate to ADHD diagnosis

Categorical-Form: cognitive content – metacog re emotions; value: fairness

Categorical-Form: emotional content – emotional terms – unfair; triggers, describes anger coming quickly 'just' - sudden

Sju: RESPONSE - Difficult to verbalise how he manages anger – hesitations, repetitions.

<p>A: [There's there's] no before, <u>it just goes from nothing to full on</u></p> <p>N: You don't feel like there's any graduation it just comes all at once? ((nodding))</p> <p>N: [You did say to]</p> <p>A: Yeah</p> <p>N: me that sport is something that helps with that.</p> <p>A: But I <u>also get tense and angry when it's in sport.</u></p> <p>N: And is that when something has been unfair and unfair ruling or decision?</p>	
<p>90</p> <p>N: And what about these other emotions? Like feeling anxious or overwhelmed?</p> <p>A: Um ((leaning back in chair, arms stretched out to towards floor on either side, breath in as stretches backwards and bends L arm so hand stretches behind L shoulder)) Er, <u>I don't really get anxious.</u> ((leans forwards again and R hand in pocket; (4) fiddles with something in R pocket, chair legs banging on floor))</p> <p>N: You don't, don't feel frightened about things either?</p> <p>A: <u>Not really.</u> ((leans forwards, elbows on knees?)) [(unintelligible)]</p> <p>N: [You said you were good] at taking risks and you don't feel fear very much.</p> <p>A: No</p>	<p>90</p> <p>Change of topic: Considering anxiety and fear as obstacles (to achieving GCSEs and getting to Sixth Form)</p> <p>Fab: lack of fear, rejects the idea of getting anxious</p> <p>OBS: Anxiety is not an obstacle</p> <p>Categorical-Form: cognitive content – metacog re emotions</p> <p>Categorical-Form: emotional content – deintensifier: really - softens</p>
<p>91</p> <p>N: What about being overwhelmed like that guy at the bottom, where things just seem too much. (3)</p> <p>A: No, not really. <u>No</u> ((chewing, looking towards camera))</p> <p>N: You don't feel like that?</p> <p>A: <u>No</u> ((Looking downwards))</p> <p>N: Does that mean that when you do feel a bit like that, it comes out in terms of anger?</p> <p>A: <u>Probably.</u> ((looks at camera, chewing))</p> <p>N: So it's the anger as well that, that gets in the way that's the obstacle?</p>	<p>91</p> <p>Change of topic: Considering feeling overwhelmed as an obstacle (to achieving GCSEs and getting to Sixth Form)</p> <p>Fab: Rejects the idea of feeling overwhelmed.</p> <p>OBS: Anger Links back to anger – feeling overwhelmed is expressed as anger. Anger as an obstacle reiterated; switching off to school?</p> <p>Theme: Identifies with the EF aspects of experience that relate to ADHD diagnosis</p>

<p>A: <u>Yeah</u></p> <p>92</p> <p>N: Okay. And are there any other people, are there people in your life that might get in the way, might be obstacles to you achieving the grades and the success you want to achieve?</p> <p>A: <u>No (5) Not really. ((looking to R of camera)) I can't think of anyone.</u></p> <p>N: No? No um friends or...</p> <p>A: <u>They wouldn't want to get in my way.</u></p> <p>N: Why?</p> <p>A: Because <u>they probably don't want to see me too bad</u> ((looking downwards then back at screen))</p>	<p>92</p> <p>Change of topic: Considering other people as obstacles (to achieving GCSEs and getting to Sixth Form)</p> <p>Fab: friends would not want to make him angry? Upset? People not wishing to make him angry? People being supportive? Friends are not obstacles</p> <p>Categorical-Form: cognitive content – metacog – able to think of other people's perspectives; not fully explained idea Categorical-Form: emotional content – Sju: Difficult to verbalise how he manages anger – hesitations, repetitions; 'too bad' upset/ disappointed or angry?</p>
<p>93</p> <p>N: OK. And this guy at the bottom there with the power or coming out of his hands. Are there any people in positions of power in your life that sometimes get in the way?</p> <p>A: No, I don't, <u>I can't think of anyone that really gets in my way</u></p> <p>N: Have there been people in I don't know say schools before that have got in the way of you achieving what you know you can achieve?</p> <p>A: Yeah. <u>Yeah</u></p> <p>N: What sorts of things have they done, to...?</p> <p>A: <u>Kicked me out... of school</u></p> <p>N: And, how did that, What did that make you feel about that person or the school or ...</p> <p>A: <u>Hated them</u> ((looked into camera))...[s..]</p> <p>N: [And did that] those types of people that rejected you in that way, when did they arrive in your life would you say? When did they start [to become...]</p> <p>A: [When I first] When I first went to secondary school ((looking down))</p> <p>N: Mmm (4) And were there any times where they weren't, In the way so much? Were there any times when it was better? When did they arrive in your life would you say? When did they start [to become...]</p>	<p>93</p> <p>Change of topic: Considering people with power as obstacles (to achieving GCSEs and getting to Sixth Form)</p> <p>Fab: rejects people in power as obstacles but then accepts this in relation to school – linked to being rejected/ injustice – leading to disengagement from school? Sju: initially not interested in engaging with this until a more specific question was asked which related to a topic which he feels strongly about?</p> <p>Fab: nobody gets in his way T2: self-reliance; protecting himself from others; he sees himself as projecting a defensive attitude to prevent people from deterring him/ hurting him Fab: OBS: People in power in school have been an obstacle to him OBS: Exclusion</p> <p>Categorical-Form: cognitive content – metacog; abstract; no perspective-taking; criticism of school; able to suggest what would have helped – 'not getting involved' – relates to specific situation that happened out of school Categorical-Form: emotional content – Sju: yeah, yeah – emphasis – piqued his interest; Sju: direct language for impact –</p>

A: Um, Just not getting involved. ((looking at camera)) (3)

N: Say that again A.

A: When they stopped getting involved ((looking at camera))

N: Mm. Who, who was it, the people in power? Which people which types of jobs were they doing in the School?

A: Head of Behaviour

N: Mm. And so what do you think...What could have been in place of that obstacle, that person that would have made it better?

A: Just ...them sticking by their word.

N: So you feel that they'd sort of said things and then, didn't keep keep to their [promise?]

A: [Yeah]. Definitely. ((looks downwards))

N: So it sounds like you felt that they let you down somehow.

A: Well, they'd said, that I could have a new start ((looking slightly down to the R)) and then ch, kicked me out (looking towards the camera)

N: Mm

A: for nothing.

N: So, what, what do you think happened there, then do you [think, was there...]

A: [well,] They said I could have new start in year 8 and then in the year 7 to year 8 holidays ((looking downwards)), some kid's dad came round to my house and started threatening my family ((looking down and to camera)) and then he rang the school, telling them that I was doing things wrong, so then I was kicked out for it. ((looking to camera and slightly to the R))

N: Oh.

A: And ((looks to R then back, chair legs bang on floor)) I didn't even go back for a day. But they said I could have a new start in the new year and then they, didn't let me go back.

not softened ('kicked me out'; 'hated them'). Looking directly at camera for emphasis and to indicate emotion

Fab: He was permanently excluded from school

Theme2: rejection/ betrayal causing emotional disconnection – he no longer identifies with the school or the relationships there

Fab: He hated the school staff – injustice about how he was treated?

Fab: People in school became an obstacle in secondary school

OBS: school – unfairness; exclusion

RESPONSE:

Fab: They stopped being an obstacle/ a problem when they backed off/ ended their involvement with him

Theme: Power imbalance: Powerless to prevent them being an obstacle/ negative force for him whilst he was at school – unfairly

T4 OBS: - No voice -treated as no way of being heard. Response: Took back control by disengaging from them.

Fab: Head of Behaviour created a principle obstacle because he did not keep his promise

OBS: Exclusion:

Categorical-Form: cognitive content –
Categorical-Form: emotional content – Sju:
Emphasis: definitely **Theme:** Feeling rejected and betrayed – hurt. Sju: was going to say 'chucked me out'? – using language to create impact; 'for nothing' – emphasises injustice and lack of communication about reasons; Sju: 'some kid's dad' – sense of disconnection; no significance to him/ no emotional relationship – denial of any interaction

<p>N: Oh, that does sound like it was really not what they'd, they didn't keep to what they said at all then?</p> <p>A: Mm, <u>I know</u>. ((chair legs banging on floor))</p> <p>N: So I can see how that felt like that person there with all the power has got in the way of your path haven't they? I can see how then you'd feel very angry.</p> <p>A: <u>Yeah</u>. ((Looks to camera and then slowly round to R))</p> <p>N: It feels as well as though you didn't feel people talked to you properly or asked you, asked you your opinions properly.</p> <p>A: Mm. ((looking down)) <u>No one ever</u> really <u>has</u> ((looking to camera, chewing, nodding)).</p>	<p>between them – linking to injustice of the accusation and the way that this person was listened to but A was not heard.</p> <p>Sju: 'didn't even go back for a day' 'even' – sense of dismay – rejection – not being valued – felt completely cast away – not even any interest in saying goodbye to him</p> <p>Fab: He had been told he could have a new start in Y8 but then was excluded without having done anything else wrong</p> <p>Fab (more detail) – the decision was taken in the summer holidays when he was not at school</p> <p>Theme4: powerlessness; not being heard/disregarded</p> <p>Theme: rejection, betrayal, hurt</p> <p>Theme: not being asked his opinion/disregarded</p> <p>Categorical-Form: cognitive content –</p> <p>Categorical-Form: emotional content – 'no one really ever has' – language to express emotion about lack of voice</p>
<p>95</p> <p>N: Mm, But you've got loads of other things as well. So, you're creative, aren't you? So you've got some skills that you want to use in your life and you want to pursue DT and engineering.</p> <p>A: <u>Yeah</u> ((looking to R and nodding))</p>	<p>95</p> <p>Change of topic: Considering strengths that could help in overcoming obstacles (to achieving GCSEs and getting to Sixth Form)</p> <p>Fab: Creativity – accepts this</p> <p>RESPONSE: creativity; engineering goal</p>
<p>96</p> <p>N: You you've got a good sense of self control, from what you've said as well. So some of these obstacles were about people reacting to you about things you were supposed to have done or maybe supposed to have got angry about. And actually you are good at self control. You know, you've said that you use sport as a way of controlling your emotions and you're very aware that, you don't want to do things that are going to cause you to regret things afterwards.</p> <p>A: <u>Yeah</u></p> <p>N: And you know that, [you have]</p> <p>A: [I've already] <u>I've already got a lot of regrets. I don't want to have any more.</u></p>	<p>96</p> <p>Change of topic: Considering strengths that could help in overcoming obstacles (to achieving GCSEs and getting to Sixth Form)</p> <p>Fab: Self-control – A accepts this.</p> <p>A has regrets – does not want to create more regrets</p> <p>OBS: Strong emotions</p> <p>Categorical-Form: cognitive content – taking responsibility; metacog – talking about regrets</p> <p>Categorical-Form: emotional content – 'already' emphasises sense of regret</p>

<p>N: Yeah. And those regrets, you don't want those to become obstacles, do you as well, for them to sit in front of you and get in the way.</p> <p>A: No</p> <p>N: So I suppose letting go of those regrets, but like you say, one of the things that you said, helped you not to do things that you regret is to take a few minutes to think before you act. So that's going to be an important skill, isn't it? ((takes earphone out of L ear and talks to someone on L))</p> <p>A: Cheers (taking a bottle of coke from them). Right, cheers ((puts ear phone back into ear and looks towards camera as other person goes out; Stretches backwards and puts arms behind head))</p> <p>A: Sorry, what were you saying?</p> <p>N: I was just saying that you, you're very good at knowing that you've got to take a minute before, before you ((banging chair legs onto floor)) act, and that that makes you more likely to do things you won't regret. ((Putting earphones into ears securely))</p> <p>A: <u>Yeah</u>, I guess not</p>	
<p>100</p> <p>N: Okay, well, one of the other things on your wheel was travelling, you want to go travelling don't go to New Zealand, especially because it's got loads of adventure type activities. So thinking about that, then whenever you decide to go, what are some of the obstacles that might get in the way of that plan?</p> <p>A: Mm, <u>Corona</u> ((Looking down, then forwards to R)) (2) Er, <u>money</u> ((looking at camera)).</p> <p>N: Mm, that's what I was just thinking.</p> <p>A: <u>Dunno, apart from that.</u> ((leaning back on chair, hands to pockets)) <u>Having the resources.</u></p>	<p>100</p> <p>Change of topic: Considering obstacles to achieving the goal of travelling, for example to New Zealand</p> <p>Holistic-Content: Turning points; story outline: Travelling in the future</p> <p>Fab: OBS: to travelling: Money/ resources to travel</p> <p>Government rules in relation to Covid Contradicts/ challenges the self-sufficiency aspect of identity</p> <p>Categorical-Form: cognitive content – rational thinking – analysing challenges in current circumstances</p> <p>Categorical-Form: emotional content –</p>
<p>101</p> <p>N: Yeah. What's your plan about that then if that's an obstacle, the money side of it, what's your plan to...?</p>	<p>101</p> <p>Change of topic: Considering how to overcome obstacles to achieving the goal of travelling top NZ</p>

<p>A: ((moving forwards, looking down)) <u>Save up</u> (looking at camera)</p> <p>N: Do you have a job?</p> <p>A: <u>No</u> ((looks down))</p> <p>N: No, what do you do, get a, get pocket money and stuff, an allowance or money from your M or dad?</p> <p>A: <u>Not really</u> ((looking towards screen))</p> <p>N: So what, what could be a way of overcoming the money problem then?</p> <p>A: <u>Making some money and get a job</u> ((leaning back on chair))</p> <p>N: Hmm. What sorts of thing would you do?</p> <p>A: <u>Anything I can get my hands on</u>. I wouldn't be that bothered.</p> <p>N: You're not bothered? So lots of people your age get a job in pubs don't they or...? ((nodding)) restaurants. Is that something you could see yourself doing?</p> <p>A: <u>Probably not</u>. ((smiles))</p> <p>N: What would fit with your sense of identity better? Your sense of self? What would fit with you?</p> <p>A: Well, <u>it depends if it's just for a bit of money, might labour</u> or something, ((looking downwards and slightly to L)) but <u>if it's long term then something completely, completely different</u>.</p> <p>N: Yeah. There's certainly a lot of money in labouring I think isn't there?</p> <p>A: <u>Is a bit</u></p>	<p>Fab: Working to earn money: labouring to overcome challenges to travelling – links to Theme4 justice/ realistic aspirations/ hopes</p> <p>OBS to travelling: money Categorical-Form: cognitive content – rational thought - distinguishing between long and short-term jobs and what would be satisfying Categorical-Form: emotional content – smiles – communicates this is not him</p>
<p>102</p> <p>N: What other things could get in the way of you travelling then? Are there people...</p> <p>A: Mmm</p> <p>N: Any people who could stop you?</p> <p>A: ((Leans forwards in chair)) <u>The government</u></p> <p>N: Mm. Yeah. Are you thinking about the [Corona restrictions.]</p> <p>A: [corona] <u>Yeah</u>. ((leaning backwards, L arm bent round behind head, then pulls peak of cap down))</p>	<p>102</p> <p>Change of topic: Considering obstacles to achieving the goal of travelling to New Zealand</p> <p>Fab The Government with Covid rules as an obstacles – links to not getting hopes up/ justice</p>

<p>103 N: Are there any other people that could stop you from doing that?</p> <p>A: <u>No</u></p> <p>N: Any other relationships or...</p> <p>A: No ((shaking head, leaning back, sighing)). <u>I won't really let anyone stop me.</u></p> <p>N: and there's nothing like emotions that could get in the way of that or...</p> <p>A: <u>No</u> ((leaning back in chair and shaking head, pulls cap up using peak))</p>	<p>103 Change of topic: OBS: Considering obstacles to achieving the goal of travelling, to New Zealand: Fab: Relationships as an obstacles to going to NZ – rejects any relationships holding him back - sense of disconnection Theme 3 Emphasis on taking control of own life/ self-sufficiency</p>
<p>104 N: okay. Um. So the last things on your front wheel of your bike, were starting a business and doing engineering jobs. So where, what are the obstacles that you could think of, to that, to those things?</p> <p>A: Um ((leaning back in chair, head slightly to R side)) <u>Not too sure.</u> Probably <u>getting the money for it and, having the un, unique ideas.</u> ((uses hands on seat to push self up straighter, scratches L eye with R hand))</p>	<p>104 Change of topic: Considering obstacles to achieving the goal of starting a business/ doing engineering: Holistic-Content: Turning points; story outline: Career- setting up a business OBS: setting up business Fab: Obstacles in the way of starting business: Having the money to set up business Having a unique idea to make the business take off These run counter to self-sufficiency – they are aspect he may not feel he can control especially at the moment</p>
<p>105 N: But, You are creative. And you said that when you think this picture here reminds me of what you were saying this one down here, that you were saying that you get loads of thoughts in your head, and some of them, sometimes you can go through a whole thought process, and it's really fast.</p> <p>A: Yeah</p> <p>N: And it can be really helpful.</p> <p>A: <u>Or very unhelpful</u> ((leans onto R hand, places R elbow on knee/ table?))</p> <p>N: Yeah. But when it's helpful, I guess that means that your um, what do you call it?, um, unique...</p> <p>A: <u>Yeah</u></p> <p>N: ... selling point USP USP. Is it called?</p> <p>A: <u>Yeah,</u> ((nodding))</p>	<p>105 Change of topic: Considering how to overcome obstacles to achieving the goal of setting up a business and working in engineering: Fab - Theme5: Having a unique idea: A's creativity will help with this and having lots of ideas – A reiterates that this can be an unhelpful thing as well as a positive thing. OBS: Thinking/ bombarded by thoughts Categorical-Form: cognitive content – Rational thought - Emphasis about having more and faster ideas than other people But reiterates the negatives about this again - Accepts that having lots of ideas affects his sleep and affects his ability to explore ideas more deeply and having clarity of thought. Categorical-Form: emotional content</p>

<p>N: yeah, I bet you, I could imagine you being good at thinking of of those faster than other people may be, because you've probably got ideas bouncing around all the time.</p> <p>A: <u>Yeah</u>. ((Stretching both arms out to side and leaning backwards in chair)) Definitely ((Both hands behind his head and then leans forwards again, shifting in his seat, looking at camera))</p> <p>N: But you said sometimes that your thinking gets in the way of other things like sleeping.</p> <p>A: (unintelligible) ((looking at camera))</p> <p>N: Is that true? Or from pursuing an idea</p> <p>A: <u>Yeah it does</u>. ((leaning forwards, looking at camera))</p> <p>N: [in depth]?</p> <p>A: [It does] Mmhm</p> <p>N: So could they be obstacles, sometimes for not...</p> <p>A: [yeah]</p> <p>N: [clarity of] thought?</p> <p>A: Yeah. ((looking at camera)). (3) ((Nodding))</p>	<p>Theme: Identifies with the EF aspects of experience that relate to ADHD diagnosis</p>
<p>106</p> <p>N: And what what helps you A in terms of, so in your life, what helps you um, get over those obstacles of thinking too fast or thinking too much?</p> <p>A: <u>I don't really get over it, I just deal with it</u>. ((looking up at camera))</p> <p>N: What helps you deal with it?</p> <p>A: Just <u>knowing that there's nothing I can do about it, so I have to get on with it</u>.</p> <p>N: Does that help you sort of let go of it? not worry?</p> <p>A: <u>Yeah</u></p> <p>N: And obviously, you said doing active things like playing sport helps.</p> <p>A: ((looking down and nodding)) <u>Definitely</u>. ((looks up at camera))</p> <p>N: Is there anything else that helps?</p>	<p>106</p> <p>Change of topic: Considering how to overcome obstacle of thinking too much/ too fast in relation to achieving the goal of setting up a business and working in engineering:</p> <p>OBS: Thoughts</p> <p>Fab: Just getting on with it as a way of overcoming his mind going too fast</p> <p>RESPONSE: Unable to do anything about it – no control – so needs to let go of it and 'get on with it'; exercise helps. – acceptance; regulating himself</p>

<p>A: Um. <u>Not really</u></p>	
<p>108 So, um, you know, when you are feeling angry, or when you are feeling that people are getting in the way, or when you are feeling that things are too boring, or things aren't relevant, and it's annoying to have to learn them, what sorts of things can get you through those hard times over those obstacles? Have [you got any...]</p> <p>A: [<u>I just get on with things</u>]</p> <p>N: Pardon, pardon?</p> <p>A: I don't, <u>I don't really do anything to help things, I just get on with them.</u> ((looking slightly below the camera))</p> <p>N: So, is that something that helps anyway, though, just determination? Just getting on with it?</p> <p>A: Probably ((looking at the camera)) Or just <u>having the mindset of if you can't do anything about it you just have to get on with it.</u></p> <p>N: Mm. Yeah. So it's a bit like what your mum said about resilience and what we said about perseverance.</p> <p>A: Mm</p>	<p>108 Change of topic: Considering bicycle basket: Fab: Resources to help get through challenges: OBS: All obstacles identified RESPONSE: Just getting on with things' if you have not got the power to change it. Letting go/ acceptance</p>
<p>109 N: And I mean, another thing you carry in your basket really, I think, is sport because that's something that gets you through a lot of things [by the sound of it]</p> <p>A: [<u>yeah</u>]</p>	<p>109 Change of topic: Considering bicycle basket: Fab: Resources to help get through challenges: Sport</p>
<p>110 N: Um, and from what you said your family, use, you draw on them, don't use for strength to get over [difficulties]</p> <p>A: ((chair legs banging onto floor)) <u>Yeah</u></p>	<p>110 Change of topic: Considering bicycle basket: Fab: Resources to help get through challenges: Family</p>
<p>111 N: There are some other ideas here, I don't know if any of them apply to you. And there might, there might be other things, so some people find music helpful.</p> <p>A: ((banging chair legs on floor gently)) Mm. <u>Music just makes me angry.</u></p> <p>N: Does it?</p>	<p>111 Change of topic: Considering bicycle basket: Fab: Resources to help get through challenges: Music A does not find music helpful</p>

<p>A: Mm</p> <p>N: Does it, in what..why? How does it How does it make you...?</p> <p>A: <u>Dunno</u> ((smile)) It just, just ((wiggling in seat, shaking head)), <u>it just does.</u></p> <p>N: That's interesting - is that all sorts of music or particular types of music that you listen to?</p> <p>A: Probably <u>all</u> ((looking at camera, chewing))</p> <p>N: So even what people would consider to be like calming music that still winds you up does it?</p>	
<p>112</p> <p>N: What about then words of wisdom you know sometimes people say things in your life or you see something written down that really sticks in your mind</p> <p>A: Um ((leaning forwards, head resting on right hand, looking wistful to R upwards)) no, nothing that's like...more <u>have your own rather than going off what other people say</u> ((looking towards camera again and leaning back on chair))</p> <p>N: Mm, and where did you get that from?</p> <p>A: <u>I didn't get it from anywhere</u>, I just think personally that – that <u>you shouldn't follow other people.</u></p> <p>N: Well, that came through quite clearly when you were saying um, about being curious is one of the strengths and you said it's a really important part of you, really that you don't accept what you're told by other people. You always check it out; you question things um, and we thought, we wondered didn't we, whether that's one of the reasons that you feel like your brains always whirring because you're questioning everything and you're not...</p> <p>A: that's probably true. ((looking to camera – chewing)) <u>I'm always doing that</u> (3)</p>	<p>112</p> <p>Change of topic: Considering bicycle basket: RESPONSE TO OBSTACLES: Fab: Resources to help get through challenges: Words of wisdom: A uses his own words of wisdom but not words of others. Fab: A says that he has not got the idea of relying on his own words of wisdom from anyone else – he has decided this on his own. Identity: self-reliance; not following other people. Questioning everything – emphasised this - this contributes to having ideas running through his head all of the time. Fab: Follows his own direction rather than listening to advice of others Theme3: Self-reliance/ lack of trust?/ questioning Categorical-Form: cognitive content – values – explicitly stated – shouldn't follow other people Categorical-Form: emotional content – Sju: repetition for emphasis; thoughtful about this topic – significant to him – recurring theme – brain always active; wistful – thinking – relates to his own experience; looking to camera to indicate agreement Theme MC: active mind - curiosity</p>
<p>113</p>	<p>113</p>

<p>N: Yeah. Um, what about mm, calm places like this one here on the right at the top? Are there any adult visualisations or actually being anywhere...</p> <p>A: <u>I probably don't like being in calm places because in calm places you just sit still and I don't like sitting still</u> ((looks to camera, chewing))</p> <p>N: Mm. So, going to a spa wouldn't be your sort of thing?</p> <p>A: No. <u>Hate it.</u></p> <p>N: Do you find that you get more, thoughts coming in then, bombarding you when you're in calm places?</p> <p>A: Yeah, <u>because you got nothing to distract you from my head</u> ((looking at camera))</p> <p>N: so instead of that, what works better for you then?</p> <p>A: <u>Doing something which is keeping me active.</u></p> <p>N: Yeah, so like sport, [for example]</p> <p>A: [yeah]</p>	<p>Change of topic: Considering bicycle basket: RESPONSE TO OBSTACLES: Fab: Resources to help get through challenges: Calm places Calm places do not help A – too many thoughts come into his mind Fab1: dislikes calm places and having to sit still. Needs distractions Categorical-Form: cognitive content – able to think rationally; metacog – knows what would make distractions worse Categorical-Form: emotional content – Sju: 'probably' gives a sense of disconnection from his own experience – as if looking in on it – meta-awareness. Seems less of a lack of certainty about his opinions and more a sense of disconnection? Similarly, use of 'you' instead of 'I' – this makes his statement a generalised one (eg 'one needs to be distracted') which rather than indicating disconnection, could be the opposite, that he is speaking for others who experience a similar thing? Theme: needs to be active; Theme: needs to be diverted so thoughts don't overwhelm. Importance of sport reiterated. Theme: Identifies with the EF aspects of experience that relate to ADHD diagnosis</p>
<p>114 N: but also do you find yourself watching films [or things like that to try]</p> <p>A: [No, <u>I can't</u>] watch a full film</p> <p>N: Can't you? No.</p> <p>A: <u>No</u></p> <p>N: Why is that?</p> <p>A: <u>Can't concentrate for the whole thing. I'll, start doing something else without realising and then half an hour later I realise that I was watching a film</u> ((looking at camera throughout))</p> <p>N: Yeah. I can imagine that a little bit. So that, so that links back to what you were saying about being distracted then? Um, and distractions can be one of your obstacles can't they?</p>	<p>114 Change of topic: Considering bicycle basket: Resources to help get through challenges: Watching films RESPONSE TO OBSTACLES: Theme: Distractions prevent from watching a film all the way through. Theme: Focus depends on level of interest? Fab: Cannot watch a film all of the way through. Sju: Keen to communicate this – looking directly at the camera; emphasis – tells a story to illustrate; 'definitely'. Theme: Identifies with the aspects of experience that relate to ADHD diagnosis</p>

<p>A: <u>Yeah</u></p> <p>N: If you, if you need to stay focused</p> <p>A: <u>Yeah</u>. Definitely.</p>	
<p>115</p> <p>N: So, what types of things help you to, get rid of those distractions? We've talked about sport. Is there anything else?</p> <p>A: No. Well, <u>when I really want something, I won't let anything</u> (looking at camera) <u>distract me.</u></p> <p>N: Yeah. Cos maybe those other thoughts don't come in so much cos you're so interested in the thing that you're doing?</p> <p>A: <u>Yeah</u></p> <p>N: And I suppose the obstacles, are, are some, are the times where you, you're supposed to be being focused on the things that you're not always going to be that interested in at the time</p> <p>A: Mm</p> <p>N: and that often happens at school doesn't it?</p> <p>A: <u>Yeah</u>. Definitely.</p>	<p>115</p> <p>Change of topic: Considering bicycle basket:</p> <p>Fab: Resources to help get through the OBS: being distracted:</p> <p>RESPONSE TO OBSTACLES:</p> <p>Sport</p> <p>Fab: Will not be distracted if something is very important to A</p> <p>Fab: Distractions can be managed when he really wants to do something</p> <p>Sju: sense of having to actively prevent distractions getting in the way; idea of taking control of them</p> <p>Fab: focus is more difficult if the topic is not of interest</p> <p>Theme: self-reliance – ability to take control; self-protection</p> <p>Theme: Identifies with the EF aspects of experience that relate to ADHD diagnosis</p> <p>Categorical-Form: cognitive content – understanding self – able to focus when interested - metacog</p> <p>Categorical-Form: emotional content – looks at camera when identifying closely with an idea</p>
<p>116</p> <p>N: And I'm wondering if there's things that you found that help in that situation so I know some people for example find it helps when they just have a short time that they've got to be focused, maybe 15 minutes and then they can go to stretch their legs or something like that?</p> <p>A: Not really ((looking down and to the R)) I, <u>I don't find anything</u></p> <p>N: You haven't found anything like that?</p> <p>A: <u>No</u> ((looks up to screen, chewing, breathes in, sits back in chair stretching arms out and down to side; bending arms and putting hands behind head))</p> <p>N: I've noticed that when we've been talking that you do different things to try and stay focused which I really appreciate you trying to do ((Smile, quick</p>	<p>116</p> <p>Change of topic: Considering bicycle basket:</p> <p>RESPONSE:</p> <p>Fab: Resources to help get through the OBS of being distracted:</p> <p>Movement breaks</p> <p>Fiddling</p> <p>Doodling</p> <p>Constantly moving</p> <p>Walking around eg in lessons</p> <p>Able to listen while fidgeting/ moving</p> <p>Fab: At first A says no strategies help to reduce distractions</p> <p>Sju: not engaged with this topic – perhaps because it relates to school experience?/ we have already discussed it? Eg breathing in, lots of movement</p>

breath out as if semi-laugh, sits forward again and brings arms to knees)) in our conversation, so I know that you, you know you do do a lot of stretching and you move around don't you jiggle and you...

A: I fidget a lot ((looking at camera, slight smile))

N: fiddle with your pen and um, and but those things, they presumably help then do they?

A: Keep moving, like, I can't not sit down without tapping my foot, ((looking at camera and then down at foot and back to camera))

N: Mmm. ((banging chair legs on floor)) and in lessons and things does it help to get up and move around or, or do you just need to be (.)

A: I, I ((looking downwards)) normally just do that, yeah ((looks to camera)) or start having a walk.

N: Yeah. So that's something that helps, it, that helps you overcome those obstacles to being distracted then

A: Yeah ((looking up to R and then forwards to R))

N: The other thing I thought is one of the reasons I gave you that paper, I, I suggested you had a paper and pen is that for some people it does help to doodle or

A: Ah! ((Nods fervently and looks at camera)) I was writing, I was drawing (smiles) like you know when I had that paper and pen right, the whole thing was covered in pictures

N: I wondered [yeah]

A: [yeah]

N: I was thinking that. But that's a good strategy then isn't it if it helps you focus a bit

A: Yeah ((looking slightly down and R of camera, nods, looks downwards))

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N: Cos I know some people don't always look as though they're listening but they still are, it's just that [they need to]

A: ((looking at camera)) [I, I, I'm always like that] people'll be like 'you're not listening are you?' ((looking downwards)) and I, I'll just tell them everything they just said ((looking at camera))

N: Yeah

Categorical-Form: cognitive content – self-aware; metacog; rational thinking; analysis of what works for him

Categorical-Form: emotional content – Sju: Positive body language eg smile, sitting forward, looking at camera - demonstrating interest / identifying with this topic; also enjoying the fact that he is being 'read' – interest in/ understanding of him? Sju: Gives examples for emphasis: tapping foot, walking around; Sju: demonstrates interest and agreement re doodling through nodding, looking at camera, tone of voice, smiling, emphasis through giving additional information: 'the whole thing was covered in pictures'.

Theme: needs to be active (doodling and walking around help to focus)

Fab: needs to be active

Fab: doodling helps to focus

Theme: Identifies with the EF aspects of experience that relate to ADHD diagnosis

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Change of topic: Considering bicycle basket:

Fab: Resources to help the challenge of people misunderstanding and making assumptions

Fab: people thinking he isn't listening/ assuming he is not focused if he is not looking/ if he is doing something else eg doodling

<p>A: Mm</p> <p>N: And I suppose, in terms of that, you know you said about people misunderstanding you, and that's been a big obstacle for you, because then they don't treat you fairly</p> <p>A: ((looking downwards)) <u>Yeah</u></p> <p>N: One of the big ways then of overcoming that, sounds as though it's about you being able to communicate that some of the things that you do don't mean that you're not listening, or don't mean that you're not focused or don't mean that you're not bothered</p> <p>A: <u>Yeah</u></p> <p>N: It actually is ways of being bothered and being [focused]</p> <p>A: [Definitely] ((looking downwards)). Yeah ((sitting up and looking at camera, nod))</p>	<p>Theme3: T4 Being misunderstood people making assumptions – challenging people; self-reliance; self-protection</p> <p>Theme2: Being a good listener when able to be active – important for people to understand this about him</p> <p>Categorical-Form: cognitive content – Categorical-Form: emotional content – Sju: demonstrating agreement with this perspective through verbal language – repetition (trying hard to verbalise; can't get words out quickly enough), interrupting the end of the question due to enthusiasm/ giving an example; body language looking at camera.</p> <p>Sju: Emphasis through verbal language and non-verbal cues eg looking at camera, nodding</p> <p>Theme1: Although an aspect of identity is self-protection and self-reliance, A's non-verbal cues suggest he is eager to be understood ie connection with others is important despite distrust</p> <p>ThemeMC: Identifies with the EF aspects of experience that relate to ADHD diagnosis</p>
<p>118</p> <p>N: And you are good at putting things into words, you're very good, [you're very articulate]</p> <p>A: [unintelligible]</p> <p>N: Do you know what I mean by that</p> <p>A: ((Yawns)) <u>No</u></p> <p>N: So that means about putting things into words and being, words and being able to express yourself. (2) I think you're really good at putting a lot of very complex ideas into words actually and that will be really important for you in trying to get people to understand why you behave as you behave sometimes because people need to not feel that you're doing things</p> <p>A: <u>Because I want to</u> ((looks up at camera))</p> <p>N: Yeah, and because they, because they get in the way, because sometimes some of these things don't get in the way, they help.</p>	<p>118</p> <p>Change of topic: Considering bicycle basket: Resources to help get through the OBS of people misunderstanding him and thinking that he is doing things on purpose – being misjudged at school:</p> <p>Fab: RESPONSE: Being articulate</p> <p>Fab: People think he is doing things to 'be an idiot'/ because he wants to – being misunderstood – A offers this spontaneously – linking to the idea of the importance of using words to help people understand him</p> <p>Categorical-Form: cognitive content – self-awareness; perspective-taking Categorical-Form: emotional content –</p>

<p>A: Yeah ((looks to the R)). Cos <u>people'll think</u> ((turning towards camera as speaking)) <u>I'm doing things to be an idiot</u> but, not (1)</p> <p>N: No, exactly, and the fact that you can put th, those ideas into words will be really helpful.</p> <p>A: <u>Yeah</u> ((leaning back into seat, kicking table leg with foot/ lifting chair leg off floor))</p>	
<p>119</p> <p>N: So, I mean, looking at this list of things to go in your basket, um, this here, this creativity and problem-solving is probably an important things then for you, to be able to problem-solve difficult situations (2)</p> <p>N: and then the one at the bottom, which is about interacting with people, there, [being able to get your ideas]</p> <p>A: [unintelligible]</p> <p>N: into their heads</p> <p>A: <u>Yeah</u></p> <p>N: That's an important thing cos you'll have to do that, you'll have to put into words ((leaning back in chair hands by sides))</p> <p>A: <u>Yeah</u> ((sighs))</p> <p>N: some of these ideas so people understand you better</p> <p>A: ((yawns)) <u>Yeah</u> ((nods, looking at camera))</p>	<p>119</p> <p>Change of topic: Considering bicycle basket: Fab: Resources to help get through the challenges: Creativity Problem-solving Fab: Interacting with people – influencing people – accepts these but does not elaborate</p> <p>RESPONSE: Communicate well to people</p>
<p>120</p> <p>N: Um, this, this guy on the right, I put here cos he reminded you, he reminded me of you a bit, that you'd said about sport and things helping you, being energetic.</p> <p>A: ((yawns, leans forwards in chair so elbows rest on knees and looked closely at the screen)) <u>It's LeBron James</u></p> <p>N: This one?</p> <p>A: <u>Yeah</u></p> <p>N: It's the what?</p> <p>A: <u>Le Bron James</u> (leaning back and then forward again)</p> <p>N: Is it?</p>	<p>120</p> <p>Change of topic: Considering bicycle basket: Fab: Resources to help get through the challenges he faces: RESPONSE: Being energetic; sport</p>

<p>A: <u>Yep</u></p> <p>N: Well it just looked like it was a picture such full of energy that I [just thought]...</p> <p>A: [unintelligible]</p> <p>N: You often do that [don't you?]</p> <p>A: [unintelligible]</p> <p>N: you use [energy]</p> <p>A: [unintelligible]</p> <p>N: as a way of</p> <p>A: <u>Yeah</u></p> <p>N: overcoming obstacles and things</p> <p>A: <u>Yeah</u></p>	
<p>121</p> <p>N: But [perhaps not this one?]</p> <p>A: [unintelligible]</p> <p>N: Not this one on the left?</p> <p>A: <u>No</u></p> <p>N: Laughs – it sounds like that wouldn't be very helpful?</p> <p>A: No, <u>I couldn't do that.</u></p> <p>N: Is there anything else that you'd put in your basket that helps?</p> <p>A: <u>No</u> (Leaning on knees, looking ta screen, shaking head). Not really (looks slightly to R)</p> <p>N: I was just thinking about some of the experiences you've told me about, um, in the past, some of the things that've not gone so well, I suppose memories of those things could be helpful, cos you could use them to know how to...do things in the future?</p> <p>A: (looking at camera, leaning forwards) <u>Yeah, I know what you mean</u> (nods) yeah.</p>	<p>121</p> <p>Change of topic: Considering bicycle basket:</p> <p>Fab: Resources to help get through the challenges he faces:</p> <p>RESPONSE:</p> <p>Memories; thinking about what has gone right/ wrong in the past – learning from experience</p>
<p>122</p> <p>N: and one things we've not actually mentioned and I don't really want to mention it, but I wondered...the whole...is there anything else about your identity and your image of yourself that you don't think that we've really...that you've told me</p>	<p>122</p> <p>Change of perspective: Considering bicycle basket:</p> <p>Fab: Asking A whether he can think of any other resources to help get through the</p>

<p>about? Is there anything that's very important to your sense of self?</p> <p>A: <u>No</u> ((looking slightly down and to the R then back up to R of camera)) Not really ((looking to camera, slightly wiggling in seat from side to side))</p> <p>N: What was the thing that you said, um...(4) There's something said: I'd like to get better at that...(9)</p> <p>A: Er...<u>can't think</u></p> <p>N: Oh, I know what you said...gratitude. You said that it was important for you to feel...glad about things and appreciative of people that've helped you</p> <p>A: <u>Definitely</u></p> <p>N: But that you would like to develop it more</p> <p>A: <u>Yeah</u> ((small sigh)) I would ((nodding, looking at camera, chair legs bang to floor)) cos <u>I want people to know that</u> (slightly looking down to R of camera) <u>I appreciate them</u> more ((tightens jaw as if thinking, nodding))</p>	<p>challenges he faces: Gratitude (suggested by me, based on previous conversation)</p> <p>Categorical-Form: cognitive content – Gratitude – he wants people to know that he appreciates them more.</p> <p>Categorical-Form: emotional content – thoughtful response, looking at camera and then down as thinking/ considering something important; authenticity</p>
<p>123</p> <p>N: Mm</p> <p>A: ((nodding))</p> <p>N: and you thought yourself as a [realist rather than]</p> <p>A: [unintelligible] ((talking to someone in the room)) Sorry carry on</p> <p>N: You said that um, you struggle to forgive people because you don't believe that they won't do it again</p> <p>A: Mmhm ((nodding, looking towards camera))</p>	<p>123</p> <p>Change of perspective: Considering bicycle basket:</p> <p>Fab: Asking A whether he can think of any other resources to help get through the challenges he faces:</p> <p>Being realistic – not forgiving people as they will probably let him down again/ being realistic – does not elaborate on this</p>
<p>124</p> <p>N: And in terms of hope, you're more of a realist, than an optimist, than an opt, than an optimist, so that you don't get disappointed</p> <p>A: <u>Mmhm</u> ((nodding))</p>	<p>124</p> <p>Change of Topic: Considering bicycle basket from previous conversation:</p> <p>Fab: Realistic rather than optimistic as prevents disappointment.</p>
<p>125</p> <p>N: Actually, your sense of humour might be something that could go in the basket?</p> <p>A: <u>Could be</u> ((looking downwards, smiling))</p> <p>N: I bet that gets you through a few difficult times doesn't it? ((leans back in chair, stretches L arms behind head))</p>	<p>125</p> <p>Change of topic: Considering bicycle basket from previous conversation:</p> <p>Fab: Sense of humour – actively accepts this</p>

<p>A: <u>Yeah</u>. Definitely ((Both arms behind head, stretches backwards, then both arms stretched straight out in air above head backwards))</p>	
<p>126 N: and um, being kind</p> <p>A: Yeah ((nods head and looks at camera)) <u>That's important to me.</u></p> <p>N: Say that again</p> <p>A: <u>That's really important to me</u> ((looking slightly L of camera, chewing))</p> <p>N: Yeah and um, it does often get rid of obstacles as well when you're er kind to people. Have you noticed that? Perhaps something you've noticed?</p> <p>A: Um, <u>depends who and what the situation</u> but <u>yeah</u> ((looking down then forwards again, jiggling in seat))</p> <p>N: Yeah. Give me a time when it's helped</p> <p>A: <u>Can't think more specifically</u> but <u>if you're nice to people they're always going to be nice back</u> ((looking away and then back towards camera))</p> <p>N: Mm</p> <p>A: <u>Treat people how you wanna be treated</u> ((batting a fly away, looking downwards then back to camera))</p> <p>N: Yeah. They don't tend to get in the way of you so much either do they then if you, if you've [got people on side]</p> <p>A: [yeah] <u>Yeah</u></p>	<p>126 Change of topic: Considering bicycle basket from previous conversation: Kindness Fab: Being kind is important to him Theme: Identifies with being kind</p> <p>Categorical-Form: cognitive content – Theme: Belief that kindness leads to people being kind back - fairness; rational thinking; perspective-taking</p> <p>Categorical-Form: emotional content – Sju: Emphasis through: nodding, 'really', reiterating what he said.</p> <p>Theme 2 – still is keen to trust others Sju: expanding idea to add emphasis</p>
<p>127 N: Um, and then you said about being generous with things that aren't so, so hard-won, cos if they're hard-won you don't always feel like being generous with them (3)</p> <p>A: <u>Yeah</u> ((looks at camera))</p>	<p>127 Change of topic: Considering bicycle basket from previous conversation: Fab: Generosity – only if he is prepared to lose it</p>
<p>128 N: And, and I mean, saying that makes me think that another of your strengths is being honest. You're very honest aren't you, about...how [you feel and]</p> <p>A: [unintelligible] not bothered about what people think about me. <u>I'm not bothered about what people think about me so I got no reason to lie.</u> ((looking at camera))</p>	<p>128 Change of topic: Considering bicycle basket from previous conversation: Fab: Honesty Able to be honest as he is not worried about what other people think of him. A want people to take him how he is.</p>

<p>N: Yeah. [It's like, take]</p> <p>A: [unintelligible]</p> <p>N: Take me as you see me type of thing? Or take me and leave me, take me or leave me type of attitude?</p> <p>A: <u>Yeah</u> (3)</p>	<p>Categorical-Form: cognitive content – reflects on own values; understands others' potential perspectives</p> <p>Categorical-Form: emotional content – authenticity conveyed – looking at camera;</p>
<p>130</p> <p>N: Well, all of the young people that I'm going to spend time with have all got a diagnosis of ADHD and I don't know really what you think about that, whether you think it's been a, it's a useful thing to have that label or whether you think it's not relevant to you, or...It's not something I'm going to ask, probably, any of the others about, but because you're the first one that I'm talking to [and...]</p> <p>A: [I, I] <u>don't think it's too important</u> [to be honest]</p> <p>N: [OK]</p> <p>A: I, I, Cos <u>the way I see it is when I got told I had it ((looking up to R and then at camera)) I'm the exact same person that I was before I got told that I had it. It don't change me as a person ((looks to L)),</u></p>	<p>130</p> <p>Asking about the diagnosis of ADHD and where this fits with identity.</p> <p>Fab: ADHD diagnosis is irrelevant; it has not changed him</p> <p>Categorical-Form: cognitive content – Metacognition; rational thinking; perspective-taking;</p> <p>Categorical-Form: emotional content – Sju: Lots of change of eye gaze as talking – indicating intense thought process/ engagement? Sju: Softens message using 'too', 'to be honest' – perhaps we have built rapport and he feels less defensive?/ awareness that this is his own view and that other people's views might be different?</p> <p>Theme: He is not defined by the ADHD diagnosis. It has not changed him. Self-belief.</p> <p>Taking back power</p>
<p>131</p> <p>A: <u>it just changes the label on my ((looks slightly to R and downwards)) head. ((looks down and to the L)) It just changes what other people think about you instead of what you think about yourself ((looks upwards))</u></p>	<p>131</p> <p>Change in perspective:</p> <p>Fab: ADHD diagnosis changes what other people think of you</p> <p>Categorical-Form: cognitive content – able to see different conflicting perspectives</p> <p>Categorical-Form: emotional content – looking down then up – indicates thinking; engaging with the subject – desire to express view – this is important to him</p>
<p>132</p> <p>and then it'll change what, <u>depending on what type of person someone is, ((still looking upwards)) it'll change what they ((looking up to R)) think about themselves</u> as well because of <u>what other people think about them because of, it's unrealistic cos they're the exact same person as they were before.</u></p>	<p>132</p> <p>Change in perspective: ADHD diagnosis might change what you think of yourself because of what other people think of them/ expect of them</p> <p>Fab: The ADHD diagnosis might change some people's self-identity for example if</p>

<p>N: That seems a really sensible way of thinking about it to me. So for you it's not made much difference because you don't change your mind about how you see yourself based on other people's views anyway?</p> <p>A: <u>No</u> ((looks to R and turns head to R, then back to front then looks down))</p>	<p>they are affected by how other people see them</p> <p>Theme: The ADHD is a label that might change what other people think about him but he is not affected by this. Self-reliance; self-belief – not affected by others' opinions.</p> <p>Categorical-Form: cognitive content – able to have empathy for other possible perspectives and understands how it can be disempowering</p> <p>Categorical-Form: emotional content – Sju: changing eye gaze and body position, rocking on chair – as thinking/ verbalising ideas.</p>
<p>133</p> <p>N: Did, ((chair legs banging)) Has it been a label that makes sense to you in any way or do you think it's just, do you think it's not really very helpful?</p> <p>A: <u>I think it's just a word</u> ((rocks back in chair and looks directly at camera – mouth set, jiggles R knee)) <u>Bunch of letters</u> ((looks to L, chewing, shakes head, shrugs)) <u>don't [make any]</u></p> <p>N: [yeah]</p> <p>A: <u>difference to me.</u> [I ju...] ((looking forwards and slightly downwards))</p> <p>N: [yeah]</p> <p>A: even ((shrugs, shakes head and looks to L)) <u>it makes no difference to me</u> ((looks upwards, chews))</p>	<p>133</p> <p>Change in perspective: What does ADHD diagnosis mean?</p> <p>Fab: A communicates the insignificance of the diagnosis to him through language 'just a word'</p> <p>Categorical-Form: cognitive content – able to take considered view</p> <p>Categorical-Form: emotional content – Sju: Emphasis of this idea: bunch of letters...makes no difference to me' and non-verbal cues eg mouth set, looking at camera, shaking head, shrug – seems to be conveying negative affect towards the imposition of the label.</p>
<p>134</p> <p><u>I can't do anything about it</u> ((Looks up and to R)) <u>so I just get on.</u></p> <p>N: Mm</p> <p>N: It doesn't sound to me as though you've made that anything to do with your sense of self? It's a bit...[irrelevant]</p> <p>A: Mm</p> <p>N: to the way you see yourself?</p> <p>A: Well ((chewing, looking downwards and then raising head as speaks, looking slightly downwards to R)) <u>it depends how you let it affect you</u> ((jiggling R</p>	<p>134</p> <p>Change in perspective: ADHD diagnosis has been imposed</p> <p>Theme4: The diagnosis has been imposed on him – he ignores it. Element of choice about how to feel about it – aspect of control; self-reliance; rejection of people in power. A has no power in relation to being given the diagnosis.</p> <p>Categorical-Form: cognitive content – judgment made – it has been given to him – he can chose to resist it</p> <p>Categorical-Form: emotional content – explains he has a choice about how it</p>

<p>knee throughout, then looks directly at camera, chewing))</p> <p>N: Mm</p>	<p>affects him/ his emotional response – wondered if he has always felt like that</p> <p>Fab: Irrelevant to his identity – as long as you don't let it affect you: Only aspect of control is how you respond to this diagnosis</p>
<p>135</p> <p>A: Because some people will take it as ((looks up to R)) like what <u>everybody sees me as this kid with a label on my head of I've got something wrong with my brain, but</u> ((still looking up to R)) they haven't, <u>they've been like that the whole time, nothing's changed now that you've told that you've got something, nothing, being told</u> ((looking up and eyes to L)) <u>that you've got ADHD doesn't change what goes on in your brain. It works the same.</u> ((chewing, looks back to front))</p> <p>N: Yeah, I think that's really, I wish you could talk to lots of other people about that because I think that's really, I think it would help them if they saw it the same way.</p> <p>N: and you said something interesting then, do you think that, so that label just refers to a cluster of ways of thinking doesn't it? That [and]</p> <p>A: [Mm]</p> <p>N: are those ways of thinking about a problem anyway? Are they, something wrong with your brain [or is it]</p> <p>A: [No]</p> <p>N: just a different [way of thinking?]</p> <p>A: [It is] ((eyes looking to L)) I, <u>I don't think it</u> ((head and eyes to L)) <u>should be seen as something that's wrong with you, I think it should be seen</u> ((head and eyes back to front)) <u>as something different</u> ((nods and then head to R))</p>	<p>135</p> <p>Change in perspective: ADHD diagnosis might make people feel there is something wrong with their brain but A rejects this; people have different brains and different ways of thinking</p> <p>Fab: Theme: There is nothing wrong with his brain –people's brains work differently.</p> <p>Categorical-Form: cognitive content – Formed opinion – people's brains are different; not a deficit</p> <p>Categorical-Form: emotional content – Sju: Use of language to generalise so relates to other people not just himself – strongly-held opinion; indicates lots of thinking around this topic.</p> <p>Theme 2: The ADHD is a label that might change what other people think about him but he is not affected by this. Self-reliance; self-belief – not affected by others' opinions.</p> <p>Sju: Emphasising the way it can have a negative impact on some people – element of choice; oppression</p> <p>Fab: Theme: See above – non-deficit model. Expands opinion – meta-awareness and meta-cognition.</p>
<p>136</p> <p>N: Yeah, well you've shown me that you know and you obviously know this yourself, that all of your strengths mean that the way that your brain works actually offers you lots of positives</p> <p>A Yeah, <u>yeah</u> ((sits up in chair, looks to R, chair legs bang)) it all depends on how you let it affect you ((leans forwards and looks at camera, rocks forwards and then back in seat and looks to R, then leans back in chair, looks to R, arms down and behind, arches back, chewing, looks to camera))</p>	<p>136</p> <p>Change in perspective: ADHD diagnosis might make people feel different; can be affected by other people and this can reduce self-esteem. Focus on strengths.</p> <p>Fab: ADHD diagnosis can make people feel different to others and decrease self-esteem. Reiterates idea that people have a choice how to respond to the diagnosis.</p> <p>Theme: Maintained self-esteem by refusing to be affected by ADHD diagnosis – feels lucky to have been able to have chosen this</p>

<p>N: Yeah, and I mean, you probably already know lots of people with a similar label who've gone on to achieve all sorts of great things because their brains work like [that. And actually]</p> <p>A: [Yeah but I always think] <u>I know loads of people who have let it</u> ((looking at screen)) <u>affect them in the wrong way</u> ((leans forwards onto knees, chair legs bang, looks to camera)) <u>and it's</u> ((looking downwards)) <u>negative to them</u> ((shrugs, looking downwards)) <u>it just depends on the specific type of person and how their head works</u> ((still looking down to R; (looks back to camera))</p>	<p>approach – sees this strength as intrinsic part of self, emphasising self-reliance (Theme3).</p> <p>Categorical-Form: emotional content – Sju: non-verbal cues reinforce his reluctance to be affected by the diagnosis eg shrugging, shakes head; and language eg 'don't really care'.</p>
<p>137</p> <p>N: Mm. Yeah. And um, maybe, for me, it makes me feel that everybody's just different anyway and [everybody's]</p> <p>A: <u>Yeah they are</u> ((looks to camera and then downwards, chair legs bang)) <u>I don't think there should be a label for one way</u> of someone, <u>that someone's brain works</u>, I think that <u>everyone's brain works differently</u>. ((chewing and looking downwards))</p> <p>N: Mm</p> <p>A: <u>I don't think it should be seen as a negative having something like ADHD or having ASD because it's not, it's just a different way of thinking</u>. ((looking downwards throughout))</p> <p>N: Mm. I agree with you.</p> <p>A: <u>Then when people get a label put on their head it puts ideas into their head that they are different to everyone and it's bad for people's self esteem</u>. ((shrugs, looks upwards towards camera, slightly below it)) I mean I'm lucky I'm not, like that, ((light shrug, shakes head, looks towards camera)) <u>I don't really care what people think of me</u> anyway, so, yeah ((looks downwards))</p> <p>N: And is that just you, is that just your personality that makes you like that or is that...have you been helped by, by anything that, any of your family have said, or anything like that?</p> <p>A: <u>No, just me</u></p>	<p>137</p> <p>Change in perspective: All people are different</p> <p>Fab: Theme Does not think people should be labelled – everyone's brains work differently. Differences should not be labelled as deficits.</p> <p>If people become affected by being labelled it can make them feel different, less and reduce self-esteem.</p> <p>Categorical-Form: cognitive content – metacog; perspective taking; empathy; well-thought through ideas</p> <p>Categorical-Form: emotional content – feels strongly about this – length of verbalisations;</p> <p>Theme3: Maintained self-esteem by refusing to be affected by ADHD diagnosis – feels lucky to have been able to have chosen this approach.</p> <p>A does not credit anyone else for his attitude/ ability not to be defined by the diagnosis – self reliance</p>

Appendix 11: Working Transcript: Ben

<p>Data column (left): The episodes depict a move in the telling of the story in terms of time, topic, perspective or theme.</p> <p>Fabula underlined</p> <p>Transcription coding:</p> <p>(.) less than 1 sec pause</p> <p>(2) pause with length of time in brackets</p> <p>((non-verbal information))</p> <p>[] overlapping speech</p> <p>(inaudible/ undecipherable)</p>	<p>Analysis column (right): Blue text: Initial description for entire text of differentiated fabula/ sjuzet used for Holistic-Content analysis – Turning points OBS: Obstacles and Categ-Form analysis in relation to obstacles Medical Context Educational Context</p> <p>Relating to overarching themes: Theme1:C: Relating to connection Theme2:R: Reflective and Responsive Theme3:H: Humour Theme4:E: Empowerment Theme5:FG: Future goals and dreams</p>
<p>24.9.21</p> <p>Ben's Mum is present throughout the BoL sessions, sitting to B's L, looking at the screen which is on a desk in front of them</p>	
<p>2</p> <p>N: Okay, well we're just going to think about a bike because we're going to start off thinking about the back wheel and the back wheel is going to signify the past in your life. So everything that's happened to you up to now, and so the back wheel, and if we think about that, I wondered, what are some of the most important things that have happened to you in your life so far? Would you say?</p> <p>B : A lot...um, ((looking down to L)) <u>don't know where to start</u> really ((looking up at M, slight smile)) ...um</p> <p>M: Well you can just say some of the things, it doesn't have to go in order. ((looking back to L of screen, neutral face))</p> <p>N: No.</p> <p>B: <u>Can't think</u></p> <p>N: if it helps to think about some of the places that have been important sometimes it's easier because we're thinking about a bike think think about some of the places that you've been to in your life that have been important either as one off or places that</p>	<p>2</p> <p>Thinking about significant places in the past: Australia on a family holiday (in Y5) Theme1: Humour and Theme2: Connection B is reticent at first – humour between M and B helps to get the conversation going. Sense of humour is an important aspect of B's identity from the start – he enjoys making his M laugh – lots of eye contact when they laugh together Fab: Vegan shark – evidence of B enjoying using humour to make M/ other people laugh</p> <p>Theme4: interests, experiences Fab: M's first suggestion is Australia – B has a supportive, broad, upbringing – the opportunities that have been created for him. Norfolk is a regular holiday destination – but not mentioned first. Schools – regular, daily places but not mentioned – is this because M knows that talking about</p>

you've been to regularly, like schools or you know, family places (4)

M: What about Australia?

B: ((head upwards, looking up to ceiling with smile))
Yeah, but, but I mean it was good, but... ((moving head to R, looking out of the window, slight smile))

N

Yeah, have you been to Australia?

B:
Mm

N:
So, tell me about that.

B: was quite fun.

M:
(unintell)

B:
((small laugh)) Can't remember that much of it anymore ((turns head to look at M, slight smile))

M: Yeah, it was quite a long time ago – we went to see family - we've got family over there haven't we? ((head to front to look at screen, nods, neutral face))
And then we did lots of other trips into the rain forest ((slight nod, turns head to mum, smiles)) and [swam in the Great Barrier Reef]

B: [Yeah] [I remember that, I remember that]

M: [you remember those]

B:
I didn't remember the rainforest ((slight laugh, puts both hands to face, turns head to front)) ((M laughs))

N: ((N laughs)) How old were you B when you went? (2)

M: I think you'd be in Year

B: five

M: Yeah. ((head to look at mum, smiling)) It's not that long ago! ((M laughing))

B: But yeah, but it's long enough to forget ((leans forward in chair over desk, hands down to desk, neutral face))

education first might make B less communicative/ more anxious?

Throughout, M interacts with B to support him to respond – trying to get the balance between helping him to engage and letting him think/ answer for himself. B looks to M for reinforcement/ support/ feedback throughout – slight rejection of M's suggestion re Australia?

<p>M: yeah</p> <p>N: So ((leans back in chair and looks to screen)) what were you most - what were your favourite things that you did there?</p> <p>B: <u>Saw a shark ((slight laugh))</u></p> <p>N: Gosh!</p> <p>B: <u>You didn't think it was a shark</u> ((looks at M then away to R, broad smile, slight laugh))</p> <p>M: I didn't think it was a shark - I said 'they wouldn't let us swim with sharks'! (laughs) But it was a shark.</p> <p>N</p> <p>Not one that might eat you then, I assume?</p> <p>B: <u>No</u>, no,</p> <p>N: No</p> <p>B: <u>A vegan shark</u> ((turns head to look at screen briefly, smiling, then towards L still smiling)) ((M laughing))</p> <p>N A vegan shark! And so that was a family holiday was it?</p> <p>B: Mm</p>	
<p>3</p> <p>N: So have you any other family holidays that have been important or...</p> <p>B: <u>Norfolk? Sheringham and Cromer,</u> (1) [(unintell)]</p> <p>N [Mmm. Are those places] you've been too often then? - more than once, or...</p> <p>B</p> <p><u>Yeah</u>, yeah ((neutral face, looking to L of screen))</p> <p>N</p> <p>yeah.</p> <p>M</p> <p>[(unintell)]</p> <p>N</p> <p>[So tell me about those] and why they're important.</p> <p>B</p> <p><u>We've got friends down there</u></p> <p>N: Mmm</p>	<p>3</p> <p>Thinking about significant places in the past:</p> <p>Norfolk as a family holiday destination</p> <p>Theme5: Theme2: Fab: Family friends there; peaceful there; everyone more relaxed.</p> <p>Theme4: Medical/ anxiety</p> <p>Sju: calm expression/ thoughtful/ wistful to match calmness there?: 'a nice place to be'. Links to lack of stress there – something that is important for B? – to feel less stressed?</p> <p>Theme2: Looks to M to reinforce what he says – looking for agreement/ approval/ support?</p> <p>Family friends – important to the family and B.</p>

B: Don't know...quite peaceful really ...isn't it?
((head turned towards M)) A nice place to be.
((neutral face))

M: Yeah. ((B nods))

N: Why...How'd you find it peaceful? What? What is it about...?

B: ((laughs, looks down then up to L)) Everything seems just a bit ...((turns head to look at M)) more relaxed. No one seems stressed there. ((looks directly at M, smiles)) [Do you think?]

M: [Mmm]

B: ((laughs and looks back to screen))

M: [No, I agree. I agree.]

B: [Just] ((neutral face, turns head to look slightly to L)) the whole atmosphere is a bit more

M: Yeah.

B: Relaxed

M: Mm. And our friends have very laid back

B: yes ((nods, looking to L, neutral face))

M: Aren't they, so yeah.

N: So it seems that you've got extended family and family friends that are really important to you then?

B: Mm

N: that you do things with...

M: Mm

4

N: Any other places that...you've been to as a family? Or that you go to regularly?

M: Center Parcs?

B: Yeah, that was a good one, wan't it? ((looking to L towards M, slight smile))

M: We've been in quite a few times to Centre Parcs. ((nodding, looks down to front))

N: Oh, Centre Parcs yeah. What do you enjoy doing there?

4

Thinking about significant places in the past:

Theme4: Center Parcs – empowerment theme as these experiences have allowed B to try a range of activities and develop a range of strengths/ skills.

Theme2: Fab: deflects question to M but then answers it himself

B: Um, (4) ((gradually turns heads towards L towards M, smiles then looks directly at her as asks the question)) what do we do there really? **We cycle** ((smiles, looks to front/ screen))

M: We cycle, yep

B: Yeah, Um, ((looks forwards, slightly R, smiling))

M: Something you're really good at when we go?

B: Which is....((looking at M, smiling))

M: clay pigeon shooting?

B: **Yeah, well** it was laser clay pigeon shooting ((turns to look downwards as nods head))

M: laser clay pigeon shooting, yeah. ((leans heads slightly to L, still looking down))

B: Um, (.) climbing ((looks at M, smiling))

M: Climbing

B: first time I'd been climbing ((looks to front, smiling, then towards L))

M: Mmm ((moves head back round to front, scratches head with R hand, looking down and to R))

N

And have you done that again since?

B: **Yeah,** did it for a while after that didn't I? ((turning head to look towards M, neutral face, then to L of screen but into the distance))

N: Mm

B: [Then]

5

N: What are some of your hobbies then?

B: **Mm, airsoft** ((shrugs, smiles, looking to L and down, shakes head, smiling)) that's about it.

N: Say that again sorry

B: airsoft ((looks at screen, neutral face))

N: What's that?

B: Like paintball, ((looks far away to L)) but not paint balls. ((looks at M and laughs as talks, then back L of screen to corner of room))

Theme4: Fab: Climbing – became a hobby; Laser clay pigeon shooting – M says he was good at this – validation from M; Cycling

Theme2: Sju: Looking to M for validation/ support throughout. M giving space for him to respond.

Holistic-Content: Turning points; story outline: Family events in B's childhood

5

Shift in topic:

Theme5: Hobbies: Airsoft

Fab: Airsoft – B describes this for me

Sju: sense that this is what he thinks is most significant to him at the moment – central to identity: Fab: 'that's about it'.

Theme2: When responding to me directly – more neutral face- suggests anxiety about

<p>N: [Oh OK]</p> <p>B: <u>[It's got little] plastic balls instead of paint balls</u> ((looking at screen, neutral face))</p> <p>N: Right. And is there like just one...one or two places you can do that, then I've not heard of that before.</p> <p>B: <u>No there's loads of places.</u> ((looking to L of screen, neutral face))</p> <p>N: Ooh, are there?</p> <p>N: And you go in a team or...?</p> <p>B: <u>Yeah I go with er friends</u> ((looks down then to screen, neutral face, then away to L))</p> <p>N: So is that something you do quite regularly then?</p> <p>B: Yeah, every Saturday ((looking away to L, slight nod, neutral face))</p> <p>N: Oh Wow! And is it the same group of friends or different friends or different [friends]?</p> <p>B: Er, Yeah ((nodding still looking away to L, neutral face)) it's the same group of friends.</p> <p>N: Mm ((looks to screen briefly, still nodding))</p>	<p>speaking to me which explains the reason M is with him throughout?</p> <p>Theme 1 Identity: Humour: Describing it as being like paintball when there are no paintballs strikes B as funny – irony of this makes him laugh</p> <p>Sju: Emphasis on 'loads'</p> <p>Holistic-Content: Turning points; story outline: Airsoft has been an important hobby for B – promotes connection with friends; independence; empowerment</p>
<p>6</p> <p>So you said you tried climbing, and then you've done it again? So is climbing something you've done a few times or...?</p> <p>B: <u>Yeah</u>, so I did it. ((looks up and slightly to R of screen, then moves head to L as talks)) And <u>I took lessons for my Duke of Edinburgh.</u></p> <p>N: Oh, Okay</p> <p>B: <u>and then... didn't do it anymore.</u> ((looks towards M, slight smile, slight laugh))</p>	<p>6</p> <p>Shift in topic: Theme4: Hobbies: Climbing - briefly Holistic-Content: Turning points; story outline: DofE</p> <p>Theme4 Empowerment: as these experiences have allowed B to try a range of activities and develop a range of strengths/ skills.</p>
<p>7</p> <p>N: Yeah. What else did you do for your Duke of Edinburgh?</p> <p>B: <u>Um...(2) What was it?</u></p> <p>M: <u>Your expedition?</u></p>	<p>7</p> <p>Shift in topic: Hobbies: Duke of Edinburgh Award - expedition</p> <p>Deflects question to M</p>

<p>B: Well yeah, ((looking at M, rubs chin with side of R hand, looks to front then back to L,)) but... <u>Yeah</u>. ((rests R hand under chin briefly, looking up to L))</p> <p>N: How did you find that? Something you enjoyed or... challenging or?</p> <p>B: (2) Don't know, <u>it was quite fun</u>, it wasn't that bad</p> <p>N: What? So what.. what did you, what do you like about that? What What was it that you liked about the expedition?</p> <p>B: <u>The sleeping probably</u> ((looks to L, smiles when M laughs, then looks down, smiling))</p> <p>M: (((laughs)))</p> <p>B: [<u>The actual walk</u>] wasn't great. ((looking down, smiling))</p> <p>N: Not the, not the walking?</p> <p>B: <u>But, I mean</u> <u>getting the tents up and whatnot, that wasn't bad.</u> ((scratching chin with L hand, looking slightly to L and above screen))</p> <p>N: Yeah. And you enjoyed the sleeping, not just because you were tired, but because it was with friends? Was it?</p> <p>B: <u>Oh, no, it's probably because I was tired</u> ((smiling, looking to L then L and down))</p> <p>N: You were tired</p> <p>B: Yes</p>	<p>Holistic-Content: Turning points; story outline – DofE with peers</p> <p>Non-committal feeling about expedition –</p> <p>Theme3: Uses humour sleeping best – rather than the walking – but he meant putting the tents up and the camping experience.</p> <p>Theme1: When I attempted to probe this 'because it was with friends' – B refuted this by saying it was just because he was tired.</p> <p>Theme4 Empowerment: D of E experiences have allowed B to try a range of activities and develop a range of strengths/ skills.</p>
<p>8</p> <p>N: Is camping something that you... you've done before, or you enjoy doing?</p> <p>B: <u>Um, we've done it before.</u> ((looking to L of screen)) <u>but we don't do it a lot</u> really. ((looking to M))</p> <p>M: Not now. We did it a lot when you were younger. [yeah, yeah]</p> <p>B: [<u>Yeah</u>]. ((looks down to L)) But I mean <u>it is fun</u>. ((looks down))</p> <p>M: Mm</p> <p>B: <u>When you get the tent up</u> ((looking down, nods for emphasis on 'when...up'))</p>	<p>8</p> <p>Shift in topic: Hobbies: Camping Fab: has enjoyed camping with family in past. Holistic-Content: Turning points; story outline: Family events through B's childhood Sju: Identity - Humour – implying that it isn't always easy to get the tent up. Enjoys making M laugh.</p> <p>Narratives shared between M and B – make B feel safe; able to use humour; validated.</p>

<p>M: Yeah [(M laughs)] [(unintell)] ((looking down, smiling))</p> <p>N: So is it the... I don't know... what is it about camping that you've liked in the past?</p> <p>B: <u>No idea.</u> Well I never really wanted to go camping. ((looking to L)) <u>And then we get there. And then I'd like it.</u> ((looks to M))</p> <p>N: Yeah...Is it the fact that you're sort of outside or the fact that it's quite fun cooking on a camp[stove]?</p> <p>B: [<u>Yeah</u>]. ((looking at M, nods, smiles)) <u>I think that's it</u> ((M looks at him and he looks away still slightly to L of screen, smiling))</p> <p>M: Mm</p> <p>B: <u>yeah</u></p> <p>N: So sleeping in the tent</p> <p>B: ((looking at M, slight smile)) <u>nice way to wake up first thing</u>, being</p> <p>M: yeah. And you used to love it when you were younger. ((rubs nose with side of R hand, looking to L of screen)) Just run around ((glances at screen, then looks slightly down to L)) safe campsites and <u>you made friends with everybody.</u></p> <p>B: <u>hmmph</u> ((looks at M and smiles))</p> <p>M: And then we'd be like, Where's Callum? And he was having breakfast ((laughs and looks to screen)) with somebody in a caravan somewhere ((looks at M smiling))</p> <p>N: ((laughs))</p> <p>M: It would be just.. he'd just invited himself. ((M laughs))</p>	<p>Theme1:C: Story about B being sociable in the past and making friends easily – links to Theme2:R: Reflective and Responsive – family narrative – to promote Theme4:E: Empowerment</p>
<p>9</p> <p>N: So it sounds like you're very sociable then.</p> <p>M: Mm</p> <p>B: <u>was,</u></p> <p>M: Was, Yeah</p> <p>B: was</p> <p>N: Yeah. So you don't think you are as much now?</p>	<p>9</p> <p>Shift in topic: Exploring B being sociable</p> <p>Holistic-Content: Turning points; story outline – first time that anxiety is mentioned</p> <p>OBS: Anxiety – caused B to socialise less – has affected Theme1:C:</p> <p>Fab: Used to be sociable – not now – emphasised this by repeating. Says he is anxious</p>

<p>B: <u>I'm quite anxious, I'd say, around that sort of stuff.</u></p> <p>M: Mm.</p> <p>B: But. (1) <u>Yeah</u></p> <p>N: Do you think ...so... Wh, what do you think's changed then?</p> <p>B: Er, ((short blow out, looks towards M, slight smile then back L of screen, slight shake of head, neutral face)) <u>I don't know.</u> Just ...ho, honestly, I have no idea. ((slight shake of head, looks to L, then to M as she turns towards him))</p> <p>M: Yeah...Well, I can.. I ...I...Can I input? Is that okay?</p> <p>N: Mm</p> <p>M: Or would you rather I'd</p> <p>N: I'd love you to because I'd love to know what you've got to say. But it's Yeah, it should just be really B.</p> <p>M: Mm.</p> <p>N: But don't worry.(3) I would love to know what you got to say. It's not that it's just, mm, yeah, probably I need to hear his perception of it all.</p> <p>B: <u>Don't want to say</u> ((speaking to M))</p> <p>M: Mm ok (to B)</p> <p>N: Yeah, just tell me what you're comfortable with. You don't need to...</p> <p>M: Mm</p> <p>N: feel pressured to say anything.</p>	<p>Sju: M asks to explain – I explain that it needs to be B's narrative.</p> <p>B does not explain the change – 'I have no idea' – too difficult; too complex; too reticent/ shy? Tells M he doesn't want to go into it.</p> <p>OBS: The hospital experience is mentioned – but at this stage B does not want to elaborate – which is at the root of experiences of anxiety.</p>
<p>10</p> <p>N:</p> <p>So you've said lots of different important places. What about places that um maybe are closer to home that you might visit? Just as part of everyday life? Are there any places (1) like that? (2) Like certain I don't know, shopping centres or parks or places you go to with your family or friends?</p> <p>B: <u>No</u></p> <p>N: Not really just round the house, or sort of around the neighbourhood?</p>	<p>10</p> <p>Shift in topic: Significant places in the locality</p> <p>Fab: used to go to the park a lot with friends. Died out when went to secondary school as the hours were long and he had less time to meet up after school.</p> <p>Sju: some regret? Went to a different school to his friends – perhaps this contributed?</p> <p>Theme1:C: reduced social connection;</p> <p>OBS: due to anxiety</p>

<p>B: Well, I used to ((looks to M who nods)) used to, actually yeah, ((looks to screen)) I used to go to the park a lot with friends. ((looks to L, neutral face)) And then I went to my secondary school and the school hours were really long so and I never got to</p> <p>N: Mm</p> <p>B: meet so much anymore and it died out a bit and it didn't. ((nods and turns slightly more towards screen but still L))</p> <p>M: Mm</p>	
<p>11</p> <p>N: So what ...Yeah, so so let's think about um, if you think of anything else in terms of places or events...is there.. is there some ...any other significant events, anything that's happened in your life that you'd say, Oh, yeah, I could put my finger on that. I mean, some people have got say, going to playgroup, or going to primary school or going to secondary school or a particular time they started a club, or, or is there anything like that for you, any events that happened?</p> <p>B: Well. ((looks at M smiling, M nods vigorously)) Yeah, ((looks to L)) I don't really want to go into detail or anything, [because it's hard] ((looks down slightly to L, to front))</p> <p>N: [Mm]</p> <p>B: it's not not nice to speak about, but what year was it? ((looks to M)) 20...?</p> <p>M: 2017 ((M very serious face))</p> <p>B: I went in for a food challenge, ((looking to L, neutral face)) and it all went a bit wrong. I think that triggered a lot of stuff. ((looks to M))</p> <p>N: And was that at school then B?</p> <p>B: Er, No, it was (.) it was like um, ((looking upwards to L, neutral face))</p> <p>M: at hospital ((quietly to B))</p> <p>B: it was at hospital ((raises head upwards and eyes looking skyward)) and it was to see if I could eat baked egg, ((looks back to L)) because I'm allergic to egg. ((glances to screen, then down to L))</p> <p>N: Oh, okay.</p> <p>B: Yeah.</p>	<p>11</p> <p>Shift in perspective: Exploring the reasons why meeting friends on the park stopped</p> <p>Holistic-Content: Turning points; story outline: hospital experience is a significant turning point/ life event</p> <p>OBS: Major challenge – identity story – major defining event in life</p> <p>Fab: Does not want to go into detail. Food allergy testing in hospital went wrong – ended up with PTSD and this caused anxiety which changed the way he was able to access social situations, interact and socialise. Referral to CAMHS</p> <p>Sju: Assertive enough to be able to express himself – his parameters. Lots of pain in this narrative – almost seems more for M than B?</p> <p>Starting to look a bit more at screen now that M is not speaking as much</p> <p>Fab: became more anxious at school and especially in relation to medical interventions in Y8</p> <p>Categorical-Form Emotional Content - B's choice of vocabulary clearly communicates the emotion; then directly refers to the emotions around this incident; The three second pause before he says 'anxiety' and the way that B seems unable to say the word 'hospital' without a prompt from his mum reinforces the negativity surrounding this event. B sometimes uses intensifiers in</p>

N: So it's allergy related thing?

B: Yeah, yeah ((looks down to L neutral face))

N: Mm. And you.. you didn't and...something...It ...it was... it wasn't very nice for some reason?

B: Yeah. ((looking to L neutral face))

N: Yeah. Okay. So, so don't go into that. But... But how did it change things for you afterwards would you say? What? What do you think you felt like afterwards, after that event?

B: Well, I ended up having to go to CAMHS ((moves head up and down again for emphasis, still looking to L)) which then I was diagnosed with PTSD ((turns head for emphasis towards screen briefly as says this)) and (3) anxiety ((looks to M))

N: Mm.

B:
So

N:
Yes. Yeah Okay. And ...so that sounds like that was a significant time for you? ((nods)) Yeah. And so, what year would you have been in then, four years ago?

B: 7?

N: Yes, so that just coincided with you going to secondary school as well. ((nods)) Yeah. So did you find secondary school...? How did you feel about that? Um, in year seven? So apart from the hospital side?

M: I think it was year 8 actually, B

B: Year 8, yeah

N: Yeah, OK. So did it change how you felt about school?

B: I definitely became a lot more anxious about stuff. ((looks towards M)) Especially anything to do with medical stuff. ((looks to screen, neutral face, slight nods as talks))

N: Mm

B: (unintell) as well.

N: Yeah – I can see that.

13

this episode to indicate the magnitude of emotion that he experienced, for example: 'definitely'; 'a lot' (more anxious). uses de-intensifiers to minimise emotion, which may be because the experience was so traumatic that he is actively avoiding reconnecting with the intense feelings that were triggered at the time, for example: The use of 'nice' and 'a bit' which understates the changes that this event caused in his life

False starts, hesitations and repetitions: indicate the level of emotion associated with the events, or that he is uncertain or reluctant to put his view forward, which could link to humility or reduced confidence, or suggest that he is experiencing anxiety during the conversation

13

But if we think about the bike, let's think about the spokes of the back wheel. So this again, is in the past, and you've mentioned some of these already, but I'm wondering now about who has been important to you in your life. Who's significant. So mostly it'd probably be the people who've been significant in a positive way. But there might be some people that stick out that were significant in a negative way. So you know, who sticks out for you in the past?

B: So in the past, and not present, ((looking at screen))

N: past up to the present, so it can still be in the present,

B: yeah.

N: Yeah

B: Definitely my grandma would you say? ((looks at M then to L))

N: Is that your mum's mum or your dad's?

B: My Dad's mum.

N: Mm.

B: Um

N: And what about her? Why is she important to you?

B: She was just very funny. ((glances to screen)) I used to go and stay ((looks to L then glances at screen)) um at hers a lot ((moves head to L for emphasis)) while you worked. ((glances at M)) Go on holidays and stuff. ((glances to screen then looking to L)) Used to go down to the skate park ((neutral face)) sometimes, yeah.

N: Also skate... skateboarding? Is that something that was something you've done?

B: used to ride ((glances to screen then to L)) my scooter a lot. Again, ((shakes head, looks to L then down to L)) not any more really ((facial expression seems sad))

N: Mm

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And so your grandma is one person. Who else would you say?

Shift in topic:

Thinking about significant people on the back spokes: Grandma

Theme1:C: Fab: asks for clarification.

Suggests grandma. Used to take him to the skate park, funny, looked after him while M at work

Theme3:H: humour again

Sju: emphasis on grandma – 'definitely'.

OBS: Anxiety: Sense of loss/ change again

'used to' ride scooter/ skateboard – links to

Theme2:R:

14

Shift in topic:

Thinking about significant people on the back spokes: other family members

<p>B: My mum. My dad. ((nods head for emphasis as says M and D, looks towards M then to L)) Um, Both granddads. ((looks at M, scratches head with R hand)) Rob probably.</p> <p>N: Who's that?</p> <p>B: Um, He's my uncle. ((looks at screen)) Um. Got a lot of people.</p> <p>N: Are there? It sounds like you've got a lot of people in your life.</p>	<p>Theme1:C: Fab: M, D, both grandads, R</p> <p>Sju: Emphasis with non-verbal communication for these people eg nodding, tone of voice, looking at M</p>
<p>15</p> <p>B: Yeah, my friends</p> <p>N: So who sticks out in terms of your friends, which are your Saturday friends?</p> <p>B: Er Charlie, probably. ((neutral face, looking to L)) So yeah, he's a good friend. <u>We always check up on each other.</u> ((slight smile))</p> <p>N: Ahh</p> <p>B: Make sure we're alright. Which is nice. ((nods))</p> <p>N</p> <p>Yeah, that's nice friendship. And is there a group of you that go?</p> <p>B: <u>Yeah</u> ((nodding))</p> <p>N: yeah. And are they friends that are at school as well, or...?</p> <p>B: Um, one of them was at my secondary school and then left early but I stayed in contact with him. ((glances at screen, moves head around as mostly looks to L))</p> <p>N: Mm</p> <p>B: <u>And Charlie, I got introduced to from that friend.</u> ((glances at screen again, nods head as talking)) And then Louis, I met in secondary school ((glances at M)) and he was (1) Yeah. ((looks downwards to L))</p> <p>N: Are any of them... still with you then at secondary school?</p> <p>B: Er, no, <u>I've gone on to college now.</u></p> <p>N: Of course, yeah, sorry.</p> <p>B: So all of them ((looks up and then head nods looks to screen for emphasis on 'Yorkshire')) live in the Yorkshire area</p>	<p>15</p> <p>Shift in topic: Thinking about significant people on the back spokes: Friends</p> <p>Theme1:C: Fab: Charlie, Louis Checking up on each other is important as a friend Sju: some sadness? Nostalgia? Theme1:C: friendship is important – meaningful relationships – caring for each other is the priority</p> <p>Fab: Went to same secondary but not college. Charlie is a friend of a friend. All friends live in Yorkshire and B's college is in XXX</p> <p>Theme2:R Sju: Supportive of listener – explaining carefully</p>

<p>N: Oh, Okay,</p> <p>B: <u>College</u> is in Mansfield so</p> <p>N: yeah</p> <p>B: yeah.</p>	
<p>16</p> <p>N: Mm, Okay, so there's lots of family friends - you've got some family friends in Norfolk it sounds like and you've got some family in Australia. Are there any other groups around that you ...that are important to you?</p> <p>B: Are there? ((to M))</p> <p>M: Well I don't know (.) there are aunties and uncles... cousins.</p> <p>B: Yeah, <u>yeah ((looks down to L)) (4)</u></p> <p>N</p> <p>Yeah. Oh, you've got loads of people [haven't you?]</p> <p>B: [They are important to me]</p> <p>N: Sorry.</p> <p>B: <u>I think, they're all important to me. But there's no, there's like, no, none like pop out. ((lifts R hand as says 'pop out', looks at M and then back to L))</u> Yeah.</p> <p>M: Yeah. ((nods))</p>	<p>16</p> <p>Shift in topic: Thinking about significant people on the back spokes: Family friends and extended family</p> <p>Theme1:C: Fab: family friends in Norfolk Family in Australia Uncles and aunties, cousins Nobody sticks out – important to him as a group/ in the background Sju: 'I think they're important to me'</p> <p>Theme4:E: Deflects question to M.</p>
<p>17</p> <p>N: Yeah. Yeah. And what about, I don't know, fictional characters or um celebrities? Are there any people like that, that you... that inspire you or that you...look up to?</p> <p>B: <u>I mean, ((looking at M, smiling)) I don't (1) really (2) ((looks to L slight smile)) look up to any celebrities ((eyes up to ceiling))</u></p> <p>N: No. What about any, any people at school? Any adults or any staff? Or in the past? Or in the present? Anyone in those places?</p> <p>B: (6) <u>Probably not.</u></p> <p>N: No, Nobody sticks out.</p>	<p>17</p> <p>Shift in topic: Thinking about significant people on the back spokes: Celebrities/ fictional characters</p> <p>Theme3:H Fab: is not inspired by celebrities or any adults from school.</p>
<p>18</p> <p>Okay. Oooh, any pet, any pets?</p> <p>B: <u>Yeah,</u></p>	<p>18</p> <p>Shift in topic: Thinking about significant people on the back spokes: Pets</p>

N: Yeah. Have you got any important... Who have you got?

B: Um, So I had two rabbits. ((looking at screen, neutral face, head moving as talking)) But, unfortunately, one of them died ((nods as talks, looks away to L))

N: Aah

B: So I have a rabbit. And then a dog that died last year. ((looks at M)) [was it?]

M: ((nodding))

N: [Aah]

M: Yeah, he died last year.

N: Was...was he an old dog?

B: Yeah.

N: Aah. That was...must be really hard.

B: He's older than me.

N: Aah. Yeah, they're really part of the family aren't they?

B: But now I've two current dogs. Very small. ((looks to L, slight smile, jiggling head as talks))

N: Have you?

B: Very loud ((smiles, nods as speaks))
(M and N laugh)

N: What sort of dogs are they?

B: They're Border terriers. ((looking to L))

N: Oh, and what are their names?

B: Um, Duke and Roxy. ((looking at screen))

N: Aah.

M: We kind of thought it might be a nice name, because we'd had a Rocky but it just means we get all the names mixed up now. ((all laugh))

B: Duke gets called Rocky, Roxy gets called Duke, it's all over the place!
((all laughing, B looks to L with broad smile))

Theme1:C Pets

Fab: one rabbit, one rabbit died; old dog died last year – was older than B

Fab: Now has two young dogs: Border terriers: Roxy and Duke

Theme3: Humour

Lots of laughter in relation to his two dogs; their names; getting names muddled up – family narratives. Links to **Theme4:E:**

<p>N: Well, do you ever get called Rock? Rocky, or Roxy then? ((B and M laughing))</p> <p>B: I have been before, yeah, When my dad calls me, he'll go, Rocky, B! ((nodding and laughing, looking to R, shakes head as smiles))</p> <p>N: Aah. I know how that feels!</p>	
<p>19 N: Okay, well, if we think about the bicycle frame now. So what I would want to know for your bicycle frame because that holds the bike up. So we're gonna think of the bicycle frame as being all your strengths and all your values. Everything that holds you up in the world, really? So can you think it's quite hard to think of your own strengths and values,</p> <p>B: It's just, it's just one thing I can't do for some reason. ((smiling, glances at M, then down to L))</p> <p>N: Okay. Well, I know it's really tricky. So I've got some, I've got some cards that we can look at that might prompt you. Um, Some of them might relate to you and some of them might not. So don't worry, you know, either way. It's just a way of sort of thinking about it. Because it's hard to just pluck things out of your head. But to start with, so what would you say, What would your mum say? Or your grandma or somebody who's close to you (.) about? If they were talking about you in a really positive way? What would they say? Or is really...</p> <p>B: I don't know. What would you say? ((looks at M, smiling))</p> <p>M: That's not fair. ((both laugh)). I'm tell, I tell you all the time. ((B looks up to L, eyes upwards, smiling))</p> <p>N I think actually, for this bit, we could actually get your mum's view on this because</p> <p>B: I know what you call me all the time: loud. ((M and B laugh))</p> <p>M: But if we were talking about strengths, so I tell you that you've got a fantastic sense of humour ((screws nose up but with a smile, looking down))</p> <p>N: I can pick that that up already. Yeah.</p>	<p>19: Shift in topic: Bicycle frame: strengths and values: Humour</p> <p>Theme4:E: Confidence?: difficult to talk about strengths Fab: Deflects question to M – he is reflexive but also humble – perhaps has struggled to think about positive aspects of self since his hospital experience Loud</p> <p>Theme3:– identity: enjoys making M laugh Fab: M suggests sense of humour as first strength – salience of this as an aspect of B's identity</p>
<p>20 M: Um, then I think you're really empathic ((looking down, slight smile)) that you're really able to think about other people's feelings and care about them,</p>	<p>20: Shift in topic: Bicycle frame: strengths and values: Empathy</p>

<p>((slight nod, squeezes R side of lips and pulls them to the R)) which I think it's unusual for somebody your age. I think you're brilliant at that.</p>	<p>Theme2:R Theme1:C</p>
<p>21 M: I think you're really reflective. So you really take the time to think about things and say them in the right way ((still looking down, neutral face)) or think about things that have gone wrong. And you're able to put them right and say sorry, which I think's amazing again, for a young person of your age,</p>	<p>21: Shift in topic: Bicycle frame: strengths and values: Reflective: awareness of when things have gone wrong – able to apologise and repair situations Theme2:R Theme1:C</p>
<p>22 M: I think you're really loving.</p>	<p>22 Shift in topic: Bicycle frame: strengths and values: Loving Theme1:C</p>
<p>23 I think you're really really really bright and clever and intelligent ((screws up R side of face and screws up nose slightly as if disagreeing, but smiling)) In fact, highly intelligent. Like you know so much about so many things. B: I know a lot about some things ((looking down, nods head as talks for emphasis on 'some', slight laugh)) M: OK. Well, I can name quite big list B. ((laughs)). M: Cars, artillery, World War One, B: Yeah ((looking down)) M: World War Two. You know. There's a big list. N: Loads of things. Yeah. B: ((nods, looking down. Smiling)) (unintell) alright M: Yeah B: Thanks. ((laughs)) N: Very modest as well M: Loads of strengths, yeah ((B nodding))</p>	<p>23 Shift in topic: Bicycle frame: strengths and values: Intelligence; having knowledge Theme4:E: Fab: modesty in his response to this so many things – 'some things'. Sju: Theme3 humour– to respond to being told about his strengths</p>
<p>24 N: So this one, this first one, it sounds like I already know the answer to this this one. Can you see that social intelligence? So it's about um reading the situation socially, and, and understanding how people are feeling and being able to respond?</p>	<p>24 Shift in topic: Bicycle frame: strengths and values: Social Intelligence Theme2:R Fab: accepts that this is a strength</p>

<p>B: I think, I think I'm quite good at that. Yeah. I, I, yeah</p> <p>N: Yeah, it sounds like it - if you're empathic and reflective, it sounds like that you'd be good at that.</p>	
<p>25</p> <p>What about this one? self control. I think it says sorry, if you can't see. ((looks intently at screen to see card))</p> <p>M: Self control and self discipline (1) Mmm ((B and M both laugh, B leans right down to the front, holding onto one of the arms of his chair, then sits up again smiling, looking to R))</p> <p>N: What do you think B?</p> <p>B: Probably not, no.</p> <p>N: So where would you find that difficult? in what situation?</p> <p>B: Um, When I'm frustrated ((looks to L))</p> <p>N: Mm</p> <p>B: I think, I don't know. ((looking ahead)) I don't think about what I'm doing when I'm doing stuff ((looking up to R)) or what I'm saying sometimes. It's been better recently. ((looks to M))</p> <p>M: Mm (agreeing)</p> <p>B: But it used to be bad. ((nodding heads as turns back to front, eyes wide))</p> <p>M: Mm</p> <p>B: I, When I used to argue with my mum I used to say I hate you ((looking up to R)) and stuff like that, ((looks round to L)) and</p> <p>M: Mm</p> <p>B: and just stuff I don't mean, ((emphasis, looks to screen, then to L)) but I just said without thinking, so ((looks down to L, neutral face))</p> <p>(M nods)</p> <p>N: and when, when did that you use to happen more and since when has it stopped happening as much then? (5)</p> <p>B: ((looking at M)) When was the last time it was really bad? ((emphasis on really))</p>	<p>25</p> <p>Shift in topic: Bicycle frame: strengths and values: Self control and self discipline</p> <p>OBS:</p> <p>Emotional regulation – linked to stress Impulsivity – M named and mentioned</p> <p>Fab: acting and speaking without thinking – when frustrated. Better more recently. Said I hate you to M - without thinking – didn't mean it. Worse when stressed eg GCSEs, lockdown learning; hospital experience. M stated that B has been impulsive since young.</p> <p>Theme3: Sju: Lots of laughter about the idea of B having self-control – use of humour. – Family narratives to increase sense of belonging Theme1:C and empowerment Theme4:E</p> <p>Theme2:R: Self- awareness – able to identify that this is worse when frustrated.</p> <p>Holistic-Content: Turning points; story outline: GCSEs and hospital experience are significant turning points/ events</p> <p>OBS: School as an obstacles– pressure of GCSEs</p> <p>OBS: Hospital experience as an obstacle – resulted in anxiety</p> <p>OBS: Self-control; impulsivity; emotional regulation identified as obstacles – link to Med context – EF skills – M says these have always been obstacles for B</p>

M: ((shaking head)) Well, I think you know, lockdown learning and then getting ready for your [GCSEs ((looks back down to front)) was a very difficult time.]

B: [Yeah. Yeah.] ((turns head from L to R, nodding, raises R hand to scratch nose, nods as looks at screen, scratches right side of face with tips of R fingers, looking upwards to R, head on one side))

M: Um, As was [when you'd had your hospital experience. Yeah]

B: [It's been since] after my GCSEs] ((turning to look towards but above screen, nodding)) and I've been a lot less stressed out. ((moves R hand up for emphasis as talks, looks above screen))

M: Mm. Yeah, I agree. More when you're stressed?

B: Yeah. ((nods, looks below screen))

M: Mm

N: And is that something that you'd say about yourself from when you were little as well? Or did it only start to really happen that you found self-control difficult when you were older?

B: [No idea about when I was little.]

M: Yeah, you struggled when you were little. ((looking at M, slight smile))

B: OK

M: So we're kind of talking about [impulsivity, really]. ((B has a drink)) And you would act without thinking for a very long time. ((looking at screen)) Probably until you're up about to about 12 even in in dangerous situations. ((scratching R side of chin with finger tips of R hand))

N: Mm. Yeah, okay.

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N: So what about this, this? I don't know if this links a little bit but it says rational, rational thinking and having good judgement.

B: [Yeah, no, yeah. Yeah.] ((smiling, looking down to L))

N: Sounds like you do

B: [I don't know why I keep on looking at you.] ((smiling, looking down))

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Shift in topic: Bicycle frame: strengths and values: Rational thinking and good judgment

Fab: accepts this as a strength; comments on why he looks to his M

Theme4:E:

Theme1:

Sju: Interesting he is aware he looks to M – he did this up until now without

<p>M: I don't know - to see if I approve or agree.</p> <p>B: You probably you know me better than I know myself.</p> <p>M: Mm ((shaking head)) No, ((Looking at M, smiling))</p> <p>B: I think I think you do, because...sighs ((smiling, nods as talks, looking down to front)) (1) I don't know.</p> <p>M: I would agree with you completely. So you obviously know yourself really well ((laughs))</p> <p>N: Yeah, so rational thinking or having good judgement. How does that show itself? Can you think of any examples?</p> <p>B: What examples are there? ((quietly, to M))</p> <p>N: For example, sometimes it can show itself in whether you can judge people's character well, and whether you you know, good at deciding who who's good to mix with for you and who isn't and</p> <p>B: Oh yeah, ((looks to M, slight smile, nods)) I've got a good group. I've, yeah, mm. ((nods, looks slightly to L and down))</p> <p>N: You've got a good group of friends?</p> <p>B: Yeah. ((slightly raises eyes to L))</p>	<p>acknowledging it – probably needed to deflect to her/ check she agrees – due to reduced self-esteem - anxiety?</p> <p>Fact that he is overtly mentioning this could suggest his confidence is developing during the meeting</p> <p>Theme2:R – able to think about his responses and interactions; reflective.</p>
<p>27</p> <p>N: Mm. Okay, what about this one, this is a bit linked. It says prudence, being sensible and cautious</p> <p>B: ((both M and B laugh, B turns head right round to the L to look behind him then back to front and down)) Occasionally ((laughing)) I wouldn't say sensible ((laughing, looks at screen)) I'd say cautious when it comes to things</p> <p>N: Mm</p> <p>B: (.) but not sensible. In college I am to be fair ((looking to L)) , a lot more than I have been ((has a drink))</p> <p>M: Mm</p> <p>N: Mm</p> <p>B: In secondary school I didn't want to be sensible cos it was boring ((looking at M smiling)) but, but ((looks down then to L, neutral face)) how I'm doing</p>	<p>27</p> <p>Shift in topic: Bicycle frame: strengths and values: Prudence, caution</p> <p>Fab: not sensible; but cautious in college more than in school Theme3:H</p> <p>Theme1:C with mum</p> <p>OBS: Not able to focus – described as due to boredom; EF skills?</p> <p>OBS: Anxiety referenced – being cautious</p> <p>Sju: Talks about lack of caution being a choice in secondary school – because had to lots of things that he wasn't interested in.</p> <p>Fab: Boredom leads to not being sensible</p> <p>Sju: Interesting that he blames himself for this – rather than thinking that the school should have ensured he was not bored/ tried to engage him more/ the school should have allowed him to take more</p>

all stuff I'm interested in it's (3) ((sighs, looks back at M)) a lot better.

N: Yeah. That's Interesting. Yeah. So when you weren't as interested in something you made decisions that weren't as sensible

B: Mm

N:
because... why was that then?

B: Cos I wasn't bothered? ((slight laugh)) I think that's just the truth really ((looking down)). I just wasn't bothered about what I was doing. ((shaking head, looks at M))

M: Mm

N: Mm

B: So I just wanted to (3) just, have fun and just talk cos I was getting bored with

N: hmm yeah, so it was sort of a way of getting out of a boring situation?

B: Yeah, yeah ((nodding, looking at screen, then down still nodding))

N: Okay, um it's hard at school isn't it before you end up choosing your subjects because you're being forced to do things that you're not always that interested in?

B: Yeah, even with GCSEs. ((coughs, looks to R)) Yeah, even with GCSEs it was (.) ((looking down to front)) pretty very bad ((looking at M, scratching head above R ear with R hand))

N: Yeah, cos you still have to do some that probably wouldn't choose I guess. Which were the ones that you found most boring or or maybe difficult or?

B: Maths. (1) Big time. Um, English and (1) probably (3) What else

M: Music?

B: Music Yes. Yes ((smiles, lifts R hand for emphasis as talks, looks to screen then to R and nods, then rests head on R hand and looks down))

N: You didn't like that so much.

B: No

appropriate subjects/ differentiated to make it more practical?

Theme5:FG: Overarching optimism: better since being at college – course more suited to him.

OBS: EF Skills; better focus when he is interested

Fab: lack of engagement was due to being less invested in the subjects. – ability to focus? Wanted to get away from boring situations/ subjects

Theme4:E: Empowerment

Preferred subjects: history, psychology – B has a lot of knowledge about preferred subjects

Difficult subjects: M, E, music,

<p>N: And what were your favourite ones?</p> <p>B: Um, ((touching R index finger to R ear lobe)), head tilted to L, looking to L and down)) History at times, ((looked to M)) psychology ((looked to L)) and (4) probably (unintell) really ((still touching face with R fingers, then scratched chin as looked at M and slight laugh, then looked to L))</p> <p>N: Well it sounds from what you just said about your interests and your knowledge that you've you're very interested in history.</p> <p>B: Yeah.</p>	
<p>28</p> <p>N: Okay, what about this one? This is being wise or having a wise perspective (3)</p> <p>B: <u>I'm not sure</u>. I honestly, I'm not sure</p> <p>N: Would people ask you for advice because they think you've probably got good ideas?</p> <p>B: <u>Yeah</u>. ((looked at M, M nodded and B smiled slightly then looked back to front and down, nodding)) Yeah, actually. Yeah.</p>	<p>28</p> <p>Shift in topic: Bicycle frame: strengths and values: Wisdom</p> <p>Fab: didn't recognise this in himself but then said people would ask his advice</p> <p>Theme2:R:</p> <p>Sju: hadn't seemed to consider this before</p>
<p>29</p> <p>N: Mm. Yeah. Okay, what about this one, pers... Persistence or perseverance?</p> <p>B: ((blows out)) Hm. <u>Depends what it is</u>. ((laughs, looks at M)) That's Yeah, that's Yeah, ((looks back to front)) it depends on what it is. I feel like <u>I can't keep myself on track to do something if it's not something that I enjoy</u> ((looking to L, neutral face))</p> <p>M: Mm</p> <p>B: <u>If I'm trying to beat a game I can't, I can definitely do it</u>, ((looking upwards, eyes upwards)) but I'll keep going ((looking towards M)). <u>Because it's something that I enjoy. But if it's like</u> ((glances at M)) <u>trying to learn something in maths,</u> ((smiles, shakes head, looking at M)) <u>I just can't do it</u>. ((looks to front))</p> <p>N: Mm</p> <p>B: Yeah</p> <p>N: Yeah, So what areas would you say you you are really persistent? So obviously games... that type of game, you said. What what other things will make you really, you know, 'Right, I'm gonna do this!'</p> <p>B: <u>I don't know</u> (8) I'm not sure</p>	<p>29</p> <p>Shift in topic: Bicycle frame: strengths and values: Persistence, perseverance</p> <p>Fab: being able to be persistent depends on whether it is something he enjoys/ is interested in</p> <p>OBS: EF skills – being able to focus</p> <p>Fab: able to persevere with climbing even though afraid when there was a mechanism that reduced the fear. – opportunities for perseverance and overcoming fear/ anxiety and experiencing success – linked to Theme4:E</p> <p>Theme2:R – able to reflect and consider perspective carefully</p> <p>Theme4:E: Empowerment – experiences to gain strengths and confidence</p> <p>OBS: managing anxiety: RESPONSE: trying things out and facing fear; then builds confidence and reduces anxiety</p>

N: It sounds like you needed some persistence to do D of E for example, because that's not easy.

B: Yeah, but that was ((looks up to ceiling)) (5) think I didn't find it difficult. ((looks back to front, glances at screen)) So it wasn't like I had to keep on going. ((looks at screen then to L))

N: Mm

B: I knew I could do it.

N: Mm

B: Like walk, however far we were going. So I don't don't think I had a problem with that probably. Honestly, ((shakes head, looking ahead)) not sure.

M: The climbing

B: Yeah, ((looks to R and nods)) actually Yeah, sure. Because I was I was very scared of heights. ((looking to L)) Like horrendously scared of heights...that... four years ago, if you took me on a climbing wall I'd start crying ((looked to screen briefly then to M, slight laugh))

M: Mm

B: And then, Yeah, I ended up doing climbing and then (.) yeah it was good.

N: Mm. So that ...you really persevered with that then even [though it]

B: [yeah] think it's because like, ((looking to L, R hand gesticulating for emphasis, touched R ear with R hand)) when I did actually climb at Centre Parcs, they had these machines ((looking at M)) that did it. You could jump down and that was fun. ((looking down to front)) And I enjoyed it. And then I think that sort of set me up to actually want to do climbing. ((looked at M then to L)) Yeah.

M: Mm

B: But yeah.

N: What were the machines then? Did they get you down if you wanted to.

B: So they were like... ((rubbed face with R hand, looking to M, rested head on R hand, slight smile)) How do I explain it? ((looked to screen, lifted head from hand, used R hand for emphasis/ gestured the actions as talked)) You could jump, and they'd lower you down.

Holistic-Content: Turning points; story outline – family events to build confidence and perseverance

<p>N: OK</p> <p>B: Not slowly, but not like quickly. So if you fell, you didn't get like, yanked. ((looking at M, using R hand to gesture as talked))</p> <p>N: Okay.</p> <p>B: You'd just get slowly lowered. ((looked at M))</p> <p>N: Oh, Well, that's clever. Yeah.</p> <p>B: I don't know, ((looking to screen then M)) I just had fun doing it. And then I just wanted to do climbing from then on really.</p> <p>N: Mm. I suppose it took some of that fear away, did it? The way that [the machine] worked?</p> <p>B: [Yeah].</p>	
<p>30</p> <p>N: Okay, what about this one? Curiosity. Interest in things.</p> <p>B: Yeah. ((looks at M then to L)) Cos I'm quite curious about everything</p> <p>N: Yeah. Do you ask questions a lot about...?</p> <p>B: Yeah ((laughs and nods, looks at M then to the front, M laughing too))</p> <p>M: Yeah</p> <p>B: Specially as a kid. ((still nodding, laughing, looks to M))</p> <p>(M laughing)</p> <p>B: Why? ((looking at M, has a drink)) why?</p> <p>N: Yeah ((laughs))</p> <p>M: Yeah, We always joke about that, because he used to be, but why. ((looking at M intermittently and laughing)) But why? And then I'd answer, but why? And then I'd answer; But why? ((all laugh))</p> <p>N: Yeah. Oh, that's obviously how you've ended up with so much knowledge.</p> <p>M: Mm</p>	<p>30</p> <p>Shift in topic: Bicycle frame: strengths and values: Curiosity</p> <p>Fab: accepts this strength as applying to him</p> <p>Important aspect of identity: interest in the world</p> <p>Theme3:H</p> <p>Theme4:E: - interest in the world – knowledge</p> <p>Theme1:C: Family narratives drawn upon to support idea of B being curious about the world</p>
<p>31</p> <p>N: Okay, what about this one? This one says leadership.</p>	<p>31</p>

B: (6) **In certain things.**

N: Mm

B: Yeah.

N:
What...?

B: **Airsoft. Yeah,** I think,

N: Mm

B: Leadership role, sort of

N: What does that mean then in that context? What do you do?

B: **Get a plan together** really ((looking at M))

N: Mm

B: **Everyone's stood around, I sort of just get a couple of people,** ((looks at M)) like people **ask them to go this way, that way.**

N: That's good. So you get a plan, and then you get it put into action as well by delegating?

B: **Yeah. ((looks to screen then to L then to M)) I think everyone's okay with it, I think everyone's waiting for someone to do it, but noone's done it so I just do it. ((slight laugh, looks to L))**

M: Mm

N: That's a good skill to um develop, a very mature skill. Are there any other situations where you notice yourself doing that?

B: **Um (1) Probably games as well, when I get fed up with everyone.** ((looks at M, smiles))

N: Mm. Is that is that, um games on a computer?

B: Yeah.

N: When you've linked with people? Yeah.

B: Mm

N: So you feel like somebody needs to take the lead and make a decision about something?

B: **Yeah.** ((looked at M then back to L))

Shift in topic: Bicycle frame: strengths and values: Leadership

Fab: Accepts this as a strength; able to make decisions and suggest to other people what they need to do. He is prompted to do this when he becomes frustrated when people in a group are not making a decision/ doing anything.
Enjoys thinking tactically

Needs to have been given opportunities to lead and this did not happen at school – implication that his strengths were not recognised. Cadets provided an opportunity for this.

Theme4:E: Empowerment - being an effective leader

Sju: Parents have provided experiences for him to succeed/ demonstrate and develop strengths **Theme4:E: Empowerment**

OBS: was there an EF obstacle? School worried that B might not be able to focus to be a good leader – but this was not true – expectations were the obstacle – and assumptions - disempowering

OBS: in school – attitudes of school staff:

Fab: ADHD meant that people in school did not trust that B could focus well enough to have a leadership role; **RESPONSE: In cadets they trusted that he could achieve this – ie find empowerment outside school**

Sju: frustration (of M – shared by B?) of the way assumptions are made and expectations are limited by people in power in relation to CYP with ADHD diagnosis

Theme2:R: R

Theme4:E: Empowerment

Problem-solving is a strength

N: Yeah, so like the **problem solving side of it?**

B: Yeah. ((neutral face))

M: Mm

B: **Especially my racing games. I like doing my tactics on that.** ((Looked at M, smiling, scratching head with R hand))

M: I think you're a natural born leader. But I have to say I don't think people allowed B the leadership opportunities in primary or secondary school, because they didn't trust ((looking at M intermittently then to L, neutral face))

B: **other** than in CCF

M: Other than in CCF ((B nodding) then had a drink), they didn't trust that he would be able to **stay focused enough because of his ADHD** ((B looked at M, neutral face)) but they did trust in CCF. ((**B looking at M, nodding**))

N: What's CCF.

B: Mm, cadets

N: Oh, okay, so that's something else you've done.

B: Yeah, I did it. And then COVID came ((looked to screen then to M)) And then they didn't do it. And then I ended up going to college so I didn't have chance to do it again. ((looked to screen then L))

N: Oh, because you have to be a certain age... you can't ...is it under 18? No

B: Yeah.

N: Under 16?

B: No, it's under 18s, **but they don't** do it at college. ((looking at screen then down to front))

N: Aah

B: Yeah, they do at school. So, yeah

N: Well, that's a shame that that had to finish, isn't it?

M: Mm

N: So was it run by some of the teachers in school or was it completely separate people that came in?

<p>B: It was er, so most of the teachers, so the people that ran it were in the military, but they were ...also tended to be PE teachers. ((looking ahead then to M, then screen, neutral face))</p> <p>M: Mm</p> <p>N: Oh, Okay. Yeah. So is that something you might go back to? Could you imagine yourself...?</p> <p>B: Probably not. No. But, <u>it was fun when I was in it</u></p> <p>N: Sounds like you're good at it.</p>	
<p>32</p> <p>N: So I think I know the answer to this from what your mum said. Love, loving and being loved.</p> <p>B: Yeah, ((slight smile))</p> <p>N: It sounds like you're, you've got a lot of people in your life that you think a lot of and that you love and that love you as well.</p>	<p>32</p> <p>Shift in topic: Bicycle frame: strengths and values: Loving and being loved</p> <p>Theme1:C: Accepts this as a strength</p>
<p>33</p> <p>And from what you've said about curiosity, I think I know the answer to this as well. Love of learning.</p> <p>B: <u>Depends what it is.</u> ((M and B laugh, B looks downwards then down to R, neutral face))</p> <p>N: Yeah, so the same thing, sort of history and... what else do you like learning about these days?</p> <p>B: <u>F1</u>, yeah, big time. ((looked at M, smiling))</p> <p>N: Say that again, sorry,</p> <p>B: <u>Formula One.</u>((looking down to front))</p> <p>N: Okay.</p> <p>B: (3) I mean, I, I, <u>I've always liked it, but just recently I've properly looked into it and all the stuff that's in the past</u> and what not.((looking to R then to M then to L))</p> <p>N: Mm. Mm, that is interesting. And has there been other things apart from the sort of war related things that you've taken a big interest in? Are there any other areas that we've missed, that you...</p> <p>B: Cars, a lot, <u>I really like cars</u>, so, um (5) and sort of <u>modern war stuff</u> ((looking at M))</p> <p>N: Mm</p>	<p>33</p> <p>Shift in topic: Bicycle frame: strengths and values: Love of learning</p> <p>Fab: Formula 1, Modern wars, guns, police, politics and Black Lives Matter, cars, games</p> <p>Theme4:E: Empowerment Knowledge – able to give opinion Has become frustrated with BLM – he feels the movement has lost its way – when violent acts have happened.</p> <p>Theme2:R reflectivity: having a view – fairness – people following social norms/ rules? Thinking things through – seeing different perspectives?</p> <p>Theme5:FG: Future goals and dreams going into the police – linked to Theme4:E: Empowerment</p> <p>Theme3:H: Humour</p>

B: Um...(2) guns and how they work. (5) What else? Well, games obviously, and then ((looks upwards)) (5) probably ((looks at M)) the police? ((nods as looks to screen))

N: Oh yes,

B: er

N: What's your interest in the police?

B: It's the job that I want to do when I'm older ((looking at screen))

N: Okay. How do you think you'll get there? What's your... what's your route? Because there's different routes into it, isn't there?

B: Yeah...Just do my A'levels and then join really? ((looking at M, slight laugh, smile))

N: Yeah. Yeah. Because you have to, um, you have to do a degree, don't you on the job now, but they support you through it don't they if you go in that way.

B: I think...

M: There's different routes in. ((looking to L)) you start IPLDP course which you do for two years, that's route in, you have to have certain subjects which you've already got, actually, you could already join without doing your A'levels. But um, so that's the beginning of the journey. ((looks at M and nods))

N: Right. Yeah. And when you said about, like, recent wars, does that mean that you're quite into politics as well and into like, what's going on what's just happened in Afghanistan and things like that?

B: Was. It's getting a bit on my nerves now. ((looks at M and laughs)) So

N: Yeah

B: I don't bother. I think, Yeah,

N: Yeah

B: bit frustrating what happened in Afghanistan, but

N: [Mm]

M: [Mm]

B: I just, I didn't even read about it. Because I saw no point when it was something I can't do anything about ((looks at M then back down to front))

M: But you're interested in the Black Lives Matters stuff.

B: Yeah.

M: Hugely interested in that.

N: Mm. What do you think draws you to be interested in that sort of thing?

B: I don't know, I think it, how it just sort of degraded and degraded over time, really.

N: Mm. Yeah. How people are treated and

B: Yeah, I think sort of the way it lost its meaning a bit ((looking to L))

N: Oh I see

B: It went from something that meant something to something that people use as an excuse to do - things that aren't that great.

N: Mm. Have you got an example?

B: I mean, ((looking from L to screen as talking)) obviously all the burning down and stuff, but not, not really much reason. People haven't done anything wrong. Definitely the...all the shootings that have gone on.

N: Mm

B: And, I mean, this is example of someone in a protest who wrote off a police car that was parked outside of a building and just shot two police officers in the face and then the ambulance gets to the hospital and there's a big crowd of people blocking it ((looking at screen))

N: Mm

B: And they hope that the police officers die, so it wasn't ...

N: Mm

B: Yeah.

N: So you obviously think a lot about these things, don't you? Like your mum said, you're very

<p>reflective and you really unpick the situations, which is a really good skill. Um.</p>	
<p>34 N: So what about this one, vitality, zest, passion and energy.</p> <p>B: <u>I think so</u> but</p> <p>M: Yeah</p> <p>N: Are you quite enthusiastic the way you approach things?</p> <p>B: Yeah. <u>What are you looking at me like that for?</u> ((laughing as looks at M, with R hand raised for emphasis. Then looks to screen))</p> <p>M: No reason! I just thought you might say 'depending on what it is'.</p> <p>B: Well, <u>yeah, depending on what it is, obviously.</u> ((smiles, hands to head, looks upwards, rubs face)) But I'd say yeah, <u>I try to be</u> ((looks at M))</p> <p>M: Mm</p> <p>B: <u>I definitely wasn't optimistic about stuff previously.</u> ((shaking head, looking to L))</p> <p>M: No</p> <p>B: <u>I'd never looked at something in a good way.</u> ((rubs face with L hand, looks L)) Ever ((laughs, looks to screen))</p> <p>N: When was that, B? When did that go from and to?</p> <p>B: <u>Secondary school.</u> ((looks L)) <u>All of it.</u></p> <p>N: When you started secondary school?</p> <p>B: <u>I didn't want to go to school.</u> ((looks at M)) No, <u>when I started, I think it was all right.</u> ((Looks L)) <u>And then it slowly went down and down and down.</u> It's just... <u>there's</u> so much work, ((emphasis on 'so'))</p> <p>N: Mm</p> <p>B: <u>the days were eight till five, half five,</u> ((looking at M then screen))</p> <p>N: Oh, gosh.</p> <p>B: ((slight laugh)) <u>Got home for about, what, six?</u> Oh it was horrific. <u>And on a Saturday.</u> ((rubs nose, smiling))</p>	<p>34 Shift in topic: Bicycle frame: strengths and values: Vitality and zest Fab: B is enthusiastic about some things. He tries to be. Holistic-Content: Turning points; story outline – secondary school was a major turning point and caused a significant challenge for B Separate Categ-Form analysis for episode 34</p> <p>Theme1:C: It is important to him to be engaged and enthusiastic. He did not used to be optimistic about anything – when he was at an independent secondary school, he had long days for 6 days a week and did not speak to his parents when he got home.</p> <p>Theme1:C: Fab: Talking about why this was bad: you do have energy to socialise; it helps to feel better if you socialise; you feel lonely if you don't. OBS: Secondary School has made him feel pessimistic; everything went downhill from there: long days, 6 days a week RESPONSE: stopped interacting with parents at home – stayed in his room all the time</p> <p>Theme2:R: Sju: Emphasis about the horror of school; the lack of engagement with family when he was drained from school. ('never looked at something in a good way') – it affected him in all aspects/ ways. 'Lost connection' Theme1:C: Connection is important to B</p>

N: Oh, goodness!

B: Oh, it was, I had one day off ((looks at M)) It was, oh, God, ((looking down, shaking head))

N: [And that's]

M: [So it was an]

N: Sorry

M: It was an independent school, that was why, he did get longer holidays, but they were long days.

N: Mm. So it sounds like that drained you a little bit. You felt quite drained from that.

B: Well, yeah. You know (looking at M)), I was just home, straight on my computer, ((shaking head as talks, looks at screen then to front, then to M)) didn't even speak to my mum or dad. Pretty much. The only time I came down was for food and whatnot. ((looking at M)) Which was bad. ((emphasis on 'bad')) Really. Looking back at it.

N: Why do you think it was bad, for you? I mean, I can see why it was bad for your mum and dad, but...

B: Because I lost connection with my mum and dad really didn't I? I didn't speak to you much. At all. I think. Yeah, I think it was just a bit, bit rubbish. Really. And I just felt a bit lonely.

N: Aah

B: It was sort of my own doing. ((Looking at M, then to L then to screen)) Cos I just didn't...do you know what I mean? I just didn't spend time with you. Got home, went straight upstairs and didn't come down.

N: You're very wise to be able to see that. That's what happened. Because I think a lot of people that age do the same thing actually. What would you say to them? In that position? What would you say would help if you if you could speak to those people?

B: Um, Spend time with your family really ((slight laugh, looking ahead then to M)). Because ultimately, ((looking to L)) it's like, being on your own constantly's not gonna help. I think, I don't know. ((looking to M))

N: It seems like it's a bit of a catch 22 when you're in it, because you feel like you've got no energy left, so

<p>you just want to go upstairs to the bedroom on your own.</p> <p>B: Mm. <u>But you do have energy left, you just don't realise.</u> ((Looking down, nods head as talks)) <u>Because if you just, like even just have like a meal with your parents or just, you know, makes you feel a bit more socialised,</u> I((looking to L)) I guess, <u>a bit more – I can't explain it, it's difficult to explain.</u></p> <p>M: You're explaining it really well</p> <p>N: You are yeah, I think your word connected really said it all as well, when you said that.</p> <p>M: Mm. Yeah.</p>	
<p>35</p> <p>N: Appreciation of beauty and excellence?</p> <p>B: Mm. <u>I'm not sure.</u></p> <p>N: It could be you know, appreciating things like science, nature of the arts, you know, drama or art or</p> <p>B: <u>Probably not</u> no, no. I think. It's not that I don't appreciate it, but I don't like consciously ((looking to L))</p> <p>N: Mm</p> <p>B; <u>think about it, I think's the right way of putting it</u></p> <p>N: Mm. Yeah. How do you feel about other people's successes? Do you get sort of inspired by when people are successful, whether it's people you know, or people you don't know.</p> <p>B: Not really, no. ((slight laugh))</p> <p>N: No</p> <p>B: Sort of just</p> <p>M: Mm</p> <p>B: What? ((looking at M, smiling))</p> <p>M: well (shakes head)</p> <p>B: Go on then, say it!</p> <p>M: Well, you were only saying the other day how well you thought I'd done</p> <p>B: yeah</p>	<p>35</p> <p>Shift in topic: Bicycle frame: strengths and values: Appreciation of beauty and excellence</p> <p>Theme2:R</p> <p>Fab: this one did not resonate but following a prompt from his M, he agreed that he appreciated success in his M and dad – links to Theme 1</p> <p>Theme1:C: Relating to connection</p>

<p>M: with the work I do.</p> <p>B: Yeah – yeah, I, never meant, Yeah, okay, you and dad Yeah, yeah. ((nods, looks to screen))</p> <p>M: Yeah</p> <p>B: Yeah Okay</p> <p>N: Yeah so that's appreciating excellence isn't it? I suppose... in other people yeah.</p>	
<p>36</p> <p>N: Um, what about this one? courage or bravery</p> <p>B: Yeah. I'd say yeah to that.</p> <p>N: How would you say that... How does that show itself?</p> <p>B: I don't know, <u>overcoming anxiety stuff</u> mainly, ((looking at M, neutral face)) that's definitely the main one, ((looked at M)) isn't it?</p> <p>M: Mm. Mm (nodding)</p> <p>N: What helped you to do that B what what, what strengths did you draw on?</p> <p>B: Probably just ((slight laugh, glanced at M then down again to front)) <u>wanting to get it over and done with really. When it's stuff like that I think you just get into the right mindset</u></p> <p>N: Mm. Yeah, that's probably an important thing, to be in the right mindset. Hard to get yourself there though I imagine, at times when...</p> <p>B: Yeah, mm.</p> <p>N: Yeah, I suppose that's where, where the people on the back wheel that we're talking about on the spokes, that's where they come in I guess, to help you? Some of them</p> <p>B: Yeah, yeah</p> <p>N: Would you say in terms of courage and bravery, would you say you you're not afraid to speak out when you think something's not fair or not right?</p> <p>B: Yeah. Yeah. I definitely speak out. Bet you think I do don't you ((to M))</p> <p>M: Mm</p>	<p>36</p> <p>Shift in topic: Bicycle frame: strengths and values: Courage and bravery</p> <p>Fab: Overcoming anxiety has taken courage. Talked about having to get into the right mindset.</p> <p>OBS: Anxiety</p> <p>RESPONSE: Getting into the right mindset – being courageous to speak out; 'wanting to get it over and done with'</p> <p>Sju: Emphasis re accepting that this is a strength; asks M her opinion.</p> <p>Fab: courage in speaking out</p>
<p>37</p> <p>N: What about this one? Creativity. imagination.</p>	<p>37</p>

B: **Yeah** I think I've got a good imagination.

N: How does that show itself?

B: **No idea, I've just heard it from you**
((looking at M, moves head towards her as looks at her; all laugh))

N: Do you like doing things in an original way?
Rather than conventional?

B: Yeah. Yeah.

N: Have you got an example or, just
not...doesn't...isn't there one that springs to mind?

B: I don't think there's one that springs to mind -
you've probably got one ((looks to M))

M: Well I just think even like when you have ideas
for how to... like you're your office design, ((looking
at M))

B: Yeah

M: You know

B: It was taken all from you ((looking at M then
ahead, smiling; laughs))

M: Yeah but you used... you've developed it since
and then thought about things you want to put in

B: True

M: ...designed stuff and

B: My room. That was... my room. I think that's a
better

M: Mm.

B: [example]

M: [Okay]

N: What's your room like?

B: **Um. Messy**
(all laugh)

B: I think, I think it went from very good with all
themed pictures on the walls, to now there's a bit of
everything everywhere.

M: Mmhm

Shift in topic: Bicycle frame: strengths and
values: Creativity and imagination

Fab: accepts this as a strength

Parents have validated his strengths

Fab: designing room shows creativity.

Theme3: Humour: messy

Theme2:R Sju: accepts ideas from other
people eg suggestions from M

Modesty – says the design was down to his
M

Theme4 Empowerment

imagination; creativity

Theme1:C: Defers to M to answer the
question/ give an example
Generous spirited – validating M

<p>B: I'm trying to sort that out.</p> <p>M: Mm</p> <p>B: But yeah, <u>originally it was very good.</u></p> <p>M: Mm</p> <p>N: Mm</p> <p>B: <u>I need to tidy it up a bit.</u></p> <p>M: Mm</p> <p>N: I think that's sometimes the hard bit, isn't it? For people like you who have the creative ideas, you can have ...you can do that bit, but then maintaining it is, is harder, maybe</p> <p>M: My desk</p> <p>B: <u>It's organised</u>, to be fair, you've got like...racks ((Looking around at M's desk and pointing to the walls))</p> <p>M: It's not organised love. It was tided because Jo and Ali stayed. ((both laugh))</p> <p>M: Ah, Jo and Ali stayed.</p>	
<p>38</p> <p>N: What about this one B? Fairness, equity justice.</p> <p>B: <u>Yeah, I think I'm fair.</u> ((looking at M))</p> <p>((M nods))</p> <p>N: Yeah</p> <p>B: <u>Probably not, previously.</u> I don't think.</p> <p>N: Previously in what, what sort of time would you not, not have been fair? (2)</p> <p>B: Dunno (2)</p> <p>N: Sounds like you think it's developed</p> <p>B: <u>When I was very young, Gramp said...</u></p> <p>M: When?</p> <p>B: <u>Don't you remember?</u> ((looking at M, laughing))</p> <p>M: No</p> <p>B: <u>What, I wouldn't let him beat me?</u> ((M laughs)) <u>Do you remember now? Yeah, I, I think it's definitely</u></p>	<p>38</p> <p>Shift in topic: Bicycle frame: strengths and values: Fairness and justice</p> <p>Fab: accepts fairness as a strength; he has not always been fair.</p> <p>Theme1:C: - story about Gramp</p> <p>Theme3:H: Humour – between him and mum relating to family story</p> <p>Theme2:Sju: really considers his response – does not say he is fair without lots of consideration.</p> <p>Theme4 Then able to decide he is.</p>

<p>gone now. I don't think it's been as... No, I think I'm fair, yeah.</p> <p>N: Mm</p> <p>M: You have a very strong sense of justice.</p> <p>N: Mm.</p> <p>M: Do you agree? ((looking at each other))</p> <p>B: Yeah.</p> <p>M: Yeah</p> <p>N: It sounded like it from what you said about Black Lives Matters</p> <p>M: Mm</p> <p>N: ...that you care what happens to people and make sure that things, you know, are fair.</p> <p>M: Mm</p>	
<p>39</p> <p>N: What about this one? Forgiveness?</p> <p>B: Yeah. Yeah. ((Neutral face, looking to L/ at screen))</p> <p>N: You don't hold a grudge for very long? (4)</p> <p>B: Unless it works in my favour ((looking at M, both laugh, shakes head, laughing, looks to R, then to M again, then to R))</p> <p>N: ((Looking to L))So if something goes wrong with somebody that you think a lot of, you'll work hard to sort of repair it, would you?</p> <p>B: Yeah, yeah. ((Looks at M; M nodding, neutral face))</p> <p>N: That's a really important strength.</p>	<p>39</p> <p>Shift in topic: Bicycle frame: strengths and values: Forgiveness</p> <p>Theme1:C: Fab: quick to accept this as a strength</p> <p>Theme3:H: Narrative/ small stories linked to family culture shared between B and mum</p>
<p>40</p> <p>N: What about this one? Gratitude? Appreciation?</p> <p>B: Recently, yeah. ((looking to L, neutral face)) definitely. I think I've been thinking a lot about how lucky I am, really, ((Looking to L and then eyes looking to M)) [you probably don't know that but] ((looks to screen, nods as speaks))</p> <p>N: [What's...] Aah ((laughs))</p> <p>B: I, I don't know ((looking to L))</p>	<p>40</p> <p>Shift in topic: Bicycle frame: strengths and values: Gratitude and appreciation</p> <p>Theme1:C:</p> <p>Theme2:</p> <p>Fab: accepts this. Gratitude has developed more recently-</p>

<p>N: What's triggered that then, if it's recent?</p> <p>B: I don't know. I feel like ((looking L)) I just sat ((looking to M)) in my office one day ((smiling, slight laugh)) and just looked at it and just thought, Jesus, I'm very lucky ((looking to L)) I think to have you, (((looks to M, slight smile; wistful, looks to L)) dad, everything that I have really</p> <p>M: Mm (5)</p> <p>N: It sounds like if you listed everything that you that you were grateful for, you'd have a long list.</p> <p>B: ((Laughs)) Yeah</p>	<p>Sju: B is very self-aware – knows that he has a lot to be grateful for and is able to verbalise it</p>
<p>41</p> <p>N: What about this one: hope or optimism?</p> <p>B: Yeah, I'd say I'm quite optimistic. Recently again. ((nodding to L, to screen, to L))</p> <p>N: Do you think it's maturity? Or is it the fact...is it to do with college and the freedom that's given you and the fact that you're not being forced to do stuff you don't want to do? Is it those things that have changed you in terms of hope and gratitude and stuff? Or...</p> <p>B: I don't think so. Think...just...maturing, probably.</p> <p>M: Mm</p> <p>N: Yeah.</p> <p>M: Mm</p> <p>N: Well, that's great that, that, that's the case because I think for a lot of people, these... the changes you're talking about happen when they're much older. ((looks down to R))</p> <p>B: Mm ((M and B slight laugh))</p>	<p>41</p> <p>Shift in topic: Bicycle frame: strengths and values: Optimism</p> <p>Holistic-Content: Turning points; story outline – college has been a positive turning point for B</p> <p>Fab: accepts optimism – as something that has developed (see previous section on vitality) – thinks it has developed with maturity not to do with feeling better now he is at college.</p> <p>Theme5:FG – optimism for the future</p>
<p>42</p> <p>N: I know the answer to this: humility and modesty. You seem to be very humble and modest about your strengths. Would you say that's true?</p> <p>B: Yeah. I don't like...I dunno, I, I don't. ((looking down)) Yeah, probably</p> <p>N: You don't blow your own trumpet very much?</p> <p>B: No (8)</p> <p>M: No</p>	<p>42</p> <p>Shift in topic: Bicycle frame: strengths and values: Modesty and humility</p> <p>Fab: accepts this as a strength</p> <p>Theme2:</p>

<p>N: And I know it's nearly nearly half past so don't worry, we won't run over. But we're nearly ...got the last couple of these to do.</p>	
<p>43 N: This one's humour, playfulness. B: Not sure about that one ((Looking down to front; M laughs)) N: You've definitely got a good sense of humour I think ((M nods)).</p>	<p>43 Shift in topic: Bicycle frame: strengths and values: Humour Fab: uses humour to accept that humour is important to him Theme3:H: Humour</p>
<p>44 N: Um, and this one: integrity, being genuine. B: Yeah. <u>Yeah</u>, I think so. M: I'm sure [you are] N: [Yeah]. It feels to me like you, you know, if you say you'll do something, you'll do it and B: Well!...(laughs) <u>That might not be true</u> ((laughing)). I said I'd a psychology test a week ago, so ((all laughing, B looks over his shoulder to L)) N: you're a genuine... it feels that you're genuine though, you're not, you don't make false promises. You don't sort of pull the wool over people's eyes or you'd like to be, I suppose honest. M: Mm. Yeah, that is true. B: I think sometimes that's not great, 'cos sometimes I just say it how it is, you know? ((looks at M, smiling; then looks down)) M: Well, it's good, because you're yourself. It's who you are. B: Mm, <u>yeah</u> N: There's not pretence with you. M: Yeah ((looks to screen)) N: You're not false. B: No. Well (2) I don't know, <u>when I was walking down to the vaccines, with my friend, I was like, 'You can't feel anything'.</u> ((looks to M, M laughing)) But it...I, I definitely did feel something when I had mine (Smiling, looking L and then to M as talking; laughing)) N: Yeah</p>	<p>44 Shift in topic: Bicycle frame: strengths and values: Integrity Theme1:C: Fab: accepts this as a strength Fab: gives an example of when he has told a lie for someone's benefit – exemplifies integrity even more ie considering the truth of the claim to having integrity Theme2:R Theme3:H</p>

<p>B: Just helping them ((looking down))</p> <p>M: Helping them. Yeah.</p> <p>B: Mm</p> <p>N: Yeah. Yeah, that's a white lie, isn't it just to help somebody?</p> <p>B: <u>Yeah</u></p> <p>M: Mm</p>	
<p>45</p> <p>N: What about this one: kindness, generosity, and empathy?</p> <p>B: <u>Yeah.</u></p> <p>N: Yeah. Putting other people's needs first.</p> <p>B: <u>Again, I am very kind, unless it's late at night and I'm on a game, then I'm not very kind ((Looking to L and then at M, smiling; M laughs))</u></p> <p>N: Are you quite competitive in that situation?</p> <p>B: Yes. <u>((looks down smiling)) Bit too competitive. ((M laughing))</u></p>	<p>45</p> <p>Shift in topic: Bicycle frame: strengths and values: kindness, generosity, empathy Accepts this as a strength but gives an example of when it may not be true.</p> <p><u>Theme1:C: Relating to connection</u> <u>Theme2:R: Reflective and Responsive</u> <u>Theme3:H: Humour</u></p> <p>Being competitive when gaming</p>
<p>46</p> <p>N: And this last one, it says, spirituality, which doesn't work as a word for some people, but having a sense of purpose.</p> <p>B: <u>No. I, I genuinely don't think so</u>, because I'm... No, ((looking to L))</p> <p>N: No, you don't feel that you've got an overarching sort of sense of purpose in terms of...No?</p> <p>B: <u>No, I don't</u></p> <p>M: I would agree. Mm</p> <p>N: Mm</p> <p>M: But I think maybe some of that, ((looking at M, then to R and down)) it's not about me....but again, I think a lot of that's come from school experiences.</p> <p>B: <u>I don't think so. ((looking at M)) I just think it's, I dunno, I've just never been able to think like, what am I actually here to do? ((looking at each other through this))</u></p> <p>M: Mm</p>	<p>45</p> <p>Shift in topic: Bicycle frame: strengths and values: Spirituality; sense of purpose</p> <p><u>Fab rejects this as applicable to him</u> <u>Theme2:R: Reflective and Responsive</u> <u>Theme4:E: Empowerment</u> Rejects M's idea that lack of sense of purpose might be due to negative experiences in school Has never thought that he is alive to do a mission. Just thinks he's here randomly.</p> <p>Sju: emphasis</p>

<p>B: I don't, I don't know, I just just just, here ((slightly laughing))</p> <p>M: Mm. Ok</p> <p>B: I dunno</p> <p>M: Mm</p> <p>B: I, I dunno</p> <p>N: You don't ...I, Sorry, I can't hear that well [but you]...</p> <p>B: [<u>I never thought</u>] 'I'm here to do this thing. ((looking at screen, then M, then down to R))_That's what I'm gonna do'.</p> <p>N: Mm</p> <p>B: <u>I've never thought that.</u> ((Looks at M, M nods)) Ever ((looking down to R))</p> <p>N: You haven't got like a sense of, like, this is my life's purpose and mission, you just sort of focused on, with what you're doing that you, know, at the time, and what's important [to you]?</p> <p>B: [Yeah], <u>yeah.</u> Mm</p> <p>N: Yeah.</p>	
<p>1.10.21 As last time, B's Mum is present throughout the BoL session, sitting to B's L, looking at the screen which is on a desk in front of them</p>	
<p>47 Okay, so we've got to the bit about the front wheel, I think we'd finished the back wheel, the back spokes and the frame hadn't we? Um, So we're going to start talking about the front wheel, which is to do with important places, and events that might happen in the future. And then we'll sort of expand that to talk about journeys in your life, you know, not necessarily physical journeys on bikes or cars. But actually, when you try to get somewhere, reach an aim, or a target. So have you've got any ideas as to start off with, what are some of the places that you might like to go in, in your life? It could just be, you know, places for now, countries and places you'd like to visit?</p> <p>B: <u>Yeah.</u> ((Looking at M)) Probably. <u>Canada. Holland.</u> ((Looking to L and slightly downwards)) <u>America,</u> at some point? (2) Probably <u>Australia again.</u></p> <p>N: Yeah.</p>	<p>47 Front wheel: Future goals and aspirations Fab: <u>Canada, Holland, Australia, USA</u> Theme5:FG: Theme4:E: Sju: <u>Canada and Holland mentioned first and without any doubt</u></p> <p><u>USA: 'at some point'</u> <u>Australia: 'probably again'</u></p>

<p>48 N: Any reasons for any of those or general interest?</p> <p>B: I think <u>the thing that (2) with America (.) is it's like, (.) it's very similar to the UK, but like, different ((questioning intonation, looks at M, smiling, who turns to him)). It's hard to explain, isn't it? ((Looks down, slight smile)) Oh, it is. But it's like (.) ((looks ahead, neutral face, slight shrug)) I don't know. ((looks to L))</u></p> <p>N: I know what you mean, there's no language barrier or anything is there?</p> <p>B: <u>Yeah. ((Looking to screen, slight smile)) And there's not much ((looking to L as thinking, neutral face)) cultural compared to like, do you know what I mean? ((looking at M)) countries like Spain and whatnot.</u></p> <p>N: We get such a lot of American culture don't we, I suppose? It doesn't, it seems quite familiar.</p> <p>B: Yeah. Yeah. ((looking downwards to L))</p> <p>N: Which areas of America would you be most interested in? Or have you not really narrowed it down?</p> <p>B: New York ((looking L to M)) Um (1) Washington DC ((slight shrug, looking L and slightly downwards)) Um (1) Probably Los Angeles ((M turns to him, he looks at her))</p> <p>N: So the big cities?</p> <p>B: Yeah, ((looks to screen then to front and down)) pretty much.</p>	<p>48 Shift of perspective: Reasons for visiting USA Fab: similarities to UK so familiar; differences so interesting</p> <p>Theme5:FG: Theme4:E: travelling</p> <p>Sju: Uncertainty in expressing himself – looking to M for support. Boosted when I validated what he said.</p> <p>Fab: Specific places to visit in USA: cities</p> <p>Sju: Theme2:R</p>
<p>49 N: And what's about Canada? Is there a particular reason there?</p> <p>B: <u>I just think it's quite relaxed ((turns to look at M, neutral face)). Like um, a more peaceful version of America really</u></p> <p>N: Mm</p> <p>B: <u>There's a lot of ski slopes as well.</u></p>	<p>49 Shift of topic: Reasons for visiting Canada Theme4:E: Empowerment Theme5:FG: OBS: emotional dysregulation? anxiety RESPONSE – being somewhere that is peaceful Fab: Canada is relaxed; peaceful</p> <p>Sju: Uncertainty in himself: lots of words (modifiers) to soften his contentions, suggesting hesitancy/ lacking confidence?</p>
<p>50 N: What about Holland? Why there in Europe particularly?</p>	<p>50</p>

B: Well, I'm a quarter Dutch and you...? ((Looks at M, slight shrug)) Yeah, ((looks to screen)) well, it is just ((shrugs and looks to M, shrugs again)). Don't know. And it looks quite nice ((looking at M who looks back at him, smiles, slight laugh, shrugs))

M: Yeah. ((laughs))

N: Yeah.

B: Yeah, um (2)

M: Your Grandma was Dutch.

N: Yeah. Oh, okay. Oh, that's an interesting connection, then. Yeah. Did she? I don't know if she's still around. But did she live there all the time that you've known her or did she come over to England or?

B: L(.) ((looking to L and downwards)) never met her did I? ((looks to M who shakes her head)) No ((looks down briefly then back at M)) Did she live in Holland? ((looking to M))

M: Yes, she was [born]

B: [Yeah]

M: and lived in Holland ((nods and looks to screen)) [until]

B: [Mm]

M: she met your granddad. ((B has a drink)) He was in the RAF posted to Holland. And then they got married in Holland and then she came back to England.

N: Oh, okay. Ah, yeah, that's a nice connection. So you could see where she came from and her family?

B: ((to M)) It's (unintell)

M: Rawmond,

B: Rawmond ((nods head as repeats it and then looks down to front, slight smile))

N: Mm. Have you been ever before?

B: No. ((glances at screen and shakes head, neutral face))

N: That'd be exciting then.

Shift of topic:

Theme4:E: Empowerment

Theme5:FG:

Theme1:C:

Reasons for visiting Holland

Fab: Family connections explained

Sju: Validating M's connection with Holland – and the fact that it looks like a nice place – gets M to connect with him – then is more positive in the way he engages and facial expression.

Asks M direct questions to confirm what he says and to make the connection with her – encourage her engagement?

<p>51 N: Um, what about opening it up a bit and thinking about your hopes and dreams for the future? Not just places, but there might be other places as well might be places like workplaces or educational places?</p> <p>B: I mean, I want to join the Police. ((looking down to L, neutral face))</p> <p>N: Mm.</p> <p>B: ((whispers something to M)) Not really um ((looking down to front))?</p> <p>B: (2) Yeah. Er (2) I don't think we ever thought further than that really. ((gradually turning to look at M as talks)) (4)</p> <p>M: Talked about the house you'd like and?</p> <p>B: Well, yeah, I think. [Yeah] ((looked at M then away to front and rubs R side of nose with R hand))</p>	<p>51 Shift of topic: Broader hopes and aspirations</p> <p>Theme4:E: Empowerment</p> <p>Theme5:FG</p> <p>Fab: Joining the Police</p> <p>Sju: Not sure what M was encouraging B to talk about – whether he didn't want to talk about the sort of house he'd like to live in? – modesty? – ambition in terms of this?; supporting him to think positively and set plans for the future?</p> <p>Theme1:C: 'we'</p>
<p>52 M: [and travelling]</p> <p>B: I think, I think I would like to travel</p> <p>N: Mm</p> <p>B: Um (5) ((slight laugh))</p> <p>N: to some of the places you've said or with friends to a different, different sorts of travelling or to work abroad, or</p> <p>B: Just anything really well not to work abroad, I don't think I could do that. ((looks to M, shaking head and smiling)) But I think ((looking down to L, smiling)) just any sort of travelling really</p> <p>N: Mm</p> <p>B: Seeing new places and whatnot. ((looking up to L neutral face, slight nod))</p> <p>N: Mm. And who'd go with you would be important, we're going to come on to the people involved in your future sort of ideas, but who would go with you travelling?</p> <p>B: Probably just close friends ((looking at M)) and family ((gives a nod as says this and then looks down to front)) obviously.</p>	<p>52 Shift of topic: Travelling</p> <p>Fab: Wouldn't want to work abroad; would like to travel with friends – short trips; gets homesick; seeing new places; would go with close friends or family</p> <p>Theme4:E: Empowerment</p> <p>Theme5:FG</p> <p>OBS: Anxiety? Need for connection RESPONSE – stay connected</p> <p>Sju: Sense of reliance on family from fab and also: 'anything really' then straight away without pause 'well not to work abroad'; 'obviously' when talks about travelling with family – but looks down as if this has some sense of negativity attached? Eg tension between independence and sense of needing family close?</p> <p>Fab: asks for clarification about 'long time'; holidays rather than extended periods; unfamiliarity is difficult; anxiety and feeling</p>

<p>N: Mm. ((looks to front, nodding)) Are you sort of thinking about the travelling with friends being a bit of a sort of longer thing, like a few weeks or even a few months or more just holidays where you come and go?</p> <p>B: I think it'd probably be holidays ((looking down to front)). And the ((looks upwards then to M)) well (3), yeah, (2) I don't think ((looking down to L, neutral face, jiggling his leg so body slightly moving up and down)) we'd go for too long.</p> <p>N: Mm. Why wouldn't you? What, what, what makes you think you'd prefer to sort of just go and come back, and...because we, because we think about your identity and your sense of self? What is it about? You know, preferring that rather than going away for a big long time?</p> <p>B: <u>By a long time? What do you mean, what's a long time?</u> ((looks up to screen, slight smile))</p> <p>N: Well, some people go away for over a month, don't they sort of either I don't know, travelling...we used to call it um interrailing didn't when in Europe, I don't know what they call it now. But um or er sort of do sort of around-the-world type travelling don't they with friends or whatever.</p> <p>B: I, I couldn't do that. ((jiggling. Looking to L)) I get a bit homesick when I go places really.</p> <p>N: Yeah, you [feel a bit]</p> <p>B: [especially with my] anxiety. ((looking up to L)) I think sometimes it can be a bit hard. When it's a bit unfamiliar it's hard, best to be somewhere I know. ((looks to front and down, slight smile, nodding))</p> <p>N: Yeah, I get that. I mean, you, you don't let it get in the way too much from the sound of it because you do still want to go and do these all these new things.</p> <p>B: <u>Yeah</u></p> <p>N: And lots of people don't want to do those types of things do they so, (you're) quite adventurous still. (3) But it sounds like you know yourself well enough to know you need to, is it sort of about coming back and recharging your batteries type of thing?</p> <p>B: <u>Yeah, yeah.</u> ((nodding, looking to L, then down to front still nodding))</p>	<p>homesick prevent him from going for too long</p> <p>Sju: definite about not being away from home for a long time – 'I couldn't do that' – sense of capacity rather than choice – links this to 'my anxiety' – sees this as part of himself?</p> <p>Theme1:C: Relating to connection</p> <p>Theme2:R:</p> <p>Accepts my framing of him being adventurous, still wanting to experience new things despite anxiety, knowing himself well.</p> <p>OBS: Explicitly mentions anxiety</p> <p>RESPONSE – he still tries to do things; be adventurous</p>
<p>53</p> <p>N: Yeah. Um, So what about, in terms of plans like the police, I know you said last time that you'd like to go straight in um, and then you work up, don't</p>	<p>53</p> <p>Shift of topic: Career/ employment</p>

<p>you once you're in? Is that something you'd do sort of locally then, around XXX, or?</p> <p>B: (5) ((breathes in, clears throat, looks to M then to L)) <u>it'll probably end up depending where I move to</u> really ((looks to M)). <u>If I stay in the XXX area</u>, then ((shrugs, turns briefly to screen)) <u>yeah</u>, probably.</p> <p>N: Mm</p> <p>B: So maybe in XXX, but I <u>don't know</u> ((shrugs, looks down to front, looks to screen and shrugs)).</p> <p>N: Well, what age, what age is it that you go in like that? Is it 18?</p> <p>B: Um, (unintell to M) ((looks to M)) <u>is it 17?</u></p> <p>M: It's 18 for the Theme LDP course</p> <p>B: <u>It's 18</u> for whatever that is ((looks towards screen, jerks head towards M, smiles)) ((all laugh))</p> <p>N: So I guess is that why you think you might start off in XXX because you'd be probably still at home at that point?</p> <p>B: Yeah.</p> <p>N: Okay</p>	<p>Theme4:E: Empowerment</p> <p>Theme5:FG</p> <p>Fab: Go into Notts Police at 18, will live at home</p> <p>Sju: Uses humour to help create a more positive dynamic in the group. Brings M into conversation successfully. Uncertainty about own plans. Qualifiers in speech – demonstrating hesitancy/ uncertainty</p>
<p>54</p> <p>B: Are there any other places more in the community that are going to be important to you moving forward? I don't know, like club places or sports places or social places?</p> <p>B: Probably my Airsoft?</p> <p>N: Oh, yeah.</p> <p>B: <u>Yeah (2) I think everyone's very friendly there. (2) It's a it's a quite a ((looking down to L)) welcoming place really ((looks to M)).</u></p> <p>N: Mm</p> <p>B: I hope to continue that for (.) a while.</p> <p>N: Yeah, it sounds really interesting that!</p>	<p>54</p> <p>Shift of topic: Places in the community in the future</p> <p>Theme1:C:</p> <p>Fab: Airsoft- friendly and welcoming</p> <p>Sju: being accepted is important; being part of this community</p> <p>Theme4:E: Empowerment</p> <p>Theme5:FG</p>
<p>55</p> <p>N: Any other places in the community? I don't know, outside outside spaces that you visit or enjoy going to or?</p> <p>B: Probably not, no, <u>no</u></p>	<p>55</p> <p>Shift of topic: Places in the community in the future: Outside places – Silverstone</p> <p>Theme4:E: Empowerment</p> <p>Theme5:FG</p>

M: Well you've talked about wanting to go to the Grand Prix and

B: Yeah but that (2) is that...?

M: Well it's those kinds of things that you want to do. ((looks away from M and rubs nose with R hand))

B: Oh, stuff that I *want* to do? ((looks to screen))

N: Yeah, yeah. Sorry, I'm probably a bit, confused you a bit.

B: Ah, um, yeah, I probably um go to Silverstone to watch F1. I'd probably go to a different country to watch it as well but ((slight laugh)) quite good

N: Yeah, I bet that's really good. How easy is it to get to go there?

B: Um, er ((laughs)) not very, It's quite expensive, that's the main issue really.

N: Mm. So it's something to put on like a birthday list or something like that.

B: Yeah, probably. Probably a birthday and a Christmas ((nodding, looking to L, smiling, M laughs)).

N: And who would you go with?

B: Um, my dad probably. Um, I'm not sure if you'd want to come ((looking at M)) y

M: [No]

B: [You] hate the sound ((smiling and looking down to front)) The cars are ((both laughing))

N: There are noisy aren't they?

B: Yeah

N: When I hear them on the telly there was made me feel a bit headachy

M: I'm the same ((B looking down to front, smiling))

N: I guess you get used to them if you get really into it and then it doesn't bother you the same.

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N: Um, anything else? Just er, anywhere else or any other, um important things? We've sort of talked a bit about leisure things a bit about... What about academic goals um to get to where you want to be

Fab: uncertain of question – ie possible future places – not definite places. Asks for clarification – is there a distinction in B's mind about things he will do and things he'd want to do? – constraints? .

Silverstone – F1 abroad – for a present. Expensive.

Sju: asks M if she would go because he finds it difficult to leave her out/ just to say he would go with dad without mentioning her? Uses humour to bring her back into the conversation/ lighten the mood?

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Shift of topic:
Education aspirations

in the police? What, what are your goals more short term?

B: Well, ((looking to the front and down)) I don't really think I have any goals but I think it'd be nice to get all my A'Levels because I don't need them but ((looks to M, slight smile)) it'd be it'd be very nice to have them ((looks down to front))

N: Mm. So what do they say you do need? Do you need any A'Levels at all or?

B: Just basic GCSEs I think

N: That's quite a nice position to be in then if it feels like you...

B: But I think ((looking ahead)) if I do want to go like up in that place ((looking to L)) I think they'd also be very helpful ((jiggling)) ((glances at M then down to front, nodding))

N: Yeah, sort of in terms of promotion and stuff?

B: Mm

N: Mm. I suppose, is it nice to know that you can do what you want without a load of pressure but then if you do do, you know, really well with your A Levels then it gives you another...?

B: Yeah

N: Yeah string to your bow?

B: Cos it's less stressful I think ((looking up to L)) thinking about that but I also do want to get them because I don't want to be in college for two years for nothing. ((looking down to L smiling))

N: Yeah, yeah sure.

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N: Another any events coming up related to college or, apart from exams that you know you're looking forward to or?

B: I think we might be going to London ((looks at M)) with Law

M: Oh, really?

B: Yeah (unintell) last week.

M: Oh

B: So he said basically just a trip to London and the excuse is to look round the Houses of Parliament.

Fab: Wants to get A Level as although only needs GCSEs to do into the Police through his identified route. Does not want to be in college for two years and not get A Levels.

Sju: expressing own opinion here? Sensible approach to want to achieve but without undue pressure. Optimistic about his path. Thinking ahead to being promoted in police.

Theme4:E: Empowerment

Theme5:FG

Holistic-Content: Turning points; story outline – A'Levels and career

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Shift of topic:

Any other events coming up

Fab: College trip to London to H of Parliament

Sju: Keen to go

Theme4:E: Empowerment

<p>M: Oh. Interesting!</p> <p>B: Yeah. <u>It'd be quite good</u> ((slight laugh, looking at M))</p> <p>N: Mm. That'd be interesting! Yeah.</p>	
<p>58</p> <p>I'm just checking in case I've forgotten anything. Are there any other places or events that are important to your family or people close to you that you've not mentioned?</p> <p>B: <u>You'd be better off answering that question</u> ((to M))</p> <p>M: Well, Holland is a passion of mine to go back and show you, you know that. ((nodding, turning to look down to front)) We still want to do some family holidays together Don't we?</p> <p>B: ((big nod to front)) <u>Yeah.</u></p> <p>N: What's on the family... which of those that you've said are on the family holiday list?</p> <p>B: <u>Australia</u> ((looking down to L)) and then ((looking to M)) <u>well I don't know if you still want to go to America?</u></p> <p>M: Yeah, yeah, you said you wanted to do that you might do with your friends or you might do it with us, [it depends]</p> <p>B: <u>[might do it with both]</u></p> <p>M: You might do it with both that's true</p> <p>B: ((smiling looking down)). Mmm</p>	<p>58</p> <p>Shift of topic: Any other things? Holland America</p> <p>Theme4:E: Empowerment Theme5:FG Theme1:C</p> <p>Fab: Agrees that wants to go to Holland and family holidays. Might go to America with family/ friends/ both.</p> <p>Sju: Reflects question to M.</p>
<p>59</p> <p>N: So lots of exciting things to think about. Okay, so last last thing: any sort of places of celebration for you or the family? It doesn't have to be religious but any other any places where you go to? I don't know that a significant places for birthdays or particular celebrations. Or does it vary?</p> <p>B: ((Talking quietly to M)): <u>Can't think of any.</u></p> <p>M: Yeah, I don't think we would necessarily go place the celebrations, I think it's, it's different, isn't it depending on what, what things are really ((B looking at M)) but places we remember people but more, more like ((nodding looking towards front)) we'll do that on our own, like, you know, ((nodding)) dad, and I still go to Connor and Ellie's but you don't tend to do you, occasionally?</p>	<p>59</p> <p>Shift of topic: Family celebrations/ cultural aspects Family narrative: Prefers to stay at home for Christmas. Gets up early and wakes parents to go and open presents together.</p> <p>Theme1:C: Relating to connection Theme2:R:</p> <p>Fab: Remembering siblings were still-born – B's parents go to remember them. Holistic-Content:– family story of two older siblings that were still-born:</p>

B: No, I don't know when you go. ((looking at M, slightly shaking head))

M: Mother's Day, Christmas. ((B nods and looks down to front)) birthdays.

N: Where's that? Is that family, friends or?
No.

M: So it's about two babies that we had, so B's siblings that they were still born before B ((B looks to front then picks up drink, looks down to L)). So his brother and sister. Um, ((B drinks)) and so they're very much a part of our lives ((B nods with eyes closed as drinks))

N: Yeah

M: So we remember them on their birthdays. don't we, er? ((B nods, looking down to front))

N: Mm

M: Not necessarily go

N: Mm

M: there

N: That's an important family cultural thing then, isn't it?

M: Mm, yeah. (3) And, Christmas - what do we normally do to celebrate Christmas?

B: Have everyone over ((M laughs))

B: What? ((looks at her))

M: Yeah, so what...?

B: We have everyone over ((Looks down to front, slight smile))

N: Do you? So you're the hub are you when it comes to Christmas? (2) Does everyone come to you?

M: Well everyone has haven't they as long as you've been around ((B looking at M)) it it changed a bit – we went To Centre Parcs one year, but you prefer Christmas here don't you?

B: Yeah ((nods and looks down to front)) I'd rather stay at home.

M: Mm.

Sju: B says he doesn't know when parents go – is this a difficult topic for him? His parents being upset in relation to their feelings for his siblings – complex feelings for B – sense of sadness which he has not directly experienced but is part of family culture/ emotion

Theme3:H: Humour

B demonstrates humour about too many people round for Christmas – to lighten the intensity?

B: I mean Christmas [(unintell)]

N: [So,] Sorry B I didn't hear you then I was just (2)
What did you, What did you say?

B: **Well Christmas at Center Parks wasn't bad** but I did go..

N: Yeah and who do you have over when you have..?

B: **Um, family. Just everyone really** ((looks at M and they laugh))

M: Yeah!

N: how many does it tend to be?

B: **Oh, Too many. (2) I don't know.**

M: Oh I don't know, 16, 18 ((B looking down smiling))

N: Oh gosh you are busy then.

M: Yeah.

N: Do you have a particular family routine for Christmas? Do you have a particular time you all open presents together or is it? Does everyone open them in the morning separately? Or how does it work?

B: (4) Um, I think that separately isn't it? ((looking at M))

M: Well who opens theirs first?

B: **I wonder** ((look at each other smiling)) (3) er **dad** ((smiling at M))

B: No, I do

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N: So thinking about some of the things that you've said and the places that are important and the events that are important and the goals, who were the important people to if we think about it as a journey who will travel along the road to those places and goals with you?

B: **You and dad** obviously ((looking at M))

M: Speak up a bit B Nick can't hear you

B: My mum and my dad ((looking down to L))

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Shift of topic: The front spokes: People who will be important in the future

Theme1:C:

Fab: M, dad, friends, conversation about Airsoft friends – met through college; too busy to see each other much now and Airsoft shut because of Covid and they live a long way from B; friendships impacts by

N: Yeah.

B: My friends ((shakes head slowly, looks to M and laughs)) that's about it.

N: In terms of, so is it your Airsoft friends?

B: Yeah

N: Yeah.

B: ((Looking to L)) So it's like they're Airsoft friends but we sort of just ((looking to M)) just a group of friends.

N: Yeah. ((nodding)) Are they from local, the local area or are they from school or...?

B: They're all from er Yorkshire ((looking to screen, nodding))

N: Okay,

B: They live (1) quite a bit away ((looking at M))

N: Is that where you used to live or how did you meet them?

B: When I went to XXX college ((looking to screen, nodding)) everyone was, (2) so ((looks upwards as thinking, moves R hand as talking)) So, I knew (2) agh, ((looks to L)) so ((laughs, moving R hand as tries to explain)) I know, so, two of them from the school that I went to, ((looking down slightly to R)) then one of them left and went to a different school ((looking down to front)) and the other one stayed ((looking to R)) but the one that left I stayed in contact with him and ((looking to L)) he introduced me to his friend ((slight laugh)) and then it sort of went from there ((looking to L, neutral face))

N: Okay so yeah, it's funny how it all starts off isn't it so essentially the sort of through college to start with and they lived sort of the North, North Side did they of XXX, so yeah. Oh so it's a bit of a trek is it then to see them or are you not too far away?

B: Um, It, It's, I don't ((Looking up to L)) really see them at Airsoft but we speak to each other because it is like ((looking at screen)) (2) quite a bit, like, yeah, to get

N: Mm

B: over there. So I used to stay at Lewis's almost every, well every week.

covid; no longer staying at friend's every week

Sju: Idea of importance of parents

M: Yeah.

N: Coz he's, because he's so far away, so is was easier to stay over?

B: Yeah, because he only lives about five minutes from the airsoft place. ((looking at screen))

N: Okay

B: Whereas I live about (.) half an hour?

M: Mm

N: And did that sort of fizzle out a bit in lockdown?

B: Um (1) well it was actually when we came ((looking up as thinking and gradually moving head to look to L)) out the first lockdown ((looking at M)) that we did, and then we went back into second one ((looking at M who nods)) because it was just before Christmas wasn't it? ((to M))

M: (4) yeah well yes I can't remember

B: Well I started Airsoft in August ((looking down to front)) and then it was a second lockdown ((looking to L)) just before Christmas as well ((looking at M))

M: yeah they'd shut down and restricted a lot of things hadn't they, yeah

B: yeah ((looking to front and down))

N: Yeah, so is that something that will start up again do you think, thinking about the future and plans or...?

B: Probably doesn't do Airsoft much anymore ((looking at M))

N: Oh doesn't he? Oh. ((looking down))

B: No

M: (3) He's got a girlfriend hasn't he?

B: Yeah ((looking to L smiling))

M: That's why ((looking at M)) so,

B: Well [(unintell)]

N: [Oh OK] See him Saturdays I suppose? ((to M))

<p>B: Probably <u>be a challenge anyway cos he keeps on asking</u> ((looking up then at M)) <u>But</u> I'm just very busy <u>-we're all busy with college anyway</u> ((looks down))</p> <p>M: Yeah</p> <p>N: Mm</p>	
<p>61: N: So in terms of objectives for the future, is driving something that you want to do and passing your driving test</p> <p>B: Yeah.</p> <p>N: Yeah</p> <p>B: ((looking down)) Yeah – <u>I'm really into cars</u></p> <p>M: I'm smiling because we've just been talking about it in the car on the way home ((B looks up and smiles)) <u>driving</u> lessons and cars and</p> <p>N: Oh. Yeah. When do you plan to start learning?</p> <p>B: <u>As soon as I can</u> really</p> <p>N: yeah (4)</p>	<p>61 Shift of topic: Checking any other things for the front wheel – objectives for future: Driving</p> <p>Theme4:E: Empowerment Theme5:FG: Fab: interested in learning to drive and cars – will learn as soon as he can Sju: is losing interest – reduced engagement</p>
<p>62: Okay, so I'm thinking about – we've probably mentioned everything - we talked about your friends. You've probably got people in terms of A' levels who will be sharing the journey with you, I guess? People at college, teachers and...?</p> <p>M: You've made some new friends haven't you?</p> <p>B: Mm</p> <p>N: Yeah</p>	<p>62: Change of topic: Checking any other people for spokes of front wheel</p>
<p>63 N: Yeah, so we're gonna think about next the bicycle basket. So you know, if you've got a basket on the front of your bike? So thinking about going on the journey towards the future and some of your goals, the basket is a bit of a symbol of all the things that might help you. Um, So we've talked about your strengths and your values that are on your bicycle frame and holding you up, and the basket as sort of resources, things that you, that keep you going maybe in your in your life. So it could be particular skills, it could be um things that keep you going like sporting activities or mindfulness activities or poems or art or music, certain music that gets you going you know, anything that you feel is, is there to sort of help you along when you need a bit of a spurring</p>	<p>63 Change of topic: Basket: Resources for the journey to achieve future goals and ambitions: What will help towards the ambition to be in the Police:</p> <p>Theme4:E: Empowerment Theme5:FG: B talks about the most helpful thing being having chosen a career path that is realistic/ achievable. Fab: Easy to get into the Police; skills that will help: hyperalert; empathic, good at</p>

on? Is there anything like that you can think of?
We'll go through them...

B: Well, I think the main things carrying me like, to do the job that I want to do is just the fact that it just happens to be a job that's quite easy to get ((looks at M and laughs as talks)) (3) Do you know what I mean? ((looking at M)) That is, that like a dream job ((looking to L, neutral face)) because I've already got the requirements ((looks to screen then upwards)) (1) that I need to ((looking to L and then to M)) join

M: Mmhm

B: So ((looking down to front)) it's

N: Mm. (3) So, I suppose you've got the academic requirements already and what what skills is it? What is it that you think will help you get there? That'll help get into the Police and then be good at the job?

B: I don't know? I don't know ((slight smile)) I think ((looking down to front)) I'm always on quite high alert. Could be handy in some situations. I'm good at talking to people ((looking towards L))

N: Yeah, you are

B: I'm, well I wouldn't say in general, but like, ((looking to L)) I've got empathy ((nodding as looks to M)) that's, that's the One.

B: So, um ((dropping gaze downwards)) (4)

M: What do I always say about your ADHD brain?

B: I don't know. ((looking ahead, neutral face))

M: Like, what do I say it really helps you with?

B: ((Slight smile, turns to M)) I dunno! You put me on the spot.

M: Okay, that could, that you see everything? ((looks down to front)) It's like [you notice things]

B: [I said that]

M: that... Did you say that?

B: Yeah ((looking at M))

M: I'm not sure.

talking to people; noticing detail and joining things up to make sense of it

OBS: 'ADHD brain' – EF profile?: hyperalert; noticing detail; M reframing these EF skills as positives

Sju: B picks up his drink again – a situation which is more emotive? Talking about 'ADHD brain' – mum mentioned eye for detail – B had said he is hyperalert – he thought this was the same thing – when M said she understood what he meant, he had a drink – taking the pressure off? It would have been interesting to know what B's perspective on the diagnosis of ADHD is.

B does not really respond to the link between ADHD and skills for the police – he then uses humour to move the conversation on to a different topic -

Theme3:H: Humour

Theme4:E: Empowerment

Theme5:FG: Future goals and dreams:

Police: good at talking to people and empathy – links with Theme2:R

B is able to talk about his strengths spontaneously now

B: I did ((looks to screen))

M: Oh, you said hyper-alert. Yeah, I see what you mean. ((smiling, picks up drink)) But, but I was just thinking, you know, you have an eye for detail and you ((drinking)) spot things that nobody else sees and hear things that nobody else hears ((still drinking))

B: Mm ((looks at M, gradually smiles))

N: Yeah, that's interesting.

B: Yeah, but yeah

M: Can you give an example?

B: No ((slight laugh))

M: Well, so I'm thinking about things like we're in a car and you'll say we've been this way when we went to such and such ((looking down to L, neutral face)) and it was years ago and you're really small and you remember it and (1) you know well you notice things on TV shows that it's just like oh yeah, I've not noticed that

N: Mm

M: all those things that minute detail ((looks down to front then up again to L, rubs L side of face with L palm))

N: That's like um, that seems to be good in, you know the people in TV programmes who are continuity editors or whatever they're called where you've got to spot, oh that actress is in slightly different shoes and so now it looks like it's not the same day you know you need to you need to good I don't you for those sorts of jobs as well.

M: Mm

N: But I can see what you mean about the police that would be really

B: mm

M: You're brilliant at that, you are ((Looking down to L)) you are always the person that notices those things. ((nods)) I think, you, like you'll say such and such and I'll say, 'what do you mean?' about a programme we might be watching together and then you'll say 'well there was this and this and this' and I'll be like 'yeah, good point'. So you can really put the pieces together really quickly that I've ((rubs

chin with L hand and turns to L then looks at M)) missed and I think I'm quite good at it but so you're brilliant.

B: I think ((looking down)) I'm also quite good at reminding you which TV shows you've already watched ((smiling, looking at M)) ((all laugh))

M: You are yeah ((looking down smiling))

N: Does your mum forget until she's halfway through and then say 'well I think I've watched this before' ((smiling and nodding and looking to L)) That sounds familiar.

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N: Yeah, so, what was I just going to ask you about? I can't remember, I've lost my thread a bit. So if, if on the way to some of these things in the future, things got tricky for you, if for some reason something happens or something goes wrong or whatever, what resources would you draw on to help you keep going might be words of wisdom or um things people say to you or is there anything like that? or music or anything, poems?

B: Um (2)

N: Do you do anything if you're in a really bad place, you know, if you feel really down or anything is there anything that you know helps you get out of it?

B: (4) ((clears throat)) Not really ((looking at M)) I don't think... ((looks down)) Probably just having a laugh with my mates ((looks at M))

M: Mm. (3) Well, you talk to me

B: Oh, oh yeah. ((slight smile looks down to front))

B: Yeah, was about to say that.

N: Mm. So it helps to sort of talk about things and think them through, have somebody else wondering about it as well with you?

B: Mm ((looking down to front))

M: I can tell you brains tired because I'm thinking about the stuff you're doing it CAMHS at the moment around your anxiety around medical settings and needle phobia. ((looks round to M)) And actually, you're the person who's gone and done your own goals and been resourceful then actually your attitude has been, what?

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Change of topic: Basket: Resources for the journey to achieve future goals and ambitions:

Theme3:H: Humour

Theme1:C:

Fab: have a laugh with friends; agreed that talking to M helps.

'Just getting on with things' helps

Sju: 'I was about to say that' -sensitive to mum's feelings? Theme2:R:

OBS: Anxiety/ feeling fearful

RESPONSE: When B experiences anxiety he has fun with his friends.

M prompts him that he talks to her as well – idea of Theme4:E: -focusing on his friends as a way to reduce experience of anxiety; promotes autonomy.

When things play on his mind a lot, he gets to a point of getting motivated to do something to reduce the stress -

Theme4:E: Empowerment M is reinforcing B's ability/ attitude to 'get on with it' when things cause anxiety

<p>B: ((sighs, leans forward)), oh, <u>don't know</u></p> <p>M: Just do it, you know, just do it. I might be scared but just do it. ((looking to R, leaning back a bit, rubs hair with R hand))</p> <p>N: Yeah, okay, so you're quite proactive about just getting on with things?</p> <p>B: Mm</p> <p>N: Do you tend not to procrastinate then and put things off ((smiling and nodding)) or do you do that as well? ((all laugh)) (3)</p> <p>What what is it that triggers that when you're feeling about like putting things off - What is it that suddenly spurs you into action? What makes you think 'right, I'm going to get on with this now' What's the difference?</p> <p>B: <u>I can't be bothered thinking about it and stressing about it</u></p> <p>N: Mm is it when you know that you just, it's on your mind all the time in the back of your mind and it gets wearying?</p> <p>B: ((nods))</p>	<p>Theme3:H: Humour – response to question about procrastination – it seems that B does put off things he is not interested in doing.</p>
<p>64.5</p> <p>N: Okay. you've not got any objects that hold particular significance for you that you use or you look at to cheer yourself up or anything like that, or any activity</p> <p>M: the iPad is connected to my phone. Sorry.</p> <p>N: Oh, sorry. Did you hear me?</p> <p>M: No, we didn't hear you my..</p> <p>N: okay I was just saying, Do you have any um objects that are special to you, that sort of give you strength or, or anything like that or any. Yeah, any sort of anything that's symbolic for you or any activities that help you move forward?</p> <p>B: <u>Not really.</u></p> <p>N: No</p> <p>M: Well, you have some early soft toys. Yeah. Which you use for comfort. ((Looking at M))</p> <p>B: <u>Not anymore.</u></p> <p>M: Okay.</p>	<p>64.5</p> <p>Change of topic: Basket: Resources for the journey to achieve future goals and ambitions:</p> <p>Fab: Soft toys; photos - Theme4:E: Sju: B denies soft toys – thinks it's childish?</p> <p>Passes the responsibility and ownership of the photo books to M; sense that he is rejecting the idea that photos help when facing challenges and that he just looks at them when he thinks about it – tired because it is the end of the session?</p>

<p>B: But yeah, ((looks down slightly to L)) definitely when I was younger, not even that long ago really ((Looks at M)),</p> <p>M: No</p> <p>B: <u>a couple years ago</u> maybe? ((looking at M))</p> <p>M: Mm</p> <p>N: Yeah.</p> <p>B: (unintell) my bed then? ((speaking to M))</p> <p>M: But then there's some photographs, that of</p> <p>B: Yeah you've got photo books – lots of them haven't you? ((looking at M))</p> <p>M: Mm</p> <p>N: Is that something you you look at some times when you need a bit of a lift or...</p> <p>B: Yeah, I think, just like, <u>when it comes into my head really</u></p> <p>N: Mm</p>	
<p>65</p> <p>N: Have you got any best advice for yourself that you tell yourself that sort of helps you move forward?</p> <p>B: Mm</p> <p>N: Or is it partly what your mum said about you know, just get on with it? Is that your advice to yourself?</p> <p>B: Yeah.</p>	<p>65</p> <p>Change of topic: Basket: Resources for the journey to achieve future goals and ambitions: Advice to self</p> <p>OBS: anxiety</p> <p>RESPONSE - 'Just get on with it'</p> <p>Theme2:R; Theme4:E:</p>
<p>66</p> <p>N: Yeah. And, and have you got any stories of yourself, I know you've had a big thing around a hospital related challenge in the past. But either that or other things. Have you got any stories of what really helped you through a difficult time? I don't mean to you to tell me the detail of the difficult time itself. But what helped you get through it?</p> <p>B: <u>Probably you</u> ((looking at M)).</p> <p>M: Did you hear that Nick?</p>	<p>66</p> <p>Change of topic: Basket: Resources for the journey to achieve future goals and ambitions: Stories about what helped through a difficult time</p> <p>Theme1:C: Relating to connection</p> <p>Theme2:R: Reflective</p> <p>OBS: anxiety especially in relation to the hospital event</p> <p>RESPONSE: M supported him; coregulation; relying on M</p>

N: Yeah. Yeah. And maybe did your determination come into it as well? Because you're obviously very resilient.

B: I think a bit later on yeah but obviously it's quite a while ago. ((looking to M)) I think I relied on you.

M: I think that is true. And I think it was tough. It was traumatic. ((looking down to front)) But I think you've done some difficult things like going to CAMHS to deal with that. ((looking up to L)) And you've gone to CAMHS again recently. And even though you don't like going ...

B: Yeah but who's been there with me? ((rolls head so up and to front but moves eyes to L towards M, nods head towards M)) it's [you]

M: [That's true]. But actually, you've had to want to be there. And even when you

B: ((laughs and looks at M, blows air))

M: haven't, even when you haven't wanted to be there. ((Looks at M, smiling slightly)) You've still gone.

B: ((looking up to L, eyes to M, with head on one side to front)) Have I had a choice? ((Leaning head back and towards M))

M: Not always

B: ((Laughs and leans forwards)) ((all laugh)) For the best though isn't it, so ((head tilted to R, looking down in front and slightly to R, R side of mouth pulled slightly))

M: Well, and I think that's the thing that you do, that you show resilience in that even when you don't want to do it. It's like you're doing it because you know, it's helpful.

N: Mm, you can [see the longterm]...

M: [Yeah, when it's really difficult], it's like you're able to think well, you know, actually, although I hate this, it really helps me.

Fab: Mum as a support; his own determination – later on; having no choice about getting support (eg CAMHS)

Theme4:E: M reframes his coping as linked to resilience/ persevering with difficult things eg CAMHS

Sju: Reject idea of his own strengths and reiterates M being there for him; Had no choice but to engage with CAMHS: He can see it was a helpful thing even if he hadn't wanted to engage (CAMHS) ie: 'for the best though', but does not seem content about this/ resigned about it?

Lots of n-v actions for emphasis

Theme3:H: Humour - Uses humour to deflect? – to manage difficult situations eg when there is any disagreement with M/ potential conflict, uses humour to defuse the situation/ to get his point across.

Theme4 Empowerment:

OBS: anxiety; the consequences of the hospital trauma

RESPONSE: rejects the resilience he has/ reframes coping as having to do what was expected of him (eg go to CAMHS)

M ends by reframing again – he might find things difficult but he is able to persevere because he knows it will help

Appendix 12: Working Transcript: Cal

<p>Data column (left): The episodes depict a move in the telling of the story in terms of time, topic, perspective or theme.</p> <p>Fabula underlined</p> <p>Transcription coding:</p> <p>(.) less than 1 sec pause</p> <p>(2) pause with length of time in brackets</p> <p>((non-verbal information))</p> <p>[] overlapping speech</p> <p>(inaudible/ undecipherable)</p>	<p>Analysis column (right): Blue text: Initial description for entire text of differentiated fabula/ sjuzet</p> <p>Relating to overarching themes:</p> <p>T2: C: Relating to connection</p> <p>T3: A&P: Autonomy and Protection</p> <p>T1: Creative, Practical, Construction</p> <p>T5 FG: Future goals and dreams</p> <p>T4: J&E: Justice & Empowerment</p> <p>T6: Medical Context</p> <p>T7: Educational Context</p> <p>Holistic-Content analysis – Turning points</p> <p>Categ-Form analysis in relation to obstacles</p>
<p>20.10.21</p> <p>C's Mum is in the background but in another room; she comes in for the strengths/ bicycle frame part. C is sitting on a sofa with the video call on a phone which is sometimes placed on a coffee table in front/ to the side of him and sometimes in his hand.</p>	
<p>1</p> <p>N: Well, we'll start on the on the back wheel of the motorbike, and we're talking about all the things and the places that have happened to in your life. So important events, important experiences and important places for you.</p> <p>So what would you say looking back on your life so far, have been important?</p> <p>C: <u>Mm-Mm</u> (('don't know' intonation; shrugs and fiddles with his hands, both corners of mouth turned down, looking at hands))</p> <p>N: Any, any things that you've done in your life that stand out?</p>	<p>1</p> <p>Back wheel of motorbike: significant events and places in life to now</p> <p>Fab: C says he doesn't know</p> <p>Sju: finds it difficult to think of things when the topic is open like this – needs more scaffolding? Emphasis on 'don't know' – by repeating this x3: reluctance to engage? Lack of trust?</p>

<p>A: <u>I don't know</u>. ((Looks towards camera and moves in his chair)) I dunno, don't know (shakes head slightly, looking to screen, screws up his nose and mouth. Places his hands on the arms of the chair and pushes himself to sit further back in the chair)</p>	
<p>2</p> <p>N: If...anything that you've achieved, or any places you've been to,</p> <p>C: <u>Portugal</u> (shrugs and leans forwards, putting head downwards, with an indifferent facial expression – mouth turned downwards, looks at screen briefly then down to L)</p> <p>N: Have you been to Portugal?</p> <p>A: <u>Mm-hm</u> (looking upwards and away to his right, with a disengaged facial expression)</p> <p>N: Was that on a family holiday?</p> <p>A: <u>Yeah</u>. (Raising left hand and bringing it down to tap onto knee/ chair, looking straight ahead not at screen)</p> <p>N: Tell me about that. Tell me about what you liked and didn't like about it.</p> <p>C: <u>My brother were there</u> ((briefly looked towards camera with a slight smile, looked to his right and then back, tapping with right hand/ banging a bottle onto the chair/ table)) <u>Being annoying</u> as usual. ((looked towards camera, slightly more open, engaged expression, scratched side of nose with right hand))</p> <p>N: What else, what else happened?</p> <p>C: Well <u>my brother started dancing like every time we went past this building</u>. ((examining hands, both hands in front of</p>	<p>2</p> <p>Thinking about significant places in the past: C mentioned Portugal</p> <p>Fab: Family holiday – mentions younger brother straight away – as primary/ most significant memory of the holiday – also says he was annoying as usual. He was dancing every time they went past a partic building</p> <p>Sju: This memory holds some significance for C – I didn't ask the right/ enough questions to hear more about it – he smiled slightly about it</p> <p>T2: C: Relating to connection: Importance of connection with people who he is close to. Contradiction: Finding negative in a positive memory (T being annoying 'as usual') as way of underplaying its significance/ the significance of the relationships? Pretending they don't matter as much as they do? – due to difficulty expressing emotion?/ fear of loss of relationships?:</p> <p>T3: A&P: Autonomy and Protection</p>

<p>face, one hand in the other)) Dunno [why] ((looked towards camera))</p> <p>N: [Every time you] passed a building?</p> <p>C: Yeah, he were, <u>he were dancing every time we went past this building</u>. ((tapping wrists together, looking towards camera))</p>	
<p>3</p> <p>N: Um is it your older brother or your younger brother?</p> <p>C: ((Looking towards camera)) <u>My younger brother</u> (looking at his left hand scratching right elbow and then stroking his right arm up and down))</p> <p>N: What's his name C?</p> <p>C: <u>T</u>. ((still looking at his right arm as he scratched it))</p> <p>N: T, yeah. Um, So who went? You, T...? Was it your mom?</p> <p>C: <u>Yeah</u>. ((Looking at hands as intertwining fingers))</p> <p>N: Anybody else?</p> <p>C: <u>No</u> ((abruptly, still looking at hands. Determined, set, facial expression))</p>	<p>3</p> <p>Shift in topic: brother Fab: younger bro – ‘T’</p> <p>Sju: lots of movement right from the start – abrupt ‘No’ – linked to fact that ‘nobody else’ went with M and T – emotion about this?</p> <p>T2: C: Relating to connection : relationship with mum and T</p>
<p>4</p> <p>N: And what did you do that you enjoyed there?</p> <p>C: <u>Went swimming</u>. ((looking in front)) <u>We rode a boat</u> ((put hands down, looked at camera, slight smile, leaned back in chair, looked to R))</p> <p>N: Did you?!</p> <p>C: <u>People let us stay on the boat</u>. ((looking towards camera as leant forwards then backwards in chair, then forwards again</p>	<p>4</p> <p>Shift in topic: Thinking about significant places in the past: Portugal</p> <p>Fab: swimming, going on a boat with family</p> <p>T2: C: Relating to connection</p> <p>Sju: More engaged throughout this section. Lots of movement. (I hadn’t heard ‘dolphins’; had misheard ‘stay on it’ for ‘steer it’ so did not pick up on this): Prob with videoing throughout: C’s speech is quite difficult to hear at times – more difficult over video – REFLECTION –</p>

<p>and pulled something towards him with feet (coffee table?) looked towards it))</p> <p>N: Was it a rowing boat?</p> <p>C: <u>No</u> ((shaking head, leaning forwards, left hand scratching head, used hands to push himself up and sat back in chair)) [<u>it was</u>] a <u>powerboat</u> ((put left hand up to scratch left eye, looking towards camera, wriggled back in chair))</p> <p>N: [and someone...] Oh right, and you hired it did you?</p> <p>C: <u>No</u>. ((touching forehead with left hand) <u>It were a thing where you like going to see dolphins</u> ((looking towards camera, left elbow resting on back of sofa and L hand playing with hair on top of head)) [<u>he let us</u>]</p> <p>N: [so,...]</p> <p>C: <u>stay on the boat</u> ((Eyes to R))</p> <p>N: So um was there a lot of people on the boat then? Not just you?</p> <p>C: Yeah there were lots of people on boat ((looking to R, rubbing L eye with L hand))</p> <p>N: And you, and they, and you were allowed to steer it?</p> <p>C: <u>Mm</u></p> <p>N: That sounds good. Was it good fun?</p> <p>C: <u>Yeah</u> ((touching left ear with left hand as he leant left elbow on arm of chair, leaning back in the chair and looking at the camera with an indifferent expression, then to L, touching L eye with little finger of L hand))</p>	<p>this prob affected the connection and engagement between us which may explain his indifferent facial expression at the end.</p>
<p>5</p> <p>N: So um, when you think about when you were little if we go through sort of in time,</p>	<p>5</p> <p>Shift in topic: Significant Places: when younger</p>

<p>where were important places for you when you were really little would you say?</p> <p>C: Well <u>I don't know cos I were little</u> ((leaning head on left hand with elbow resting on arm of chair, eyes to R)) and I <u>can't remember owt.</u></p> <p>N: Can you remember anything about... were you in the same house for example?</p> <p>C: <u>No</u> ((looking ahead, closing eyes, lips together, pushing them forward, still touching left hand to left eye))</p> <p>N: Can you remember anything about that house where you used to live?</p> <p>C: <u>Yeah, it's XXXX</u> ((looking away to his right, touching hair with left hand, made a sucking noise to dog, patted chair next to him and looked to the right towards dog)) (5)</p> <p>N: Do you think you, I mean you might not remember but did your mum say you went to any places? Like any play groups or anything like that?</p> <p>C: <u>No.</u></p>	<p>Fab: No memory of anywhere; then talks about previous house</p> <p>Sju: use of sarcasm/ humour to avoid response?/ cover up difficulty thinking about open-ended question?/ push me away – avoid connection?:</p> <p>T3: A&P: Autonomy and Protection</p> <p>Perhaps there is not a strong narrative around his early life that is talked about within family?</p> <p>Encourages dog on knee/ on sofa – dogs important</p> <p>T2: C: Relating to connection : Dogs important to him – connection; having responsibility?/ belonging to him?/ empowerment?</p>
<p>6 ((Dog standing on his knee obscuring him from camera)) Come on then, move, come on, come on ((to dog))</p> <p>N: Is that Tora on you?</p> <p>C: <u>Yeah</u> ((looking toward camera as dog jumps off))</p> <p>N: Aah. She's lovely isn't she? How old is she then?</p> <p>C: ((Dog jumps off. Pushing on hands and elbows to sit back in chair, looking at camera)) <u>I think she's two</u> ((looking to right towards dog now out of camera))</p>	<p>6</p> <p>Shift in topic: Dogs</p> <p>Fab: name of dog; age; needs training; previous owners didn't teach her anything</p> <p>Sju: Focus on negative: dogs need training – criticism of previous owners – extra work for family; not mentioning positive: she's friendly and reframing of the dog being pleased to come and live with them: impacted by negativity – way of protecting himself?/ not opening up?/ fear of connection?</p> <p>T3: A&P: Autonomy and Protection</p>

<p>N: she's very friendly isn't she?</p> <p>C: <u>She needs, she needs teaching because the last people that had her didn't, didn't teach her anything</u> ((looking to and then away from camera))</p> <p>N: Oh, right, you've got to train her have you?</p> <p>C: <u>She's a bit of a doughnut</u> ((right foot up on chair so knee in front of him, looking in front of him, resigned facial expression))</p> <p>N: Is she? ((Laughs)) Is your other dog better trained then?</p> <p>C: <u>yeah</u> ((looked round behind him briefly and then turned head quickly forwards again))</p> <p>N: Is that a boxer as well?</p> <p>C: <u>Mm</u></p> <p>N: Mm. And is it a boy or a girl?</p> <p>C: <u>Boy</u></p> <p>N: [How old's he?]</p> <p>C: [(unintell)] (rubbing his left eye, then hair)</p> <p>N: Is he older than Tora?</p> <p>C: Mm, I think, probably about one year old ((rubbing eye and looking to and then away from camera))</p> <p>N: Oh right! So he's quite young as well. Ah, I bet she's pleased to come and live with you then if there's another dog as well and she's getting looked after</p> <p>C: <u>Mm</u></p>	<p>T2: C: Relating to connection: 'doughnut' – vocab – a family term? Friendly/ humour – connection with family</p> <p>Chatting with C about dogs to establish connection/ show interest/ frame aspects of C's situation positively to promote trust and engagement</p>
7	7

N: so what about your very first school that you went to? Can you remember your primary school?

C: Yeah it were xxx primary school in Rainworth ((Playing with his hands, looking at them with a slightly contemptuous expression))

N: You didn't like it?

C: ((looking to camera then eyes to R, tight lips, cracking finger joints)) Not really it were bad

N: Hmm. And what what didn't you like about it?

C: That I got excluded there ((rising intonation, looking at hands as cracking fingers))...pretty much everyday for doing something that you shouldn't get excluded for. ((Emphasis on 'every'; Slightly sneering facial expression – lips pulled to L, looking at hands, then up, R of screen, then sneer with nose pulled up to L and lips))

N: Yeah. Mm. It sounds like you felt it was really unfair.

C: ((looking to camera, still cracking fingers)) Mm. Don't get me wrong, yeah, I were bad there, but not to the point where I should be excluded like every day. ((looked up to left, turning head to L))

N: Mm. What do you think would have helped?

C: Teachers not excluding me? ((slightly sarcastic facial expression))

N: What could they have done then to you do you think?

Shift in topic:

Primary School

Holistic-Content analysis – Turning points – school life and negativity

Fab: Primary School – 'bad', excluded unfairly; he did things that were not allowed.

T4: J&E: Justice & Empowerment

OBS: Obstacles and Categ-Form analysis in relation to obstacle: Exclusion:

Only thing he can say about what would have helped: Ts not excluding him – no deeper reflections about this – when pushed – negative response ie 'anger management didn't help' – difficult for him to think of what might have helped

Sju: Doesn't remember name of school – not significant/ not pleasant memory? Or demonstrates difficulty with memory?

T2: No sense of connection to school;

T2: C: Relating to connection

OBS: Categ-Form analysis in relation to obstacle: Exclusion:

Emotional indicators:

Despite doing things 'wrong' – felt response was unfair – nonchalant facial expression – then smiles – awareness that his answer is circular

Indicators of cognition what could have been different: them not excluding – no ideas about how/ suggestions about what he could have done differently/ what they could have understood about him/ helped him with. But then takes responsibility for his actions (I were bad there...); criticism is softened slightly - some awareness of other perspectives

Indicators of emotional expression facial expression

Humour – cheeky smile – looking at camera – way of connecting even though might

<p>C: <u>Not exclude me</u> ((playing with hands, looked to camera, head slightly turned, slight questioning smile, then full smile))</p> <p>N: and, instead of that...</p> <p>C: <u>Mm-mm</u> (with intonation of 'I don't know!') [probably]</p> <p>N: [Could]</p> <p>C: <u>Anger management plans didn't help</u></p> <p>N: Yeah?</p> <p>C: (unintell)</p> <p>N: That didn't help?</p> <p>C: no</p>	<p>seem there is a barrier/ difficulty in reflecting?</p> <p>intonation, tone of voice – indicates sarcasm and then 'I don't know' intonation:</p> <p>T2: communicates lack of engagement with the subject ie school and their actions towards him – C has rejected them in response to not being understood/ supported</p> <p>T2: C: Relating to connection</p> <p>Sense of being excluded 'every day' – the inevitability of it – no way out – always the same – feeling unable to do anything about this – out of control</p> <p>T4: J&E: Justice & Empowerment</p>
<p>8</p> <p>N: no. Do you feel yet we had a good relationship with any of the adults in primary school was there any of them..</p> <p>C: <u>Not really</u> ((rubbing eye and turned head up to L))</p> <p>N: No? None of the TA is or... that used to sort of have your corner and used to sort of stand up [you]</p> <p>C: Um..Can't remember her name, <u>can't remember her second name, can remember her first name, it were Helen</u> ((turning to right, leaning on elbow, then back to camera))</p> <p>N: Oh yeah?</p> <p>C: [might have been] ((looking to front into distance, thinking then both hands behind head, resting elbows on arms/ back of chair))</p>	<p>8</p> <p>Shift in perspective: An adult who did help at primary school</p> <p>Fab: At first saying no good relationships with staff in primary then someone whose name C can't remember: helped him make friends and did practical activities that he enjoyed eg slime and 'looked out for me'</p> <p>T2: C: Relating to connection</p> <p>Sju: Remembering her first name – perhaps an agency that came into school? Support she gave was significant for A: making friends, looking out for him – connection and being supported is important – has he lost faith that he will be given this again? Some nostalgia attached to this memory – 'way better than normal school'.</p> <p>Identity position: accepted; valued, understood – by this person?</p> <p>T4: J&E: Justice & Empowerment</p>

<p>N: [what did] well what did she do to help you then?</p> <p>C: Just <u>looked out for me helped me make friends in school</u> and everything. Used to cook ((looks up tilts head to L, slight shrug, R arm behind back so elbow in air)) <u>make slime and stuff</u> ((looks to camera, head resting on L hand – L elbow resting on back of sofa)) (2) way better than normal school</p>	
<p>9</p> <p>N: Yeah? And um what about, when you went to the next school? So what was the next school after that one?</p> <p>C: <u>Didn't go to any other school. Just went to XXX(Secondary School).</u></p> <p>N: Just went to XXX. Yeah. So that was a big change then I suppose when you were 11 and you went to XXX?</p> <p>C: Hm-mm ((affirmative/ unsure. Leaning towards and touching something on the table to his right))</p>	<p>9</p> <p>Shift in topic: Next school Fab: Went to secondary next Sju: Holistic-Content analysis – Turning point: moving to secondary school</p>
<p>10</p> <p>N: And so one of the things that's been important to you is going on holiday to Portugal?</p> <p>C: Mm</p> <p>N: What about any other places? Maybe a bit nearer home Are there any places you like to go to near home?</p> <p>C: <u>Not really</u> ((leaning forwards, looking down to right)). [not] ((looking up across to right))</p> <p>N: [with friends?] maybe or?</p> <p>C: no cos <u>half of them live in Rainworth</u> ((looking towards camera, Emphasis on 'Rainworth')) <u>and I live in Oaktree.</u> ((camera went off for a few seconds – phone might have fallen down)) Put it back on ((camera</p>	<p>10</p> <p>Shift in topic: Back to significant places in the locality</p> <p>Fab: Does not give any local places that are significant; not many friends live nearby; local park 'boring' – lack of connection and belonging in local community? T2: C: Relating to connection</p> <p>Sju: No sense of connection to local places; sense of feeling out of control – inevitability of lack of connection ie as friends are not nearby. T2: C: Relating to connection</p> <p>Subject position imposed: Not in control; unable to make things better for self; circumstances happen to him – he cannot change them – resignation. Sense of</p>

<p>being moved, C reaching down to change the phone position))</p> <p>N: So, who, where do you go C when you're not at home, do you go to the park or do you go in certain streets or ...?</p> <p>C: <u>No</u> (still moving the position of the phone) <u>Boring.</u></p>	<p>Isolation? – is the local area ‘boring’ because he has no peers to go with? T4: J&E: Justice & Empowerment</p> <p>Intonation (Rainworth, Oaktree) indicating complaint/ discontent about this and inability to control circumstances?</p>
<p>11</p> <p>C: Hey you, <u>go away</u> ((raises eyebrows as touching dog who has come into shot, friendly face))</p> <p>N: Where do you take the dogs for a walk?</p> <p>C: <u>Up there</u></p> <p>N: Is it like a park or fields?</p> <p>C: ((Talking to the dog)): Off the (unintell) <u>go away</u></p> <p>N: ((dog on sofa licking C)) Aah she wants some kisses.</p> <p>C: <u>Gonna rip my trousers!</u> ((Dog standing on his knee, obscuring the camera, C pulling her leg to get her into a comfortable position leaning on him)) <u>Tora, move!</u> ((lets go of her))</p> <p>N: Aah! She likes you C!</p> <p>C: <u>Need to get her out the way though.</u></p> <p>M: Tora. ((Mum’s voice calling her from the other room))</p> <p>C: Move! ((pointing to the side)) Go on, move!</p> <p>M: Tora. ((Mum’s voice calling her from the other room))</p> <p>N: ((Laughs)) Aah! looks like you're her favourite person.</p>	<p>11</p> <p>Shift in Topic – distracted by dogs Fab: does not mention any significant places - maybe distracted by dog being there/ cannot engage with question? T2: C: Relating to connection</p> <p>Sju: focus on negative – when I say positives about his relationship with dogs he makes negative comments – finds it difficult to accept praise/ to be positive? – circumstances – things happening TO rather than WITH? T3: A&P: Autonomy and Protection</p>

<p>C: ((looking to R as dog leaves to the right, nonchalant face – head dropped)). Mm. <u>Gone now.</u></p>	
<p>12 N: you ever been to any clubs or anything like that?</p> <p>C: <u>Yeah I've been to scouts</u>, um ((leans back on sofa looking at camera, slight shrug then thoughtful facial expression))</p> <p>N: Have you?</p> <p>C: (2) And like <u>Taekwondo</u> ((left upper lip raised as if non-plussed, looking to camera then to R))</p> <p>N: Taekwondo</p> <p>C: But ((leans forward to reach phone on coffee table in front of him, looking at screen)) <u>stopped going to taekwondo cos they wouldn't push me up</u> or anything and I had disabilities but no one knew of them so I got, I wouldn't get moved up cos I don't concentrate as much. ((looking below camera, reaching forward touching phone))</p> <p>N: Right okay. It's Yeah, it's a bit tricky taekwondo I suppose - you've probably got to concentrate a lot so it's a shame that they didn't help you a little bit. (2) What about scouts? How old were you when you went there?</p> <p>C: That were probably <u>about 11</u> ((looking down to right, nonchalant face))</p> <p>N: 11? And how long did you stay there?</p> <p>C: About <u>a day cos it was crap</u> ((still looking to right, emphasis on 'crap', contemptuous face, looked back towards front, below camera, sneering – pulling nose and top lip upwards))</p>	<p>12 Shift in topic: Back to local places</p> <p>Fab: Scouts; Taikwondo T2: C: Relating to connection</p> <p>Sju: Positioned as having lack of control/ power: Sense of unfairness – circumstances conspiring to discriminate against him causing negativity: T4: J&E: Justice & Empowerment</p> <p>Taikwondo: he was not supported and was discriminated against because of difficulties concentrating T2: C: Relating to connection T4: J&E: Justice & Empowerment Social positioning imposed: rejected Scouts was annoying and sense of not getting advantages/ privileges 'not getting lucky treatment when it's me' – only bad things happening – people treating him unfairly – out of control – things happening TO him T4: J&E: Justice & Empowerment</p> <p>Identity positioning as 'having disabilities' – is this the way others have talked about him? – that he should have support due to disabilities and he does not get the support he needs? T4: J&E: Justice & Empowerment Subject positioning: sense of inevitability and lack of control to make improvements</p> <p>Camping is too cold – not able to offer suggestions for alternatives that might have helped increase engagement with scouts – disconnected from scouts – is not part of identity positioning T2: C: Relating to connection</p>

<p>N: You didn't like it? What didn't you like?</p> <p>C: <u>Everything. All people were just annoying</u> us. ((Leans forwards in seat, head tilted to L, looking down))</p> <p>N: Mm, didn't you go on any camps or anything like that and excite... anything exciting?</p> <p>C: <u>No</u>. ((Emphasis. Slight smile. Looking down towards front below camera)) I don't get that, don't get that lucky treatment when it's me.</p> <p>N: would you have liked it better do you think if you'd have done camping and things like that?</p> <p>C: Mm. <u>Don't really like camping</u>. ((shrugged, sitting up in seat, looked up and then to the side, eyebrows raised, eyes widened))</p> <p>N: Don't you?</p> <p>C: <u>Too cold</u> ((looking to right))</p> <p>N: (laughs) Yeah it can be can't it? It's not much fun if it rains.</p>	
<p>13 What other holidays have you been on apart from Portugal? Have you been anywhere in this country?</p> <p>C: <u>Yeah like Skeg</u> ((sneering/ indifferent facial expression – mouth downturned)) Mm that and <u>might be more</u> ((leans forward to touch phone)) <u>but I can't remember</u>.</p> <p>N: Yeah. Have you been to Skeg a few times? ((nods)) Yeah. What do you ...do you stay with anyone in particular there or do you go to the same place or [caravan] or...</p>	<p>13 Shift in topic: Thinking about other holidays <u>Fab: Skegness</u> T2: C: Relating to connection</p> <p>Sju: scornful intonation Difficult to remember? Does he enjoy these holidays?</p>

<p>C: [same place]. ((pulls both sides of mouth downwards, fiddling with an object – camera?)) As long as we don't, <u>don't really go to new places</u> ((looking at object in hands))</p> <p>N: Mm. So did you go there this summer?</p> <p>C: Yeah probably ((fiddling with camera))</p> <p>N: This summer just gone? Did you go then or...?</p> <p>C: <u>Think we did</u>. ((Scowling/ thoughtful face, looking at camera in hands))</p> <p>N: Did you?</p>	
<p>14</p> <p>N: I know another place that you've mentioned that's important to you and I don't really know where it is, but I know you've said that you like to do stuff on your motorbike with your dad. So where's that that you go?</p> <p>C: <u>My dad?</u> ((Questioning, looks directly at camera, stops fiddling with camera in hands, scornful face))</p> <p>N: Is it not your dad? Who is it that helps you with your motorbikes or undoes them and builds them and all that?</p> <p>C: <u>I've never mentioned my dad</u> ((emphasis on 'my'; shaking head, looking scornful))</p> <p>N: Oh. Okay, who do you do motorbikes with?</p> <p>C: <u>My dad's out of the picture</u> ((looking at the camera that he is playing with, slightly angry/ scowling face))</p> <p>N: Okay. Who did you always used to do motorbike building with then and taking them apart?</p>	<p>14</p> <p>Shift in topic: Motorbikes</p> <p>Fab: takes motorbikes to pieces himself – rejects idea of dad being involved. Cannot do this often – garage locked – needs mum's permission.</p> <p>T1: Creative and Construction</p> <p>Sju: Emphasis on dad not being involved – repetition: never mentioned; 'out of picture' – non-verbal communication emphasises negativity about this. Interest in this topic demonstrated by mentioning going to get some of the pieces – but 'not allowed' – again coming back to sense of lack of control – being thwarted – negativity and lack of power:</p> <p>T4: J&E: Justice & Empowerment</p>

C: Noone, I do it myself ((slightly lighter tone, playing with camera, scowling face subsides a little))

N: Do you? And where do you do that?

C: Back room ((intonation indicates definiteness – emphasis on ‘room’; slight nonchalance, eyebrows raised, still playing with camera))

N: Oh, you do it at home do you?

C: Mm

N: So are there bits of motorbike lying around then?

C: Yeah, could get some now but (.) wouldn't be allowed ((looking at camera in hands))

N: Are they actually inside, or have you got like a shed or somewhere where you do it?

C: We've got a garage that's outside ((looks up and slightly jerks head to front, indicating outside, rasies L side of upper lip)) to keep em in. ((looking closely at camera in his hands))

N: Yeah

C: and can't get in it cos there's keys in it and it's double-locked so ((purses mouth)) it's impossible to get into ((raises eyebrows))

N: Do you go in there sometimes then; are you allowed to go in to do motorbike stuff or...?

C: It depends if my mum says

N: Yeah. Is it something you enjoy doing at weekends?

<p>C: Well not really cos I don't get to do much. ((puts camera up to eye as if taking photo))</p>	
<p>15 N: Okay, well look, if we think about the, the motorbike again, on a bike on an ordinary bike on this bike, you've got spokes, haven't you that go in the middle of the wheel. I don't really know how it works on a motorbike. I'm looking at it now. But this picture hasn't got anything on. So there's no, there's no spokes or anything is there on a motorbike?</p> <p>C: <u>No there is</u> ((emphasis on 'is'; gentle tone - looking at camera in hands then looks to camera)) <u>Otherwise it would just fall apart</u> ((looks to camera with knowing face – pulls L side of lips to side))</p> <p>N: Is the... say that again?</p> <p>C: <u>If there were no spokes it'd fall apart</u> ((questioning intonation, slight sneer, looks up to L of camera))</p> <p>N: So are there spokes, then but they're just hidden or...?</p> <p>C: <u>No</u> ((playing with camera in hands, slightly exasperated/ knowing face))</p> <p>N: Are they like big structs? Like metal bars on motorbikes.</p> <p>C: No. Mostly metal ((looks up briefly)).</p> <p>N: Just one...just solid metal is it?</p> <p>C: Metal pieces ((looking at camera in hands then puts it up to his eye))</p> <p>N: Okay, you know more about motorbikes you see, than me - I'm not really very good at motorbikes. So erm, do they, like have a hub cap on?</p>	<p>15 Shift in topic: Thinking about significant people on the back spokes: then getting side-tracked to talk about motorbikes (attempt to engage C in topic he knows about)</p> <p>Fab: Motorbike wheels have spokes; then says they have metal pieces T1: Creative and Construction</p> <p>Sju: Not making most of invitation to talk about a subject he knows about, but gentler tone – more connection</p>

<p>C: <u>Probably ((nonchalant))</u></p> <p>N: Like on cars, you know, how sometimes they sometimes fall off on cars don't then they lie by the side of the road? Is that the same for motorbikes?</p> <p>C: <u>What you mean like the rim cover?</u></p> <p>N: Yeah.</p> <p>C: <u>No</u></p> <p>N: Don't they have one of them? ((shakes head)) Okay, well, I'm not really sure about motorbikes.</p>	
<p>16</p> <p>N: So let's think about just the inside of the wheel then, and think about people who are important to you in your life, and who've been important up to now. So I know one of them, I think you'll say Is your mom.</p> <p>C: <u>Mm</u></p> <p>N: And I know you've mentioned T. So even though he might be annoying.</p> <p>C: I have arguments with him and he still thinks I don't like him. <u>I do like him, but sometimes he's very annoying.</u> ((looking down at the camera and camera case he is fiddling with))</p> <p>N: Yeah. Well, I think called brothers and sisters are a bit like that, aren't they? So, so there's T and have you got an older brother as well.</p> <p>C: <u>Yeah.</u></p> <p>N: What's his name?</p> <p>C: M. ((reaching down between sofa cushions to retrieve something))</p>	<p>16</p> <p>Shift in topic: Thinking about significant people on the back spokes: Family</p> <p>Fab: Mum, brothers, sister T2: C: Relating to connection</p> <p>Sju: Explains he likes younger brother but he can be annoying – chooses to explain this – T is particularly significant to C? - mentions him in a bit of detail unlike the other 2 siblings.</p>

<p>N: Yeah, so they're three people; who else would you put in the wheel? You've mentioned Helen at primary school. Anyone else that's important to you that you've met in your life?</p> <p>C: Yeah, my sister. ((smiling, looks to camera briefly, then down to L and shifts position on chair))</p> <p>N: Oh, I didn't know you'd got a sister. What's your sister's name?</p> <p>C: E (4)</p>	
<p>17</p> <p>N: And anyone else? Anyone like your Taekwondo teacher or your scout leader or your...</p> <p>C: Taikwondo teacher?! <u>You must be having a laugh miss!</u> ((Looking up to left and smiling; incredulous face))</p> <p>N: Do you not like him?</p> <p>C: <u>Her</u> ((looks to camera disdainfully))</p> <p>N: Her was it? She wasn't special to you then?</p> <p>C: Er No! ((shifts on chair and smiles downwards)) <u>She were an absolute joke.</u></p> <p>N: Was she?</p> <p>C: <u>Not one help,</u> not one bit. (Looking upwards and grimacing, eyebrows raised)</p>	<p>17</p> <p>Shift in topic: Thinking about significant people on the back spokes: Taikwondo teacher</p> <p>Fab: rejects Taikwondo teacher Sju: disdainful of her – feeling that she did not understand or support C- seems to feel; hurt by this – Taikwondo could have been something that was important to C – he identified with – and then he was unable to continue – perceived that he was discriminated against? - difficulty concentrating? Being unsupported to continue to go has impacted his identity position?: was connected and had a sense of belonging and now is rejected?</p> <p>T2: C: Relating to connection T4: J&E: Justice & Empowerment</p> <p>Emphasis on not being helpful to him; 'absolute joke'. Uses phrases for emphasis rather than explaining the situation/ his feelings/ opinions clearly: 'you must be having a laugh' – taking back control?: T3: A&P: Autonomy and Protection 'Miss' – indication of respect? – applying rules of education context – sees me as an extension of educational setting?</p>
<p>18</p> <p>N: Have you got anyone else in the family? cousins, aunts, uncles, grandparents that are important to you?</p>	<p>18</p> <p>Shift in topic: Thinking about significant people on the back spokes: Extended family</p>

<p>C: Yeah, <u>my nephew</u> ((Looks towards camera briefly as leans forwards and touches feet))</p> <p>N: Who's he?</p> <p>C: <u>M</u> ((smiles, looks briefly to screen))</p> <p>N: Do you see him much?</p> <p>C: <u>Mm</u></p> <p>N: So is that M's son?</p> <p>C: <u>Mm</u></p> <p>N: Yeah. Aah. And how old is he then?</p> <p>C: <u>I think he's five.</u> ((looking to right with a thoughtful face, slight pull of lips with head tilted to side)) [pretty sure he is]</p> <p>N: [And what] what do you do with him? Do you play games with him? Or take them out or...</p> <p>C: <u>We used to have little fights on trampoline like play fights</u> ((smiling, looking slightly wistful, looking to right))</p> <p>N: Do you ((laughs))</p> <p>C: <u>Funny</u> ((smiling)) cos <u>I'd throw him across trampoline and he gets back up and he's like 'raaar!'</u> ((smiles, intermittently looking at camera as says this))</p>	<p>Fab: Nephew: M – 5 years old – play fights on trampoline – describes the game. T2: C: Relating to connection</p> <p>Sju: Monosyllabic responses at first; then engages more. Smiling and real engagement as talks about playing with nephew. Identity position re being an uncle to M/ Playing with him: responsibility? Being the leader? Having some power in this interaction? T4: J&E: Justice & Empowerment T2: C: Relating to connection</p>
<p>19 N: ((laughs)) And other, other things that are important to you are your dogs aren't they? Tora, and what was the other one called?</p> <p>C: <u>Bert</u></p>	<p>19: Shift in topic: Thinking about significant people on the back spoked: Dogs and friends</p> <p>Fab: Dogs: Tora and Bert; can't remember friends as not been in school – and lives too far away to see friends out of school T2: C: Relating to connection</p>

<p>N: Bert – so they’re two important sort of people, aren’t they to you. Anyone else that sticks out?</p> <p>C: <u>No</u>, not really</p> <p>N: Any particular friends? Who are your favourite friends?</p> <p>C: <u>I don’t know</u> ((looking downwards, kicking the coffee table slightly)) I can’t remember anyone, friends cos I haven’t been at school for ages.</p> <p>N: Mm. Do you see anybody out of school C?</p> <p>C: No</p> <p>N: Any...No. Do you live too far away from school to see any of your school friends?</p> <p>C: Mm ((Kicking coffee table; shifting in chair, looking downwards, set face, mouth downturned))</p>	<p>Sju: when says he doesn’t know/ doesn’t have friends to name – looks sad but then as explains the reason ‘not being in school’, looks more angry – scornful ie sense of blame on school/ decisions made about him that he has no control of</p> <p>T4: J&E: Justice & Empowerment</p> <p>Narrative about other people taking control and thwarting/ limiting him; circumstances – inevitability of negative consequences/ impact. Identity position: he is isolated/ ostracised?/ marginalised</p> <p>T4: J&E: Justice & Empowerment</p> <p>T2: C: Relating to connection</p>
<p>20</p> <p>N: What about grandparents? Have you got any grandparents? That you see? [any..]</p> <p>C: <u>[yeah we see] sometimes</u> ((looks down and then to camera, leaning slightly to L on sofa))</p> <p>N: Say that again - it just cut out a bit.</p> <p>C: <u>Mum’s mum sometimes</u>. (looking directly at camera))</p> <p>N: Yeah. What's her name? Mama or grandma or...?</p> <p>C: Just <u>call her Nanan</u>. ((smiles))</p> <p>N: Nanan? Yeah. And does she live nearby?</p> <p>C: No <u>she lives in Rotherham</u> ((tilts heads to one side, pulls mouth to one side))</p>	<p>20:</p> <p>Shift in topic: Thinking about significant people on the back spokes: Back to extended family</p> <p>Fab: sees grandparent sometimes (mum’s mum) Nanan – lives in Rotherham – doesn’t stay there. Not sure about aunties. Two uncles</p> <p>T2: C: Relating to connection</p> <p>Sju: Uncertainty about uncles and aunties – they do not seem to figure strongly in family narrative. Disdainful about idea of calling family friends uncles – closed family group – not many connections outside family?</p>

N: Oh right – a bit of a trek then? (3) Do you ever go and stay? (4)

C: No. ((shifting in chair, looks at camera briefly))

N: Have you got any aunties and uncles?

C: Yeah I think. ((Looking to camera and then right of camera)) Not sure about aunties. If I do don't see her. ((looking at camera on and off with a thoughtful/pondering face)) But I know I've got Uncle L, Uncle B. ((glancing at camera, neutral face, shuffling in chair))

N: And are they your dad's brothers?

C: No ((looking down at feet – sitting cross-legged on sofa))

N: Your mum's brothers? (5) Or are they just people you call uncles?

C: No. (2) ((looking down at feet as sitting cross-legged on chair, starts to scowl, scowling increases as raises head to look at camera)) Why would I call people uncles? (looks to R, scowls, shakes head).

N: Well, some people have got like, I've got some things that I've always called uncles. But they're not actually my uncles. But they're like family friends.

21

C: Well I don't know why you keep mentioning my dad. My dad's never made any sort of help yeah, ((looking at camera)) (1) or any sort of effort to come and say hi, ((looks to R, tilting head slightly to L and R as talking)) sent me a letter ((looking back to camera, both sides of mouth downturned)) No. ((looking at camera with contemptuous and dismissive face, set mouth, shakes head, tilting head to L))

21:

Shift in topic: C takes topic to dad

Fab: Dad does not make an effort to connect with C – says he is not disappointed about this and doesn't care.

T2: C: Relating to connection

T3: A&P: Autonomy and Protection

Sju: Seems angry that I mentioned him (in relation to uncles being mum's or dad's

<p>N: No. That sounds like you're really disappointed about that, then?</p> <p>C: <u>No</u></p> <p>N: Or not then?...</p> <p>C: (Unintell) <u>care more</u> ((leaning forward towards feet))</p> <p>N: No?</p> <p>C: <u>If he ain't bothered then I ain't bothered.</u></p> <p>N: Mm. Well, I wasn't really mentioning your Dad, I was just trying to find out about any uncles or Auntie's, and usually they're related to either your mom or dad, that's all - not necessarily talking about your dad. Do you prefer not to talk about him?</p> <p>C: <u>He's a muppet</u></p>	<p>brothers). Anger towards dad – evident through body language and facial expression. Does not respond directly to question about whether he would prefer not to talk about him – uses expressive vocab to make point instead 'he's a muppet'. Is this response to protect himself?:</p> <p>T3: A&P: Autonomy and Protection</p>
<p>22</p> <p>N: Okay, well, what we're gonna do now is to think about the frame of the motorbike, and the frame of the motorbike is going to be all your strengths and all the things that you value. So all about you now. So do you know, can you give me any ideas about what you think you're good at? what some of your strengths are?</p> <p>A: <u>Building. Playing.</u> ((Looking down, shaking head slightly)) <u>Gaming</u> and stuff, I don't know.</p> <p>N: Mm. So building it sounds like you're really good at that because we've talked about that before. Um you're really good at sort of engineering aren't you and putting things back together?</p> <p>C: Not really, <u>I like destroying stuff.</u> ((looking down at feet, slight smile))</p>	<p>22</p> <p>Shift in topic: Bicycle frame: strengths and values: practical skills</p> <p>Gaming, building are suggested as strengths</p> <p>Fab: gaming, building, 'destroying things', engines</p> <p>T1: Creative and Construction</p> <p>Sju: does not find it easy to think of strengths – gave two but then head down and 'don't know'</p> <p>Rejects idea of building things (even though he suggested it) – 'destroy things' – difficult to hear and accept positives?/ repeating a narrative he hears is told about himself/ accepting subject positioning ie that he is destructive? – but sense of humour too – slight smile briefly.</p>

<p>N: ((laughs)) Do you? You like to take them apart, do you more?(6)</p> <p>C: ((shuffles in seat, looks briefly at camera, slight dismissive face ie tweaks one side of mouth))</p> <p>N: Like practical things don't you, is that right? You like doing things with your hands and working out how things go together? (2) And are you good at making engines work? Do you understand about engines as well?</p> <p>C: <u>Not really</u> ((put head into neck of T-shirt briefly)). <u>I know at least that combustion's a spark and petrol.</u> ((playing with and looking at hands, then looks upwards))</p> <p>N: Well you know more than me. (4)</p>	
<p>23</p> <p>N: And I know you're good at games, so what sorts of skills do you think you have, ...you have to have in your games, because I would be rubbish at them so what skills have you got that I haven't got?</p> <p>C: <u>Well I can play with a keyboard and a mouse and you have a 90s joystick</u> ((turns face to left, slight smile, shakes head, makes a dismissive sound)).</p> <p>N: So is it about thinking quickly and then doing things quickly with your hands?</p> <p>C: <u>You're just bad at playing games</u> miss yeah, you just sit there with your little 90s joystick like 'ooh, it's so good' ((sarcastically, mimicks playing with a joystick)) But we sit there with fat keyboards and things ((gestures playing on a keyboard)) and a mouse and ((head down to R hand, rubs L eye)) so (unintell) ((sits up and then head back into R palm))</p> <p>N: Well, I think even if I'd got your really modern equipment, I still don't think I'd be</p>	<p>23</p> <p>Shift in topic: Bicycle frame: strengths and values: Gaming – quick reactions and strategy</p> <p>Fab: He has better gaming equipment than me</p> <p>Sju: Not taking on board – interpreting comments as having good equipment – turns this round to make fun of the old fashioned gaming equipment</p> <p>Humour</p> <p>Rejecting connection with me:</p> <p>T3: A&P: Autonomy and Protection</p> <p>Identity position: His involvement in the gaming world – he doesn't pick up and elaborate on this</p> <p>Suggested having fast reflexes but did not accept this as a strength of his (no response when asked.)</p>

<p>very good. So I think you're probably, I think maybe you think faster than me and maybe you've got quicker reactions.</p> <p>C: <u>You mean reflexes?</u> (rubbing eyes)</p> <p>N: Yeah. (2) Do you think that's true? Because you think quickly, don't you? You seem to think very quickly, like when I asked you a question, you answer it very quick. So you seem to be good at fast thinking. (5)</p>	
<p>24</p> <p>Well, because it's quite hard to think about your own strengths, I've got some cards here to see if this helps you think about whether you are any of these things. So the first one, I'm going to hold them up. The first one says, social intelligence, emotional intelligence. So this is the sort of thing where you're good at understanding your own feelings and other people's feelings. What do you think about that?</p> <p>C: I'm a bit meh. <u>I'm not very good at socialising cos I've not been for about three years</u> ((false cough behind hand to indicate 'secretly' making a point)) Miss X's fault. ((rests head on hand with right elbow on arm of chair, bored face))</p> <p>N: So, so you say you don't think you're...Are you saying that you don't think you're very good at those things?</p> <p>C: No <u>because of Miss X, because I've been taken away from all my friends</u>, I'm not gonna be able to stay and practice. Do you know how long it's been? ((looks up to camera)) <u>About three years!</u> ((Looking up, to R of camera, eyes slitted)). Because you know, <u>got kicked out at the end of year 7. Went past year 8.</u> ((looking around from R to L as talking with indifferent/ resigned expression)) Then <u>went back in for a bit, got kicked out again.</u> ((looking to R)) Yeah, then I <u>go into, Year 9</u>, come back. ((looking at</p>	<p>24</p> <p>Shift in topic: Bicycle frame: strengths and values: Social Intelligence, emotional intelligence</p> <p>Holistic-Content: Turning points; Overarching content – this is a significant 'small story' for C</p> <p>Fab: Says he does not have good social skills ('meh') - talks about incidents at school that he feels very angry about. Incident with belt explained – 3 years out of school – not able to practice social skills; told he was threatening and abusing staff and peers and excluded. Summary of his secondary school history given. Adults make assumptions – his voice is not heard. Positioned as unimportant/ not cared about?</p> <p>T4: J&E: Justice & Empowerment</p> <p>Other people who witnessed the situation are not heard/ believed.</p> <p>Sju: blaming school staff for lack of socialising – due to not having been in school – not seeing friends.</p> <p>T2: C: Relating to connection</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Lots of intonation for emphasis, pauses (while shifts eye gaze towards camera/ away again for emphasis), rhetorical questioning for emphasis and to persuade/</p>

camera, glaring expression)) Yeah. I were cracking my belt in class yeah? ((looking to R)) I took my belt off teacher cos he were trying to take it away. And then on my report card, yeah,((turned to camera, sneering face)) for exclusion ((intonation emphasises 'exclusion')) it ((emphasised 'it')) says that I've been abusing and threatening teachers. (((4) looking to R, negative incredulous face, sneering in disagreement as if saying 'what?!')) And also, I've been abusing and threatening kids.

N: [so it sounds like]

C: [So E, E] down in LINC, yeah, she were there. ((pointing R thumb out, jerking it to R, sarcastic smile, looks down)) Yeah. And I could get her to come and tell you what happened. ((scratching leg with R hand)) I weren't abusing no kids. ((emphasis on 'no', looking down, playing with feet/ something on his knee, looked to front, slight smile)) [what happened]

N: [So it sounds like]

C: ((tilts head to L)) So I'm beating them now am I?

N: It sounds like about the belt incidents that you that you feel misjudged. It sounds like you think that they interpreted it wrong, that you were doing one thing and they thought you're doing something else?

C: No they're lying. All they do is assume and not...you know ((throws arms into the air, shrugs, looks to camera, looks angry and hurt))

N: So they make assumptions that aren't right.

C: Mm

convince?, body language (throws arms into the air, shrugs), facial expression (almost closed eyes, indifferent/ resigned expression, glaring, sneering/ scornful, incredulous), sarcastic tone to convey how angry and unfairly treated he feels. Pace of talking increases, punctuated by 'yeah?' Lexical level: Uses phrases, questions to communicate intensity of feeling: 'yeah', repeats a word that was said to him; 'I can tell you that', 'Oh my god, funny!' rhetorical tag questions 'I'm not...am I?' 'she' – with emphasis indicating school staff; 'beating', 'lying', 'get rid of me'
Cog indicators: Cannot see perspective of other people thinking his actions were threatening; criticism is unrestrained

T4: J&E: Justice & Empowerment

Evidence for his view that he is misjudged, misunderstood and disempowered – that he is constrained by other people's decisions and has no voice. Sense that his action are justified but other people's are not – he has not been helped to understand a range of perspectives? – has he been able to have a conversation with people who hold the power?/ does he need help to understand the nuances and perspectives?

Autonomy/ Protection – says adults in school lie – resists the subject positions that they impose

Connection affected:

Has affected his socialising and social skills

Educ Context: 'Threatening': imposed subject position – he is rejecting it as an identity position.

N: And what, what were you just about to say that they should do instead of making assumptions?

C: Stop lying?

N: Well, they could either be lying or they could just get the wrong end of the stick.

C: No they're lying I can tell you that.
((resting head on R hand with elbow on arm of sofa, looking down and to front))

N: [So what, why do you]

C: I were cracking a belt you know in class...How is that abusing and threatening kids and teachers? ((disbelieving face)) I really would like to know, if someone could bring a ((plays with hands)) ex, an explanation yeah, I'm happy to read it.
((looks briefly to camera with scornful face, then away))

N: Mm. (2) What do you think they thought about when you were cracking the bell? Why do you think they thought that that was a bit threatening?

C: Threatening ((scornful intonation, disparaging face, looking to the left))

N: Is that what they thought? That it was a bit threatening?

C: Threatening! Oh, my god - funny! ((puts head right back onto back of chair and looks at ceiling)) (2)

N: so it sounds like you were doing something with your belt. And you didn't mean it to be threatening, but they've interpreted [as threatening]

C: [What do you mean threatening?] ((Said louder with an angry tone, Looks incredulous))

N: I think, I don't know C, because I wasn't there. But what, what I'm assuming they [mean],

C: [(unintell)]

N: and I'm not saying they're right, because you didn't mean to be threatening? Did you? (2) [Sounds]

C: [No] ((more resigned tone))

N; like you didn't [mean to be threatening]

C: [(unintell)] Threatening. ((smiles. Leaning head on L hand with elbow in knee, looking at camera)) [So where does]

N: [So it sounds like the]

C: the abuse part come in then cos I don't know how it's abuse? ((both corners of mouth turn downwards, eyebrows raised))

N: No. So you were doing one thing with your belt, which he didn't mean to be interpreted as being like abuse, and they've obviously interpreted it wrong, haven't they?

C: (3) What a joke ((looking to left))

N: I wonder what they could have done to make, to not make that assumption.

C: Maybe not lie ((looked directly to camera, said contemptuously, sneer))

N: Maybe talk to you? Would that have helped? And asked you about what you were doing and why?

C: [(unintell)]

N: [Get your]

<p>C: <u>Don't know what teachers would ever talk to me</u> ((looking down and ahead, with resigned expression, slight sarcastic laugh and looks to L))</p> <p>N: It sounds like you don't feel that people ever ask you your opinion.</p> <p>C: <u>No. Just assume and find excuses to get rid of me</u> ((moving in chair, looking down to the side then to the other side)). And you know <u>it works!</u> ((looking upwards slightly to R)) <u>Cos</u> now look ((slight shake of head, tilts head to R)) <u>I'm not back in school</u> am I? Nope. ((looks round to L and then to camera)) (3)</p> <p>N: Yeah, it does sound as though there's a misunderstanding and a breakdown in communication. You know, you're doing one thing and they're interpreting it as something else. (5) ((Leans forward to pick something up? Plays with the object, looks up at camera – R side of mouth pulled downwards - with an indifferent expression))</p>	
<p>25</p> <p>So - let's have a look at this one. This one says self control. So this means that you can hold in your responses.</p> <p>C: <u>I can control myself</u>. It's just you know, when I get with like joke of the teachers – they're muppets. ((briefly glances at camera as Playing and looking at the thing in his hands)) You know, I'm not gonna control myself (turning over the phone in his hand), so <u>if they're going to kick me out yeah then I'm going to make their time miserable</u> cos, yeah I'm not gonna make and I'm not gonna let them make my life miserable yeah and I'm not gonna make their, if I'm not allowed to make their day miserable.</p>	<p>25</p> <p>Shift in topic: Bicycle frame: strengths and values: Self control and self discipline</p> <p>Fab: can control himself. Blames teachers when he does not control himself – but this is a choice. This is inconsistent with what he says later ie hat ADHD stops him from controlling his anger.</p> <p>Response if the teachers make him miserable is to make them miserable as well.</p> <p>T7: Educational Context</p> <p>Example of when controlled himself – not beating H up and when has felt angry with SENCO at school but this is said with some sarcasm.</p>

N: Okay, so that's a choice It sounds like you're making at school and I can see [why but]

C: [(unintell)]

N: Are there other, other times that you feel that you can control your emotions that you've quite good at it

C: I can control it whenever I want ((looking at and playing with phone in hands, sneer))

N: so give me, can you give me an example?

C: Well yeah like I didn't try to murder H when I beat him up, ((looks up as fiddling with phone in hand, with eyebrows raised, slight sneer))

N: Mm

C: even though I can bet you any money Yeah, I can go ask all my friends and say how many fights have they had in school yeah ((looking upwards)) and I bet you ((pointing briefly and looking at camera)) they say at least three and I got kicked out for one fight ((one finger raised, then examining phone))

N: Mm. But you think that you were, you're telling me that you were able to control your emotions then because you didn't take it as far as you might have felt like taking it? Is that right?

C: Well I mean I said to the teachers yeah, sort it out or I will and they didn't sort it. So I gave them until lunch to sort it and if they didn't sort it I will punch him and they didn't they didn't sort it so I (.) punched him ((playing with phone))

N: So there are there other times where you felt really angry with someone and you haven't punched them where you have

Other CYP have got into fights and not been excluded – he has only been involved in one fight and has been excluded. Doesn't get upset or angry at home

Sju: Emphasis and choice of words to indicate strong emotion, sarcasm and lots of repetition

Unfairness comes through – others have done things eg fighting and not been excluded.

T4: J&E: Justice & Empowerment

Positions himself as having some control/power

T3: A&P: Autonomy and Protection

controlled your emotions. Can you tell me about those times?

C: No cos I've only ever done one fight ((briefly looks up from phone in his hand))

N: But that's what I mean, so there, have there been other times where you've not you've not got into a fight but you have felt cross so that shows that you're good at controlling your emotions?

C: Oh yeah! Against Miss X ((smiles))

N: Tell me what you mean.

C: Yeah, Miss X winds me up all the time and ((looks to the right)) I manage to control my anger ((smiles, looks back to phone in his hands, shifts down to a lying position on the chair))

N: Yeah well that's an example if you don't act on your anger and you manage to hold it in sometimes. (1) Are there other people where you can hold your emotions in and you can control them?

C: Yeah the entire school ((lying back in sofa, sneering smile, raised eyebrows, L side of mouth pulled to side, playing with phone))

N; And what about at home? Are you good at controlling your emotions when you get upset or angry at home?

C: No cos I don't get upset, upset or angry at home ((set lips in a line))

N: Don't you?

C: No

26

N: What happens when you find a situation difficult? Do you tend to give up or do you keep going?

26

Shift in topic: Bicycle frame: strengths and values: Perseverance when a situation is difficult

C: Do I look like I give up? ((lying back in sofa, pulled lips to L, looking at phone))

N: You give up sometimes? ((brief look at camera, puts phone down to R))

C: no

N: You don't give up. I couldn't hear you sorry. Did you say you give up or you don't give up [when things are difficult?]

C: [I don't] ((looking at camera, impatiently, flapping something in hand onto leg)) (5)

N: Have you got an example of where you've kept going and kept going even though when something's hard?

C: Yeah, going to XX School ((looks round to R, slight sarcastic smile))

N: Yeah well that's true you do keep going don't you when you're allowed even though it might be difficult

C: Caught up with the teachers every single day ((twisling phone in right hand)) Not any more. ((eyebrows raised, head tilted to R, looking at phone in hand))

N: Yeah.

C: Mm ((looking at phone as brings it close to face, smiles))

N: And what about when the dogs are difficult? Do you keep, do you keep going with them and you know, keep trying to build a good relationship with the dogs even though they're naughty and things like that?

C: My dogs aren't ever naughty.
((neutral expression, looking at phone in

Fab: going to school – an example of not giving up

T7: Educational Context

Accepts perseverance as a strength – positions him as being resilient?:

T4: J&E: Justice & Empowerment

Sju: uses question to answer. Loyalty towards dogs -rejects idea of them ever being naughty – definite ideas/ loyalty

T2: C: Relating to connection

<p>hands which is resting on knees, legs bent resting on coffee table))</p> <p>N: Aren't they?</p> <p>C: No, <u>they're good dogs</u> ((lifts head up, proud smile – lips turned down at corners, open face, then looks down))</p> <p>N: Aah.</p>	
<p>27</p> <p>N: Now Okay, what about this one? This is a little bit like what we've just talked about this this says persistence so keeping going and when you finish when you start something you always try and finish it - Is that you?</p> <p>C: <u>Yeah that's like me.</u> ((jiggling his leg with foot up and knee bent, in semi-lying position on sofa)) When all the kids started to fight I kept going. <u>And I finished it</u> ((looks to camera with a sneer, then back to front))</p> <p>N: Yeah. Anything else that you you've started and you've really got finished?</p> <p>C: <u>No.</u> (5) ((looks to R and scratches back of head with L hand))</p> <p>N: Any I don't know friendships or hobbies or anything that you thought, Oh, this is really hard, but you've kept going with it?</p> <p>C: No not really. ((leaning back, arms behind head, stretching, yawning and looking at camera))</p>	<p>27</p> <p>Shift in perspective: Bicycle frame: strengths and values: Persistence – from card</p> <p>Fab: Accepts persistence as a strength – example of continuing to fight</p> <p>Sju: not engaging with this question – reiterating the fighting theme.</p> <p>T3: A&P: Autonomy and Protection</p>
<p>28</p> <p>N: OK. What about this one? This one says curiosity and wanting to do new things. Is that you? That you like to find out about things and try new things?</p> <p>C: <u>Not really</u> ((flapping phone on knee; looking bored)). <u>I like try different foods</u> ((looks at camera))</p>	<p>28</p> <p>Shift in topic: Bicycle frame: strengths and values: Curiosity</p> <p>Fab: trying different foods; Motorbikes and engines are all the same</p> <p>Sju: Conveying the message that he is bored and does not want to engage. Does not pick up suggestion that he is curious</p>

<p>N: Yeah. That's an example of that! (2) Any other ways that you take risks? ((leans forwards and picks up glasses – looks to right – out of room where mum is))</p> <p>C: <u>No</u></p> <p>N: I think I've got the impression from you that you like to find out about engines and bikes and things. Is that true? You're curious about those?</p> <p>C: <u>They all work the same though.</u> ((manipulating two objects on his knee and looking at them))</p> <p>N: But you seem to like find out about them? ((starts poking at the phone with a sharp object?/ glasses?)) (4) Whose is that phone C?</p> <p>C: <u>Broken anyway.</u></p> <p>N: Is it?</p>	<p>about an area of interest: motorbikes and engines and denies this is an example of being curious as they are all the same. His fiddling becomes a bit more intense – eg poking at a phone with a sharp object – conveying disengagement? Provoking a familiar response? Needing to be active when concentrating?</p> <p>Fab: C says the phone he is fiddling with is broken.</p> <p>T1: Creative and Construction – rejecting recognition of his skills/ creativity although accepts that he is good at these at other points in conversation</p>
<p>29</p> <p>Well, if you're not, if you're not a risk taker, then perhaps you this one, this one's a bit the opposite. This one's about being cautious, and sensible, is that you?</p> <p>C: <u>No</u></p> <p>N: Don't you think you're very cautious?</p> <p>C: No.</p> <p>N: Well if you see a dangerous situation, what would happen?</p> <p>C: <u>I probably wouldn't go near it would I?</u> ((picking at phone, frowning))</p> <p>N: Well, that's sensible then that's being cautious and sensible,</p> <p>C: Thought you meant like doing summat. ((leans forward in sofa and picks up</p>	<p>29</p> <p>Shift in topic: Bicycle frame: strengths and values: cautious and sensible</p> <p>Fab: Caution is not part of identity positioning although then says he wouldn't go near a dangerous situation but that this is not a demonstration of being cautious because he wouldn't be actively doing something: 'that's not being cautious'.</p> <p>Sju: rhetorical tag questions indicate scorn/ dismissiveness.</p> <p>Concept of being cautious/ sensible – seems to link with <i>doing</i> something actively that could be judged to be sensible; he does not seem to consider deciding <i>not</i> to do something as being sensible.</p> <p>Sarcasm to ask a question in order to indicate exasperation and then to convey insult.</p> <p>Rejects examples and ways of engaging/ piquing his interest.</p>

something on coffee table)) Don't think nothing's gonna happen then. ((Leans back and continues to try to open the phone with tweezers?/ small tool)) That's not being cautious is it?

N: Well, I suppose you're making a decision about not getting into a dangerous situation. So that's being sensible. (5) You know, like when you're fiddling with the phone now or when you're doing your motorbikes or whatever, do you stop and think and think ooh well, what do I need to do next? What tool do I need? That type of thing?

C: No. ((puts the things in his hands down and pushes himself up to a cross-legged seated position, then looks at camera)). How you supposed to know what tool you need if you aren't inside it already? ((smiled – sarcastic/ cheeky smile, raised eyebrows))

N: Well, I don't know because I'm not very good at taking engines apart. But I'd guess that if you were to get two pieces to separate, you'd have to think: Do I need a spanner or do I need a screwdriver? Or do I need a hammer? What am I going to do to separate these two things?

C: Why would you use a hammer against a bolt? ((looks up to ceiling in a frustrated way and then leans down to R with head in his R hand, as if despairing))

N: Well I don't know how it would be stuck together. It might not be a bolt. But that's the thing. I think you're good at thinking about those things, but maybe you just don't realise how good you are.

C: No, I just got a brain cell ((leans to the right side and leans head on hand with right elbow resting on chair and left elbow behind head in the air)). More than some

T3: A&P: Autonomy and Protection

T4: J&E: Justice & Empowerment

<p><u>people</u> ((stretches left arm out and arches back to stretch))</p> <p>N: You have, definitely. You're good at problem solving in those situations. And maybe you think everybody's as good at good at those things. But they're not well, it sounds like you're particularly good at those types of activities.</p>	
<p>30</p> <p>N: Okay, what about this one? This one says leadership. Are you a good leader? ((nods)) So, can you give me an example of when you've been a really good leader?</p> <p>C: <u>When I'm on my game. I was literally told by these people that I'm a good leader.</u> ((leans forward and then looks at camera and then to slightly to the right))</p> <p>N: Mhm. Is that the people that you play online with?</p> <p>C: <u>That was at a random lobby</u></p> <p>N: Pardon?</p> <p>C: Well <u>that was a random lobby</u></p> <p>N: Okay. And he thought that you're a good leader. He or she thought you're a good leader did they?</p> <p>C: <u>Mm</u> ((C's brother came in and said something, C looked to the R at him and then picked up a small bag and started to blow into it))</p> <p>N: What would you say you do to show that you're a good leader? What sorts of things do you do to lead people?</p> <p>C: Mm-mm ((Don't know intonation)) ((blowing up bag like a balloon then exploding it))</p>	<p>30</p> <p>Shift in topic: Bicycle frame: strengths and values: Leadership</p> <p>Fab: Accepts leadership as a strength Important aspect of identity position. The people who say he is a good leader are in a random lobby (in a gaming situation) Being persuasive is a skill that can be misused Rejects the idea that he has good ideas – 'do what I need to do'</p> <p>T2: C: Relating to connection T3: A&P: Autonomy and Protection</p> <p>Sju: A bit more engaged with this subject. 'I am' on end of sentence for emphasis. When gaming is mentioned C comes back to the fact that he was on a game when I had called – irritation about being interrupted. Doesn't find it easy to unpick skills and decide if they are applicable to him. Difficulty in accepting praise? Interacts with dogs to avoid engagement. Understands that he is communicating disinterest? Not able to accept some of his strengths – he does not appreciate they are strengths – thinks that they are obvious and common. Lack of self belief?</p>

N: Do you have good ideas or do you persuade people to do things or do you show people how to do things? What What is it that makes you a good leader?

C: I'm persuasive, I am ((looking down at bag in his hands, slight sneer))

N: I missed what you said then C, sorry,

C: I'm mega persuasive, I am

N: Yeah, that's a really good skill then. (2)

C: Not really cos people can use it as revenge and power thing ((looking at the bag in his hands, slightly slower speech for emphasis and drama, slight creaky voice))

N: It's a useful thing though, to be able to persuade people about things. That's what politicians do all the time, persuade people. And do you have good ideas, do you think about getting out of a situation like on your gaming do you do you have good ideas about the solution?

C: No. I just do what I need to do. And I were playing my game yeah, trying to do something on my games then my mum saying that you're going to call ((looking up and then back to camera as speaks while twizzling bag in hands))

N: Well you can go on you game again after can't you? Thank you for

C: Come on ((to dogs, looking to right and tapping chair to get dog to come through the door)). Those dogs, they [just opened the door]

N: [The dogs?] What are they doing?

C: Well they just opened door. ((looking down at bag in hands, moving head side to side))

N: Ah. Have they learned how to open the door? That's clever. C, when you say [you know when you say]

C: [Tora, Tora] (watching her as she moves around the room)

N: You know when you say, I just do what needs to be done when you're playing a game I think that you aren't realising how good you are at doing that because you can't just do what needs to be done unless you really understand what needs to be done so you must be good at knowing what needs to happen next so you're good at problem solving I'd say and you're just saying: 'oh well that's nothing' but actually it is it's a really important skill.

C: Obvious ((looking down at the bag in his hands))

N: What seems obvious to you might not actually be obvious to lots of other people - you might be particularly good at spotting what's obvious. ((watching dog with a questioning expression as they are play fighting as they come into the room next to him on the right as he is tearing bag in hand, looks briefly at camera))
Do you think that might be true?

C: Mm

N: Yeah, I think that sounds like it.

31

Now this one might be hard for you to answer or think about I'm not sure. Do you like loving people and being loved? Like caring for people?

C: Mm ((nods))

N: Yeah. Who do you like to care for and look after?

31

Shift in topic: Bicycle frame: strengths and values: Loving and being loved

Accepts loving and being loved as a strength

Fab: Loves people in his family and cares for them; likes to have hugs and be loved by others

T2: C: Relating to connection

<p>C: My brother and my mum, my nephew. ((slight nonchalant expression, looking at the bag in his hands; shrugs))</p> <p>N: Aah. So sounds like you've got lots of people that you look after. And do you like them...you know, being affectionate or loving you as well? Do you enjoy that when people give you a hug or say something nice to you?</p> <p>C: <u>Yeah</u></p> <p>N: And I can see you're really loving with your dogs as well. You care about them, don't you? ((nods)) Well, that's a that's a really good skill that you've got there. What about this one?</p>	<p>Sju: Non-verbal communication used to respond but quick to respond – indicates this is important to him but difficult to verbalise? Identity positioning as being loved and loving</p>
<p>32 This one's teamwork</p> <p>C: <u>Not really. Don't like teamwork.</u></p> <p>N: So you prefer to do things on your own?</p> <p>C: Mm, cos <u>it's harder to do with one person</u></p> <p>N: It's harder to do...?</p> <p>C: <u>It's hard to lead when you're only one person. You just carry their weight around.</u> ((throws screwed up bag down))</p> <p>N: Yeah, I know what you mean - it's hard to get people to do what you want them to do sometimes although you've said you're very persuasive so I bet you're good at that. But I know what you mean it's more effort is it ...Do you mean that it's more effort to get people to do what you want them to do? And it's easier just to do it on your own? Is that what you mean?</p> <p>C: <u>Mm</u> ((leaning head back on back of chair. Sighs. Bored face))</p>	<p>32 Shift in topic: Bicycle frame: strengths and values: Teamwork</p> <p>Fab: Rejects this as a strength. Teamwork is hard if you are the only person in the team? But then says that if you are leading, you have to carry the weight of others – links better with leadership? Says he has been able to be part of a team in the past. Used to play rugby T2: C: Relating to connection</p> <p>Sju: Confusion between teamwork and leadership? Either way, sense of being on his own comes though. When topic touches on something that remind him of injustice or something that was unfair from his perspective, he uses sarcasm to reiterate the unfairness; repeat the unfair things that have been said about him (eg being 'dangerous'). T4: J&E: Justice & Empowerment Sense that when things have gone wrong, he has not been able to be supported to fully understand why things went wrong? – He has been made to feel at fault but has not understood why? – often the escalation has caused him to do things that have been</p>

<p>N: You know when you have been in groups of friends, C, have you been good, have you been good at sort of when you're all doing something together of joining in with them and being part of the team?</p> <p>C: <u>Yeah</u></p> <p>N: Yeah. What about, have you ever played in a team sport?</p> <p>C: <u>Used to play rugby but then Covid come around</u> ((raises head to make disparaging face, then looked down again))</p> <p>N: Oh that's a shame used to play rugby but then it got stopped did it? Has it started again yet?</p> <p>C: Well, no <u>I won't be allowed</u> will I cos if, <u>Teachers</u> -they'll be like <u>no you can't no cos you're going to attack. Cos I'm dangerous</u> ((with emphasis and sarcasm and a slight smile)).</p> <p>N: Did you were used to play it at school then or out of school?</p> <p>C: <u>At school</u> (playing with phone in his hands)</p> <p>N: At school? Oh, well hope you can join that again, because that sounds like a good team thing that you could do.</p>	<p>reacted to and he is still feeling unfairly treated about the initial thing that went wrong.</p>
<p>33</p> <p>Now and if you think this is you, this is like vitality says having lots of energy. Is that you? Having enthusiasm and energy.</p> <p>C: <u>Hm (3)</u></p> <p>N: So where would you say that comes out most? Tell me some examples of activities where you've got lots of energy</p> <p>C: <u>Rugby</u> ((looking down at phone))</p>	<p>33</p> <p>Shift in topic: Bicycle frame: strengths and values: Having enthusiasm and energy. Accepts vitality as a strength with some reticence but gave an example Fab: Energy related to rugby. Doesn't do anything else. Does not seem to accept this as central to identity</p> <p>Sju: Hard for him to imagine his best day ever. Quickly turns to feeling disgruntled about not being able to go on his game all day today</p>

N: Okay. Yeah, I can imagine that. (3) What else?

C: Dunno ((Shuffling in chair)) Don't do owt.

N: Say it again?

C: Don't do owt else? ((looking at phone in hands, neutral face, glances to camera))

N: What about anything to do with your bike? Have you got a lot of enthusiasm about that?

C: Mm ((slight nod))

N: And you know, when what would make you wake up one morning and go, yes, I'm doing such and such, what would it be? That would make you go? Wow, yeah. I'm up for it.

C: I don't know

N: What would be your best day ever? If you woke up?

C: Mm-mm ((don't know intonation; looking disengaged, disinterested as plays with phone))

N: You can't think what would make you the most excited?

C: No ((presses lips together and slightly blows out cheeks as plays with phone))

N: Well, would it be going to Portugal again? or going to a different holiday? Or?

C: Not really ((facial expression indicates lack of engagement – looks at camera, leans back slightly)) Just wanna carry on with my game, I do ((examining an object close up to face))

<p>N: Okay. With that, is that what would make you excited? Then waking up to know that you'd got the whole day gaming?</p> <p>C: Well <u>I usually do</u>, but not today ((fiddling with fingers and looking at his hands))</p> <p>N: No, Well, I do appreciate you coming to meet me. We won't very long. We've only got quarter of an hour. But it's very kind of you to come and meet me. I do appreciate it.</p>	
<p>34</p> <p>What about this one, C? This one might be you. I think I could imagine you being this: courage, having courage and being brave?</p> <p>C: <u>Not sure</u></p> <p>N: Do you feel like you're not, you're not afraid to speak out?</p> <p>C: <u>Not bothered really</u> ((Lying back on chair and stretching arms out to sides of head))</p> <p>N: It seems like you're good at saying what you think you're not frightened of saying what you think are you? So that's, that's brave. Do you ever do anything that's that's brave and courageous, like, for your dogs or for a friend or for your mum?</p> <p>C: <u>No</u> ((stretching, yawning))</p>	<p>34</p> <p>Shift in topic: Bicycle frame: strengths and values: having courage and being brave Fab: No engagement with this</p> <p>Sju: Indicating lack of engagement</p>
<p>35</p> <p>N: What about this one? I think this might be you as well. This one says creativity, using your imagination. And I'm just wondering about all your building things. ((Drops phone and retrieves it)). Whether that shows you've got a lot of creativity, what do you think?</p> <p>C: <u>Mm-mm</u> ((don't know intonation. Sitting back up again in chair, looking to right))</p> <p>N: Is your mum still around C, because she might be able to help us with some of these</p>	<p>35</p> <p>Shift in topic: Bicycle frame: strengths and values: Creativity</p> <p>Fab: He takes things apart and puts things together; cooking T1: Creative and Construction</p> <p>Sju: C does not directly respond to the idea of being creative, but does not disagree</p>

because I bet she knows what you're good at as well. Is she still nearby?

C: Yeah.

N: Would you mind asking her if she'd come in just for the last 10 minutes?

C: ((To mum in the room on the right))
Mum, do you want to come in for the last 10 minute? Mum. Do you wanna come for last 10 minute?

N: Thank you. ((Mum comes in)). Hiya Gemma, we just need a bit of your help, because I'm trying to um talk to C about some of his strengths. And it's always hard to talk about your own strengths. But I thought you you'd know his strengths, as well. So I just thought can, can we whizz through some of them so you can say? So I've just been asking him about being creative. And I was saying to him that, you know, some of his building that he does, and putting things together and creating things...

M: Yeah ((sitting next to C on sofa; C resting head on right fist))

N: ...that sounds like it's really creative to me.

M: Yeah it is. He does lots of things, like cooking and stuff like that he does, [um]

N: [cooking as well!] ((C looking slightly up away from mum but resting his back on her; looking neutral now rather than hostile))

M: Yeah, he's always got little ideas where it's putting stuff together, even though it might be annoying, because he's took things apart to get them together. ((C looking at camera)) But

<p>N: yeah, you've got - Oh, that's a lovely thing, then you're very creative. Then if you're good at having ideas about doing things, C. ((M laughs supportively with C)).</p>	
<p>36 I was just asking you about courage and being brave. And he wasn't sure if he's a brave person, but I just wondered what you thought about that.</p> <p>M: Mm. <u>I'd say he's pretty brave.</u></p> <p>N: Yeah?</p> <p>M: <u>He tries some ex, extreme sports. We've just do, been doing skydiving.</u></p> <p>N: I forgot about your skydiving!</p> <p>M: indoor skydiving and he ((C looking to right of camera as if disinterested but still neutral face)) <u>and he's given that a go so he's quite brave.</u></p> <p>N: Yeah. So you are brave aren't you? And courageous. You' try new things.</p> <p>M: Yeah</p>	<p>36 Shift in topic: Bicycle frame: strengths and values: Back to courage and bravery Does not reject courage as a strength when M gave examples</p> <p>Fab: Indoor sky-diving and other extreme sports T2: C: Relating to connection T4: J&E: Justice & Empowerment</p> <p>Sju: C not denying this as a strength but did not really respond.</p>
<p>37 N: And I just asked him as well about having a lot of energy and asked him what what would make them wake up in the morning and say 'yes!' (emphatic)</p> <p>M: ((laughs, looking at C; C smiles back at mum))</p> <p>C: Shut up ((smiling, looks away))</p> <p>M: You have! He's always full of energy. ((C smiles towards camera, stretches legs out towards camera)) Um ((Looking at camera, smiling))</p> <p>C: <u>That's kind of surprising</u> innit? ((Look at each other, smiling))</p>	<p>37 Shift in topic: Bicycle frame: strengths and values: Back to energy and vivacity</p> <p>Fab: C has a lot of energy and needs to burn it off. Ways of doing this are not possible at the moment: rugby – not at school; cycling: bike has no chain; Went to a circus recently T2: C: Relating to connection</p> <p>Sju: C says it's surprising to hear that he has energy – is this because he is accused of not doing enough by adults? Or is he being sarcastic? Warm interactions with mum at times.</p> <p>Medical Context?: EF profile – being very active and needing to burn off energy?</p>

M: What is?

C: Me having loads of energy. ((Looking downwards))

N: It's a good thing C! It's a good thing you have lots of energy.

M: It's burning it off that's the problem, we need to get him like, burn it all off, otherwise he just gets frustrated ((C looking at camera, neutral face))

N: Yeah. What helps you burn it off then? What sorts of things? He was saying about rugby that he used to do that he liked.

M: Yeah, he's not done that for a while. Um, You ride your push bike don't you? It's got no chain at minute.

N: No. ((C looking disinterested/nonplussed throughout))

M: So he has been riding mine on odd occasion. What else? But not actually been anywhere have we?

C: No ((looks at mum, raises eyebrows and tightens one side of mouth)) [(unintell)]

M: [We went somewhere] other day. Went to the circus and stuff didn't we other day? ((looks at C))

N: Did you? To the circus?

M: Yeah, we went to that circus in Church Warsop that was really good. ((C leans over to left to reach camera case))

N: Was it?

M: Yeah.

C: (unintell) circus ((picking up camera out of case))

<p>M: And we went somewhere else as well...Can't remember it but we went somewhere else ((C looks up as if trying to remember as holds the camera)).</p> <p>C: We went to the take-away place ((looking at mum))</p> <p>M: Yeah but where did we go before?</p> <p>C: Dunno ((looks back to camera in his hand))</p> <p>M: I'm sure we did summat before</p>	
<p>38</p> <p>N: I was asking him about where he goes in the community, like parks and fields for walking the dogs and stuff, and he wasn't really, too sure. Does he tend to go to places around? Are there certain places that are important to him? That he...</p> <p>M: <u>Not really. This estate's not very good</u>, you see, so what he...<u>he just rides</u>, if he's riding his bike it's local, although <u>he does wander off occasionally</u>. Um, ((C looks towards mum with cheeky face))</p> <p>N: Where do you wander to C? Where do you tend to go if you go a bit further?</p> <p>M: <u>Further on Estate</u> I think</p> <p>N: Is it?</p> <p>M: <u>where he shouldn't be going on. Park.</u> Stuff like that.</p> <p>C: <u>Don't usually go on park.</u> ((looking at mum))</p> <p>M: Well, other side of estate then.</p> <p>C: <u>Park's crap.</u></p>	<p>38</p> <p>Shift in topic: Rear wheel: places in the local area C goes to</p> <p>Fab: local estate is not somewhere C is encouraged to access but his mum thinks he might go into the estate; he is not interested in the park.</p> <p>T2: C: Relating to connection</p> <p>Sju: C not offering any more information – sense of not being able to access many places in the local area – isolation and not much to occupy him? – rejects local park: rejection of connection to local area? Indicates a lack of belonging? Disempowerment – C is unable to access the local area because of M's rules to keep him safe – he experiences this as lack of autonomy/ power?:</p> <p>T4: J&E: Justice & Empowerment</p>
<p>39</p>	<p>39</p>

<p>N: And then the other thing I was talking to him about was teamwork. Um, and he thought sometimes, he told me that he thought he was quite a good leader because he can get people to do things that he wants them to do. Um, so we were talking about teamwork...</p> <p>M: bribe, <u>bribery</u>. ((mum smiles at him, C is smiling and looking at camera))</p> <p>N: You need to have good ideas. And he said he did say sometimes he has good ideas, um.</p> <p>M: [Yeah he has] ((Mum takes camera away from him))</p> <p>C: [(unintell)] ((M and C both smiling))</p> <p>N: [and he has...]</p> <p>M: [Yeah he has when he's] <u>bribing his brother to do things for him</u> and stuff like that,</p> <p>C: That a (unintell)? (smiling and looking at mum)</p> <p>M: <u>Yeah he's full of good ideas</u>. (when looked back at me, stopped smiling, picked up camera again)</p>	<p>Shift in topic: Bicycle frame: strengths and values: Revisiting Teamwork</p> <p>Fab: <u>Bribing his brother to do things; he has good ideas</u></p> <p>T2: C: Relating to connection</p> <p>Sju: <u>Accepting the idea of him being good at bribing and persuading people to do things</u></p>
<p>40</p> <p>N: He said he'd got lots of people he loved and he liked, you know, them being affectionate to him. And that was that was lovely. And he's obviously very caring of the dogs.</p> <p>M: <u>Yeah</u>.</p> <p>N: And this one, he said he didn't think he was this but from what you're saying, I think he might be, about being curious and enjoying new experiences.</p>	<p>40</p> <p>Shift in topic: Bicycle frame: strengths and values: Revisiting being loved and loving and being curious</p> <p>Does not reject being loving or being curious about the world as strengths</p> <p>Fab: <u>Loving with dogs and family</u></p> <p>T2: C: Relating to connection</p> <p>M reports that C engages in lots of new experiences</p> <p>T1: Creative and Construction</p> <p>Sju: Not responding</p>

<p>M: <u>Yeah, he does</u> ((looking at him, C continued to look down at camera in his hands)). <u>We go all over doing new things.</u> ((C rubs face))</p> <p>N: Yeah you see, you're not doing yourself justice. You're very...</p>	
<p>41 and that's another of these cards is being humble. Let's see if I can find it. Um, Humility, here look, humility and modesty. That's when you, you don't big yourself up.</p> <p>M: <u>Yeah</u> ((M looks at him, C not looking at camera, not responding))</p>	<p>41 Shift in topic: Bicycle frame: strengths and values: Modesty and humility Fab: Does not reject humility as a strength</p>
<p>42 N: we've got lots of things. Lots of strengths. What about this one? This is one that comes out a little bit when you talk about school - being fair and wanting justice.</p> <p>M: <u>Mm</u> ((questioning face, leaning back and stretching))</p> <p>N: You're quite strong on that C, and you don't [like it when things are unfair.]</p> <p>C: <u>[No point in trying to be fair with school]</u> ((leaning back with hands by ears))</p> <p>N: Sorry can you say that again?</p> <p>C: <u>No point in trying to be fair with school</u></p> <p>N: But you feel a sense of unfairness don't you about the way you've been treated? So you obviously ..being.. things being fair matters to you?</p> <p>C: <u>Teachers know</u></p> <p>M: Shh, hey</p> <p>C: <u>So you think I've just been beaten up in the corner?</u> ((leaning right back on sofa</p>	<p>42 Shift in topic: Bicycle frame: strengths and values: Fairness and justice Does not really accept justice as a strength</p> <p>Fab: Unfairness of the way he has been treated in school; M says he has a strong sense of justice in relation to his brother and drink/ food – rejects the idea of this being sibling rivalry – sees it as injustice? T4: J&E: Justice & Empowerment Sju: Focuses on school being unfair; sees me as someone from school – I had met him at school last time – could explain some of the hostility/ lack of engagement? VC: not understanding the metacognitive angle here: asking him about his sense of justice and the way he feels about school demonstrates this – but he focuses on the reason he feels aggrieved, and it seems that any attempt to reflect on the occasions when he has felt like that are taken as somehow undermining his sense of injustice.</p> <p>T7: Educational Context</p>

with his head leaning back on elbows and looking upwards)) (2) It's a joke.

N: But if you think about other things other than school because I make... I know that makes you feel really cross, but at home, are you quite hot on things being fair as well?

C: No.

M: Well... yeah, if it comes to like pop and biscuits and things that he is, yes. (lying back with arms Bt and hands by ears)

N: You'd like to make sure everything's [fair for]...

M: [yeah]

N: ...yourself. Do you like to make sure things are fair for other people as well?

M: [mmm]

C: [It's not going to be fair] ((looking towards camera looking slightly hostile)). It's not going to be fair. I'm not going to fair on my brother. He just nicks, and he goes on and it's not [(unintell)]

M: [It's just rivalry] with your brother isn't it?

C: Not really ((looking up and rubbing eye))

M: You are sort of fair, I suppose (C looking at mum) at times, it depends on what it is.

N: Yeah. [xxx]

M: [If (unintell) then there's] no chance!

N: Do you look out for your mum, C? Are you... do you want things to be fair for her? ((nods))

<p>43</p> <p>N: And look, this one: when people have annoyed you, are you good at this? This is about forgiving people.</p> <p>M: Mm. <u>I don't think he is very good at that</u> ((C looking slightly to the right and playing with his hands)) I think he likes to hold his little grudges a bit and wind himself up with stuff... things he just don't really need to be getting wound up with but...</p> <p>N: You find it hard to forget things that have upset you?</p> <p>C: <u>No</u></p>	<p>43</p> <p>Shift in topic: Bicycle frame: strengths and values: Forgiveness</p> <p>Fab: Rejects the idea of finding it hard to forget things that have upset him but M does not seem to think this is part of C's identity – it is something he struggles with although he says 'no'.</p> <p>Sju:</p>
<p>44</p> <p>N: What about this one? Do you feel grateful about things?</p> <p>C: Yeah. <u>It might not seem like I am but</u> ((put right hand bent behind head and looks downwards))</p> <p>N: Pardon? Say it again</p> <p>C: <u>I know it doesn't seem like it, I am</u> ((looks to camera with slight nod))</p> <p>M: Get up so she can hear you ((C sits up on sofa))</p> <p>M: Like (unintell) asleep</p> <p>N: you look nice and comfy on that sofa anyway! ((all laugh)) so say that again, What do you feel grateful for C, sorry I couldn't catch it</p> <p>C: <u>I am grateful even though it doesn't seem like it</u> ((looking at camera))</p> <p>N:</p> <p>Okay, so you're grateful even though it doesn't seem like it - so what sorts of things are you grateful for?</p>	<p>44</p> <p>Shift in topic: Bicycle frame: strengths and values: Gratitude</p> <p>Accepts gratitude as a strength and elaborates on this</p> <p>Fab: He knows it might not seem like it but he feels grateful for house, bikes, mum, dogs</p> <p>No response about brothers</p> <p>T2: C: Relating to connection</p> <p>Sju: Sub-topic about his need to fiddle with things to help focus – does not like doodling for this – M struggles with his fiddling</p>

C: Having a nice house ((M takes camera away from him – he looks after it as she puts it down next to her))

M: Thank you.

N: Grateful for what C?

C: My house

N: Yeah

C: My bikes ((leans forwards to pick remote control up; makes a face – screws up mouth))

M: stop fiddling with stuff ((takes the remote away from him))

N: Do you know what? I should have sent you this picture of a motorbike? Do you like doodling when you're talking...

C: Not really

N: or do you just like fiddling with things?

M: Yeah. Fiddling ((C leans forwards to pick up a pen and then looks directly at camera with slight defiance))

N: Find something that you can fiddle with, that's OK for you to fiddle with because I'm happy for you to fiddle. Some people like to fiddle don't need to concentrate. But I don't want you to fiddle with anything that you might break and get into trouble for. What about anything else that you're grateful for? I bet you're grateful for you, your brothers? You've said nice things about them, and your dogs?

M: Mm

C: ((staring defiantly into camera))

<p>N: You've said about the house. (2) What about your mum?</p> <p>M: ((Looking at him, smiling)) Yeah ((fiddling with pen with lid off and looking at it in his hands)) I drill that one in for him anyway</p> <p>N: You always sound very grateful for your mum.</p>	
<p>45</p> <p>And what about this one C? This one's being hopeful or optimistic.</p> <p>C: Mm-mm (I don't know)</p> <p>N: Do you feel optimistic about the future? Do you feel things will turn out well?</p> <p>C: <u>No.</u></p> <p>N: No. Is that something that you struggle a bit with?</p>	<p>45</p> <p>Shift in topic: Bicycle frame: strengths and values: Optimism</p> <p>Fab rejects this as applicable to him</p> <p>Sju: no response The subject positioning he has had imposed has prevented him feeling hopeful?</p>
<p>46</p> <p>What about this one? Having a good sense of humour? being playful?</p> <p>M: <u>Yeah.</u> ((playing with pen, looking down and then eyes slightly up, neutral face)). He's really good like that</p> <p>N: Your mum says you've got a good sense of humour. Do you make people laugh?</p> <p>C: Yeah, I have ((banging pen into thigh but neutral face/ slight smile – looking downwards, then broad smile))</p> <p>N: Yeah. You make people laugh?</p> <p>M: Yeah</p> <p>N: Oh, that's a really important skill as well.</p>	<p>46</p> <p>Shift in topic: Bicycle frame: strengths and values: Humour</p> <p>Accepts humour</p> <p>Fab: M accepts this as a strength</p> <p>Sju: non-verbal communication supports this; smiling</p>
<p>47</p> <p>N: And this one being kind and generous. What about that?</p>	<p>47</p> <p>Shift in topic: Bicycle frame: strengths and values: Kindness and generosity</p>

C: Sometimes

M: Yeah, sometimes. ((more positive face although not smiling, fiddling with pen))

N: Yeah, can you give me some examples?

C: (unintell)

M: Well, you *do* nice things for him don't you? You do nice things, I don't know, making me, when they bake and things ((C slight smile as looks at pen in hand)) and they do nice things like that.

C: I got him some rubbers for his birthday and he never got me owt back ((looks towards mum, slight smile))

M: Yeah ((smiles at mum still banging pen into thigh))

N: Tell me that again C – what did you do for your brothers?

C: Got rubbers like cars ((looking at camera, smiling))

M: He got him some novelty rubbers ((looking at camera))

N: Ah – have you – ah. Is that for T?

M: Mm

N: That's kind

C: Spend four pound on them. They were four pound and all.

N: were they? That's very generous then.

M: ((M laughing)) – yeah, he is generous ((slight smile)) (2) Apart from when you're arguing over pop. ((smiles and slides pen up and down leg))

Fab: **partially accepts kindness as a strength** – M gives an example; C is facetious at first in his response (gives an example of something negative he does to his brother?) Then gives an example of buying things for his brothers even though he got nothing back

T2: C: Relating to connection

Sju: Shows self-awareness – 'sometimes'. Focus on the unfairness of the situation ie lack of reciprocation rather than the fact that he had been kind. More positive when talking about gift for brother – more banter between him and M. facial expression more open. C positions himself as kind and generous

<p>C: <u>That's not fair is it</u> ((smiling towards mum))</p>	
<p>48 N: What about this one: having good, good judgement, thinking things through? M: Mm (C has a very uncertain face, shrugs) No. N: You find it not to think things through before you do things? M: <u>Just acts before he thinks about things</u> (still playing with pen on leg, no smile now, brief look towards camera)</p>	<p>48 Shift in topic: Bicycle frame: strengths and values: Good judgment Fab: no response Sju: not actively accepting what M says Medical Context: M is referring to impulsivity/ acting before he thinks: EF profile presenting a challenge.</p>
<p>49 N: Okay, what about this one then? This is about even though you might act before you do think sometimes this one's about being wise, sometimes Do you, do you, can you give people wise advice sometimes? Do you say something to people that's really helpful. M: <u>You help me</u> – you help me don't you sometimes? ((C nods and looks up slightly to right, tapping pen less forcefully)). <u>Yeah, he can do</u> ((leans head slightly back)) C: <u>M just lies all time - says that we hurt him but we don't.</u> M: Yeah C: I'm going, like that yeah ((sticks left arm out)) put my hand on him and he starts crying. ((smiling)) N: Who's that C? C: My nephew. M: Yeah N: ((slight smile, then exaggerated 'launch' of pen toward mum's leg))</p>	<p>49 Shift in topic: Bicycle frame: strengths and values: Wisdom Fab: M says he helps her – he advises her T2: C: Relating to connection Sju: Does not actively accept wisdom as a strength – slightly changes subject to nephew unfairly telling tales of 'them' – unsure of the connection here (VC?) T2: C: Relating to connection</p>
<p>50</p>	<p>50</p>

And what about this one? This is loving learning? Do you enjoy learning?

C: No

N: No? Can you remember a time where you enjoyed learning maybe at primary school or...?

C: How am I supposed to enjoy stuff when it's just boring work? ((smile gone, blank, disengaged face))

N: Mm

C: Don't want to do it – it's just work

M: Yeah. The amount of work that they're supposed to do nowadays is way too much for him because he's obviously behind. ((C looks downwards and slightly over towards mum)) So he struggles with..

C: It's not my fault I'm behind.

M: [But you do] (unintell)

N: [No] ((looks to camera))

M: you do

C: Miss X's fault

M: tuts

C: Kicking me out for two years mum ((looks towards her, indignant face))

M: Yeah

C: Been out of school for two years now, ((slight shake of his head – incredulous face))

N: You have missed, you have missed a lot.

Shift in topic: Bicycle frame: strengths and values: Love of learning

Fab: Does not enjoy learning – being out of school has widened the gap and now attitude to learning is more negative

T7: Educational Context

Sju: Anger; injustice; disempowerment; being in a situation he cannot control; anxiety about the gaps in learning and passage of time while not in school

T4: J&E: Justice & Empowerment

<p>C: <u>But I'm missing year 10 now yeah</u> ((looking upwards, angry face)) and I've not been in school. ((Looks back to pen in hands))</p>	
<p>51 N: Yeah. And this one we talked about, and I bet your mom can he say, tell us about this. This is about having persistence, or perseverance when something's difficult.</p> <p>M: Oh when it's difficult.</p> <p>M: Mm yeah. Difficult ((C stretches back on sofa, arms behind head)) Mm, (looks at camera). <u>Don't know whether I can say yes to that.</u> ((C looking a bit glazed – looking ahead slightly below camera))</p> <p>N: Does it depend what it is if it's something that is really interested that he [can be persistent?]</p> <p>M: [Yes]. He, he is persistent anyway. If we like reverse it, like getting something, or (smiling) or, wanting something, then he is persistently on it. But if it's [something difficult], I'm not sure.</p> <p>C: ((leans forward to reach for something in front of him/ to the phone?))</p> <p>M: Can't really think of an example (leans forwards to pick something up)</p> <p>N: You don't let things drop? ((nods))</p>	<p>51 Shift in topic: Bicycle frame: strengths and values: Persistence C does not respond to the idea of persistence as a strength</p> <p>Fab: persistent but not when things are difficult</p> <p>Sju:</p>
<p>52 N: And what about this, this is appreciating beauty or appreciating nature. Things like that.</p> <p>C: Mm ((nods))</p> <p>M: Do you? (2) It sort of seems me that appreciates nature and beauty. And <u>these are, aren't really interested.</u> I like going to beautiful places me and</p>	<p>52 Shift in topic: Bicycle frame: strengths and values: Appreciating beauty and excellence</p> <p>Fab: C accepts appreciation of beauty/nature as a strength straight away. Mum thinks not because he moans about the journey to countryside</p> <p>Sju: Very keen to assert that this is part of his identity positioning:</p> <p>T4: J&E: Justice & Empowerment</p>

<p>N: Yeah</p> <p>C: [yeah, I like...]</p> <p>M: ((doing an impression of C)) [got to sit in car for two hours,] to get there!</p> <p>C: [yeah, I like...] Yeah if we got there quick I'd be a bit more happy, but two more hours, it's not pleasant is it? ((smiling and looking at phone in hand))</p> <p>N: When I first said it C, you nodded. So do you feel that you appreciate nature? Do you like animals and like...</p> <p>M: <u>he likes animals...</u></p> <p>C: See I told you, <u>I do love beauty and nature.</u> (looking at mum with stern face and then pulled silly face at her)</p>	<p>-that he loves animals, beauty and nature</p> <p>T1: Creative and Construction</p>
<p>53</p> <p>N: Okay, there's only two left. These are quite tricky. This one is integrity. So this is when you're a genuine person. And you're not false.</p> <p>M: <u>Yeah. He's pretty genuine. What you see what you get.</u> ((C stares at hands and the thing he is fiddling with – neutral face))</p> <p>N: Yeah.</p>	<p>53</p> <p>Shift in topic: Bicycle frame: strengths and values: Integrity and being genuine</p> <p>Does not reject honesty as a strength but no response</p> <p>Fab: Genuineness accepted (M)</p> <p>Sju:</p>
<p>54</p> <p>N: And then the last one is, it says spirituality and that puts people off. It doesn't mean being religious. It just means having a sort of sense of purpose in your life?</p> <p>M: I do definitely. And <u>I try and put that on them as well.</u> ((closely looking at the phone in his hands)) To get in tune with the spirituality and behave theirselves.</p> <p>N: Yeah. What do you think about that, then C? Is that something that's important to you having a, being useful in the world</p>	<p>54</p> <p>Shift in topic: Bicycle frame: strengths and values: Spirituality and belief</p> <p>Fab: Accepts having a sense of purpose – this links with optimism about the future/future hopes.</p> <p>'Everyone has a sense of purpose don't they?'</p> <p>Wants an apprenticeship to train as a mechanic. Wants to be in the right setting so can get one. Likes his brother's school.</p> <p>Sju: Future linked to school experience and seems negative – wants to reach goals but</p>

and having a sense of purpose in the world?

C: Yeah everyone has a sense of purpose don't they? Even if it's to die?

N: True. ((staring straight ahead at phone in hands)) Do you like the idea about making that an important thing though? not dying, but having a real sense of purpose while you're alive? Do you like the idea?

C: I'm not bothered if I die. If I die I die don't I?

M: She's not on about that,

C: I know, well ((face with one side of mouth pulled))

N: Do you like having a sense of...sometimes people have a sense of purpose in their job. For example, if you've got an idea about what job you'd like to do that would make you feel really useful?

C: Probably

N: What would you like to do?

C: Want to work on bikes, but (1)

N: yeah.

C: Got to get a...What do you call it

N: qualification?

C: No, not one of them

M: Um, I think he's on about apprentice

N: Apprenticeship, Yeah, well, you know, sometimes in secondary school, and it's just a stepping stone to college where you can get an apprenticeship so

seems to be unachievable; tag questions for emphasis/ rhetorical – does not seem to be asking them to get reinforcement/ acceptance – more of a dismissive tone

T5 FG: Future goals and dreams

Wants to work on motorbikes

<p>C: well, <u>I'm not there am I?</u></p> <p>N: Well, it's not the be all and end all, school. There's a lot of other things that can happen after school that can get you where you want to go. So Don't don't worry, you know, there's lots of time.</p> <p>M: Yeah ((C looking down at phone in hands, slight indifferent face, but neutral))</p> <p>N: You [might feel at times about getting]</p> <p>M: <u>If I could get him sorted and get him in the right place it's help</u></p> <p>N: Yeah. So that again,</p> <p>C: <u>I like my brother's school – that's alright</u></p> <p>N: Say that again ((looking at phone in hands – mum takes it away))</p> <p>C: I like my brother's school</p> <p>N: Yeah, yes, I know you've mentioned that before. That's</p> <p>M: We're not playing a game we're talking ((C watches phone being taken away, with mock indignance))</p>	
55	55 Saying goodbye
<p>29.10.21 Session 2</p> <p>This time, C's Mum is present at the beginning of the BoL session to set up the phone. C is sitting on the sofa looking at the screen which is on a phone on the coffee table in front of him. C is sitting slightly side-on to the phone, Video of C is very small as this time I am presenting a visual to support the conversation.</p>	
<p>57 (Introduction to summarise last session preceded this episode)</p>	<p>57 Going over what we covered last time: Significant places/ events in the past</p>

N: Do you want me to put anywhere else on there? Like XXXX (AP)? Or XXXX (secondary School) or anything?

C: Miss you having a laugh – putting XXXX (secondary School) on there? ((pulls back in chair, looks to left, smiles))

N: Well, I know you're not [very happy with them there at the minute].

C: [(unintell)] ((smiles))

N: But you know, the reason I might put it on there is if you want me to it's because it's, it's still a significant place. Even though you might not always like [it.]

C: [They're] supposed to help and they've not helped me once Miss ((moving in chair, rolling head as talks, face more set - neutral))

N: Okay, but do you still feel like you want to go back there?

C: No.

N: What about your other places like XXXX (AP)? Shall I put that on?

C: Mmm ((looks towards camera and then upward, slight shrug))

N: Yes? ((nods)) Is there anywhere else that you go, C?

C: Um, XX (AP) ((shakes head, slight shrug, looking downwards and to left)), but that's...

N: Is that the XXXX?

C: Mm ((affirmative, slight nod))

N: Yeah, what's that, Should I put that on? Is that a place that's important?

Fab: disengagement with secondary school; does not feel they have carried out their role of helping him – does not want to go back; agrees to add APs onto the significant places on rear wheel. C says that more strengths will be added in the future – sense of hopefulness and optimism about this:

T4: J&E: Justice & Empowerment

Sju:

Sense of dismissing/ separating from secondary school – not going back:

T3: A&P: Autonomy and Protection

- body language matches the verbal message.

Style of interacting: rhetorical questions eg 'you having a laugh?' and tag questions to indicate negative emotion

School staff have not helped/ nurtured him:

T2: C: Relating to connection

C: Mmm ((affirmative, slight nod))

N: Yeah. ((looks to camera and then leans down to floor on left side to pick something up?)) and then we went on to this one, which is the frame and we talked about all your strengths and all your values. So on there, I've done that in green. So there's loads of them, I'll just read them out to you. We've got that you're generous, helpful, you appreciate nature and animals, you're genuine, you're grateful, you've got a good sense of humour, you're creative, you're kind, you're loving, problem solving you're good at engineering, you're good at, you've got good hand-eye coordination on your gaming. You've got quick reflexes. You give your opinions honestly, you're resilient, so you bounce back. You're persistent, you're curious, you're brave. You can be a good leader sometimes because you have good ideas. You're very persuasive. You've got lots of vitality and energy. You're good at cooking. You do extreme sports, and you're humble. So there's quite a lot of things there, aren't there? Are you impressed?

C: I mean I am, but there's more to add isn't there? ((looking down at what is in his hands))

N: More to add?

C: Yeah, Pretty much.

N: Go on then, Tell me some more.

C: I mean what I might do in the future ((turns head towards camera and then down to left again))

N: Say it again, sorry.

C: I mean, more to like add in the future. ((turns head towards camera and then down to left again))

<p>N: In the future, oh, yes, definitely.</p>	
<p>58 N: And so what we're going to go on to now is the front wheel and the front spokes. So this is about possible important things in the future. So we might talk about things like your hopes and dreams and places you might want to go to and things you might want to achieve. So on here already, I've got, I know you keep telling me you want to be with your friends more. So I've put to be with your friends, to work with motorbikes, to do an apprenticeship. I put on there to be back in school because I thought that's what you'd said. But is that not something you really want? - to be back in school?</p> <p>C: <u>Not anymore</u> ((looking down at what is in hands)) <u>cos when I'm there they aren't doing nowt for me so...</u>((still looking down)) So I <u>don't see any point going</u> cos ((looks towards camera, neutral face)) <u>all they do is bring me back and kick me out</u>, so ((looking at camera, shrugs, dismissive face))</p> <p>N: If, if it looked like it could be successful at school, would you still be keen to go back?</p> <p>C: <u>I'm not sure</u> ((looking down to knee))</p> <p>N: So perhaps I'll put it with a question mark then? If you weren't going to go to XXXX (Secondary School) then, where would you like to go, C?</p> <p>C: Mm, <u>not sure</u>, probably <u>just get home schooled</u>. ((turns head to look just below camera, slightly pursed lips))</p>	<p>58 Shift of topic: Front wheel: Significant places and events in the future: Secondary School</p> <p>Fab: Doesn't want to go Back to secondary school. They do not support him. He is in a cycle of going back and then being excluded. Mentions being home-schooled T5 FG: Future goals and dreams</p> <p>Sju: Sense that when he goes back the school don't expect him to stay/ don't make provision for him to stay/ don't want him to stay. Positioned as unimportant/ lack of nurture? T4: J&E: Justice & Empowerment Does not feel sense of connection/ acceptance. T2: C: Relating to connection</p> <p>Does not want to go back to school now: has taken back power: T3: A&P: Autonomy and Protection T4: J&E: Justice & Empowerment</p>
<p>59 N: Um, And what about XXXX and XXXX (APs)? Are they things for the future still?</p> <p>C: Yeah. I can deal with XXXX and XXXX (APs) ((playing with something in his hands))</p>	<p>59 Shift of perspective: Front wheel: Significant places and events in the future: Alternative Provisions</p> <p>Fab: Accepts continuing with the two APs that he attends in the future</p>

<p>N: You're okay with XXXX and XXXX (APs)? ((nods)) Yeah. Okay.</p>	<p>T5 FG: Future goals and dreams</p> <p>Sju: 'can deal with them' – shows the emphasis on coping rather than enjoying/ feeling sense of belonging? Or that he 'deals' with them rather than fully engaging with them?</p>
<p>60</p> <p>N Anything else in the future that you'd like to achieve? Like, I'm thinking, driving?</p> <p>C: Well, <u>I can already drive</u> can't I? (studying something in his hands)</p> <p>N: Well maybe to get your [driving licence]</p> <p>C: [XXX]</p> <p>N: What about that?</p> <p>C: Yeah, I need to get a driving licence ((still studying the thing in his hands))</p>	<p>60</p> <p>Shift of topic: Front wheel: Significant places and events in the future: Driving licence</p> <p>Fab: He can already drive but needs to get licence</p> <p>T5 FG: Future goals and dreams</p> <p>T4: J&E: Justice & Empowerment</p> <p>Sju: again, conversational style – tag questions and theoretical questions to demonstrate emotion (impatience here or pride – uncertain how to express it – sounds defensive as if fear of me not believing him/ taking it away from him?) Also, not seeing the intention of conversational partner ie topic is driving – being able to drive does not mean you can drive on the roads – making the inference/ jump to the idea of getting a licence. Could explain the reasons why he is misunderstood at school – why things escalate – needs help to unpick intentions of conversational partner eg 'well that's great! If you know how to drive you're half way there! I expect all you'd have to do now is pass your test to get a licence?' ie supporting him to understand intentionality, how to make inferences, containing his emotion, modelling responses and positivity.</p> <p>He is undermining the premise of the question - adult feels undermined – his message: it's obvious – promoting himself</p>
<p>61</p> <p>N: Yeah? Anything else to achieve?</p> <p>C: <u>Not really</u> ((looking up but away from camera to left, slightly shakes head and</p>	<p>61</p> <p>Shift of topic: Front wheel: Significant places and events in the future: College and apprenticeship</p>

<p>purses mouth, lips downwards, then looks back to what is in his hands))</p> <p>N: Would you go to college then to, to do an apprenticeship?</p> <p>C: <u>I dunno</u> ((playing with the thing in his hands and looking at his hands))</p> <p>N: I think that's, I think that's how you'd probably do it. And which college would it be? Do you know?</p> <p>C: Probably <u>XXXX</u> (Local college) <u>where my sister went.</u> ((looking down at object in hands))</p> <p>N: Yeah</p> <p>C: <u>and my brother but I'm not sure</u> ((looking down to left, then back to camera))</p> <p>N: Yeah? Sounds like it could be.</p>	<p>Fab: Uncertainty about Y12-13 plans. Might go to same college as siblings T5 FG: Future goals and dreams</p> <p>Sju: Not very excited about the prospect although looks at camera at the end as if waiting to get my reaction?</p>
<p>62</p> <p>Um, what about where you'd like to live in the future? (3)</p> <p>C: Er, <u>I don't know</u> (.) <u>house</u> ((indifferent face, puts left hand up to left ear and turns head to right, slight shrug, then head back over to left and rests on left hand with elbow on knee, neutral expression, then looks to camera again.))</p> <p>N: Would you like to stay in Nottingham, or would you prefer, can you see yourself moving abroad or going somewhere else in this country?</p> <p>C: I'm not sure, <u>probably</u> (1) ((looking down, hand away from face <u>get out of this crappy country</u> ((looking down at something in hands))</p> <p>N: Would you? Would you like to go somewhere warmer?</p>	<p>62</p> <p>Shift of topic: Front wheel: Significant places and events in the future: Where he would live</p> <p>Fab: Wants to get away – different country T5 FG: Future goals and dreams</p> <p>Sju: Not very excited about this – seems a long way off/ got to navigate school first. Discontent with his current situation is apparent from vocab. Sarcasm ('house') – to express disinterest?/ irrelevance of this to him at the moment – too big a mountain to climb? Waiting for response – trying to provoke a response following sarcasm? – used to adults responding with a negative comment about the way he communicates – rather than focusing on his message?</p> <p>Privilege of researcher's positionality – can remain accepting and curious.</p>

<p>C: <u>Probably</u> ((looking away to left and down)).</p> <p>N: Yeah.</p>	
<p>63</p> <p>N: What about holidays then, where would you like to go on holiday in the future when you can go on your own or with your friends?</p> <p>C: Dunno. ((looking down to left mouth slightly downturned, slight shrug))</p> <p>N: Have you got any countries you, you dream of visiting?</p> <p>C: <u>No</u> ((turned head to right to look at camera with indifferent face, mouth turned downwards))</p>	<p>63</p> <p>Shift of topic: Front wheel: Significant places and events in the future: Holidays</p> <p>Fab: No places offered</p> <p>Sju: Disengagement with this topic. Shows difficult C has with dreaming about a positive future for himself/ lack of positive conversations about this with adults in his life to support him to develop aspirations/ strengths-based outlook?</p> <p>T5 FG: Future goals and dreams</p> <p>T4: J&E: Justice & Empowerment</p>
<p>64</p> <p>N: Okay. Let's think about the important people then in your future. So let's see. We'll move this on to the spokes again. So we had the spokes on the back wheel for people that have been important up to now. Is it going to be the same people on the spokes on your front wheel?</p> <p>C: <u>Probably</u> ((looking down to left))</p> <p>N: Yeah? Okay, so I'm going to put your mum..., you read them, you say them to me while I'm writing them.</p> <p>C: <u>M, my brother</u>, ((head resting on left hand, looking slightly upwards as thinks)) <u>my sister, my mum</u> ((turns head to right, left hand by left ear slightly rubbing ear, looking down, then leaning head to left, putting face close to dog's face)) <u>Nanan, Uncle B</u> ((turns body to right, looks over to right)) <u>Uncle L</u> ((turns back to front, looking towards camera))</p> <p>N: Thank you. That's great. I could just about keep up with all of them! What</p>	<p>64</p> <p>Shift of topic: Front spokes: Significant people in the future</p> <p>Fab: Gave all the people in his family – no friends mentioned, dogs added</p> <p>Sju: Enjoys the interruption from the dogs and although he moans about dog breath, he smiles – affectionate with dogs – verbally is still quite negative despite positive emotion – illustrates negativity expressed towards him by adults – has he had many models of positive interaction?</p> <p>T2: C: Relating to connection</p>

about the dogs? ((smiling as dogs have jumped onto sofa and one jumps down again)) Oh, there she is. We were just talking about you. That's Tora isn't it? Shall I put pets down?

C: Yeah ((smiling and petting dog next to him on sofa))

N: Yeah. Even if you haven't got...even if they stay with your mum, would you get your own dogs? Do you think? Do you like dogs?

C: Stop trying to kiss me! ((C out of camera as he has leant to right to avoid dog licking him)). You got dog breath! ((leans head on top of dog's head))

N: Ah! Dog breath is not pleasant isn't? ((laughing))

C: No.

N: Okay, anyone else in the future? Could you imagine having a partner?

C: Mm-mm ((don't know intonation, looking at something in hands)) Probably.

65

N: Yeah. Okie dokie, right. So we finished the actual bits on the bike. So now we're going to talk about the journey. That's your team, again, that we've just talked about. And here's the basket. Okay, so these are the things that you might want erm on your journey. So we're thinking about your journey being like life, really. So it's the way of getting through life. So what what sorts of things might help you get through difficult things um in life? Can you think of anything? Is there anything that helps you now when things get a bit tricky?

C: No ((looking at hands)) I like (2) [can't think]

65

Shift of topic: Bicycle basket: things that cheer him up; music

Fab: Not able to suggest anything; rejects music as a resource that supports him

Sju: 'Do I look like I'm depressed?': Again, rhetorical question to convey emotion: this time indignance – being 'depressed' may have negative associations – does not fit with his preferred identity. Using dogs to demonstrate lack of interest in conversation – communicates emotions/ needs through actions/ non-verbally (as well as verbal strategies)

Some overlapping speech: I am trying to keep momentum of conversation going and

<p>N: Sorry, say it again, Alan.</p> <p>C: <u>Can't think of anything.</u></p> <p>N: Okay, let me give you some prompts. Because this is a bit tricky, really. And then on a motorbike like, you won't have a basket like on that PowerPoint will you, you'll have, you'll have more like a pannier, I think won't you at the back? Is that what you have on a motorbike? So I might have to draw that but anyway for now, let's think what we'd have in it so some people have like music or bands or singers or artists that they think of or they listened to that really get them out of a bad mood or ((taps sofa and calls dog to get on)) so is there anybody, any any music that you like? ((Calling dog and tapping sofa))</p> <p>C: No, not really ((looking back down at object in hands))</p> <p>N: You don't ever listen to anything to like perk you up or make you feel better when you feel depressed or anything like that?</p> <p>C: Do I look like I'm <i>depressed</i>?</p> <p>N: No, not now. But when you get fed up, is there any music that you'd like? You like listening that cheers you up?</p> <p>C: Not really</p> <p>N: No?</p>	<p>this means that sometimes I am speaking over C</p>
<p>66 What about any like words of advice? Is there anything that your mum's ever said to you that helps you when you're feeling a bit fed up?</p> <p>C: <u>Yeah, but I'd rather not share that.</u> ((looking at object in hands))</p> <p>N: You don't want to share it did you say?</p>	<p>66 Shift of topic: Bicycle basket: words of advice</p> <p>Fab: Words of advice from mum - Does not want to share them</p> <p>Sju: says he has words of advice from all the people on his spokes but then says just mum</p> <p>T2: C: Relating to connection</p>

<p>C: <u>Mm</u></p> <p>N: Yeah, that's fine. Can I just write down on here then: Words of advice?</p> <p>C: <u>Alright</u> ((still looking at object in hands))</p> <p>N: Is it words of advice from your mom or from other people as well?</p> <p>C: Well <u>from all of them</u></p> <p>N: Pardon?</p> <p>C: From all of them innit?</p> <p>N: So your mom,... anyone else?</p> <p>C: No, not really. (Out of camera, flicking object up from bent elbow by straightening arm)</p>	
<p>67</p> <p>N: Um, sometimes people think of erm like other things help them like exercise when they're feeling fed up. Is there anything that you do that makes you feel better like that?</p> <p>C: <u>Not really</u> ((looking at foot as puts object onto leg/ foot?))</p> <p>N: No, no, you don't, you don't go and want to like, I don't know, punch a punch bag or run around or or climb or go on your bike or anything like that.</p> <p>C: <u>No.</u> ((looking down at object in hands))</p> <p>N: Okay. What about anything that calms you down?</p>	<p>67</p> <p>Shift of topic: Bicycle basket: exercise</p> <p>Fab: rejects exercise as a resource, including punch-bag, going on bike Sju: little engagement/ interest in this topic</p>
<p>68</p> <p>What about anything that calms you down? Like sitting somewhere that you like sitting and thinking or gaming?</p> <p>C: ((Settling back into sofa, looks briefly at camera)). <u>Yeah that's alright</u></p>	<p>68</p> <p>Shift of topic: Bicycle basket: comforting/ calming places</p> <p>Fab: Accepts gaming as a calming activity; then; rejects idea of snuggling under duvet</p>

<p>N: Yeah, gaming? Does that help you? I'm just wondering about, have you got your duvet on the sofa?</p> <p>C: <u>Yeah</u> ((wrapping himself up in it))</p> <p>N: Is that from your bed?</p> <p>C: <u>No it's from my mum's (1) stealing it</u> ((looking to camera as snuggled under duvet))</p> <p>N: [your mum's?] Do you like... because I mean, I love that you know, when I'm feeling fed up, I love getting all cosy in a blanket. Is that something that you like doing?</p> <p>C: <u>Na, (3) I'm just cold</u> ((looking up to right))</p> <p>N: Oh Okay ((laughs)), what about getting comfy on the sofa? Does that cheer you up sometimes?</p> <p>C: A bit. <u>Yeah.</u></p> <p>N: What about having hug from somebody?</p> <p>C: <u>Yeah</u> (shuffling under duvet)</p> <p>N: Who would it be? Your mum?</p> <p>C: <u>Yeah</u> (looking ahead, neutral face) [(unintell)]</p>	<p>as calming – just cold, but accepts getting comfortable on sofa</p> <p>Sju: Demonstrates calming activity ie sitting under duvet on sofa -rather than verbalising. Difficulty accepting 'snuggling under (mum's) duvet as calming? – identity as a male teenager? But acceptable to say enjoys sitting on sofa.</p>
<p>69</p> <p>N: [I know] what helps you, I think, I think from what I can tell, being with your dogs. Would you say that helps you?</p> <p>C: <u>Yeah.</u></p> <p>N: Yeah. Not really walking them though? Is it just stroking them?</p> <p>C: <u>I walk my dogs</u> (with emphasis)</p>	<p>69</p> <p>Shift of topic: Bicycle basket: Being with dogs</p> <p>Fab: Accepts this as a calming thing; walks dogs too</p> <p>Sju: Keen to have walking 'my dogs' as part of his sense of self – stresses this with the way he asserts 'I walk my dogs'.</p> <p>T2: C: Relating to connection</p>

<p>N: Do you? Yeah</p> <p>C: <u>Mm-hm</u> ((affirming)).</p> <p>N: Is that something that you enjoy doing to like, calm you down or de-stress you?</p> <p>C: <u>Mm, Sometimes</u> ((rubs nose, still under duvet))</p> <p>N: Yeah? That's a nice thing.</p>	
<p>70</p> <p>Okay, anything else that de stresses you?</p> <p>C: <u>No</u> (5)</p> <p>N: So you haven't got anything from I don't know, somebody, that someone has given you? Any objects that mean a lot to you? Like, I don't know, something that you Nanan's given you or anything like that, that you look at and makes you feel special or...</p> <p>C: <u>Mostly just broken everything that I get given</u> ((fiddling with something on his wrist))</p> <p>N: Sorry, I can't hear you</p> <p>C: Mostly broken everything that I've been given</p> <p>N: Oh are they? Is that because...is that because you've taken them apart or just because they're old?</p> <p>C: <u>Sometimes there're old and sometimes cos I just take them apart</u> ((looking at wrists/ cuffs?))</p>	<p>70</p> <p>Shift of topic: Bicycle basket: Significant objects</p> <p>Fab: Has broken most things he has been given</p> <p>Sju: A bit dismissive of this – cannot relate to it? Is presenting the idea of having broken things a way not to have to say he has no examples of special objects?/ way of not engaging with this topic?</p>
<p>71:</p> <p>N: Oh, All right, then. I think we've probably got enough for your panier, your basket. So let's think about the journey then. So the journey on the road. So we're going to think about all the challenges. So you've said you want to do, in the end, you want</p>	<p>71</p> <p>Shift of topic: The journey: introducing the journey and the concept of obstacles</p> <p>Fab: school is one of the things that gets in the way; a future goal is to mend or destroy motorbikes</p>

to do an apprenticeship and you want to work with motorbikes. You want to be around your family a bit. Um, You want to pass your driving test. You probably want to go on some holidays, but you don't really know where um, ... I haven't put on some, spending your time, spending time with the family actually, but I think that is something that's important to you, isn't it in the future? ((nods)) I'll put that on. So what gets in the way of those things? We're gonna think about like (2)

C: School. School's one of them or, or whatever.

N: School.

C: Yep ((looking at something in hands to right of camera, neutral face but harder tone))

N: Yeah. I can see that. C from what you've said before that you feel like school is a real challenge. So if you have a look at that picture, can you see that picture of the road?

C: Mm

N:... with all these different hurdles and barriers and climbing walls and floods and all sorts of things that are getting in the way and you've got to imagine in the mountains ahead, is where your end goal is: being a motorbike, but motorbike mechanic or whatever you want to do with motorbikes. What do you want to do with motorbikes?

C: Repair them, fix them, destroy them for people because some people want them destroyed.

N: Right. OK. That's why you'd be good because you're good at taking things apart, aren't you as well?

OBS: Categ-Form analysis in relation to obstacle:

Sju: Offers school as an obstacle straight away – strong emotion and preoccupation with school as a challenge to him

Indicators of emotional expression:

Tone of voice

<p>C: <u>Mm</u> ((out of camera, playing with something that is beeping))</p>	
<p>72: N: So let's think of it I'm just...on here, the slide I'm just changing it on to ...there's all these things that could be challenges, and you've already identified that school is a challenge for you. So let's think about in what way is it a challenge?</p> <p>C: <u>It's not a challenge! It's a Problem</u> ((looking at camera, left hand in front of mouth))</p> <p>N: Say it again</p> <p>C: <u>It was a problem, not a challenge.</u> ((leaning back and putting right arm bent behind head))</p> <p>N: Okay? You prefer the word problem. So tell me how it's a problem because I already know a little bit you but you, you just [tell] me now,</p> <p>C: <u>[ruined] my life</u> ((looking up to right)) <u>they kicked me out of school for about two years.</u></p> <p>N: Mm</p> <p>C: <u>There's plenty more but it'd take all day to say</u> ((set expression, gaze to right, left arm moves up, then both arms bent behind head and leans back))</p> <p>N: And it sounds like when you talk about school, [it makes]</p> <p>C: <u>[they lie about me an all]</u></p> <p>N: Pardon? Say it again C?</p> <p>C: <u>They lie a lot</u> (leaning back on arms behind head)</p>	<p>72: Shift of topic: The journey: Obstacles: School</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Indicators of emotional expression: vocabulary choices: problem; ruined my life; kicked me out; plenty more; they lie.</p> <p>Fab: School is a problem; it has ruined his life - Very strong assertion and associated emotion that school has ruined his life; they 'kicked him out of school for two years. School staff lie – he has been falsely accused – school has not helped him. States that he doesn't lie. Accepts that he feels that they reject him. Misjudge him. School staff have caused him to have no friends.</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Indicators of emotional expression:</p> <p>Sju: Lexical level: Rejects school is a challenge for him and states that it is a problem (for him) – this takes the emphasis from him finding school a challenge (which could be perceived to be due to a failing in him) and reframes school as a problem – where the emphasis is on the fault being with school existing as a problem rather than being 'his problem'.</p> <p>Grammatical level: Then restates it in the past tense – indicating that he has disassociated himself from school – it is difficult to engage with/ high emotion.</p> <p>Rhetorical questions to express sarcasm but also frustration/ incomprehension that school has not helped him and instead has judged him.</p> <p>T4: J&E: Justice & Empowerment</p> <p>Sense of being accused of thing he does not see as having done – misunderstandings/ misinterpretations on both parts? Being falsely accused of things that have challenged his identity (such as threatening</p>

N: [So yeah, you]

C: [Like they say] that I threatened kids and teachers like ((still leaning on arms, looking to right))

N: [Yeah] so er

C: [(unintell)]

N: you like...

C: [(unintell)]

N: Sorry, C I can't always hear you.

C: Well, it's supposed, school is supposed to be for help ((pushing self up on sofa and sitting the the right end of it under duvet, looking at camera throughout)) yeah, saying that I abuse and threaten teachers, how does that help?

N: Okay, so you feel like that they they lie? You feel like that they reject [you].

C: [I don't feel like they lie], I know they lie
Miss ((looks away to right))

N: And you feel like they reject you. It feels like they're not accepting you. (2) Does that sound right?

C: Mm

N: Um, And it feels like they're unfair because they misjudge you. So they they accuse you of things that you don't feel that you've done. Is that right?

C: Well I have no friends because of them ((leaning head right back on sofa now, with arms away from back of head))

N: and yeah, so the other thing is, that because your friends are at school, it makes you feel that you've lost touch with your

pupils and staff) has not helped him at school – sense of anger about this assertion. Not fitting with preferred identity position?

Rejects 'feel that they lie' and states I **know** that they lie'

T2: C: Relating to connection

Id positioning: Rejection. Situation at school has resulted in him having no friends – (is this because of the accusations which have kept peers away through fear? Not wanting to be associated with him? – Or that has no contact with peers because he is not in school?)

<p>friends because you're not there. So there's quite a lot of things aren't there the way that schools made you feel that's quite negative?</p> <p>C: <u>Mm</u></p>	
<p>73</p> <p>N: Has, in the past C, when, erm, when people in school used to make you feel like that before, when they rejected you, Or they misjudged you. um is there anything on... on... that we've talked about on your bike, all of those strengths that you've got, that made you cope, that helped you cope with that? In primary school, maybe, when it wasn't quite so bad? What helped you cope with school then?</p> <p>C: Nowt. <u>Nowt really</u>, but, I don't know ((looking at one hand as touched it with the other hand))</p> <p>N: Well, let me suggest a couple of things. Because from what we've talked about, you're very brave, you're very courageous, and, and that's probably made you be able to keep coming back to school. You're very resilient, because you've kept coming back even though you felt really rejected and unfairly treated.</p> <p>C: Well <u>I'm not no more</u>. Cos school is a bunch of jokers. ((partially out of camera but looking down to right and fiddling with duvet))</p> <p>N: Yeah. So</p> <p>C: ((Moved camera to point at himself better))</p> <p>N: So, those strengths that you've got, though, have helped you in the past: that you're very resilient, very brave, um, your mum said that you're very, very persistent. And that persistent has been probably really important for you to be able to keep</p>	<p>73</p> <p>Shift of topic: The journey: Obstacles: School – what strengths have helped with this in the past?</p> <p>Fab: Nothing has helped C cope with the problem that school presents to him. He will not return to school. Accepts perseverance as a strength that helped him return to school.</p> <p>OBS: Categ-Form analysis in relation to obstacle</p> <p>Sju: Lexical: 'bunch of jokers' – insult to express strong emotion – he does not feel staff have helped him to stay in school or to achieve. Unable to recognise/ accept the strengths he has that have helped – indicates feeling of being overwhelmed? Positioning camera better – indicated he is keen to be heard/ hear about strengths? Perhaps accepts 'perseverance' because I named 'anger' in relation to his emotion about school?</p>

<p>coming to school even though you feel really angry about school.</p> <p>C: <u>Yeah</u></p> <p>N: Yeah, you've got lots of strengths that have helped you keep bouncing back despite school being a real problem for you.</p>	
<p>74</p> <p>N: Um, on this page here, is there anything else that's a challenge? So it says feeling anxious or hopeless? (3) Um, Are any of the classrooms or any of the lessons particularly bad at school or [are they all the same?]</p> <p>C: [Dunno, well]</p> <p>N: Pardon? Say it again?</p> <p>C: Don't know. <u>Sometimes</u> ((looking ahead))</p> <p>N: Which ones are the worst ones that you find the most challenging or ...</p> <p>C: Well <u>I can't remember, not been there for so long</u> ((looking down at ball in his hands and then waved it in right had as looked up slightly more towards camera, facial expression stony, head slightly tilted to left))</p> <p>N: Okay, do you remember whether it was say maths or English or science or, that was worst?</p> <p>C: <u>Mm-mm</u> ((don't know intonation))</p> <p>N: No, okay. Um, was it to do with like numbers or was it to do with reading and writing that was worse, do you know? (2)</p> <p>C: <u>Don't know</u></p> <p>N: okay. Um, so there's, can you see the little pictures on there or are they too small?</p>	<p>74</p> <p>Shift of topic: The journey: Obstacles: Aspects of School Environment</p> <p>Fab: Some aspects of the school environment make things worse but could not give any details even with prompts</p> <p>Sju: Takes opportunity to reiterate that he has not been in school for a long time – therefore feels too disconnected to remember details of what created specific challenges at school. Perhaps difficult / painful to think about?</p> <p>OBS: Categ-Form analysis in relation to obstacle: sarcastic tone to convey how long he has been out of school – facial expression shows anger: being out of school has positioned him as separate/ othered/ excluded – head tilted to indicate defiance/ anger.</p>

<p>C: Bit small</p>	
<p>75 N: Are they? I'll read some of them out for you because I can't I don't know how to make them bigger without losing your video. Um, so one thing I don't get the impression has been a problem for you is family. Has that ever been a challenge or a problem for you, your family.</p> <p>C: No</p> <p>N: No. Anybody in your family that's been a problem for you in the past or now?</p> <p>C: No</p> <p>N: what, what about friends that have been any friends that have been particular problems?</p> <p>C: Can't remember! Wonder why that is? (sarcastic tone, lifting object in hands above head and looking up at it)</p> <p>N: Okay. Another any, any people that you wouldn't say are your friends, but any people at school that are particular problems for you? Like did you mention um a boy's name that you were really angry with?</p> <p>C: Mmmm (don't know)</p> <p>N: So there's nobody that sticks out at school as being a particular problem for you? - that it's just the whole thing.</p>	<p>75 Shift of topic: The journey: Obstacles: Family and friends</p> <p>Fab: Family not a problem/ obstacle. Cannot remember specific peers.</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Not mixing with peers is an obstacle:</p> <p>Sju: Tone of voice and lexical choices to convey sarcasm to emphasise point that he has not been in school for a long time – and that this was not his choice. Positions him as having been rejected.</p>
<p>75 C: that's fine <u>it's just the teachers</u> are muppets</p> <p>N: so yeah, it's the [teachers that]...</p> <p>C: [(unintell)] ((waving ball around))</p> <p>N: Sorry, say that again.</p>	<p>75 Shift of topic: The journey: Obstacles: The Teachers</p> <p>Fab: teachers are the obstacle</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Sju: Insult to indicate/ express strong emotions: 'Teachers are muppets' – need</p>

<p>C: Teachers need to sort themselves out ((reaching to side to reach something on a table in front of sofa))</p> <p>N: So you're feeling like it's the teachers that are the problem? Not really the children at school, not really the young people? Not the students, or the pupils? Just the, just the teachers?</p> <p>M: ((M enters room)) Put stuff down. I'm just getting sommat Nick.</p> <p>N: That's all right.</p> <p>M: Sorry</p> <p>N: No, you're alright.</p> <p>M: Stop fiddling with stuff. ((M walks past C on sofa and out of camera, then back again)) Right I'm going.</p>	<p>to sort themselves out. Conveying injustice, rejection</p> <p>T4: J&E: Justice & Empowerment</p> <p>T2: C: Relating to connection</p>
<p>76</p> <p>N: C, on there as well, it says expectations. Sometimes people feel that other people's expectations are a real problem for them. Is that something that's a problem for you or not?</p> <p>C: <u>Not really</u>, it's teachers that make it a problem ((fiddling with the object in his hands, briefly looks at camera with justified expression, then back at object in his hands)) ...like, like <u>I expect to go back to school, but</u></p> <p>N: Yeah...</p> <p>C: <u>Wonder why?</u> ((sarcastic tone, looks briefly to right)) Wonder why?</p>	<p>76</p> <p>Shift of topic: The journey: Obstacles: Expectations</p> <p>Fab: C expects to go back to school but has not been able to.</p> <p>Sju: Turns this round to talk about his expectations rather than other people's expectations – blames school for not meeting his expectation about going back to school. Misunderstanding of the question?</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Sarcasm again to indicate negative feelings towards school and the fact that adults in school are barriers to him returning ie he is unable to fulfil his expectation without their agreement</p> <p>T4: J&E: Justice & Empowerment</p>
<p>77</p> <p>N: What about, on that yellow one, I don't know if you can see the yellow picture, but it says thinking and concentrating and</p>	<p>77</p> <p>Shift of topic: The journey: Obstacles: Concentrating and learning</p>

learning. Are, are any any of those problems for you at school, or out of school?: thinking, concentrating and learning?

C: Not really

N: No?

C: I can concentrate but, you know (3)

N: Has it, has it, have any of those things been a problem when you've been in school in the past?

C: Yeah, sometimes. ((still fiddling with object, looking at it))

N: Which ones?

C: Can't remember ((smiling and looking at object in hands))

N: Has it been a problem with your learning or a problem with you concentrating?

C: My learning

N: Mm

C: But my learning curve's gone sideways because of the teachers! ((sarcastic tone))

N: So you feel like is it, is it, has the problem with your learning been because you've not been there enough? (2)

C: Yeah, I've been out for three years ((assertive tone, looks at camera))

N: Do you think that you ever felt like there was a problem with the learning before that?

C: Not really. I could do it but I just need some help

Fab: Accepts learning has been a problem in the past – but because he hasn't been in school. Accepts he had some difficulties with learning and needed help.

Sju: Blame teachers for the challenges he faced with his learning because it is due to him not being in school enough and missing learning. Needed help for aspects of learning that he found hard and didn't get it.

OBS: Categ-Form analysis in relation to obstacle:

Facial expression: was going to go down the route of saying he can't remember because he hasn't been in school for so long – smiles. Tone: sarcastic to indicate negativity towards school – needed help with learning and being out of school has widened the gaps. Then assertive/ emphatic tone and looking at the camera to indicate assertion/ strength of feeling.

Lexical choices: 'of course' as apportions blame to teachers.

<p>N: Okay. And did you feel there was a problem getting the help that you needed?</p> <p>C: <u>Yeah but that's teachers' fault</u> of course ((looking at object fiddling with))</p> <p>N: Mm. Yeah, no, I'm not blaming you for that. I'm just wondering if you thought that was a problem that you didn't get the amount of help that you felt you needed.</p>	
<p>78</p> <p>N: So sometimes, a lot of young people feel that one of the big problems in their life is other people that have got a lot of power (6)</p> <p>C: ((Shrugs, tenses face, looks to left)) Mm ((intonation going up in a wondering tone))</p> <p>N: Because you talk about the teachers a lot that makes me think that you're thinking that they've been the ones that have been the problem to you. [Um, and]</p> <p>C: <u>[I know they have]</u></p> <p>N: and is that because they've got a lot of power?</p> <p>C: <u>Got too much and they're abusing it</u></p> <p>N: [Yeah]</p> <p>C: [(unintell)]</p>	<p>77</p> <p>Shift of topic: The journey: Obstacles: People with power</p> <p>Fab: Teachers have too much power and abuse it</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Sju: Lexical choice: 'know': Certainty about this – not just opinion; 'abusing'. Intonation as says 'Mm' – indicating sarcasm/ mock contemplating who has power?</p> <p>T4: J&E: Justice & Empowerment</p> <p>C is positioned as powerless and disconnected/ ostracised.</p>
<p>78</p> <p>N: And on that one right at the bottom, in the left, it says other people's opinions. Are other people's opinions a problem?</p> <p>C: <u>Mm-mm</u> ((don't know intonation))</p> <p>N: So you've told me that sometimes people at school judge you, and they misjudge you. So they think that you've done something when you haven't meant to do it, or they accuse you of something,</p>	<p>78</p> <p>Shift of topic: The journey: Obstacles: Other people's opinions</p> <p>Fab: Rejects this as a problem at first; another pupil, E saw C recently and asked him why he had been excluded because she had seen what happened and knew he hadn't done anything. Teachers make accusations and do not see the facts.</p>

<p>and you don't think it's fair. So that's like, their opinions, isn't it? So in that sense, would you say that their opinions are a big problem?</p> <p>C: <u>No</u> ((looking at what is in his hands))</p> <p>N: So if they think that you, like with your belt, that you were being threatening, that's their opinion, and [if]</p> <p>C: [Well, <u>E</u> (pupil at school) yeah,] she <u>already knows I weren't doing nothing.</u> ((playing with object in hand, intermittently looking at camera, frowning)) She, <u>she asked me yeah, when I saw her the other day yeah, why I were excluded!</u></p> <p>N: I know. So, so, C, thinking about that situation, what was the problem in that? Was it that um, the teacher um, the opinion of the teacher was the problem because it was wrong?</p> <p>C: Yes it was cos <u>all they do is accuse, accuse, accuse and not actually look</u> ((leaning over to right to coffee table))</p>	<p>Sju: Injustice about the opinions of the school staff in relation to this – he was excluded for something that he does not feel he did. C feels he has witnesses to what happened who would have backed up his innocence</p> <p>OBS: Categ-Form analysis in relation to obstacle: Looking at camera to indicate assertion/ emphasis/ strength of opinion/ importance of conveying it? Frowning- negativity r the situation/ unfairness. Repetition of 'accuse' and 'actually' for emphasis – showing how it felt from his perspective - links with lack of voice – identity positioning – being unheard; being unimportant – did anyone try to explain theirperspective?</p> <p>T4: J&E: Justice & Empowerment</p>
<p>79</p> <p>N: Yeah. And also, was the problem that nobody asked you your opinion.</p> <p>C: <u>No</u> ((turning to right, banging object on something out of camera))</p> <p>N: Was that a problem, because you didn't get to say what you thought?</p> <p>C: <u>Didn't get to say anything!</u></p> <p>N: So it's not was that a big problem then, you, do think that that was a big problem, that you didn't get to say what you thought?</p> <p>C: <u>Yeah.</u></p>	<p>79</p> <p>Shift of topic: The journey: Obstacles: Not having a voice</p> <p>Fab: Lack of voice was a problem</p> <p>OBS: Categ-Form analysis in relation to obstacle: Sju: Indignance/ anger indicated by banging object – due to injustice. Lexical choices 'anything' – no voice. C positioned as insignificant; unheard; powerless.</p> <p>T4: J&E: Justice & Empowerment</p>
<p>80</p>	<p>80</p>

<p>N: Yeah. Okay, right on the bottom of there near the bottom left, there's one that says emotions and feelings. Are your emotions and feelings ever a problem?</p> <p>C: <u>Yeah sometimes.</u></p> <p>N: Mm. Can you tell me a bit more about that?</p> <p>C: Not really. <u>Just get angry sometimes – it's not my fault</u> is it? <u>It's my ADHD, I can't help it.</u> ((looking at the object in his hands))</p> <p>N: Tell me about that. Tell me about the ADHD that you've just mentioned.</p> <p>C: I don't know <u>it's</u> like <u>adrenalin</u> isn't it? ((looking at object in hands))</p> <p>N: Pardon?</p> <p>C: I dunno, it's like adrenalin isn't it? <u>It rushes to your head and you can't do owt.</u></p> <p>N: C, just, just say that again, because I can't hear you properly. Sorry.</p> <p>C: Adrenalin innit? It rushes to your head <u>all the time</u> and you just can't do owt.</p> <p>N: You can't do anything? What can't you do?</p> <p>C: Well <u>manage my anger cos of the ADHD</u></p> <p>N: You can't...?</p> <p>C: <u>Manage the ADHD.</u></p> <p>N: You can't manage the ADHD.</p>	<p>Shift of topic: The journey: Obstacles: Anger and ADHD</p> <p>Fab: Accepts that anger is sometimes an obstacle – due to ADHD – he cannot help it – due to adrenalin – cannot manage associated anger.</p> <p>Sju: (Problem in not being able to hear C very well during the interview so had to keep asking him to repeat – which he did very valiantly/ patiently – added more info at each repetition.)</p> <p>ADHD – causes anger due to adrenalin which rushes to your head all the time – sense of inevitability – the label creates a sense of disempowerment – medical aspect of identity that cannot control.</p> <p>T4: J&E: Justice & Empowerment When asked what is ADHD, he referred me to medics – sense of power of medical world to give diagnosis which he does not fully understand and he has to try to include into his sense of self.</p> <p>OBS: Categ-Form analysis in relation to obstacle: Rhetorical questions to deflect blame/ check out his understanding? – reflects the information he has been given by medical discourse/ home context?</p>
<p>81</p> <p>N: And what is the ADHD?</p> <p>C: <u>I don't know</u> (looking at what is in his hands)</p>	<p>81</p> <p>Shift of topic: The journey: Obstacles: ADHD</p> <p>Fab: He does not know any more information about what ADHD is. Accepted</p>

<p>C: I don't know. <u>You might have to ask the doctor</u> or someone, I don't know do I?</p> <p>N: Say it again?</p> <p>C: You might have to go ask the doctors cos I don't know ((holding the object up in front of face and looking at it))</p> <p>N: What... Yeah, that's interesting. So do you think ADHD is something that doctors know? And you don't really know what it is?</p> <p>C: (unintell)</p> <p>N: What, tell me what you do think ADHD is.</p> <p>C: <u>I don't know what it</u> is do I?</p>	<p>that he did not really understand what ADHD is.</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Sju: Cog Level: Not able to answer metacognitive question about whether ADHD is directly a problem for him (although has previously said it is as it stops him from managing anger) or whether it is other people's opinions about it that make it a problem for him.</p> <p>Emotional level: Tag questions used to show exasperation about this questioning.</p> <p>C might benefit from further input to explore what it is and what it means for him and ideas around is it something wrong with people or is it the environment which does not easily include people with these skills, strengths and characteristics? Is it irrelevant?/ has it been imposed as a concept of identity? – Does it feel like a negative thing to incorporate into identity position? – C might benefit from conversations re the positive aspects of these (EF) characteristics as well as the environmental limitations and the reasons/ purpose of diagnosis? C's narrative identity includes ADHD in relation to his anger management.</p>
<p>83</p> <p>N: Okay, um, so you said about anger? Are there any other emotions that get in the way for you?</p> <p>C: No. sitting longways on sofa, fiddling with object</p> <p>N: Just feeling angry? And you know, we talked about some of the things that might help on...with these challenges? Things like, I don't know your words of advice, having a hug, being with the dogs, walking the dogs, all of your strengths like resilience and bouncing back; Do some of those things help when you're feeling angry? What particularly helps?</p>	<p>83</p> <p>Shift of topic: The journey: Managing the obstacle of anger</p> <p>Fab: Nothing helps manage anger</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Sju: Difficult to talk about anger and how to manage – sense of disempowerment? Inevitability? Not able to control.</p>

<p>C: <u>I don't know</u> ((looks to camera as bounces ball off leg which is bent so knee is up))</p> <p>N: Does it help to talk to somebody like your mum, or does it help to try and forget about it?</p> <p>C: <u>No not really.</u></p> <p>N: None of those? Do none of those really help much?</p> <p>C: <u>No not really</u> ((looks up to his right, determinedly))</p> <p>N: OK ((looks to camera)). Pause. Um, Okay, let's see. Is there anything else on there?</p>	
<p>84</p> <p>N: There's one that says, feeling lonely. Is that a problem? Is that a challenge for you?</p> <p>C: <u>Yeah but school's fault.</u></p> <p>N: Mm</p> <p>C: Like I said, a million times but no one seems to believe me, cos you know <u>it's school!</u> ((Looks up to right; set face))</p> <p>N: And have you been able to do anything out of school to help with that? Like some of the clubs you've joined and things like that. Has that helped you to feel less lonely?</p> <p>C: <u>No.</u> ((Lies on right side, looks towards camera))</p> <p>N: Not taekwondo.</p> <p>C: <u>Taekwondo were when I were about 5</u></p> <p>N: Oh, don't you do any more?</p> <p>C: <u>No.</u> [told you]</p>	<p>84</p> <p>Shift of topic: The journey: Obstacles: loneliness</p> <p>Fab: Accepts loneliness – blames school. No clubs/ hobbies/ friends out of school that help. Clams up when asked about who sees at the other side of the estate. Only sees family when out of school – mentions two peers but in past tense.</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Sju: Lots of emphasis about school's role in this. Implication from his tone is that nobody believes him about school's role in creating the obstacles he faces because school is a powerful institution which is listened to whilst his voice is not.</p> <p>Problem for our interaction that I have forgotten some of the details – cannot hold everything in my head from the last session. Eg 'told you' – feel this has implications for trust – C might not feel as though what he says is important to me – I should have acknowledged this in the session.</p>

<p>N: [Do you do any other club?] You sometimes see a couple of people out of school, do you?</p> <p>C: <u>Not really</u> ((looks at camera, lying on side with mouth turned downwards and one side of mouth tense))</p> <p>N: Okay, so when you Mum says you go round the other side of the estate, who do tend to meet, meet then?</p> <p>C: Mm-mm ((don't know intonation)) <u>I don't know why that's relevant.</u></p> <p>N: I just wondered if you've got some friends</p> <p>C: <u>I used to go round X and X and that's it</u></p> <p>N: You don't really see anybody? (3) It sounds like when you're out of school C, he only people you're mixing with are your family; is that true?</p> <p>C: Mm</p>	<p>When clams up about who he sees on the estate – is he worried I might have an agenda re his behaviour? – mistrust of authority figures</p>
<p>85</p> <p>N: Yeah. Okay. Um, let's have a look, what else is there on there? Feeling... well, one of them on the bottom says attitude and confidence. Is that ever a problem for you?</p> <p>C: <u>No not really.</u> ((rubs face with hands))</p> <p>N: You feel okay with your confidence?</p> <p>C: <u>Mm</u></p> <p>N: And, ((throws left arm forward, blows out?)) what about your attitude?</p> <p>C: <u>Normally it's a bit off, sometimes</u> ((looking downwards))</p> <p>N; Yeah, in what way?</p> <p>C: Oh, I don't know ((sighs))</p>	<p>85</p> <p>Shift of topic: The journey: Obstacles: Attitude, confidence</p> <p>Fab: <u>Rejects confidence or lack of it as an obstacle; says his attitude can be an obstacle</u></p> <p>Sju: <u>Uses language that has been used to him?: 'attitude is a bit off' – did not elaborate. Illustrates difficult in verbalising complex situations/ feelings/ opinions?</u></p>

<p>86</p> <p>N: Okay, it feels like you're getting a bit... because at the beginning you were really like, chatty and now you've gone quite quiet again. Do you want to have five minutes to go and talk to M and have a chat and come back in again in five minutes?</p> <p>C: Mmmm (don't know)</p> <p>N: [have a bit of a] walk round</p> <p>C: [Rather play a game]</p> <p>N: pardon?</p> <p>C: I'd rather play a game (puts both hands and arms on head)</p> <p>N: I know – you can do that when we finished. We've not got too long but I just wondered if you wanted a bit of a break? Do you want to go and have a walk in the other room and come back again? Get a drink or anything?</p> <p>C: Yeah probably (right hand on bridge of nose, turns slightly more towards camera)</p> <p>N: Go on then. Go and do that. And I'll see you, don't turn it off though. Just leave it for five minutes and come back when you're ready</p> <p>C: Gonna mute it and thingy</p>	<p>86</p> <p>Break</p>
<p>87</p> <p>N: Let's go back to this barrier here. This one...in fact I want you to choose ((looking at camera)) Do you want this one to be school being one of your problems or do you want this one to be school? Or this flood? Or climbing wall? Or a hurdle? Or a hole? Which one do you want to be the school problem?</p>	<p>87</p> <p>Shift of topic: The journey: Obstacles: School as a hole</p> <p>Fab: School feels like a hole that C has fallen into and can't get out. He is made to feel he is to blame by staff.</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Sju:</p>

<p>C: <u>I don't know</u> ((resigned intonation, looking disinterestedly/ resigned? towards camera))</p> <p>N: Have a think: Does it feel more like a hole that you fall into? Or does it feel...? Look at that one C, does it feel more like a big tall high-jump that you've got to jump over? Or does it feel like a wall that you feel like you're climbing, climbing, climbing all the time?</p> <p>C: Probably ((looking downwards, thinking)) a hole ((looks to camera))</p> <p>N: a hole, yeah. Okay. So on this slide it says: How could you describe this challenge?</p> <p>C: ((Looking straight ahead, stony face)) (unintell) make it feel like it's my fault all the time ((makes a mouth opening and closing with his hand and a high voice 'blah blah'-type of sound, then the same with the other hand, looking at the camera briefly))</p> <p>N: So if, they make you feel like it's your fault ((looks ahead then to side and slightly down))</p> <p>C: <u>They push it on me that it's my fault</u></p> <p>N: Yeah, nobody asks for your opinion?</p> <p>C: Nope. ((Getting back under duvet and looking at camera)) No one does. ((looks away))</p> <p>N: People make assumptions?</p> <p>C: ((picks up crisps, eats one, nods)) <u>Mm</u></p> <p>N: Yeah? Some of the things they assume aren't, are not fair?</p> <p>C: (unintell) ((eating crisps))</p>	<p>Made to feel culpable – not supported. Feeling of being dejected, demoralised, dispirited. Assumptions that are not fair. Not given voice.</p> <p>Hole: disempowered – not any point trying to get out – impossibility of the situation – not able to know what to do to make the situation more positive or to be able to do this successfully.</p> <p>Cog level: communicates abstract ideas by using 'hole' analogy; well-considered.</p> <p>Emotional level: looking to camera as decides on the image of a hole for emphasis – to communicate strong feeling?; facial expression – set/ stony and looking straight ahead – determined/ intentioned re conveying his opinions – feels very strongly about what he says about being positioned as to blame. Non-verbal gesture: using his hand as a mouth to exemplify adults in school taking to him; lexical choice 'blah blah, blah' to show that he is being told the same thing over again/ people talk at him rather than have a dialogue with him; paralinguistic cues: using high voice to add to the parody of how the adults sound from his perspective; looking briefly at the camera – to see how his message is being received? Lexical choice: 'push it on me' – to convey the subject positioning of being forced to 'deal with' blame that is imposed; he is positioned as being at fault and has no voice within the situation.</p> <p>T4: J&E: Justice & Empowerment</p> <p>Non-verbal: snuggling back under the duvet and looking at camera and then away again: desire to be heard but wanting to withdraw as well/ dissociate – to protect himself?</p> <p>T3: A&P: Autonomy and Protection</p>
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<p>N: OK. What does, what you do when that happens? How do you respond to school when all of those things happen? (3)</p> <p>C: <u>don't know</u></p> <p>N: What do you do? (2)</p> <p>C: <u>Nowt</u> ((leans head on left hand))</p> <p>N: Do you mean you don't do anything wrong or do you mean you don't do anything so you just sit and you won't like engage with them? What do you mean by nothing?</p> <p>C: (unintell) <u>just sit and not engage with them at all, for hours on end</u> ((looking straight ahead, disinterested face))</p> <p>N: So, so you don't talk to them when they ask you questions?</p> <p>C: <u>No.</u></p> <p>N: You go quiet do you? (4) Or do you answer back? Which do you do?</p> <p>C: <u>I don't answer back I just sit down</u> ((looking slightly more towards camera, and eating crisps))</p> <p>N: OK. And what are you thinking when you're just sitting there?</p> <p>C: <u>Mm-mm</u> (('don't know' intonation, still eating crisps))</p> <p>N: What are you feeling when you're sitting there</p> <p>C: <u>Like they're getting bullied which I hope they do</u></p> <p>N: Yeah, so you're feeling really annoyed, did you say?</p>	<p>Shift of topic: The journey: Obstacles: How does C respond to school when it feels like a hole</p> <p>Fab: Disengages. Wants them to feel 'bullied'.</p> <p>OBS: Categ-Form analysis in relation to obstacle</p> <p>Sju: He disengages to make them feel angry – seems like one of a small range of actions he has the power to choose from - feels bullied by them and wants to respond by bullying them back. Responded to what are you feeling rather than what are you thinking.</p> <p>Non-verbal: looking straight ahead with resigned/ disinterested expression – perhaps communicates the lack of engagement he is referring to ie refusing to engage with school staff when he feels he has been unfairly treated.</p> <p>Lack of connection and disassociation to protect himself?:</p> <p>T2: C: Relating to connection</p> <p>T3: A&P: Autonomy and Protection</p> <p>Lexical choice: 'getting bullied like I hope they do': C wants school staff to feel that his refusal to connect with them is like being bullied; he wants them to feel rejected like he feels? Strong intention: 'bullied' – shows strength of emotion/ revenge.</p>
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C: Yeah, they're shit there – the more I go to school and go somewhere, like I go to the toilet and they're following me.

N: Yeah, so you feel like people are following you? Does that make you feel like they don't trust you?

C: I know they don't trust me ((still looking ahead and eating crisps))

N: And how does that make you feel?

C: It just pisses me off even more

N: So you feel angry?

C: What? ((looks at the camera))

N: You feel angry?

C: Mm

N: And and what do you do? Do you just keep sitting there and not saying anything? Or do you do anything else?

C: Just sit there.

N: Do you say anything to anybody?

C: What? ((running left hand through hair, looking at camera))

N: Do you say anything?

C: Not really

N: Do you shout anything? (3)

C: No

N: Do you do anything or do you just sit still?

C: Just sit there

Shift of topic: The journey: Obstacles: Lack of trust at school

Fab: Disengages. Wants them to feel 'bullied'. He is followed when he goes to the toilet – lack of trust – makes him angry

OBS: Categ-Form analysis in relation to obstacle:

Sju: Lack of trust – makes him angry.

Lexical choices: strong words to indicate strength of negative feeling about the way he has been treated. 'know' – indicates no uncertainty – he is not trusted by adults at school: Cog level: not communicating any awareness of other perspectives.

Paralinguistic cues: intonation indicates strength of feeling/ emphasis. Non-verbal: eating crisps/ looking ahead – indicates the same lack of engagement he uses with adults at school to respond to the lack of trust that he perceives?

<p>N: Mmhm. okay, 90 N: And then when you get home, what do you do then? C: <u>Go on my game</u> or summat N: Do you talk to mum about it? C: <u>No</u> N: Do you get, Do you feel anything else C, when you get home apart from feeling angry? Do you feel anything else? C: No <u>I'm not angry at home</u> N: Aren't you? No C: <u>Cos I finally get a break and sort mysen out</u> N: Yeah. And so do you feel any other emotions when you get home when you think about it? Do you feel sad? C: <u>No</u> ((drops crisp packet)) Oh that's gone. N: Do you feel like hurt or offended that they don't trust you? C: No <u>not bothered.</u> N: You feel that you're not bothered. Okay.</p>	<p>90 Shift of topic: The journey: How C responded to the obstacles he faces at school Fab: Does not talk about it, goes on game, doesn't feel angry about it at home because he has a break from it, does not feel sad, hurt, offended – perhaps these are not the emotions that underlie his anger – or perhaps he does not recognise them? – he doesn't talk to anyone about his emotions/ responses to what happens at school – would it be helpful for him to be able to talk about these feelings and recognise some of the underlying emotions that might be being expressed by anger? Sju: 'Sort mesen out' – needs time to regulate – not given this time/ support at school? Gaming helps to calm him.</p>
<p>91 N: And in the past you've told me that sometimes some of your strengths have helped you to get over though, that, what's happened at school? Some of your strengths like getting involved in your gaming; Is that true? That's helped? (4) Oh, I can't see you again you've disappeared! C: <u>Wish I could game at school</u> ((pushing himself up to sit on sofa)) N: Say that again</p>	<p>91 Shift of topic: The journey: What helps C respond to the obstacles he encounters Fab: Gaming – it would be helpful to be able to do this at school – helps to calm. Accepts that Ts listening to him could help – but will not go back – Ts will not change. Sju: Gets on to the topic of not going back to school – very intent on this. Has given up on engaging – sees the problem with the Ts</p>

C: It's be good if I could game at school
((looks towards camera))

N: Why, what would, what would that help with?

C: Everything ((reaching forward))

N: Do you think it'd help you to calm down?

C: Mm

N: Would it help as well if people asked you your opinions at school?

C: Not really, cos I wouldn't be going back to school – I wont be going back again
((leaning forward to get something))

N: No but thinking about when you were there and they accused you of something and instead of just accusing you, would it help if people said 'Oh C, Tell me what happened?'

C: Well yeah it would help but I still wouldn't want, you know if it's a problem with the teachers yeah, I don't want them at all man ((looks briefly to camera, screws up his face)), I'm sick of them all. I'm not going back ever. Piss me off about them.

N: So do you feel like when when now they're saying that you can go back for an hour and then if things go well you can go back for longer Are you not [interested anymore?]

C: [Course I'm not] I'm not doing that again! ((raises voice slightly, still looking away from camera)) They're a load of XXXX that's what they are.

N: So you know this this week or next week when you're supposed to go back to school

at not going to change – has a realisation of this as says 'if it's a problem with the teachers' – becomes more angry at this point. Strength of language to express strength of feeling and sense of hopelessness – unable to change it without change from the staff and C thinks that this will not happen.

'I'm not doing that again' – communicates that he has tried to meet half way before but it has not worked.

<p>what you're going to do on Monday when you're supposed to go for your hour?</p> <p>C: <u>I'm not going back!</u> Kiss my fat arse! ((looking ahead, frowning))</p>	
<p>93</p> <p>N: Who, who else knows about the...ooh! I fell over! Who else knows about the um, challenge that you have at school? ((reaches over and moves phone so it is facing him))</p> <p>C: No one <u>No one Cuz no one listens.</u> ((moves phone so pointing at him, leans back on sofa under duvet))</p> <p>N: Noone cos...?</p> <p>C: <u>Noone seems to care</u> ((looking directly at camera and getting comfy under duvet))</p> <p>N: Nobody seems to care? Okay. But people at home know don't they? So your mum knows?</p> <p>C: <u>Mm</u></p> <p>N: and M and T do they know how you feel about school? ((Nods)) Yeah.</p> <p>C ((looking towards camera, touches face, screws face up)) Don't think they care. ((hand over to mouth))</p> <p>N: [okay]</p>	<p>93</p> <p>Shift of topic: The journey: Who else knows about the obstacles C faces</p> <p>Fab: Nobody listens, nobody cares, Family know,</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Sju: Dejection; lack of interest/ care towards him?</p> <p>Lexical choices: no one listens and no one cares: C is positioned as having no voice/ being unimportant;</p> <p>T4: J&E: Justice & Empowerment</p> <p>And is positioned as not being cared for/ nurtured – he even includes his family in the list of people who do not seem to care about his position; non-verbal: points the phone towards himself and looks at camera – indicates a desire to be seen and heard; snuggling under duvet – indicates desire to be nurtured/ feel a sense of belonging/ feel secure?</p> <p>T2: C: Relating to connection</p>
<p>94</p> <p>N: And do you think the things that you've used before to help you like get out of this hole because we're thinking about this ...school being like a hole that keeps,... you keep falling down, and it's not it's not your fault, you're just falling down it...So what's helped you to climb out of it before?</p> <p>C: Well, <u>don't know.</u> ((sarcastically, moving around under duvet and casting his gaze back and forth as talks)) cos I never got out</p>	<p>94</p> <p>Shift of topic: The journey: Strengths that can help get over the obstacles</p> <p>Fab: Nothing helps. Not going back. Completely rejects the idea that school helped at all.</p> <p>T2: C: Relating to connection</p> <p>T4: J&E: Justice & Empowerment</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p>

of stupid old hole, yeah, cos it's school's fault ((looking towards camera, dismissive face, grabs pillow, lifts it up in left hand, pushes it on duvet which is covering his legs)) they're all dickheads and I hate them and I hope they die ((pushes pillow under head so right side of face leaning against it)) all spazes ((Puts both arms behind head to shift pillow so back of head is leaning on it, looks directly at camera)) [not gonna (unintell)]

N: [so] (2) Okay, but before you got feeling quite as angry as you are now, things helped you didn't they to go back to school and to try again? And what, what helped you?

C: [Noone, school's] ((raising voice, looking to right))

N: [you know...]

C: dumb, they don't help at all! ((looking ahead above camera)). Pointless saying, oh yeah, how are they helping? ((looking to left with disbelief)) Help! ((sarcastically - looking ahead to left of camera, touches nose with left hand))

N: Ok, so they, [don't help]

C: [(unintell)] school innit?

N: But, C, what we ...what did help was you! You've got loads of strengths that helped, that we've talked about remember? Like, you've got a good sense of humour, sometimes you can laugh about stuff. You've got really, you're really persistent. So you go back and you try again. You've been really resilient. (3) You bounce back even when people have been unfair to you. (3) You're really kind, so you've carried on being kind and loving at home. (5). So you've got loads of strengths and things that, and you've got a lovely family that

Sju: Not able to think about any of his strengths/ anything positive – focus is on anger towards school and not wanting to go back. Sarcastic tone to emphasise this perspective. Body posture: pushing pillow into duvet that is covering him – hiding? Raised volume for emphasis and to indicate anger/ frustration
Lexical choices: very emotive – to indicate strong negative emotions towards school: stupid old hole; dickheads, hope they die, etc. dumb, pointless, no one, not going back, sick of it.

have helped you as well. And the words of advice that your mum gives you, and hugs from your mom, and your dogs licking you with dog breath, all of those things have helped a little bit, maybe? Do you think those things will help in the future?

C: Nah. ((fiddling with the edge of his pillowcase and looking at what he is doing))

N: Do you feel like you've, you've got to the end of the road a little bit with school

C: Not going back ((lifted pillow up and placed it down again, face obscured - hiding))

N: OK

C: Sick of it ((fiddling with pillowcase, face obscured)) When can I go? ((calm tone, looking to left and down at duvet covering his legs))

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N: Yeah, we'll finish in just a couple of minutes. The only last thing I really wanted to ask you about, which is because um...you've helped me loads with my work because I'm trying to do a course. And for the course, I need to talk to a few young people like you ((touches an object in front of him to right of phone)) and you, you've really kindly talked to me about all this, which means that I can get my research done. So I really I'm really grateful to you for helping me with it. And all the young people that are helping me with with this, there's only two or three of you. The thing that's the same about you all is that you've all been given a diagnosis of ADHD. And so my last question really is because we've been talking about your identity and who you are. And I just wondered, Where does ADHD diagnosis fit into that about who you are? What does it mean to you? It might not mean anything. I just wondered?

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Shift of topic: What does the diagnosis of ADHD mean to C

Fab: Nothing really, makes no sense, it's a tag, a label, doesn't think it means anything to school

T6: Medical Context

ADHD diagnosis

Sju: Not much interest in talking about this – resigned voice, asking when we have finished. Hiding as we talk/ covering face – tired or discomfort talking about this in relation himself – does it make him feel vulnerable? Sarcasm about it meaning anything to school – perhaps feels support has not been given in relation to the label and the difficulties he faces within the school environment.

T2: C: Relating to connection

T3: A&P: Autonomy and Protection

C: Well I don't know what do I? ((tired, resigned voice, fiddling with pillowcase in front of his face, calm tone)) (3) it makes no sense really ((looking at camera))

N: Pardon?

C: It makes no sense really. ((fiddling with pillowcase)) can't

N: It makes no sense [to you?]

C: [(unintell)]

N: No. What do you understand by having a label of ADHD? What does it mean?

C: Dunno, it's a tag innit? ((leaning back on left arm bent behind head))

N: A tag? (2) Did you say tag?

C: Mm ((looking directly at camera))

N: Mm. It, does, it does it mean anything to you as a person?

C: No. It's been two minutes. ((looking at camera))

N: Okay, ((N laughs)) look, we're on 2.56 So we're not far off three o'clock. So don't worry, we won't go over three o'clock. But it would be really helpful to me to find out what, what you think about this and whether it is anything to do with your identity, with C, like the person he is? Does it mean anything to you?

C: No. ((T-shirt covering lower half of face, pulls it over whole face then shakes head and it falls down))

N: Does it mean anything to school?

C: Course it doesn't ((with emphasis, pulls at right shoulder of T-shirt with left hand

with elbow over head, so T-shirt cover part of face))

N: Did you say it was a tag? ((nods)) [Yeah]

C: [Yeah] A label ((looking up to right))

Appendix 13: Working Transcript: Dara

<p>Data column (left): The episodes depict a move in the telling of the story in terms of time, topic, perspective or theme.</p> <p>Fabula underlined</p> <p>Transcription coding:</p> <p>(.) less than 1 sec pause</p> <p>(2) pause with length of time in brackets</p> <p>((non-verbal information))</p> <p>[] overlapping speech</p> <p>(inaudible/ undecipherable)</p>	<p>Analysis column (right): Blue text: Description of differentiated fabula/ sjuzet used for all stages of analysis Holistic-Content analysis – Turning points and overarching content OBS: Obstacles and Categ-Form analysis in relation to obstacles</p> <p>T6: Medical Context T7: Educational Context</p> <p>Relating to overarching themes: T2: CS: Relating to connection and feeling secure T3: AV: Being Active and vivacious T1: AL: Animal lover T5: FG: Future goals and dreams T4: SB: Meeting expectations/ validation/ self-belief</p>
<p>8.11.21</p> <p>1 N: Yeah, so I'm really interested in what it means to be D. And erm, so if we start off thinking about where you are up to now in your life, so thinking about as far back as you can remember, and all the sorts of important things that have happened to you and the important places that you might have been to.</p> <p>D: 6:37 And so, ((looking up towards screen, then to L side)) <u>when I was in primary school</u>, ((smiling, looking towards screen, then below screen)) <u>I always knew I was a bit different</u> because <u>I was always very loud</u> ((waved both hands at side of head, smiling)), very, like ((looking down, slight smile)) <u>excited</u> and stuff. ((doodling)) <u>I'd never really be able to concentrate on one thing</u> ((raised L hand and waggled finger, looking towards screen)) <u>unless I actually</u></p>	<p>1 Reflection on being different at school: lively, excited and reduced concentration unless wanted to concentrate Validity is offered as a strength Sju: Seems happy relating this – or putting on a brave face – or knowing that she is a participant due to ADHD diagnosis so starting off with info relating to that/ fulfilling an expectation? Fab: Idea of being able to concentrate, being active, excited, loud, reduced focus - ('unless I actually wanted to') Very animated as she talks to emphasise these aspects</p> <p>T6: Medical Context EF skills which become an obstacle in secondary school context are not as problematic at primary school – although she says the T was always saying her name – she was picked out within the class for: Being loud Excited (emotional regulation)</p>

<p><u>wanted to</u> ((slight laugh, looks down, smiling))</p> <p>N: Right</p> <p>D: Yeah, erm my teacher my teacher would always be saying my name it would always be my name saying, ((smiling, looking towards screen)) D sit down and D turn around, D stop getting up.</p> <p>N: Right</p> <p>D: I was a really lively kid. ((doodling, slight laugh))</p>	<p>Reduced focus to things she is not interested in</p> <p>Lively</p> <p>But seems to remember it positively overall and is happy to have these characteristics incorporated into identity position</p>
<p>2</p> <p>N: 7:05 You were very lively. And what did your erm, your teacher, when you think back to primary school, who were the... we'll come on to this actually but were there certain teachers that stuck out as being really important to you for whatever reason?</p> <p>D: 7:21 ((looked up to L of screen, mouth open, takes deep breath in)) Erm, So ((scratches nose)) my ((turns head to L, left hand reaches to touch pony tail)) probably <u>my year five teacher</u> ((looks back round to screen, left hand down, R hand up to pony tail, eyes up and to the side, eyebrows slightly raised, thinking, right hand strokes length of pony tail))</p> <p>N: Mm</p> <p>D: 7:25 was really nice ((quick glance to screen)) and <u>he</u> ((looks to screen)) <u>still works at the primary school</u> that my sister goes to</p>	<p>2</p> <p>Shift in topic</p> <p>Identifying teachers who were important</p> <p>Fab: Only one T mentioned – lack of connection to adults in school?</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>Sju: and lots of hesitation/ non-verbal thinking– linked back to sister – connection? Moving away from school theme as finds it less comfortable to talk about?</p> <p>T7: Educational Context – Fab: Year 5 memory is positive, but no other adults are mentioned – perhaps there were some obstacles to connection in primary?</p>

<p>where I went, so ((looks down, moves paper that is on table in front of her))</p>	
<p>3 N: 7:37 yeah, and erm, okay, so Primary School sounds like it was an important place then for you and was there, would you say it was year five that was particularly important or were there other years that stand out as being, it can be important in a bad way or a good way, You know...[wh, which]</p> <p>D: 7:57 [er, er] I think, probably <u>reception</u>, (mum puts a drink down on the table in front of her; D looking at paper)) <u>was</u>((laughs)) <u>one of my favourite ones</u> because ((looks at screen smiling)) <u>all you did was</u> ((head side to side, moved side to side in seat)) <u>muck about and play with like insects</u> ((rubbed nose with left hand sleeve, looking slightly up and then down)) and <u>we used to have like reptile days</u> where like snakes and stuff would come in.</p> <p>N 8:11 Yeah.</p> <p>D: And it was really cool ((looked at screen, smiling. Sniffs, looks to L of screen, looks towards mum to her left))</p>	<p>3 Shift in topic and time</p> <p>Fab: School Identifies Reception Class as favourite and reflects about why – free choice; playing; animals; positions herself as an animal lover T1: AL: Animal lover</p> <p>Sju: ‘really cool’ – contact with animals enjoyed; feelings of acceptance in reception class EF skills not an obstacle in this context</p>
<p>4 N: So you've mentioned insects and reptiles are animals a particular interest of yours?</p> <p>D: 8:21 Er, yeah, ((looked up above screen, eyes wide, then slightly right of screen)) soo, <u>when I was really struggling</u> (eye gaze flitting backwards and forwards at screen then to L or above of screen as talking)) <u>with my anxiety a few years ago</u> now, erm</p>	<p>4 Shift in topic Reflecting on why animals are important</p> <p>Animals – identity position as animal lover</p> <p>Fab: Anxiety – got cats to support with managing anxiety T6: Medical Context – identity position as anxious</p> <p>Sju: emphasis to demonstrate the benefit she receives from having cats</p>

<p><u>we got cats</u> ((eyes to screen for emphasis)) and <u>my anxiety improved</u> ((hands and arms up, elbows to sides, hands in front of chest to emphasise following words)), so much and</p> <p>N: Wow</p>	
<p>5 D: <u>I'm getting a dog soon as well</u> (looking at screen, content face: slight smile, eyes neutral))</p> <p>N 8:36 Ah! What erm, what cats have you got?</p> <p>D: 8:40 Er, so <u>we got two cats</u> (two fingers up on R hand, looking to R of screen)) <u>One's called Tiggy</u> (wiggling one finger on R hand, looking to screen – slightly to R)) <u>he's the boy and one's called Midnight, she's the girl</u> ((wiggling second finger, then hand down))</p> <p>N: 8:46 Aah. I think your mum told me about Tiggy because we've got one that's called Tigger.</p> <p>D: Oh, yeah. ((looked round behind her as mum approaching)) I'll find (2)((gets up to go and find cat))</p> <p>M: I'll get one ((both M and D disappear out of door))</p> <p>D: I've got one of them.</p> <p>N: Aah. Is this Tiggy or Midnight?</p> <p>D:</p>	<p>5 Shift in topic Describing pets</p> <p>This part demonstrates how important pets are to D – her enthusiasm and enjoyment of having them close by; enthusiasm in introducing them to other people</p> <p>T1: AL: Animal lover</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>– engaging with me as a stranger – sociability – uses animals as a support/ focus</p>

<p><u>This is Tiggy</u> ((Holds him up towards camera with his back legs on her knee))</p> <p>N: Oh, he does look similar to our one. Can you see mine in the nest behind me?</p> <p>D: Yeah, ((laughs, still holding cat up))</p> <p>N: They're very similar. Aah.</p> <p>D: <u>He's quite small, though.</u> ((looking at screen, moving cat so cradling him))</p> <p>N: Small or ...?</p> <p>D: Yeah, look, <u>he's quite small</u> ((turned him round so side on to camera, smiling, looking at screen, laughs, then strokes and kisses him))</p>	
<p>6</p> <p>N: Oh, he's gorgeous. I know what you mean about cats. They do really calm you down, don't they?</p> <p>D: Yeah</p> <p>N: Because they're so erm, so lovely to stroke them and they always seem to be very chilled out.</p> <p>D: Yeah. (smiles, looking at camera then looks down to R)</p> <p>N: 9:41 So you've mentioned I'm just thinking still about the back wheel and all the important places and things that have</p>	<p>6</p> <p>Shift back to previous topic: Pets are important – how calming cats are</p> <p>T1: AL: Animal lover</p> <p>T6: Medical Context – cats support with managing anxiety; making D feel calm – they support preferred identity positioning</p>

<p>happened to you. So thinking about um school, we've talked about primary school a little bit and reception year and year five seem to stick out.</p> <p>D: Yeah</p>	
<p>7</p> <p>N: What about secondary school?</p> <p>D: 10:06 Um, <u>Year 7</u> (.) <u>was probably</u> (.) <u>the hardest year</u> (looking up to L of screen)</p> <p>N: Mm</p> <p>D: Um (.) because <u>I only</u> actually ((closed eyes, slight shake to L of head, opened eyes)) <u>went to school with one person from my class</u> (looked to screen eyes, wide open, slight grimace with mouth, questioning intonation)) <u>and I wasn't really close with her</u> ((shakes head, grimace mouth, looked towards screen)). Um, so <u>all my close</u> ((L eyebrow raised)) <u>friends</u>, they <u>went to XXX School</u> ((raised R arm and gestured behind R shoulder, eyes slightly wider, head tilted to R side)) <u>and I went off to XXX School, but with the girl that I didn't really get along with</u> ((crinkled nose and slightly shaking head)).</p> <p>N: Mm. Okay. (.) Yeah, so that must have been difficult.</p> <p>D: Yeah. ((nods head, eyes closed briefly, lips pulled slightly to L side))</p>	<p>7</p> <p>Shift in topic Reflecting on secondary school: focus on relationships with peers and why Y7 was challenging</p> <p>Holistic-Form: turning points – going to secondary</p> <p>Fab: Speech still flowing as talks about school but not as expressive; facial expression a bit more neutral.</p> <p>T7: Educational Context</p> <p>Peers important: T2: CS: Relating to connection and feeling secure</p> <p>Sju: Facial expressions indicate that this was problematic – importance of connection and having friends alongside.</p>
<p>8</p> <p>N: And then out of school, what, you've mentioned cross country and dancing. So are there places where you did that (.) important in some way, you know, that they (.) sort of thinking about what's</p>	<p>8</p> <p>Shift in topic Out of school interests: Horse riding</p> <p>Holistic-Form: turning points in narrative: home-based and local community activities</p> <p>Fab: horse-riding</p>

<p>what's defined you and made you the person you are?</p> <p>D: Yeah. ((eyes half closed looking below screen))</p> <p>D: 10:49 So (.) ((looks down to R)) <u>one sport that I like</u>, ((smiles)) is <u>my favourite sport ever</u> ((moves head side to side, smiles, looks up to R of screen)). And (.) I've been (.) <u>always wanted to do it</u> (looks down to L of screen, smiling, rubs nose with L hand)) ever since I was like, teeny tiny ((L hand downwards to the side indicating how small she was)) <u>is horse riding</u> ((slightly moves backwards, looks to screen, smile, questioning intonation))</p> <p>N: Oh, okay.</p>	<p>Sju: Lots of emphasis about the significance of horse-riding through the vocabulary used, emphasis on the length of time she has been interested in it, enthusiastic way of speaking, accompanied by gesture, facial expression. Relationship significant – ‘on the same horse’.</p> <p>Identity positioning linked to: T3: AV: Being Active and vivacious T1: AL: Animal lover</p>
<p>9</p> <p>D: And (.) <u>I do it every Saturday on the same horse</u> ((looks to L then back towards screen)). And (.) ((looks up to R then into the distance, slightly closed eyes,)) it's just one of those things ((eyes dart to R then L then R again, wide open,)) and <u>it's just so calming</u> ((head bobs down slightly then up, eyes to screen, slight smile)) <u>because they're such calm animals</u> (eyes slightly closed, looks down to R)) and <u>you get to look after them</u>, ((eyes to screen)) <u>take care of them and stuff</u> ((eyes up to L, head swaying a little bit as eyes moving)) and (.) it's just <u>I love it so much</u> ((shakes head, eyes up to L, slightly nods head))</p> <p>N 11:16 Yeah aah, that's nice. Because it sounds like it brings together your interest</p> <p>D: Yeah (nodding, closed lip smile))</p>	<p>9</p> <p>Shift in perspective Focus on the calming aspect of being with horses</p> <p>Fab: loves being with horses – calming T1: AL: Animal lover</p> <p>Sju: Non verbal aspects link with calming theme – eyes closing, swaying as talking, eyes moving to screen intermittently to link back with me. Evaluative statement.</p> <p>Interruption emphasises agreement/ highlights enthusiasm about subject</p>

<p>N:in animals and your interest in being active. (2) Is that a stables that is quite near to you then? [(xx)]</p>	
<p>11 N: Are there any other important places like clubs or hobbies or places that you go to? [Or in the] D: [Um], N: past that you've gone to? D: 11:54 Er (.) <u>Quite an important place</u> (sways head to L then R slightly, looks to R side, smile)) <u>for me was the</u> ((opens eyes wide)) <u>ice arena</u> as well, ((looks to screen, smiles)) because <u>I do ice skating as well</u> ((slight laugh)). N: Aah, OK D: So (.) um, <u>I used to do lessons</u> ((looks up to R)) But then um, (pulls neck of jumper with R hand, looks slightly below screen to R)) <u>me and my friend both stopped</u> ((looking at screen, closed eyes briefly, looked to screen again)) <u>once we got to level eight</u>. So ((pushes lips together, licks lips, looks to L of screen then to R again)) N: 12:07 and is it the ice rink in XXXX (City)? D: Er Yeah, ((looks to screen and nods, then looks to L of screen)) <u>the National Arena</u>. ((turns head sideways to left)) N: Yeah. But you still go there do [sometimes?]</p>	<p>11 Shift in topic Describing an out of school activity: ice-skating Peer Fab: ice-skating was important; went with a friend Sju: identity position as skilful and successful at ice-skating; connected with peer T3: AV: Being Active and vivacious T4: SB: Meeting expectations/ validation/ self-belief</p>

L: 12:14

[Yeah] I still go there, ((smiles, looks down top L)) to like ((glances to screen, then low to front)), practice and stuff (head tilts quickly to L) and like, ((slight shrug of L shoulder, smiles, looking slightly to R of screen))

12

I take my friends with me ((moving in seat, looks down, smiles, slight laugh)) because none of my friends are really good ice skaters. ((shaking head and smiling, looks to screen then up to L)) [So]

N:
[are they not?]

D:

12

Shift in perspective
Going ice-skating with friends

Fab: D brings the focus to relationships – and talks about her friends; enjoys the fact that she can help them in this context but this is balanced with the gentle criticism of a friend who is a show-off.

T2: CS: Relating to connection and feeling secure

T3: AV: Being Active and vivacious

They're bad ((still shaking head and smiling))

N:

Oh ((laugh))

D:

I had one friend who's on the synchrony team ((looking up to L, scratches side of nose with L hand, looks to screen)), but he's just a show off, ((smiles, slight laugh and looking directly at screen, slightly shaking head)) So,

N: 12:28

((laughs)) So they have to hang on to you do they?

D:

Yeah, so like, ((looks down to L)), well, last time I went (.) I went with (.) um ((glances up towards screen)) (2) ((sucks lips, looks up to R, eyes wider)) three other friends and one ((lowers eyes to R of screen)) of them's an all right, skater, ((glances towards screen, then to R again, slightly closing eyes, , slightly crinkling nose)) and the other two are just ((looks towards screen and shakes head, then looks down to R)) awful. And there, there's always ((smiles, slight laugh, looking slightly down)) big groups of people ((looking to screen, smiling)) hanging on to the ((raises L arm bending at elbow, as if holding on)) banisters and (rubs nose upwards with right palm, brushes nose again quickly, smiles, looks to camera)) still going around on them as well, (flicks L hand to indicate 'around', tilts head to L then R)), so every time there was a huge group of people, me and my friend Julia, ((looking at screen , rubs nose with R hand sleeve)) who were the good ice skaters had to like, ((smiling, looking to screen, R arm bent at elbow, fist clenched indicating putting arm under someone's arm)) take their hand and like, ((R arm moves R to L in front of body to

Sju: The fun with friends is mirrored by her facial expression, expressive tone, more flamboyant body language and gesture.

<p>indicate motion, smiling)) <u>skate around with them</u> ((laughing))</p> <p>N 12:54 ((laughing)) Hold them up? Oh,</p> <p>D: yeah. ((smiling, pushing lips together, looking to screen))</p>	
<p>13</p> <p>N: And when you talked about cross country, is that a club that you did through school or out of school?</p> <p>D: 13:00 Er, <u>it was an out school thing.</u> ((looks slightly below screen)), Um ((looks up to R)) <u>It was XXX athletics</u> ((eyes wide, eyes moved to R then back to screen)) <u>club, and I used to go there</u> ((head tilts to R)) <u>with my friends</u> ((slightly questioning intonation, head tilts to L, face neutral))</p> <p>N: 13:07 Okay. And you don't go there anymore?</p> <p>D: No. (closes eyes))</p>	<p>13</p> <p>Shift in topic Out of school activity: Cross-country</p> <p>Fab: cross-country; Friends mentioned spontaneously</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>T3: AV: Being Active and vivacious</p>
<p>14</p> <p>N: And what about other places? So, have we covered all the places that link to sport, have you told me about all of them or is there anything else? [There's quite a few, ((laughs))]</p> <p>D 13:25 [I'm trying to] ((head turns to right then back to screen, smiles)) Yes lots ((laughs)) of different places ((rubs nose with R hand several times and sniffs)) Um (1) Er ((looks up to R eyes wide, eyeballs to top R corner of eyes)) I mean, ((looking back to screen, neutral face)) <u>I love going to the gym, we go to XXX.</u> ((moves head to L then R))</p>	<p>14</p> <p>Shift in topic Out of school activities: gym with dad</p> <p>Fab: going to the gym with dad (Holding cat)</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>T3: AV: Being Active and vivacious</p> <p>T1: AL: Animal lover</p> <p>Sju: lots of pauses, hesitations, fillers, but this indicates that D is engaging with the question – she is really considering her responses; having cat on her knee allows her to direct attention to cat and reduce intensity of conversation on-screen? Smiling. Eye gaze shifting to and from screen.</p>

<p>which is literally just down the road from <u>us</u> (head moving slightly from side to side as talks, eyes to screen then eyes down below screen)). Erm (1) <u>So that's very easy to go to</u> ((picks cat up from knee and puts over L shoulder)). But <u>my dad's in Ireland right now, so I've not been able to go recently</u> ((looks to screen, smiling, slight laugh, holding cat))</p>	
<p>15 N: 13:43 Aah. Um, and is there anywhere that's, um places like local to you, where you live that you've enjoyed going to either on your own or with family or friends in the past?</p> <p>D: 13:57 Er, So, (.) ((looking up to L still holding cat over L shoulder)) <u>I used to like</u> ((looks to screen)) <u>going round the river</u> quite a lot <u>on like runs</u> ((eyebrows raised, looks to front below screen, R hand moving to indicate 'round')). <u>But now sometimes I just like, I like going on walks along the river</u>, ((stroking cat with L hand as holding him)) because it's just like it's so pretty the river ((slight smile, looking wistful, cat trying to move in arms)) and yeah, it's literally down the road as well (holding cat in both arms and moving him))</p>	<p>15 Shift in topic Local places that D enjoys going to.</p> <p>Fab: The river – walking and running Emphasis on how pretty the river is Local area – connections – grounding – secure T2: CS: Relating to connection and feeling secure T3: AV: Being Active and vivacious</p> <p>Sju: Positioning self as secure, connected, sense of belonging within community/ local area; enjoys local environment</p>
<p>17 N: 15:23 Um any other places that have been important like, I don't know friends houses or places you've gone to with friends cos you've, you've said a lot of clubs that you've gone to with friends...</p> <p>D: 15:33 <u>I like going into town with my friends.</u> ((smiling, looking to screen head tilted to L, stroking ponytail with R hand))</p> <p>N: Yeah</p>	<p>17 Shift in topic Places that D accesses with friends which are significant to D</p> <p>Fab: Town – connection to local area; goes to town with friends: T2: CS: Relating to connection and feeling secure Used to be 'petrified' of town T4: SB: Meeting expectations/ validation/ self-belief</p> <p>Sju: Goes into town to relax; good engagement as looks to screen and away</p>

<p>D: Just sort of like relaxing there, <u>I never used to go to town</u> ((looks quickly towards screen, slightly shaking head, looks downwards, blinks up towards screen, slight smile)) <u>I used to be absolutely petrified of town. But now I really like it.</u> ((smiles, looks down at cat in arms))</p> <p>N: Aah! That's good.</p>	<p>again as talks; emphasis on fear of town through lexical choices: absolutely petrified</p>
<p>18 M: Where do you like to go at the moment? ((turns to look at mum))</p> <p>D: (unintell) ((Laughs, shifting cat in her arms, looking over L shoulder talking to Mum. Looks back to screen smiling))</p> <p>N: Where was that?</p> <p>D: <u>The garden centre XXXX</u> ((looks to camera cat in arms, points up to R and over R shoulder with L hand) <u>it's just over there</u></p> <p>N: 15:54 Oh, okay. And it's not with friends or family?</p> <p>D: 15:57 <u>With er my mum and my dad, So, because I'm not in er school fully</u> ((looks upwards briefly then back to screen, rubs nose quickly with L hand)), <u>sometimes we go out for lunch</u> ((smiling, looking towards screen, tilting head to R and L as talks)) and <u>because it got all the Christmas decorations up it's really [pretty]</u></p> <p>NE: 16:06 [Oh, Yeah]. Gorgeous. Yeah. The garden centres are lovely, aren't they when they get all ready for Christmas?</p>	<p>18 Shift in perspective – mum asks direct question about local places D enjoys visiting:</p> <p>Fab: Reflecting about enjoying going to the garden centre with parents T2: CS: Relating to connection and feeling secure</p> <p>Sju: Interaction with mum indicates closeness of their relationship – D turning to mum for support and reassurance – (worried about talking about going to GC in school time?)</p> <p>Emphasis on closeness to home – similar to gym, river, horse-riding – local area is central to all of these preferred places – sense of belonging/ secure D mentions mum and dad going to the Garden Centre with her – relational element T2: CS: Relating to connection and feeling secure</p>

<p>D: Mm ((smiling to screen, then neutral face to L))</p> <p>N: Okay, perfect. If you think of anywhere we've missed, just, we can always add to it.</p> <p>D: Yeah</p>	
<p>19 N: Thinking about some of those places. Let's get some people on to your spokes of your wheel. I've already put your cats down Tiggy and Midnight. And your mum and dad because you've mentioned them and the dog that you're going to get. Do you know what the name of the dog is going to be yet?</p> <p>D: 16:35 Er, <u>I think we're going to call him Ralph</u>, ((smiles at screen, slight laugh))</p> <p>N: 16:38 Ralph? Ah, that's nice. And do you know, do you know who he is yet, or has he not been born yet? It's not...?</p> <p>D: <u>Not been born yet</u> ((shakes head, looking at screen))</p> <p>N: No?</p> <p>D: Erm, <u>she's supposed to get pregnant this month</u> ((eyes open wide looking at screen, points downwards with index finger of R hand twice as talking)) because <u>she's been season</u>, so...</p> <p>N: 16:50 Oh, that's so exciting.</p>	<p>19 Shift in topic Considering people who are important in her life. Pets, parents</p> <p>Fab: they are getting a new puppy called Ralph</p> <p>Lots of D's responses are agreeing with closed questions asked – not much elaboration needed as we are reiterating information previously covered - Mum reinforcing connection to sister – this has been an important value/ influence to help D feel connected to family/ significant others</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>Seems that parents have supported positive aspects of D's identity positioning; eg getting the cats and now a puppy - supporting interest in animals as they know this is helpful for her</p> <p>T1: AL: Animal lover</p> <p>Auntie RR and Uncle G – sense of family culture – pet names for extended family members – valuing connection</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>Y5 T– D is not spontaneously referencing school</p> <p>T7: Educational Context</p>

D:
Yeah. ((looks down to R smiling))

N:
And you've got your year five teacher,

D:
Yeah

N:
Erm, Any other people that we put on the spokes?

M: 17:03
((from other room)) R!

D:
((looks over L shoulder towards where her mum is and quiet laugh))
My little sister my mum just shouted.
((looks back to screen smiling))

N:
What's her name?

D:
Um, er, R. ((moving cat in her arms, head tilted to R, smiling))

N:
R.

D:
Mm ((looking smiling at cat in arms)) Rrrrr
((to cat, as holds and rubs the back of his neck with her R hand as he leans into her hand, kisses him on the head))

N: 17:14
You've said about your auntie and your uncle.

D:
Yeah

N:
What are their names? Auntie...

D 17:19
Er, so, ((moves cat back onto lap, turns head and looks to L then back to front, looking below screen)) Auntie RR we call her ((looking at screen)) because it's short for R ((moving cat up to chest in arms again)). [(unintell)]

N: 17:28
[Aah]

<p>D: And then, Uncle ((moving cat back over L shoulder)) G ((rubs nose with R hand)).</p>	
<p>20 N: G? Um, and what about your main friends that you've mentioned, who would you say they are?</p> <p>D: 17:37 Erm ((looking up to L, raising bottom jaw so chin pronounced as thinking, eyes flick over to L then back upwards to L)) <u>there's one person called L</u> ((scratches head with R hand, looks to screen, eyes wide)). <u>She's been my best friend since we were four</u> ((eyes wide, head tilted to R as continues to scratch head with R hand)). Um ((smiles)) And <u>we're really close</u> ((looks to screen, smiles, scratches nose with R hand)). And <u>we do a lot of stuff together and we like borrow each other's clothes</u> ((sweeps R hand across body, smiles, looking at screen, scratches R ear, tilts head to R, looks to R of screen)), stuff like that ((looks to screen, still scratching ear, gently biting bottom lip)).</p> <p>N: Yeah. And who are your ice skating friends?</p> <p>D: 17:56 Um, ((looking to screen, cat in arms)) so <u>the girl who I used to do ice-skating lessons with was L as well</u> ((slight laugh, tilting had L to R as talking, smiling)),</p> <p>N: Yeah</p> <p>D: <u>we used to do a lot of stuff together</u> (.) <u>it was a lot of fun</u> ((looks at cat, neutral face))</p> <p>N: 17:59</p>	<p>20 Shift in perspective Focus on friends who are important</p> <p>Fab: Talking about best friend (L) T2: CS: Relating to connection and feeling secure</p> <p>Sju: Emphasis on longevity of friendship – closeness and examples – borrowing clothes and doing things together - Fun aspect of ice-skating with her reinforced – evaluative comments Something unresolved about the friend she used to go to the gym with – intonation indicated not too worried about this?</p>

<p>And what about...do you go horse riding with a friend, or is that on your own?</p> <p>D: 18:09 <u>No, that's on my own</u> ((looking at screen, slight smile))</p>	
<p>21 N: 18:10 What about the gym, do you just go to the gym with your dad?</p> <p>D: 18:13 Er, yeah, <u>I go to the gym with my dad</u> ((moving cat in arms and looking slightly below screen)) and then ((looking up slightly to R)) <u>I used to go with my friend called J.</u> But erm, <u>she (.) stopped going</u> ((slight frown, eyes slightly closed, looking at screen, lying cat back down on knee)). <u>I'm not exactly sure why</u> ((head tilted to L, scratching left side of nose with R hand, eyeballs in corner of her eyes, looking to R)) but <u>she just stopped going</u> (slightly shaking head, looking back towards screen, slight shrug of R shoulder)).</p> <p>N: 18:25 Um, And what about river walks and things like that? Is that mostly your your family?</p> <p>D: 18:31 Erm, <u>it's mostly with my mum</u> ((scratches nose with R hand, looks at screen then to R)).</p>	<p>21 Shift in perspective Linking significant people to places mentioned:</p> <p>Fab: Gym, river, - local connections – belonging Gym with dad Walks on river with mum T2: CS: Relating to connection and feeling secure T3: AV: Being Active and vivacious</p> <p>Sju: D is still very animated and enthusiastic as recounts who is important to her</p>
<p>22 But like <u>if I want to go and clear my head</u> ((eyes and head moving R to L as talking)) <u>I just go out</u> and like ((looking at screen, still moving head from side to side, slight smile)) <u>blast my music and chill around the river</u></p>	<p>22 Using music to regulate</p> <p>Fab: D reflecting on when she accesses the river by herself – as a calming strategy – with music – to ‘clear my head’ Sju: imitates the calming effect with non-verbal communication T6: Medical Context? Referencing anxiety?</p>
<p>23 N: 18:47</p>	<p>23 Shift of topic</p>

Aah. Um, (1) What else did you say? So other friends from primary school: who else figured at primary school apart from L?

D:
Erm (1) ((head tilted to R, lips slightly pursed, eyeballs looking L in corner of eyes, then flicked downwards)) It's not actually many friends from primary school that I'm close with anymore as actual friends.

N: 19:04
Can you remember any that were important then even if you're not in touch with them now?

D: 19:07
Yeah, um, I am in touch with one of them. ((looks slightly R of screen)) She's called E ((putting cat up on L shoulder, looking at screen)) and she was one of them. She was my other best friend. ((turns towards cat and talks to him))

N: 19:13
Aah. And what about um, friends now at secondary school? [(unimtell)]

D: 19:22
[So I] have friends at XXX school and friends that go to XXX School ((cuddling cat against chest with both arms)). So,...

N: 19:28
Who are you main ones would you say? It sounds like you've got quite a few.

D: 19:31
Yeah, my main friends are actually at XXX School (head tilted to R, smiling, looking at screen)) cos we hang out more outside of school and stuff.

Back to friends linked to places previously mentioned: Primary and secondary school

Fab: Primary school friends. No longer significant except one - E
Most current friendships are with peers who went to a different secondary school: J and L

At her own secondary school: A – went to this school with her from primary but had not been a good friend – became closer – able to develop relationships – even when had thought not a significant person to her – useful to use this in future situations when initially feel alone

Town: J, L, M (boy)

T2: CS: Relating to connection and feeling secure

Sju: cuddling cats as talking; thoughtful as considers friends/ relationships

<p>N: Yeah. Who comes to mind? Are there a couple that figure the most or..?</p> <p>D: 19:41 Erm, ((cough, looking above screen)) there's erm, (scratching L cheek with L hand, looking straight ahead) um, <u>there's a girl J</u> ((moving cat in her arms, looking at screen))</p> <p>N: Don't worry – you don't need to tell me about them..</p> <p>D: 19:51 There's a girl J ((scratching cat's chin with R hand))</p> <p>N: 19:56 And what about from your school that you go to?</p> <p>D: 20:00 <u>A and this girl called A</u> and (unintell) ((moving cat in arms and looking at him and talking to him))</p> <p>N: Okay, um, What about town? Who do you go there with? Is that mostly L?</p> <p>D: 20:15 Yeah, so <u>I go with L, J and a guy called M</u> ((Looking at screen, face neutral, holding cat in both arms))</p>	
<p>24 NE: 20:24 You've got lots of people on these spokes I can hardly fit everybody in ((D: laughs)) and other any teachers or other members of staff TAs or whatever that figure from primary school that were important?</p> <p>D:</p>	<p>24 Shift in sub-topic Back to considering significant adults in school</p> <p>Fab: not really any significant adults mentioned at school; 'support workers' - Several support workers in secondary: Miss M; a TA (does not know name) – who pops into classes</p>

I don't think so ((shaking head, looking at screen with mouth pushed out and turned down, eyes wide))

N:

No, what about secondary school.

D: 20:43

Erm, secondary school ((looking above screen)). Um, ((looking to L)) I've got quite a few of (.) like support workers ((smiles, slight laugh, looking at screen)).

N: 20:49

Yeah.

D: 20:51

Um, Miss M, I'm really close with

N: 20:55

what's her name again?

D:

Miss M ((head tilted to R, neutral face, then looking down at cat hairs))

N:

Any others that stick out or is she the main one?

D: 21:05

Erm, ((cat jumps down)) there's another teacher but I'm not exactly sure of her name but we always have a good laugh ((looks to screen, waving her arms around above knee, looks down))

N:

Aah

D:

I've got loads of hairs all over me now ((looking down and brushing cat hairs from knee))

NE: 21:21

((Laughs))

T2: CS: Relating to connection and feeling secure

T7: Educational Context

Sju: More reticent with this – ie non-verbals – no other staff from primary (apart from FS2 and Y5 Ts) - – not a sense of close connection? Not as exuberant when talking about school

<p>M: (unintell)</p> <p>D: Yeah (looking down))</p> <p>N: Which subject does the teacher teach you for that you have a good laugh with?</p> <p>D: 21:26 Um (.) <u>she pops into</u> (.) ((leans forwards, stretches both arms downwards)) um, <u>classes</u>, ((moving in seat, arms stretched out to side than moving across lap)) <u>so she, she doesn't [teach]</u></p> <p>N: [Oh OK] OK</p> <p>D: <u>a specific one in particular</u>. But yeah, ((looking downwards and glancing towards screen))</p> <p>N: Yeah</p> <p>D: it's different classes (unintell) we have a good</p> <p>N: 21:39 Is she a TA then or a teacher?</p> <p>D: 21:41 Er, <u>I think she's a TA</u>. ((looking down))</p>	
<p>27 N: Okay, well, let's start with what strengths you can tell me about, first of all, from just what you know about yourself, and what other people told you in the past.</p> <p>D: 24:37</p>	<p>27 Shift of topic Discussing strengths – freeflow – D starts to share strengths without prompt cards for the following episodes.</p> <p>Fab: has been through a lot (anxiety-referenced); people who are struggling talk to her because she understands</p>

<p>Um so, ((looking at screen, neutral face, moving in seat a bit as talks)) <u>because I've been through so much</u>, ((touches L hand to hoodie zip, moving head slightly side to side as talks)) <u>I (1) understand that people are going through like a hard time and people always come to me quite a lot</u> ((both hands up in front of chest, palms to chest, fingers spread, looking at screen)) <u>with like their anxiety, worries and stuff.</u> So, ((looking at screen)) erm (.)</p>	<p>T2: CS: Relating to connection and feeling secure T6: Medical Context</p> <p>Sju: Example given by D: Experiencing anxiety and understanding other people's experiences of anxiety Reference to having gone through 'so much' and that this has helped her to empathise with other people's challenges and anxieties – Empowered/ positive identity position/ belonging: taking something positive from difficult experiences.</p> <p>T4: SB: Meeting expectations/ validation/ self-belief Looks directly at the screen throughout this – positive identity important - sincere and authentic – indicates that this is meaningful for D Contradiction of always and quite a lot – modesty; similarly 'and stuff' – an attempt to play down the difficulties friends share with her?</p>
<p>28 N: 24:53 would you say that ...what's the strength you've got then? - it sounds like you're quite wise? [if you've got...]</p> <p>D: 24:59 [Erm] ((leans back to L slightly in chair, laughs)) <u>I wouldn't say</u> that in particular ((smiling)), <u>I'd say more like (.) trustworthy</u> ((looking at screen, slightly smiling))</p> <p>N: Yeah. Trustworthy. Understanding, do you think?</p> <p>D: Yeah. ((nods, serious face, looking at screen))</p> <p>N: And what about er, empathy as well? Sounds like [you've]</p>	<p>28 Shift in perspective Question to encourage D to further explore the specific strengths exemplified in the previous episode.</p> <p>TRUSTWORTHY, EMPATHY, KIND, COMPASSIONATE</p> <p>Fab: Rejects the concept of 'wise' and suggests own: trustworthy. Accepts 'understanding' and then 'empathy' and gives an example to illustrate this: co-construction of terms/ concepts: always feels bad for someone if she has shouted at them.</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>Sju: Empathy expanded to kindness and compassion which have come from the example – D doesn't pick up on these concepts (we will discuss them again in a later episode)</p>

<p>D: 25:13 (((laughs, rubs face with R hand, moves side to side in chair))) Er, <u>I can't shout at someone and not feel bad</u> ((laughs as says 'bad')).</p> <p>N: 25:15 Yeah, so yeah, so you you You're very good at putting yourself in the other person's shoes and</p> <p>D: Yeah</p> <p>N: not wanting them to feel bad. [Yeah]</p> <p>D: <u>[Except] my sister</u> ((laughs, leans slightly to one side and then the other))</p> <p>N: so it sounds like you're very kind as well and compassionate. ((D nods)) There's quite a lot of strengths there, from that. Um, Okay. Any other things that come to mind?</p>	<p>Clear ideas and is able to voice them with adult stranger; gives considered opinions. Smile indicates some pleasure in discussing strengths – D has been supported by parents to develop positive identity positions and recognise/ focus/ value strengths (at the end Mum mentions D's concerns that the conversation might be negative/ about her difficulties and that she enjoyed the positivity)</p> <p>Overlapping speech indicates enthusiasm of considering 'empathy' perhaps – it chimes with her. This is repeated as I elaborate/ expand on the concept of empathy: 'putting yourself in other people's shoes'</p> <p>Addition of information about lack of empathy for sister is spontaneously given – for humorous effect? – to keep the interaction light? Or because D likes to be honest – we explore honesty as a strength in a later episode.</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p>
<p>29 D: 25:43 Er, I'm quite good at like, <u>I'm very stubborn</u>. ((looking at screen; smiles))But um sometimes that can be a good thing ((smiling)).</p> <p>N: Mmhm</p> <p>D: Er (1) um, I and like I won't (1) like...</p> <p>M: headstrong ((M has entered the room))</p> <p>D: ((turns round to mum in background)) No. <u>Not headstrong!</u> ((frowning)) How's that...</p>	<p>29 Shift in subtopic in relation to strengths: persistence</p> <p>LOYALTY PERSISTENCE - 'STUBBORN' Example relates to being fair/ justice</p> <p>Fab: Stubborn presented by D and co-constructed with me and M – linked to concepts of persistence, determination and being protective and loyal.</p> <p>Sju: 'stubborn' is understood as a positive concept despite negative connotation – started off the sentence positively – perhaps had been going to describe this in a more positive way?</p>

N: 26:01
((laughs))

D:
Erm, ((looking at screen, laughs))

N:
Self belief Do you think that's (.) a good (.) word if your mum saying headstrong, is what she's trying to get out that you, you feel, um, (1) you've got self belief, you know you believe in your ideas and

D:
No, ((looking at screen, laughs))

N:
No, you don't?

D:
No ((shakes head, smiling))

N:
What about persistence then? Is that where you're going with the stubborn thing?

D:
Yeah. ((definite tone; looking at screen, smiling))

N:
And determined?

D: 26:27
Er, yeah, and like if someone's having a go like at someone and they're obviously not happy with it ((moving head slightly side to side as talks, and arms on knee, looking at screen throughout)) but they can't stand up for themselves like I'm going to step in I'm not just going to like ((head side to side, smiling)) watch it happen like, when like people are mean to my little sister and I get really like cross and even mum will say ((turns head over L shoulder to where

Rejects M's concept of 'headstrong' perhaps this seems more negative to D – (irony of this not noticed).

Rejects my attempt to describe the concept in terms of self-belief – perhaps because D does not feel like she has clear or correct understandings about some aspects of her life?

T4: SB: Meeting expectations/ validation/ self-belief

Co-construction: again D is able to voice her opinion clearly when it contradicts mine and her M's.

Accepts persistence and determination linked to 'stubborn'.

T4: SB: Meeting expectations/ validation/ self-belief

Example given to illustrate what D means by stubborn, determined, persistent – links with these in terms of being able to voice her opinion – regardless of the outcome –

T4: SB: Meeting expectations/ validation/ self-belief

brings another aspect into the conversation which she elaborates on as being protective

mum is)) that when like erm R's like ((looking at screen, smiling, looks up to L)) having like a problem with like her friends ((eyes flick to R then slightly downwards)) or someone's being mean to her, I get properly like ((eyes wide open, looking to screen, smiling)) angry, angry ((turns head round to mum, laughs))

M:
Yeah (unintell) ((looks back to screen smiling))

N: 26:58
Yeah, so what should we say for that? It's again, it's about being empathetic but this... is it a sense of justice? [(unintell)]

D: 27:08
[(unintell)] I'm more protective of like ((looking to screen, then eyes slightly below)) someone I care about ((looking below screen, neutral face))

N: 27:13
Yeah

M:
Very loyal ((D: looks over towards mum with slight laugh))

N: 27:17
Your mum's saying loyal

D:
Yeah. ((laughing))

M:
Very loyal ((with emphasis))

(she rejects sense of justice although the example is about standing up for people who are unable to stand up for themselves)
T2: CS: Relating to connection and feeling secure

Relational aspect – looks at M for confirmation about the narrative she describes relating to her sister – perhaps because M tells her to be kinder/ more inclusive of her sister and so her M's confirmation of her protectionism of her is powerful. – supported to develop a positive empowered identity position by parents

Protective of people she cares about – links to importance of significant relationships in D's life.

T2: CS: Relating to connection and feeling secure

M suggests 'loyalty' as a concept and D agrees.

<p>30 N: Okay. I think um I'd say from what you're what you're saying so far that you've got good insight because you've got a lot of understanding about yourself which is another strength in itself</p> <p>D: Mm ((biting lip, looking down to L))</p> <p>N: Anything else that's springs to mind?</p> <p>D: 27:41 No ((looks over L shoulder to mum)) No?</p> <p>M: What have you said so far?</p>	<p>30 Shift in subtopic in relation to strengths: Considering 'insight'</p> <p>Fab: D does not really pick up on having insight – (only 'mm') and being energetic as strengths – M is now more fully involved in the co-construction process.</p> <p>Sju: D does not elaborate - perhaps is slightly rejecting this conceptualisation? But she does not disagree. Moves the screen so M can be seen on camera which helps to actively include her.</p>
<p>31 M: <u>And very clever. great attention to detail for things that you would never normally have thought of.</u> ((D turns round and points at M))</p> <p>D: [You do too]</p> <p>M: [Yeah, notice] <u>she notices things that no one else notices and has got a great memory.</u> ((D leans forwards to adjust monitor again))</p> <p>N: Yeah, brilliant. Okay.</p> <p>M: Yeah. [memory]</p> <p>D: [(unintell) got an awful memory] ((looking at M and smiling, slight laugh))</p> <p>M: No I've got an awful memory ((D laughs, looking down and to the front. laughs))</p>	<p>31 Shift in subtopic in relation to strengths: NOTICING DETAIL AND GOOD MEMORY</p> <p>Fab: M suggesting more strengths: Clever – linked to noticing things and having a good memory, good spatial awareness – gives examples of this and links it to 'seeing the big picture' when looking at maps.</p> <p>D doodles during this episode but does not disagree and her comments denote tacit agreement as they add to what is said rather than contradicting (eg 'unlike you again'); when M talks about D seeing the big picture, D nods.</p> <p>When M is involved like this I do not need to interject as I had done previously as D and M bounce off each other and the dialogue flows well; they are co-constructing the narrative – gives a sense of their strong relationship and the good understanding M has of D and that perhaps many conversations have been had to support D to become aware of her strengths and the fact that others (eg Mum) do not have some of the special strengths that D has –</p>

<p>N: 28:23 So have I - I think that's partly age for me ((laughs)).</p> <p>M: 28:27 <u>She's very spatially aware</u> like, ((D looking down, doodling)) like <u>when building Lego can kind of visualise and see and read maps and directions</u></p> <p>D: <u>Unlike you again</u> ((turning towards mum and smiling, nodding head)).</p> <p>M: Yeah, <u>she tends to see things as the big picture almost</u> ((D nodding, and chewing something, looking down at doodles))</p> <p>D: ((Looks to mum, nods as says)): I'm chewing carrot ((putting carrot into mouth))</p>	<p>supporting her positive self-belief and identity positioning.</p>
<p>32 N: yeah. Okay. So, so this one says hope. Would you say you're hopeful are you optimistic? Hopeful in general is it a characteristic of yours or not?</p> <p>D: 29:49 ((looks towards M – uncertain))</p> <p>M: Erm, I think it depends what context that is, about, is so hopeful about yourself (unintell) or hopeful about life in general, I suppose, it depends on the context like, we can't, like...</p> <p>N: 30:00 Okay, well, What about life in general and yourself as separate things?</p> <p>D: 30:08</p>	<p>32 Shift in topic – still looking at strengths but using PP prompts Considering hopefulness; optimistic about her own life; has a plan for the future</p> <p>HOPE/ OPTIMISM Fab: 'wanting the best for myself'</p> <p>Sju: Looks towards M when first thinking about hopefulness – D is ambivalent about strengths relating to self-awareness/ self-belief -</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>Wants to have M's input – looks to M for support.</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>T5: FG: Future goals and dreams Sju: When mentioned plan for the future after secondary – looked directly at screen</p>

<p>For myself, I kind of just <u>want like the best for myself</u> ((looking to L, neutral face, eating carrot pieces))</p> <p>N: 30:13 Would you say you're optimistic about that? About your own life?</p> <p>D: 30:18 Um, ((chewing)) Yeah. Yeah.</p> <p>N: 30:21 And what about life in general?</p> <p>D: 30:26 Um, I kind of <u>just take each day as it comes</u>, like, I <u>already have my plan</u> plan out for like <u>what I want to do</u> ((looking towards screen, slight smile)) <u>after secondary school</u>. ((looks down again))</p> <p>N: 30:34 And, and would you say you quite hopeful and optimistic about that? Your future?</p> <p>D: 30:38 Yeah. ((nods)) <u>very hopeful about that</u> ((smiles, slight laugh, looking down at doodling)).</p>	<p>and smiled – positive about this stage of life – makes an evaluative statement to reinforce this and slight laugh for her last sentence indicates this too.</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>Wondered if 'taking each day as it comes' and 'wanting the best for myself' are ideas that parents have shared in the past? - to support positive identity position. Optimistic about own future life – emphasis 'very hopeful'.</p> <p>T5: FG: Future goals and dreams</p>
<p>33</p> <p>N: 30:44 Yeah? Okay. Um, this one is love of learning. Sounds like you have got that from what you've said. But what do you think?</p> <p>D: No. ((shakes head, looks to screen smiles, slight laugh, still shaking head))</p> <p>N: Maybe not learning in school, necessarily. But from all the different [hobbies and]</p> <p>D: 31:03</p>	<p>33</p> <p>Shift in sub-topic Considering love of learning (in relation to school)</p> <p>LOVE OF LEARNING IS A STRENGTH WHEN SHE IS INTERESTED IN THE CONTENT</p> <p>Fab: D quickly rejects this in the context of school-based learning.</p> <p>T7: Educational Context</p> <p>She firstly moves to think about the way she needs to learn in school and to explain why this goes wrong for her and reduces her love of learning in the school context: needs teaching to be interactive – not able to process information if she has to sit still and listen to a teacher. D agrees with suggestion</p>

[I have to] Yeah, I have to learn in a certain way to like, understand it ((looking at screen)) and like, I, if I don't, if it's just normally sitting in the classroom ((both hands up to collar of jumper as talking, looking at screen)) and the teachers saying stuff, I won't (.) understand and my brain won't process it like that. So I learned by like, watching videos and and

M:
it's more interactive,

D:
yeah

N:
yeah.

D:
Like (unintell) stuff.

M:
Yeah.

N: 31:24
So it's about the interactiveness of it. And is it about as well, your your interest in it as well?

M: 31:31
Definitely.

D:
((nodding, looking at screen)) Yeah.

M:
If, if she's not, ((D looks round at mum then back to her carrots/ doodling)) D's not interested, it's very hard to

D:
[make me do it]

M:
[engage]. Yeah.

that the content needs to be something D is interested in.
'my brain won't process it like that.'

<p>D: 31:40 Yeah.</p>	
<p>35 N: 31:58 Okay, this one is having perspective and wisdom. And that's what I meant before, when I said, it sounds like you're very wise if people come to you, um when they've got an issue or a problem or whatever, it sounds like your own experience has made you have quite a helpful perspective.</p> <p>D: Yeah, <u>I have quite a deep understanding of</u> (.) ((looking at screen)) like, <u>how hard it can be because in year seven</u>, ((turns to mum)) <u>it was</u> (.) <u>awful</u> ((slight laugh, turns back to screen)) <u>for me</u> ((eating something from a bowl with a spoon))</p> <p>N: 32:27 And was that related mostly to not having any friends around?</p> <p>D: Er, <u>no</u>, ((eyes open wide, looking at screen)) <u>it was my anxiety</u> um, <u>was just awful</u>.</p> <p>N: What do you think, made it made it so bad in year seven? Was it a change of school? Um,</p> <p>D: 32:43 I think I just ((looking at screen)) I struggle, <u>I've always struggled with change</u> ((looks round to mum)) and like, yeah, <u>it always takes me</u> ((looking at screen)) <u>quite a while to adapt to stuff</u>. So like new things like, it was</p> <p>M: 32:53 Yeah, it's a hell of a job.</p>	<p>35 Shift in topic: Considering the strengths of wisdom and perspective and relating this to describing Y7 experiences</p> <p>UNDERSTANDING/ WISDOM/ INSIGHT</p> <p>Holistic-Content: Turning points; Overarching content: transition to secondary described</p> <p>Fab: D accepts having wisdom and perspective and links these strengths to her own challenging experiences particularly in Y7.</p> <p>Rejects the idea of this being due to most friends going to a different school – M states that D is sociable and good at making friends – tension between this and D explaining how most friends went to a different school? T2: CS: Relating to connection and feeling secure</p> <p>Sju: D explains it using the concept of 'my anxiety' due to struggling with change. Turning to mum while talks – reassurance/ seeking agreement? Has incorporated anxiety into identity position? T6: Medical Context</p> <p>OBS: Categ-Form analysis in relation to CHANGE AND TRANSITION TO SECONDARY AS AN obstacle: Between M and D they explain the changes that secondary brought: new teachers, new peers, 20 times more peers, new systems, different building, homework expectations and 'assault on the senses' (M). M's emphasis conveys just how hard it is for D to cope with change.</p>

<p>D: Yeah. ((laughs))</p> <p>M: And there's a lot to take in, isn't there? Like it's a <u>new school</u>, ((D eating)) there's <u>loads of new kids</u>, there's <u>new systems</u>, <u>there's [lots more teachers]</u>,</p> <p>D: 33:03 <u>[more kids]</u></p> <p>M: and</p> <p>D: <u>almost 20 times more</u></p>	
<p>36 N: 33:23 Yeah. ((D looking at screen and eating)) And what helps you get, I mean, we'll talk about this more when we get on to the journey of life – the road bit but what would you say help to overcome that D, when we're talking about your strengths, and everything? Is it is it's partly your, your determination that would have helped you get get through that time or what else</p> <p>D: 33:42 So, I would, so, <u>I like to have fidget things with me. So I always have to have something to fidget with or else I end up biting my fingers</u> and ((looks round to mum, mimicks biting fingers)) and <u>I used to do that a lot. And I used to get quite severe injuries on some of my fingers because I'd been biting them because of like, I was scared or I don't even know.</u></p> <p>N: 34:01 Yeah. And what else helped, helped you get through that year, would you say?</p>	<p>36 Shift in perspective: Eliciting strengths by thinking about what helped to cope with the anxiety described in Y7</p> <p>Fab: D focused on tangible resources that helped eg fidget objects to avoid biting fingers T7: Educational Context and then said Mum helped T2: CS: Relating to connection and feeling secure</p> <p>'I was scared or I don't even know': T6: Medical Context: EF profile – strategies to focus</p> <p>Sju: looks at mum; smiles as talks about her helping; looks at screen for emphasis/ indicates authenticity? D very certain about M's role in supporting during periods when she experienced anxiety: very sincere – looked at M with smile when talked about this. Emphasised the significance of M's role as different from that of friends – M 'always there'.</p>

<p>D: Um, <u>definitely mum</u>. ((looks round at her slightly smiling))</p> <p>N: Yeah.</p> <p>D: 34:12 Because <u>mum was just the one</u>, the one <u>person who was always there</u> like <u>not a friend – just mum</u> ((looking at screen then back down to food))</p> <p>N: 34:25 Ah, (3) and were there any relationships at school that got you through that? – any relationships that you developed with adults or, or new ones with, with peers or?</p> <p>D: 34:35 Um, so <u>in year seven, I was barely going in</u> ((looking towards screen)) and then <u>Year 8 up til January, I wasn't really going in and then January onwards, I went in full time.</u></p>	<p>M explained how friendships developed quickly but then more change to cope with in Y9. Use of 'we had a battle' – D is not alone in this – M alongside – sense of M coregulating D;'s emotions - grounding/ belonging:</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>Neither M or D pick up on the idea of any adults in school supporting D – but in a later episode we come back to this.</p> <p>M emphasises D's enjoyment of the social side of school. Keeps bringing D back into conversation with tag questions to allow her to agree/ disagree.</p> <p>Making friends in form group in Y8-Y9 helped attend school</p>
<p>37</p> <p>N: 35:27 So would you say, because thinking about your strengths again, we'll come on to forgiveness, which I've just changed it onto, but it sounds like you're very sociable then as well?</p> <p>D: 35:35 Oh, yeah, <u>I love going out with my friends</u>. <u>My friends are like the few people that</u> ((looking at screen, holds L hand up as speaks, slightly shakes head)) are literally, <u>I'll do anything for</u> and like <u>some of my friends, I'm so close to, like L, she's literally</u> ((turns to mum)) <u>she's basically my sister</u> ((nodding as looks at mum))</p> <p>M: Mm</p> <p>N: 35:52</p>	<p>37</p> <p>Shift in topic: Considering sociability</p> <p>BEING SOCIABLE/ SOCIAL INTERACTION IS A STRENGTH</p> <p>Fab: relationships with peers is important</p> <p>Sju: Evaluative comments; lots of emphasis to show agreement with sociability being a strength: literally, Oh yeah, I love going out with my friends, vocabulary used; tone of voice for emphasis and gesture as talks – hand up, shaking head and looking at M for reassurance/ agreement/ emphasis.</p> <p>maintaining good relationships is a strength</p> <p>T2: CS: Relating to connection and feeling secure</p>

<p>Ah. Um, and making relationships, it sounds like you're good at that. And you're good at maintaining good relationships as well?</p> <p>D: Mm ((looks to mum and smiles))</p> <p>N: So there's one that we'll come on to in a bit, which is about social skills, which it sounds like you must have very good social skills as well, it seems like you do from you know, the way you're talking to me as well.</p>	
<p>38 N: So what about forgiveness? Is that something you would count as a strength?</p> <p>D: 36:17 Um, (2) ((looking at screen)) for me, <u>it depends what they've done to me</u> ((tilting head from side to side as talking)) <u>or</u>, you know, <u>to someone I cared about or just what they've done in general.</u></p> <p>N: 36:26 Yeah</p> <p>D: It depends what they've done, I mean if,</p> <p>N: Yeah</p>	<p>38 Shift in topic: Considering forgiveness</p> <p>FORGIVENESS IS A STRENGTH (depends on what someone has done)</p> <p>Fab: D brings in grievance committed to someone she cares about – focus on relational aspect and significance of relationships in her life</p> <p>T2: CS: Relating to connection and feeling secure</p>

<p>39</p> <p>M: I think the big thing there would be, you need to well it's probably not a strength, <u>to be able to forgive ourselves for things as well.</u> ((D looks at screen as eating)) So <u>not being too hard on herself if things go wrong,</u> or you know, because we all learn from mistakes. And that's how we, you know, come back to (unintell) [not really a strength is it?]</p> <p>D: [(unintell) definitely not] I don't do that.</p> <p>N: 36:50 You'd say it's not a strength would you say D, but it's something that you know, you need to develop? Is that what you're saying about that forgiving yourself?</p> <p>D: Mm ((nods as looks at screen, chewing))</p>	<p>39</p> <p>Change in perspective: M shifts to thinking about forgiving self/ being kind to self</p> <p>Fab: Not good at forgiving herself</p> <p>Sju: Using first person plural form to include herself with D so not as pointed/ more gentle – more supportive? D strongly agrees that this is not a strength – linked to anxiety? T6: Medical Context and having high expectations of self ? T4: SB: Meeting expectations/ validation/ self-belief</p>
<p>40</p> <p>N: Yeah. (3) Okay, this one's sounds a bit strange, appreciating, appreciating beauty and excellence. So I think what you've said about the river walks answers this a little bit that you've obviously got an appreciation and obviously you like animals as well. So that sort of answers that partly. (3) Is there anything you'd add to that? It can be about sort of being inspired by</p> <p>D: Yeah,</p> <p>M: not just things in nature, but other people as well.</p> <p>D: <u>Mum knows that</u> even when I'm at home, ((L hand up as talks and looks at screen</p>	<p>40</p> <p>Shift in topic: Appreciating beauty and excellence</p> <p>APPRECIATING NATURE/ BEAUTY/ EXCELLENCE</p> <p>Fab: agrees with this as a strength – especially in relation to animals</p> <p>Sju: Reflects to M to agree/ add weight of evidence; emphasis on spontaneous interest despite not going to school. M adds ideas about documentaries about people; D partially accepts this – M may be supporting other poss positive aspects of identity eg to help D feel successful/ worthwhile/ appreciated through being helpful to others? but D reiterates her preference for animals over humans. T1: AL: Animal lover Central theme of importance of D's identity positioning as an animal-lover.</p>

<p>then round at mum)) not at school, I'm <u>watching deadly 60 on BBC, which is all about the (1) 60, like, it's all about animals and how dangerous they are</u> and stuff and it's really cool.</p> <p>M: <u>You also watch quite few documentaries, don't you about people that had challenging lives, haven't you, or that have got</u></p> <p>D: Mm ((looking down))</p> <p>M: <u>disabilities and how they sort of manage that</u> and stuff. So D watches quite a lot of, <u>She's interested, I think, in life in general, across all sorts of spectrums.</u></p> <p>D: <u>If I had to pick animals over people, I would</u></p>	
<p>41 N: Um, this is rational thinking and good judgement. It sounds to me as though you have from from having, you know, from meeting you now and the things you talk about, it sounds like you're very good at rational thinking and having good judgment,</p> <p>D: Mm ((nods at screen))</p> <p>N: but what do you think?</p> <p>D: 38:37 Er, <u>rational thinking I wouldn't say as much so because er I tend to overthink quite a lot of things</u> ((looking at screen, rubs nose with L hand)) like, (1) ((looks to L)) sighs a lot of things ((emphasis))</p>	<p>41 Shift in topic: Considering rational thinking.</p> <p>REPAIRS RELATIONSHIPS (WHEN SHE HAS BEEN IMPULSIVE) – links with humility and communication</p> <p>Fab: This topic is reconceptualised as 'over thinking' by D and then as impulsivity by M</p> <p>OBS: Categ-Form analysis in relation to obstacle: D emphasises using repetition and 'a lot of things' how much she 'overthinks' – linked to anxiety and how it can affect rational thought -</p> <p>T6: Medical Context M: brings in impulsivity linked to ADHD? - the idea of not applying rational thinking. T6: Medical Context</p>

<p>M: 38:52 Yeah. I just think ((sighs, looks down)) <u>D can be quite impulsive</u>, sometimes you can do something without even thinking about it without even the brain kicking in. So I think, that um</p> <p>D: 39:00 like, <u>I'll be rude to mum a lot. I'll be rude to R a lot</u></p> <p>M: 39:04 Are we talking about being in the moment, aren't we and I think that's a bit about being a teenager. ((D looking down; eating?/ doodling?)) So there's, there's times when she D ((D looks at mum)) D will realise and go, 'Oh I'm Sorry, I said that to you', or like you know, (unintell) kind of understand</p> <p>D: Excuse my French ((laughs))</p> <p>M: she's sort of said or done and will kind of apologise herself for it.</p> <p>N: 39:21 Yeah. (D laughs a little bit)</p> <p>N: 39:25 so it sounds like you're good at repairing when things go wrong as well in relationships then and as well, which is a skill again, when you can apologise because that's quite difficult for a lot of people. ((D laughs))</p>	<p>Sju: Use of third person singular and then second person singular to include D in the discussion. D introduces being rude to M and sister – linking this to being impulsive. M seeks clarification about what rational thinking means in this context – talks about being in the moment; D agrees with the idea that at other times she will recognise having acted/ spoken impulsively and will apologise.</p> <p>Idea of forgiveness – M supporting D to develop this by being open to D repairing relationships; role of M to help co-regulate D's emotions?</p>
<p>42 N: But making good judgement then apart from the times when you might be doing things without thinking first, um would you say you've got good judgement when you do stop and think about things?</p>	<p>42 Shift in perspective – Good judgment: bringing back to rational thinking when there is time to make a considered decision</p> <p>HAVING GOOD JUDGMENT</p>

<p>D: Yeah. <u>So when I actually have the time to think about things and process them, it gives me more time to (.) have a better judgement</u> on them, ((rubs nose with L hand)) I'd say. ((eating))</p>	<p>Fab: when she has time to think she has good judgment M brings back to relationships – centrality of this theme throughout - having good judgment about people and making positive relationships/ friendships – M wants to reiterate this – family value? – supporting D to feel connected to this value/ grounded in her empathy/ judgment of character – central to identity position. T2: CS: Relating to connection and feeling secure</p>
<p>43 N: So this, it doesn't have to be spirituality, this I don't want you to be put off by that word, but more having a sense of purpose in life. And yeah, purpose and usefulness is that sort of thing that chimes with you?</p> <p>D: 40:41 ((eating from a bowl with a spoon)) No, I <u>struggle with</u>, (.) like <u>thinking that (.) I'm (.)</u> like <u>useful</u> quite a lot ((looking to R of screen, slight smile, touches ear with L hand)) <u>I quite often think oooh, (I'm) useless</u> ((looks down)). <u>Mainly bad thoughts about myself</u>, ((starts to raise spoon to mouth)) not really good ones, mm ((spoon to mouth, slight voiceless laugh)).</p> <p>N: 40:57 Oh. Okay. What helps you with that, when you might get into that sort of loop? Is there anything particular that helps you, that you know about that, that helps you get out of that way of thinking?</p> <p>D: ((Looks up at screen; points L arm straight out towards mum, smiling)) <u>Mum</u> ((with certainty))</p> <p>N: Yeah.</p>	<p>43 Shift in topic: Considering sense of purpose</p> <p>Fab: rejects having a sense of purpose</p> <p>OBS: Categ-Form analysis in relation to obstacle: unhelpful thinking patterns: Sju: D's sense of uselessness D focus on mum as support when in a cycle of unhelpful thinking patterns – emphasised through tone of voice and non-verbal features</p> <p>Animals: riding and her own cat help her to manage this - emphasises this using lexical choices. T1: AL: Animal lover T3: AV: Being Active and vivacious</p> <p>The calming nature of horse-riding – physical release; help with breathing T6: Medical Context</p>

<p>M: <u>Riding</u> (1) or,</p> <p>D: 41:14 <u>Midnight</u></p> <p>N: Yeah.</p> <p>M: Cats, riding, [sport]</p> <p>N: [Yeah]</p> <p>D: <u>I would do anything for [Midnight]</u> ((looking down at doodling))</p> <p>M: [I think} Because I think it's a bit <u>sometimes she needs a bit of a physical release</u>. And then that kind of makes her go, then she can sort of go</p> <p>D: 41:26 <u>Mm, breathe</u> ((looks towards mum))</p> <p>M: Yeah. Breathe again.</p> <p>N: 41:31 Yeah. You've identified ways of helping you through those times, then when you don't feel a sense of purpose?</p> <p>D: ((Looks up at screen)) Mm</p>	
<p>44 N: Um, Integrity. So being very genuine, genuine, and being honest about knowing who you are.</p> <p>D: ((looking directly at screen, wide smile)) <u>I'm very honest.</u> ((laughs))</p>	<p>44 Shift in focus: Considering integrity</p> <p>INTEGRITY/ HONESTY is accepted as a strength</p> <p>Fab: D is very honest</p>

<p>N: Yeah.</p> <p>D: <u>I don't think</u> ((laughing as speaks)) <u>it's a good thing</u> ((rubs nose with L hand which is in sleeve)) <u>all the time.</u> ((looks towards mum)) But, ((looks back down at doodling, stops laughing)) um, <u>I tend to be very honest.</u> And <u>if someone</u> (1) ((rubs nose with L hand)) looking to screen)) like <u>asked me a question,</u> ((looks down)) um ((looks at screen)) like, ((Looks down)) <u>I'll be honest with them.</u> ((looks at screen)) <u>I'm not</u> (.) <u>really a person to lie,</u> unless it's like to ((looks down)) something that's like, obviously, you know, <u>if my friend told me a secret</u> ((quick glance up)), <u>and like, my other friend</u> ((looks up, rubs R of face/ chin with L hand)) <u>wants to know,</u> cos she hadn't been told, like, I <u>wouldn't tell her</u> because obviously, ((looks up)) my friend's told me not to. So I'm not going to betray her ((rubs L eye with L hand)).</p> <p>N: Yeah.</p> <p>D: There's no trust.</p> <p>N: Yeah.</p>	<p>Importance of relationships – built on trust; honesty and openness – evaluative statements about these aspects T2: CS: Relating to connection and feeling secure</p> <p>Sju: Importance of trust in relationships is shared using these examples: will give friends an honest response and will not betray a confidence: looking at screen then downwards emphasises meaning of what she says/ authenticity; D's close relationships are very important to her – they allow her to position herself as trusted, genuine and honest. T2: CS: Relating to connection and feeling secure</p>
<p>45 M: 42:20 Very open, aren't you? Sometimes with new people that you don't know as well, they don't know you, it takes you longer to kind of let them in?</p> <p>D: Yeah, ((looking down at doodling))</p> <p>M: I think <u>because</u> um you're quite, <u>you're</u></p>	<p>45 Shift in perspective: Openness</p> <p>Strengths: BEING LIVELY; GENUINE</p> <p>Fab: M shifts to mention the difference in openness when D knows someone well (very open) and when she doesn't (she is not as open) T2: CS: Relating to connection and feeling secure</p>

quite passionate and energetic, ((D laughs)) and and I think sometimes with new people really you can be a little bit more reserved around because you are, worry about what they're going to think.

N:
Yeah

M:
And that sometimes, but generally, in those situations almost kind of go overboard, and go be even more imprudent as it were. ((D smiles, still looking at her doodling)) So like, hide those feelings, but yeah, very, (1) very good at doing all that.

N 42:56
So that's a bit of a tension, isn't it sort of almost being very genuine and wanting to be true to yourself. But then because you're very aware of other people's perspectives and have a lot of empathy, that must be a tension sometimes when you think, Oh, I can't quite be myself, because I don't want to make them think this or overwhelm them or whatever. Just, Is that something that you feel that you've got sometimes? [A tension?]

D: 43:23
[Um] (1) ((spoon handle to face, rolling it between both hands, looking up to L of screen)) I(.) struggle(.) with (.) being ((looking to R of screen)) too much ((raises eyebrows)) sometimes ((looks at screen)) I can be a lot ((smiles)) I know I can ((laughs)) I'm well aware of that ((Laughs, looking at screen)).

N:
Yeah.

D:
But at the same time, ((Looking up to L of screen, eyes moving to L as speaks)) if

M talks about D being more concerned about what people might think when she is with new people – perhaps this is where the significance of trust in relationships comes from? – she cannot be herself as easily.

OBS: Categ-Form analysis in relation to obstacle: Being 'too much' – being 'crazy'

Sju: D needs to trust that people she knows well like her for herself and accept her as she is; when she meets new people she cannot be sure of this and cannot be as open.

T3: AV: Being Active and vivacious

Laughing about 'energetic' – seems to indicate agreement.

Emphasis in tone and pace of speech when talking about being 'too much': pauses; facial expression (raises eyebrows), laughs.

Being lively/ 'crazy' is an aspect of identity position that is important to D – seems to have been validated by M over the years – 'since I was little'; turning to M as talks about people needing to accept her – if they can't then she cannot have them as friends: **ACCEPTANCE IS IMPORTANT TO D**

T2: CS: Relating to connection and feeling secure

someone can't handle my craziness, like,
that's just (.) who I am. ((slight smile, looks
slightly below screen)) [I can't help it]
((looks down at doodling, slight laugh))

N: 43:43

[(Unintell)] Yeah, that's a good way of
thinking about it

D: 43:48

I've always thought that ((turns head
round slightly towards mum)) ever since I
was little, like, if someone doesn't like me
((turning head back towards screen,
looking slightly to the R of screen)) the
way I am ((looks down)) I'm not going to
change it for that one person.

N: 43:55

No.

M:

You need to be yourself as well, [you can't]

D:

[Yeah exactly]

M:

[(unintell)]

D:

[I've made] I've made loads of friends the
way I am

N: 44:01

Yes, [exactly.]

D:

[So if that one] person ((shifting in seat
slightly turning towards mum)) can't
accept it then that's their fault ((shifting in
seat turning back to screen, looking
down))

N:

Yeah ((Laugh))

<p>D: <u>Not mine</u> ((touches nose with L hand, shifts in seat, looking down and to L of screen))</p>	
<p>47 N: Um, being prudent. So being sensible and cautious – what do you think about that one?</p> <p>D: 44:26 ((wide smile, laughs loudly, turns towards mum and back again, looking at screen)) um, ((still smiling, looking to L of screen, laughs again))</p> <p>M: No ((with emphasis)) <u>No</u></p> <p>D: <u>The amount of times</u> ((facing screen eyes looking to R of it)) <u>I've been to like the QMC</u> ((shrugs R shoulder, turns head to L, still smiling as thinking)) and like, (1) [(unintell) cry, or like]</p> <p>M: [(unintell), yeah] falling off the outside of a slide</p> <p>D: ((Laughs, looking at screen with broad smile)) yeah.</p> <p>M: Oh, yeah. Some slight thing, (.) you know, (1) risk. Risk awareness is probably...</p> <p>D: 44:41 <u>when I ran</u> ((smiling, turns round to mum then back again)) <u>on my injured knee</u> ((laughs))</p> <p>N: 44:46 So that (being prudent) probably is almost on the opposite side from your vitality and your energy.</p>	<p>47 Shift in topic: being prudent/ cautious</p> <p>Fab: Rejects this as a strength – aspect of identity is the opposite ie vitality and energy – being accident-prone; taking risks – uses an anecdote to exemplify (running when she had injured her knee) – frequency of visits to A&E.</p> <p>T3: AV: Being Active and vivacious</p> <p>Sju: Lots of animation, emphasis – seems to have incorporated vivacity this into identity position and this is emphasised through her communication of it – links to impulsivity – D sees it as an aspect of herself to do with the way her brain works.</p> <p>T6: Medical Context</p> <p>It seems that she accepts it happily as part of herself – is it just the school environment where this aspect of her identity is not welcomed/ this aspect of identity is considered by D to be a negative thing in the context of secondary school?</p> <p>Lots of joint narrative/ co-construction between M and D</p>

<p>D: Yeah ((smiling, looking at screen))</p> <p>N: You just launch into things?</p> <p>D: Yeah, if I, (1) <u>if my brain's like</u>, ((shaking head from side to side as talks)) oh, <u>I want to do this</u>, ((slight laugh)) <u>my whole</u> ((both hands waving in front of chest for emphasis)) <u>my whole body just suddenly starts moving</u> ((looking towards screen)) <u>and I'm</u> like ((quizzical face, head to side, looks to L of screen)) <u>hold on!</u> ((moves head down to L)) <u>and I just get a bit confused.</u> ((looks back to screen, smiling))</p> <p>N: 45:04 Yeah. That's a good way of putting it. I'm just writing down some of the things you said because it's a good way of putting it.</p> <p>D: Mm</p>	
<p>48</p> <p>N: Oh gosh. Now what was this one? Because this come off, isn't it? I think this one might be being kind and caring and compassionate. (2) ((D looks serious looking slightly to R of screen)) Sounds like you are from what you've said. ((D smiles; slight laugh))</p> <p>D: 45:34 <u>I try to be</u></p> <p>N: Yeah.</p> <p>D: <u>I know I'm not always the friendliest person when I'm in a bad mood</u> ((looks round to mum))</p>	<p>48</p> <p>Shift in topic: being kind and compassionate</p> <p>BEING KIND/ COMPASSIONATE IS ACCEPTED AS A STRENGTH</p> <p>Fab: Accepts that she tries to be – it is important to her – it is a value</p> <p>Sju: Looks to mum as talking for agreement Not friendly when in a bad mood: demonstrates high expectations for self – this is why M reinforces positive aspects of identity through opps given and through narrative created with D? – to balance the high expectations D has of herself?</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>Relationships are important to D and allow her to position herself as kind/ compassionate</p>

<p>M: Yeah but Yeah, but, ((D laughs and looks back to screen)) but generally you are [compassionate].</p> <p>D: [Yeah.] ((looking at screen))</p>	<p>T2: CS: Relating to connection and feeling secure</p>
<p>49 N: 45:50 Yeah. Um, Okay, and this one is having a good sense of humour.</p> <p>D: 46:00 ((slight laugh, looking at screen, broad smile, looks round at mum then back))</p> <p>M: Yep. [A lot of banter with her dad]</p> <p>D: [[unintell]] <u>I have quite a lot of twisted humour though</u> ((laughs, looking at screen))</p> <p>M: 46:05 Yeah. Quite can be, quite sarcastic and quick witted.</p> <p>N: Yeah.</p> <p>D: <u>You can be sarcastic too mum</u> ((as looks round following her mum as she collects her empty bowl and takes it away))</p> <p>M: Yeah, and quite dark sense of humour ((D turns back to screen, looks directly at screen, wide smile))</p> <p>D: 46:14 ((laughs)) <u>I get that off dad though.</u> ((turning round to look towards mum))</p>	<p>49 Shift in topic: having a good sense of humour</p> <p>SENSE OF HUMOUR IS ACCEPTED AS A STRENGTH</p> <p>FAB: D's comments about her sense of humour being like dad's – important to sense of connectedness and belonging.</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>Sju: Talks about humour as an outlet for emotions such as sadness; sarcasm and the tension of this seeming insensitive ('twisted humour'). Self-awareness – connection with dad; looks at mum; smiling indicates significance of humour. Uses humour as a way of coping with difficult emotions.</p>

M:

Definitely

D:

Dad has got a very dark sense of humour

((looks back round to screen, laughs)). I

take more after my dad than my mum

((shifting in seat looking directly at screen)).

N 46:23

And, you know, would you say that helps you in some ways? Having that..

D:

Yeah. Like, if I'm struggling with something, (.) like, people are often like (.)

if someone like ((laughs)) my friend told me that her hamster died. And I was very

sad. But my way of dealing with ((touches nose with L hand, looking towards screen as talks, eyes sometimes moving to L/R))

sadness, if I don't wanna cry, I'll laugh.

N:

Yeah,

D:

Obviously, ((wide smile, looking to screen, smiling as talking)) that seems really, (1)

really insensitive of me to laugh when my friend's just told me that hamster's died.

But um (.) it's my way of ((slight shrug)) coping (.) with sadness. So...

N 46:51

and it shows, you know, a strong sense of self awareness that, you know,

D:

Mm

N:

why you're doing that, and, you know, I think that's, I think a lot of people do do that when they feel overwhelmed with a negative emotion, so

<p>D: Yeah ((laughs))</p>	
<p>50 N: Um, gratitude and appreciation.</p> <p>D: 47:10 <u>I am very, very thankful</u> ((serious face, looking slightly down and to R of screen)) <u>for one person in particular</u> ((head slightly leaning to R, closes eyes, opens again))</p> <p>N: Ah</p> <p>D: Well, <u>two people</u> ((turns head slightly to L and looks to L), actually (1) well, <u>a lot of people</u> ((slight laugh, turns head back to screen, head tilted to R and slightly down, lips pulled slightly to L, laughs)). Um, (1) Apart from Mum and Dad, <u>there</u> is (1) um, (1) <u>one person</u> that I would actually, well, ((head tilts to L, eyes upwards as thinking)) <u>two people that I would literally trust with my life</u> ((head turned to L))</p> <p>N 47:32 And are they friends, your closest friends?</p> <p>D: 47:35 Um, <u>Friend</u>, ((turns head round to look at mum)) <u>and more than friend</u> ((slight laugh, turns head back to screen))</p>	<p>50 Shift in topic: considering gratitude and appreciation</p> <p>GRATITUDE IS ACCEPTED AS A STRENGTH</p> <p>Fab: Emphasises being thankful: for M, then M&D and then ‘a lot of people’. Significance of relationships to identity position. Two people she trusts with her life.</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>Sju: Emphasis of importance of these close relationships using vocabulary, non-verbal features, tone of voice</p>
<p>52 M: Yeah. Yeah, and I was ill for quite a long time wasn't I? (unintell)</p> <p>D: (Yeah when] I was five. ((looking round at mum, slight laugh, gets out of chair and runs to the kitchen)) Ooh, <u>I'll get the notes</u></p> <p>M:</p>	<p>52 Shift in perspective: M being ill</p> <p>Fab: M's long term illness Mum shifts from D looking after her/ being protective and appreciative to possible contributing factors to this – ie having been seriously ill.</p> <p>Sju: Enjoyment D takes in showing the card she made for her mum: indicative of the</p>

I, I was quite poorly when D was 5,

N:
Yeah

M:
um, I've got a severe lung condition, which took a while to be diagnosed and I was ill for about two years,

N:
Oh!

M:
((D comes back in with paper and sits down)) and ended up being hospitalised [and]

D: 48:48
((hold up card to screen)) read that that, I wrote that to mum when she was in hospital. ((laughs))

N: 48:53
Let me just adjust, um, cos I, at the moment I couldn't see anything. Ah,

D: 48:58
It says, it says ((standing up reading the card)) to mummy, I hope and I spelt hope H, O, A, P, ((laughs)) I hope you get you best stoon.

M:
Yeah.

D: And I managed to spell my own name right though ((laughs and runs back to kitchen))

M: 49:11
There's a lot of worry sometimes that goes on, so D is aware of um

D:
your coughing going on, like what?

significance of the relationship – her place in it – the link to her younger self who cared so much for her Mum at this difficult time – this relationship is a significant part of her identity position and in this small story allows D to exemplify her kindness and compassion which are important strengths/values that she already highlighted. Standing near M while talking about the car incident when M was ill. Evaluative statements about how D felt – links with her close connection with M.

T2: CS: Relating to connection and feeling secure

M:

Yeah, right. But also very, you know, we do go ((D still standing behind her mum out of camera))

D: 49:21

Cos you had that incident on the (.) motorway, not recently, a couple of years ago, but that was terrifying for me. ((standing by mum, pulling sock up))

M: 49:27

Mm.

D:

Because obviously you were (.) we were on a car journey back from grandma and grandad's and mum (.) didn't feel very well in the car ((comes back and sits down in front of screen)). And she's like, I can't breathe, ((looks round at mum then back again, smiling)) Howie, cos that's a nickname for my dad. Um, and then we had to stop off ((laughs and points at screen)) the cat!

M:

Yeah!

D:

And we had to stop off at a (1) nearby like, (.) hotel thing and (.) my mum was ((looks to L of screen, serious face)) laying down on the floor and an ambulance was (.) rushing ((looking to screen, then to L of screen)) and then there's medic came in and me and my sister were crying ((looking slightly to R of screen)) and then mum was shaking on the floor ((looking at screen, slight laugh)) and it was very terrifying ((slight laugh)).

N: 50:05

Oh, yes, [that must have been],

D: 50:09

[And we were like] (1) ((turning head to look at mum)) How old was R, she was like...

M:
(unintell)

N: 50:13
Was that the same period when you were about five?

D:
Yeah

N:
Is that when you Mum was really poorly?

D: 50:18
Er (1) no, that was a few years later than that ((turning head to look at mum))
[(unitell)]

M: 50:22
[(unintell)]
Well, yeah, that was a few years, maybe a couple of years after.

D:
Yeah. So Ruby ((turning round to look at screen)) was five when that happened. I was five when mum was in hospital.
((turning head from side to side as speaking))

N:
Yeah? Ah.

D:
R was a baby. She was two ((smiling, laughs))

N:
Ah. Yeah.

D:
Quite a bit younger than me isn't she?
((sniffs))

<p>53</p> <p>D: ((smiling at screen, slight laugh)) Could you get a cat for me Mum?</p> <p>N: Being humble and... ((D looks round at mum))</p> <p>M: Um, (1) I think some things we we're quite strong about, but we know, we like we're really self-awareness, which is quite strong, but I think there's a lot of things that she undersells herself on and is quite modest</p> <p>D: ((laughs)) [(unintell)]</p> <p>M: About that, like, oh, no, I'm not any good at that or not. But there's also things that she's very aware of her strengths, but there's things that are her strengths that she doesn't believe are strengths.</p> <p>N 51:31 Yeah. Ah, So it's that balance between self awareness and, and being humble, isn't it? Which [it sounds like you've got]</p> <p>D: 51:41 [Yeah (unintell)] <u>balance of believing in myself and also being modest</u> and seeing</p> <p>N: Yeah,</p> <p>D: like, Oh, I'm so good at this, I'm so good at that, ((turns to look at mum)) <u>that's more like Ruby,</u> isn't it? ((turns back to screen)) <u>Ruby's very competitive.</u> ((scratches nose))</p>	<p>53</p> <p>Shift in topic: Considering Humility and Modesty</p> <p>HUMILITY IS NOT REJECTED BY D AS A STRENGTH</p> <p>Fab: D asking for cat to help her sit still/ focus/ be calm? Importance of cats to help regulate? And linked to identity position: T1: AL: Animal lover</p> <p>Fab: M talks about too much modesty T4: SB: Meeting expectations/ validation/ self-belief</p> <p>Sju: M talking about 'we' rather than second person – to be more inclusive/ supportive. D's impression of sister as being more confident and less modest</p> <p>Fab: D states that it is important for her to have a balance between humility and self-belief – she does not want to appear to be over-confident but also is aware that she needs to develop her self-belief (see later episode)</p> <p>Sju: D is not always aware of her own strengths – laughs/ smiles when M describes her as having humility - this seems to support the idea that M spends time helping D to reinforce her positive/ empowering identity positions – she tries to help her recognise her strengths as these are protective factors in relation to the challenges she experiences. T4: SB: Meeting expectations/ validation/ self-belief</p>
<p>54</p> <p>N 51:57 And this one curiosity or interest in the world</p>	<p>54</p> <p>Shift in topic: considering curiosity and interest in the world</p>

<p>M: Very</p> <p>D: (laughs) <u>Since I was little.</u> ((turns to mum to speak))</p> <p>M: 52:08 You, you used to take woodlouse on the way to school ((D laughs and looks at screen)) and you tried to rescue [bumble bees]</p> <p>D: [oh the bees] ((laughing))</p> <p>M: From being trodden on and worms and anything</p> <p>D: Yeah</p> <p>M: and put them in a safe place</p> <p>D: 52:18 <u>I'd cry if there was a bumblebee on the floor, wouldn't I?</u></p> <p>M: Yeah</p> <p>D: I'd be like, Mum <u>there's a bumble bee dying on the floor</u> ((uses a high voice as if crying, looking at screen))</p> <p>N: Ah</p> <p>D: It's OK it's OK, we'll get it to a flower – but I saw it dying ((dramatic voice))</p> <p>N: 52:25 And it sounds from what you've said about you know, watching the news and things as well that you've got a an interest in in</p> <p>D: Mm</p> <p>N: you know, not just nature but what happens in the world as well.</p> <p>D: Yeah, <u>I like to know</u> like, ((looking at screen, head moving side to side as</p>	<p>CURIOSITY/ INTEREST IN THE WORLD is accepted as a strength</p> <p>Fab: Strongly identifies with this</p> <p>Sju: lots of laughing remembering her interest in insects when she was young. Co-constructing the narrative between them. Voices used to remember direct speech; acting out the scenarios. Tag question to M to invite her to reinforce what she says.</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>T1: AL: Animal lover – this small story allows D to exemplify her identity positioning of being caring, an animal-lover, and how these identity positions have been demonstrated since she was little.</p> <p>When I shift the focus slightly to include world events – D mentions her dislike of the unknown</p>
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<p>speaks)) <u>what's going on?</u> I don't like to ((smiling)) I'm, like <u>I like surprises but</u> (.) <u>not</u> (1) <u>the sort of surprises that's like</u>, oh, <u>there's a giant asteroid coming towards us</u> ((slight laugh)) I don't like that sort of surprise ((shaking head, smiling))</p> <p>N: No</p> <p>M: (unintell) ((D turns head to mum))</p>	
<p>55 N 52:58 Um, leadership. What do you think about that? Are you a good leader?</p> <p>D: 53:03 Um, (2) ((looking upwards)) <u>in primary school, when we did like group work</u> and stuff, <u>I'd usually be chosen as</u>, not the leader ((emphasis)) but like <u>the person who is not in charge</u> ((emphasis)), <u>but</u> like, ((slight smile, looking at screen)) like <u>in primary school</u>, ((moves hands as talks, eyes wider)) <u>we had this thing called um</u> (2) ((looking at hands held up in front of face)) <u>Play monitors</u> ((questioning intonation)) <u>So at lunchtime</u> you would get, <u>the Year 6s would get to go and play with the receptionists</u> ((looking at screen)). So you'd go play with like, ((hands making sweeping movements from side to side)) <u>it'd be the big kids playing with the littlies</u> ((L hand held flat to indicate taller child and R hand held flat to indicate smaller child)) of the school and <u>it was so much fun</u> just like ((looking at screen, smile)) <u>I'd go round, make sure everyone was involved and everyone had someone to play with.</u></p> <p>N: 53:35 Okay,</p> <p>M: 53:37 D's a natural leader but doesn't always see that she's a leader.</p> <p>N: Yeah, so it sounds like that's really um being a facilitator, which is a really</p>	<p>55 Shift in topic: consideration of leadership</p> <p>LEADER/ TEAM PLAYER; HAVING ENERGY IS ACCEPTED AS A STRENGTH</p> <p>Fab: Small story/ anecdote to illustrate how good a facilitator/ leader D is – describes being a play monitor at primary school.</p> <p>Sju: Lots of animation – enjoyment of this aspect of primary school.</p> <p>T7: Educational Context This small story relating to being a good leader allows D to position herself as having good social skills, being engaging, supportive, kind, thoughtful, responsible, fair, nurturing, empowering of others ie making sure young children were not isolated.</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>Energy mentioned T3: AV: Being Active and vivacious – D accepts this aspect of herself – laughs – recognises it. – responsibility for younger children. Sju: Very keen to stress she was not in charge/ a leader</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>Again M is reinforcing D's strengths: natural born leader; gives an example of a T who said 'people are drawn to D' – to support D in positioning herself positively and powerfully.</p>

<p>important bit about being a leader. Not it's not always people think it's about telling everyone else what to do, but actually [it's facilitating] other people.</p> <p>M: 53:54 [Yeah], Yeah, I think Mr. T your last teacher at Primary School used to say people are just drawn to D ((D looking at mum))</p> <p>N: Yeah.</p> <p>M: As a kind of (.) an energy and all that sort of [thing. So she's]</p> <p>D: 54:03 [<u>definitely energy</u>] ((looking round at mum, nodding, laughs))</p> <p>N: ((laughs))</p> <p>M: 54:06 you know D that you can copy (unintell) ((D nods and smiles, looking round at mum, then laughs)).</p>	
<p>56</p> <p>N 54:11 And this one's linked really Teamwork.</p> <p>D: Mm (serious face looking at screen)</p> <p>M: 54:19 Teamwork?</p> <p>D: Um (2) ((high voice, looking round at mum, laughs)) <u>it depends</u> (1) <u>who (.) I'm on a team with.</u> [like, if]</p> <p>N: [Yeah].</p> <p>D: 54:28 <u>If I'm on a team, with people, (.) I don't necessarily get along with or I don't know, I won't be as open or as (1) myself in a way.</u> ((looking at screen, eyes moving to sides briefly and then back again as talking))</p> <p>M: 54:38 I think as well um, you you you excel more at individual sports, like the running, like er [riding]</p>	<p>56</p> <p>Shift in topic: considering teamwork</p> <p>TEAMWORK</p> <p>Fab: D's emphasis on relational aspect – needs to know people on the team to be a good teamworker – to do with trust/ ability to be open due to acceptance?</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>M reframes in relation specifically to sports: Need for control/ certainty and no possibility not to meet expectations - which means D avoids team sports as there is a pressure of letting others down – anecdote of athletics to support this. Identity position as sporty; competitive</p> <p>T3: AV: Being Active and vivacious</p> <p>Self-reliance so will not let others down? Relational aspect reintroduced – did well in football at primary because knew everyone</p>

<p>D: [horse riding]</p> <p>M: Ice skating. It's almost more solo ((D turns to screen and nods)) and and it's about because I think D needs to control or wants or in a situation.</p> <p>D: Mm</p> <p>M: So when you're in a team</p> <p>D: <u>and singing.</u></p> <p>M: yeah, so it's much more kind of solo activity that you excel in more than team activities.</p> <p>D: (unintell) ((looking at mum))</p> <p>N: Yeah</p> <p>M: Yeah, but I do think again <u>like D just said</u> actually that when she used to play football at primary school matches because she knew her peers so well, she could manage that situation better whereas I think when it's (.) team sport currently at secondary where she doesn't know everybody as well and they don't know her, she finds that [much harder]</p> <p>D: 55:18 <u>[there's a] certain way to be a secondary school</u> [whereas at primary school]</p> <p>N: yeah</p> <p>M: Mm</p> <p>D: like you're childish you're crazy, you (.) ((waving arms around as talking, moving forwards and backwards in seat, looking round at mum then back again)) <u>play fortnight</u>, ((leaning forward and touching something out of camera)) <u>I can't say Roblox cos I still play Roblox but</u> ((looks at</p>	<p>on the team – feeling supported/ not judged?.</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>Holistic-Content: Turning points; Overarching content – talking about the differences between primary and secondary school</p> <p>Sju: Idea of expectation about 'how to be' at secondary – not able to be yourself- links with idea of needing to trust people/ know people well so she can be accepted for who she is? Lots of non-verbal and paralinguistic cues used to convey the way you can be yourself at primary compared with 'there's a certain way to be at secondary'.</p> <p>T7: Educational Context</p> <p>Freedom to be who you are at primary – D lists some of the things you can be interested in at primary – with emphasis. Primary supports individual identity development/ identity positioning which children choose for themselves? Which leads to feeling acceptance/ validation and fosters sense of belonging – positions D as successful and connected</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>Identity position as wanting/ caring about meeting expectations which causes her to put pressure on herself</p> <p>Horse-riding and Singing – solo activities that D can excel at and immerse self in without worrying about letting others down.</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>Roblox helps calm PUTTING PRESSURE ON SELF; (worrying about letting people down – seeking control</p>
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screen, laughs, leans back)) it's a good escape Roblox is ((looking down smiling))

N 55:32 and in terms of sport with um, you know the the teamwork thing is it about fearing letting people down worrying about letting people down if you're in a team.

D: 55:42 Um ((slight laugh, turns head to look at mum)) I got I remember um (.) sports day ((looking upwards as thinking and then back to screen)) in year eight, erm (1) and I had my injured knee ((smiling as looking at screen)) and um I did ((looking down, smiling then back to screen as talking)) well attempted to do 1500 metres and (.) and ((words drawn out as talking)) erm (.) my knee just went after 800. So I like collapsed on the floor ((serious face, looking at screen)) I couldn't like breathe or anything and I just, (.) ((smiling)) I was crying but everyone thought it was ((shrugs L shoulder)) because I was in pain, but I was just like, No, no, no, I've let you all down because

N: [Aw]

D: [like I] promised them all that I'd do it um (2) ((sucks in between teeth))

N 56:17 so you put a lot of pressure on yourself?

D: 56:19 ((Nodding, looking at screen)) I put a lot (emphasis) of pressure on myself yeah ((slight laugh, head tilted to R))

N 56:22 Yeah. (2) ((D head down, doodling))

to avoid this or less anxious about letting people down if they do not hold high expectations/ accept her/ know her well; being unable to be yourself due to worrying what people will think – being judged

T4: SB: Meeting expectations/ validation/ self-belief

Holistic-Content: Turning points;
Overarching content: **small story about sports day when ran on injured knee to avoid letting people down**

Crying because she had let peers down rather than because she was in pain. This narrative allows D to position herself as responsible, a team-player, caring, conscientious, faithful (carrying out promise), with high expectations

T4: SB: Meeting expectations/ validation/ self-belief

T2: CS: Relating to connection and feeling secure

<p>57</p> <p>N: And this one you've already answered for definite vitality, passion and zest and energy. It definitely sounds like they're all very applicable.</p> <p>M: 56:39 Yeah, definitely</p> <p>D: ((Looking up at screen, laughs)) yeah.</p> <p>M: Yeah, I think so. But again, it's very, it'll be things that she really wants to do, [I mean],</p> <p>D: [if it's not] ((looking round at mum)) <u>something I enjoy, I am very stubborn</u> ((looks round as talking and puts hand on table for emphasis))</p> <p>M: Yeah,</p> <p>N: yeah.</p> <p>D: <u>I can be very, very stubborn</u> ((looking at mum then back again as talks, moving in seat))</p> <p>M: Yeah. It can kind of always be the opposite end of the spectrum. It's either full on energy or like, I'm no ((with emphasis)) just ((laughs))</p> <p>D: 57:00 <u>No reason. Just no</u> ((emphasis; turning round in chair to look at mum as speaks)).</p> <p>M: Yeah.</p>	<p>57</p> <p>Shift of topic: Considering vitality, passion, energy</p> <p>PASSIONATE, VITALITY and the opposite of this: BEING STUBBORN/ REFUSING TO DO SOMETHING</p> <p>Fab: Conceptualises this as being passionate when interested/ wants to do something but then when it is an activity she doesn't want to do she sees herself as stubborn – interested in the negative connotations of this again.</p> <p>T3: AV: Being Active and vivacious</p> <p>Sju: Lots of emphasis about being stubborn: 'No reason, just no' – as if there is a choice she is making about this</p>
<p>58</p> <p>N: 57:05 Um, this one's courage and bravery.</p> <p>D: <u>I'm very brave</u> ((looking at screen and then down and screen again – serious face)).</p> <p>M: 57:11 [I think you, I think]</p>	<p>58</p> <p>Shift of topic: Considering courage and bravery</p> <p>COURAGE/ BEING BRAVE IS ACCEPTED AS A STRENGTH</p> <p>Fab: D conceptualises this in the context of activities eg climbing trees, heights, trying new foods and relates tree climbing to</p>

<p>D: [Well (1) <u>try to be</u>] ((looking at screen then down, slight smile))</p> <p>M: you think sometimes you don't think you are but you are much braver I think than you realise (1) Yeah, very brave. ((D looking down at doodling))</p> <p>D: 57:20 Bravery um (1) ((turns head up to R while thinking)) stuff like <u>trying new things</u> ((turns back to screen, waves R hand as talking)) <u>new foods, going places</u> ((slight shrug and moving head slightly side to side as talks)) <u>Heights!</u> ((eyes open wide, emphasis)) <u>I love heights, so cool!</u> ((emphasis, moves arm as speaks)), <u>I love being in trees</u> ((looking at paper)) because (.) <u>I just love climbing</u> don't I? ((turns head to mum)) <u>That's one thing</u> ((turns back to screen)) <u>I've always loved, climbing trees</u> ((smiles))</p> <p>N: Yeah? ((smiles))</p> <p>D: You're upside down like a monkey ((looks down, smiling, laugh)) I've always done that haven't I? ((turning to look at mum then back to doodling)) hanging upside down from a tree (2)</p>	<p>herself when she was younger; looks to mum to agree – M reinforces positive identity position of being brave.</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>Sju: emphatic about being brave then a bit less strident ('I try to be'); but when she gives examples, there is a lot of emphasis; adjectives used; tag questions to M to support her ideas; very excited/ enthusiastic about the activities she describes to illustrate bravery.</p> <p>T3: AV: Being Active and vivacious</p> <p>The activities D describes allow her to position herself as brave, adventurous, active, enjoying outdoors.</p>
<p>59</p> <p>N: 57:44 and creativity</p> <p>M: 57:47 Yeah very, very creative when she lets herself be</p> <p>D: <u>very imaginary mind</u> ((turns round to look at mum))</p> <p>M: a very, yeah a very imaginative mind. When she was little she used to build whole worlds out of her Lego and playmobil ((D looks to screen smiling)) in her room</p> <p>D: ((laughing)) [<u>Do you remember when I put my playmobil my drawing together</u>],</p>	<p>59</p> <p>Shift of topic: consideration of creativity</p> <p>CREATIVITY IS ACCEPTED AS A STRENGTH</p> <p>Fab: Anecdotes to exemplify creativity: Makes up songs around house; Playmobil, drawing and lego put together to create virtual world; 'Doodling and stuff on my hand' and things in school</p> <p>Sju: Co-constructed narrative between M and D.</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>M emphasises her creativity: if D lets herself be creative/ lets go – links to the idea of</p>

M: [for hours create a whole world and] put everything altogether and make a huge [(unintell)] ((D slight laugh, looks at screen then back at mum))

D: [L always loved cars] as well

M: and cars and play roads (1) very imaginative play [and]

D: 58:07

[I love driving cars] ((looking at doodling))

M: 58:10 and then good at writing feelings down not to, find it difficult to actually say ((emphasis)) how it feels

D: Mm ((looking at doodling))

M: but sometimes she could write things down in letters, in poem form and song form (1) you're very (.) good at that.

D: 58:21 I like writing them down when it comes to songs ((looking at mum)) I do sing them ((glancing to mum then back round towards screen))

M: Yeah

D: Do the recordings because

N 58:29 Aw, yeah, (2) is that why you write your feelings down do you write them down as part of making up songs?

D 58:34 Um (1) ((looking at screen then up to L as thinking)) mm, ((head tilted to R, eyes moved to top left)) yeah, so every (.) ((head still, slightly tilted to R, eyes move to screen)) song (.) that I tend to like sing randomly, ((eyes look down at screen as head slightly shakes)) like I'll ((moves head suddenly round towards mum, smiles)) go around the house and I'll just be singing a random song and my mum's like, Oh, what's that song? ((turns to screen,

being worried about what people think / expectations of others.

T4: SB: Meeting expectations/ validation/ self-belief

Uses writing and singing to express feelings.

smiling)) And I'm just like, Oh I don't know, because I'm just making it up on the spot as I go ((smiling and slightly shaking head side to side as talking, laughs)) Um (1) but ((looking down)) for me, I don't ((looking up, head tilted to R, eyes in top L)) (.) often write down how ((looks at screen)) I feel, ((looks quickly to tables then to screen)) I like doodle like ((looking at doodling)) for example like (1) if I'm drawing a very (.) like dark ((emphasis)) (.) pictures it'll often be like I'm sad or I'm in a bad mood ((turns to look at mum)) like normally when I write like smiley faces I'll be in a good mood or like something's happy maybe ((looking to screen))

M: Yeah

N: Yeah

D: ((looking at screen, smiling)) It's like an automatic thing, I don't even have to think about it my hand just (1) sort of has a mind of it's own in a way ((looking down at doodling))

N 59:18 So that sounds like it's something that helps you as well

D: ((nodding)) Mm

N: when we talked about

D: 59:24 Doodling and stuff on my hand ((looking at screen, raises open L hand out)) and things in school ((smiles))

N 59:28 Yeah, doodling according to you know getting it down (.) either with song lyrics or (.) or doodles or (1)

D: 59:34 Yeah ((looking at screen, serious face))

60

N: 59:38 This is self discipline. So sort of self control.

M: Um, Again, ((D doodling)) I think that I would say that depends on what (.) we're doing.

N: Yeah

M: So, disciplined and you know, disciplined about going riding you know, always gets up ((D slight laugh)) and even when she has to go early, so

D: ((raises head to look at screen and slight laugh)) Very early

M: we never have to wake her up. She's always up, always gets dressed, wants to go. So in terms of self discipline with that, um great, um

D: School! ((with emphasis, doodling))

M: School, not so much, homework definitely not (1) mentioned, but I think again, so it depends, yeah I know you have to do that, so, but I think again, it depends on (.) whether the interest and the passion is there.

N: Yeah. Yep.

M: But can be very, you know, so when we want to do something, we, (.) yeah, we can be very self disciplined and can do it.

60

Shift in topic: Considering self-discipline Depending on the activity – if interested in it – motivated.

SELF-DISCIPLINE (in context of getting up to go horse-riding)

Fab: Can be self-disciplined when it relates to something she is interested in but not so much with school and homework. Mostly M talking here – D agreeing. Being an animal-lover and particularly her love of horse riding allows D to position herself as self-disciplined in relation to this in particular.

T1: AL: Animal lover

Sju: Emphasises the struggle in engaging/ being self-disciplined in relation to school. M's use of 'we' to indicate alignment with D/ to make sure what she says is not experienced negatively by D – she is alongside.

T7: Educational Context

<p>63</p> <p>N: Is there anything else related to music that you feel that helps you? Maybe listening to certain music?</p> <p>D: ((looking at screen) Er Yeah, <u>I have a playlist of</u> ((raises R eyebrow, looking to screen, smiles)) <u>over 500 songs.</u></p> <p>N: Right</p> <p>D: Um, And (.) <u>if I'm in a bad mood, or (.) if I just want to listen to my music I'll either put my headphones on (.) or I'll blast it on Google</u> ((doodling)) who's in my room</p> <p>N: Yeah,</p> <p>M: 1:02:48 You use your music when we're on long car journeys don't you? ((D turns to mum))</p> <p>D: 1:02:51 Yeah, ((turns back to look at screen)) <u>I always listen to music on a long car journey,</u> I just put my ((gestures – both hands over ears)) soundproof headphones on ((looks down)) and just ((looks at screen)) ignore everything.</p>	<p>63</p> <p>Shift in topic: Basket phase: Resources to help when there are challenges</p> <p>Fab: resources in basket include: Animals – pets Horse-riding T1: AL: Animal lover Mum T2: CS: Relating to connection and feeling secure Sport T3: AV: Being Active and vivacious Lyrics and making up songs Doodling – in relation to mood Photos on phone Significant jewellery – again relational; aspect – connectedness to mum and great-grandma. T2: CS: Relating to connection and feeling secure</p> <p>Shift in subtopic: Music</p>
<p>64</p> <p>N 1:03:00 Yeah. Okay. And (1) this is talking about words of advice, either your own advice to yourself or the advice that other people have shared with you</p> <p>D: 1:03:13 (3) um, (1) <u>one piece of advice that like my</u> ((emphasised)) <u>therapist always says to me is</u> ((turns to look at mum then back to screen)) <u>I need to believe in myself more</u> (1) <u>because I struggle to believe in myself</u> ((serious face)) a lot ((emphasis, then laughs))</p> <p>N 1:03:29 and does saying that to yourself, does it help you to do that more?</p> <p>D: 1:03:36 (2) Um (.) <u>I need to (.)</u> ((looking down)) <u>believe in myself more</u> ((quick</p>	<p>64</p> <p>Shift in subtopic: Resources in Basket: Words of wisdom</p> <p>Fab: words of therapist about self-belief; telling herself that people believe in her and links with letting people down – ie needs to have more self-belief so not worrying about this/ needs to develop positive and powerful identity positioning to withstand the negative subject positioning imposed (eg through her experiences of secondary school): 'the fact that I know people believe in me just boosts'</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>Sju: Lack of self-belief relates to 'not being able to do it' eg when D was in Y7</p>

<p>glance to screen)) definitely. (1) I think ((head tilted to R and eyes looking up to L)) <u>it's just a struggle because</u> (1) um (1) <u>it's been hard for me and</u> (.) I just don't really, like after Year 7, um ((looking at screen)) <u>I didn't really believe I could do it anymore</u> ((looking down)). So (1)</p> <p>N: yeah</p> <p>D: I um, started giving up ((doodling))</p> <p>N 1:03:58 and you when you when you remember that advice from your therapist in your head, does it help you to feel more empowered if you like to believe in yourself more?</p> <p>D: 1:04:07 Yeah, ((glance to screen)) like <u>the fact that I know people believe in me just boosts</u> ((looks at screen head tilted to R, smiles)) hm, ((looks down))</p>	<p>T7: Educational Context 'the fact that I know people believe in me just boosts' self belief and this is empowering – reduces worry about letting people down/ protective factor – this is what M is trying to develop/ strengthen – to overcome the negative dominant narratives.</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>Did not feel she could do it anymore in Y7 so started to give up – so self -belief went down – caused by school (Y7)</p> <p>T7: Educational Context</p>
<p>66</p> <p>D: My necklace and my bracelet</p> <p>N: 1:04:51 so that's again sorry,</p> <p>D: 1:04:52 <u>My necklace and my bracelet are both</u> ((looking at screen, pulling necklace with L thumb)) <u>support things</u></p> <p>N 1:04:57 : Yeah, are they, were they given to you by somebody?</p> <p>D: 1:05:01 Um, (.) <u>so this was mum's</u> ((looks round at mum)). <u>It was from</u> ((glances to screen and then back to mum)) <u>great grandma?</u></p> <p>M: 1:05:06 Yeah, it was my wedding necklace.</p> <p>D: 1:05:09 Yeah. <u>And then the bracelet was</u> (2)</p> <p>M: I just bought it years ago.</p>	<p>66</p> <p>Shift in subtopic: Resources in Basket: jewellery</p> <p>Fab: necklace was mum's – for wedding – passed down through the family – creates sense of connection and belonging – mum is there with her all the time</p> <p>Sju: interaction between D and M – help co-construct narraitve</p> <p>T2: CS: Relating to connection and feeling secure</p>

<p>D: Yeah,</p> <p>M: You just kind of inherited it, didn't you, but you like to wear it because it's [my]</p> <p>D: 1:05:17 [<u>I wear it all the time</u>]. ((looking down, serious face))</p> <p>M: Yeah.</p> <p>N 1:05:19 Aw, and does that, how does that help you?</p> <p>D: 1:05:22 I dunno (leaning head onto L hand propped up on table, looking down to L away from screen)) <u>it just sort of reminds me that</u>, ((looks to screen, serious face)) you know, <u>mum's there</u> ((tilts head slightly L and then R, one corner of lip pulled to side)) <u>can't see her</u> ((looking at screen)), <u>she's still there</u>.</p>	
<p>72</p> <p>N: So thinking about things that are going to be important to you in the future D. So either events, places, aspirations, any of those things, really.</p> <p>D: 1:10:57 ((doodling)) <u>I definitely want (.) to have a family</u>. ((glanced at screen))</p> <p>N: Mmhm</p>	<p>72</p> <p>Shift in topic and time: Front wheel – goals for the future – having a family in the future</p> <p>Fab: Having a family – relational aspect – significance of being connected to family</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>T5: FG: Future goals and dreams</p> <p>Sju: emphasis – indicates importance of this to D: connection within family is important; identity position as being a mother would allow D to demonstrate and reinforce a lot of the strengths she has identified eg caring, nurturing, responsible, kind, compassionate</p>
<p>73</p> <p>D: Ermm (1) ((doodling)) <u>I want to like have a job that I enjoy, not just one where it's like</u> ((looks round at mum)) <u>sitting in an office and</u> ((doodling)) <u>working like dad does</u>. ((smiles))</p> <p>N: Yeah. Have you got any ideas?</p>	<p>73</p> <p>Shift of perspective within topic – work in future:</p> <p>Fab: Work – not sitting in office – activity aspect and enjoyment aspect</p> <p>T3: AV: Being Active and vivacious</p> <p>T5: FG: Future goals and dreams</p>

<p>D: 1:11:13 Yeah. ((moves in seat, looks at screen, slight laugh, puts L arm over back of chair))</p>	
<p>74 N: 1:11:15 What sort of thing?</p> <p>D: 1:11:16 So (1) <u>my first option is to work with animals</u>. ((tilting head to R, looking at screen, serious face)) Erm ((looking down))</p>	<p>74 Shift of perspective within topic – specific types of work: Fab: work she would enjoy: animals T1: AL: Animal lover T5: FG: Future goals and dreams Working with Animals – significance of animals to D’s identity position</p>
<p>75 <u>And then there’s a flight attendant</u> ((slight shake of head and shrug)), model ((looks at screen, slightly shakes head, then looks back down)),</p>	<p>75 Shift of perspective within topic – specific types of work: Flight attendant Fab: Flight attendant Sju: shrugging/ shaking head/ looking down – is this not as inspiring for D? T5: FG: Future goals and dreams</p>
<p>76 <u>Nurse</u>, all sorts of things</p> <p>N: 1:11:26 Yeah. Brilliant. It’s good to have a few ideas.</p> <p>D: A backup a backup backup ((looking at cat on knee? –slight laugh, looks at screen)).</p>	<p>76 Shift of perspective within topic – specific types of work: Nursing Fab: Nursing Sju: not as much emphasis on this – is it a suggestion that others have made? Added on the end before ‘all sorts of things’ as if not central to D. T5: FG: Future goals and dreams</p>
<p>78 N: 1:12:00 In terms of achievements before you leave school? Is there anything...?</p> <p>D: ((looking at cat on knee)) <u>I want to</u> (1) <u>be able to go to</u> (.) <u>my</u> (.) ((glances at screen)) er <u>dream college</u>.</p> <p>N 1:12:10 Oh, right. Okay. That’s good to have a dream college in mind.</p> <p>D: ((slight laugh))</p>	<p>78 Shift of perspective within topic – now suggesting some shorter term goals Fab: Dream college T7: Educational Context T5: FG: Future goals and dreams Sju: slight laugh?</p>
<p>79</p>	<p>79</p>

<p>N:And if you've got to get certain (.) um (1) exams]</p> <p>M: 1:12:21 [Grades, yes]</p> <p>N 1:12:28 Or anything like that?</p> <p>D:<u>Four GCSEs</u> ((glances from cat to screen))</p>	<p>Shift of perspective within topic – short-term goal to achieve getting to college</p> <p>Fab: Needs 4 GCSEs</p> <p>T5: FG: Future goals and dreams</p> <p>T7: Educational Context</p>
<p>80</p> <p>N:</p> <p>Yeah (2) Um (.) what about places you'd like to visit in the future or spend time in?</p> <p>D: 1:12:33 <u>I definitely want to go on holiday</u> (looking down at cat) like big, (1) like, <u>girls holidays with all my friends.</u></p> <p>N: Yeah.</p> <p>D: Yeah, <u>definitely want to go to America at some point.</u></p> <p>N: 1:12:45 Is that more likely to be with family?</p> <p>D: 1:12:49 Er (1) <u>I'm not sure actually, it might be with friends or family.</u></p>	<p>80</p> <p>Shift of perspective within topic –new short-term goal: travel</p> <p>Fab: Holidays with friends – independence;</p> <p>T5: FG: Future goals and dreams</p> <p>Sju: developing and maintaining friendships – emphasis 'definitely'</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>Suggestion of USA with family only partially accepted – emphasis on friends</p>
<p>81</p> <p>N 1:12:56 Anything else? (1) erm (2) Where do you see yourself living? Or?</p> <p>D: 1:13:06 Um, (1) I mean, ((looking to screen)) <u>I don't particularly want to live in like a big house</u> (.) <u>well I do, obviously</u> ((looking away from screen and back again as talks, slight laugh, head tilts to R)). But erm, like, <u>realistically, I want to live in like, a nice house, nice area</u> ((slight shrug))</p>	<p>81</p> <p>Shift of perspective within topic –new short-term goal: home</p> <p>Fab: D admits would like nice house but tempered with realistic perspective: Not putting too much pressure on herself in terms of a highly-paid career?</p> <p>Demonstrates consideration given to these aspects of the future/ identity – who she wants to be and who she sees herself as</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>T5: FG: Future goals and dreams</p>

<p>82 N 1:13:21 And still keep your friends and have your ongoing friendships presumably?</p> <p>D: Yeah. ((looking at screen))</p>	<p>82 Shift of perspective within topic –new short-term goal: friendships Fab: Not elaborated – D hadn't brought this up at this point T2: CS: Relating to connection and feeling secure</p>
<p>83 N:What about driving?</p> <p>D: 1:13:30 <u>I definitely want to pass my (.) driving licence</u> ((looking at screen, smiling)). 100% ((looking down))</p>	<p>83 Shift of perspective within topic –new short-term goal: Driving Fab: Wants to drive T5: FG: Future goals and dreams Sju: Emphasis – asserting independence</p>
<p>85 N: What about relationships, more..erm, ((looks at screen, neutral face)) dunno, er, long lasting relationships with a partner or something like that? Is that something...?</p> <p>D: Yeah. ((Looks to screen, cat jumps from her knee)) <u>I want someone who makes me laugh</u> ((slight laugh, looking down, smiling))</p>	<p>85 Shift in perspective: Front spoke – significant people in the future: Partner Humour is important in a relationship</p>
<p>86 N: Yeah. And I guess animals are gonna figure quite a lot ((laughs)) in the future as well.</p> <p>D: Yeah. ((looks sideways at screen, slight smile))</p>	<p>86 Shift in perspective: Front spoke: animals Fab: Significance of animals to D in the future Sju: reinforced T1: AL: Animal lover</p>
<p>Second session: D and M have covid but want to go ahead with the session.</p>	
<p>90 N: So in terms of getting to your dream college, and getting a GCSE is what could get in the way of that? What are the challenges and the obstacles?</p> <p>D: 4:38 Er (1) <u>my anxiety</u></p> <p>N: 4:42 Pardon?</p> <p>D: <u>My anxiety</u> ((raises head towards screen L elbow on table, L hand touching ear))</p>	<p>90 New topic: Obstacles in the way of getting to college OBS: Categ-Form analysis in relation to obstacle: (no elaboration) Fab: Anxiety – over-arching obstacle identified by D – to getting GCSEs 'MY anxiety' – internalised – positionality as being anxious T6: Medical Context Sju: looks at screen to reinforce when repeats</p>
<p>92</p>	<p>92</p>

<p>M: Think that <u>the environment in which</u> (.) <u>you</u> have to kind of try and <u>learn in</u>. So that, I guess that comes back to the anxiety thing. So being able to ((D coughs into her elbow)) learn in a way that suits her, you know, in that environment can be, that can be quite tricky. ((D resting forehead on L palm, doodling))</p> <p>N: So not being able to learn in a way that suits you?</p> <p>D: <u>Yeah</u>. ((L hand flat on forehead, looking down at paper))</p>	<p>Shift in perspective: How L feels about school is affected by the school environment and this is an obstacle to getting to college OBS: Categ-Form analysis in relation to obstacle: (no elaboration) Fab: School environment can be an obstacle. Anxiety is caused by D not being able to learn in the way that suits her – D agrees with this T7: Educational Context Anxiety is a preferred way of describing the obstacle/ challenge T6: Medical Context</p> <p>M: environment: you have to try and learn in – emphasises how challenging this is and the fact that it is obligatory. T7: Educational Context</p>
<p>93</p> <p>N: What sort of, can you give me an example of that D? What's an example of um a way of learning that might not suit you?</p> <p>D: (1) Um</p> <p>M: (unintell) smells...</p> <p>D: The <u>sensory stuff</u>, ((looking towards screen)) like er <u>the smell</u> ((resting L cheek on L hand, still looking towards camera, but facial expression disengaged)) <u>or the sounds that are going on</u> ((looking down at paper))</p>	<p>93</p> <p>Shift in perspective: How L feels about school is affected by the school environment and this is an obstacle to getting to college – example: sensory OBS: Categ-Form analysis in relation to obstacle: Fab: aspects of the environment as obstacles: Smells and sounds can cause D to disengage at school T7: Educational Context</p> <p>Sju: Reluctance to engage: use of word 'stuff' rather than elaborating – facial expression disengaged/ not animated as previously – perhaps because this topic re school is difficult?</p>
<p>95</p> <p>N: Yeah. Um, then in terms of getting, talking about school and college, are there any challenges that are actually around the school that the school presents, you know, so you've talked about not being able to learn in the way that suits you?</p> <p>D: 7:03 <u>It sort of depends on the teacher and the way they teach</u> I guess</p>	<p>95</p> <p>Shift in topic: People and subjects at school as obstacles: Teacher and the way they teach</p> <p>OBS: Categ-Form analysis in relation to obstacle: Fab: Teaching style as an obstacle: inflexibility, strict (no sense of humour – my suggestion – D agreed)</p>

<p>N 7:08 Yeah, so what way of teaching is more of a challenge for you?</p> <p>D: 7:13 I guess <u>teachers who are very strict and who tell me off a lot.</u></p>	<p>Sju: 'sort of' 'I guess' - non-committal – due to reduced engagement or lack of power in these situations? Relational aspect of Ts: when they are strict and tell her off they are obstacles</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>T7: Educational Context</p>
<p>96</p> <p>N:Yeah. Um, Anything else? Any, anything about the (2)</p> <p>M/D: (Unintell)</p> <p>N: particular su.. are there any particular subjects that are an obstacle? ((D sneezes))</p> <p>D: 7:53 Um (7) ((head up, eyes to R and down)) Um ((looks down to paper))</p> <p>M: ((from the kitchen)) Science you struggle with don't you?</p> <p>D: Techs, <u>technology's quite a hard one</u> ((head up, L hand to L ear))</p> <p>N 7:56 Technology. Why do you think that's a particular obstacle?</p> <p>D: 8:01 Um, because <u>it's always different smells and there's lots of sound going on</u></p> <p>N 8:08 OK ((nodding)) Is it around food, food tech, particularly then?</p> <p>D: 8:11 No, er around like, because <u>we have</u> like um (2) <u>engineering</u> and stuff <u>and really</u> like <u>woodwork</u> ((glances up)) smells (unintell).</p> <p>N 8:22 And is it the sounds for that then woodwork and things?</p> <p>D: 8:25 Yes, <u>it's very noisy and it doesn't smell very nice</u></p>	<p>96</p> <p>Shift in perspective: People and subjects at school as obstacles: Technology</p> <p>Fab: Technology is an obstacle due to the loud noise and smells associated with woodwork and metalwork. – sensory aspects of smell and sound are the obstacles</p> <p>T7: Educational Context</p> <p>OBS: Categ-Form analysis in relation to obstacle: no elaboration</p> <p>Sju: More pauses indicate D is not as engaged today. D does not pick up on M's suggestion of science but suggests technology – because this links with her previous idea of sensory issues in school? Or because she is demonstrating her reluctance to participate towards mum as this is safer than demonstrating it towards me? – not wanting to let people down</p>

<p>97</p> <p>N: 8:29 But are there any particular teachers or teaching styles? You've said that the ones that are more strict or not as humorous, but any, you know, like the activities you're asked to do in lessons? Are there any that are more of an obstacle?</p> <p>D:Um (2) ((rubs nose with L hand))</p> <p>N:Like some teachers do lots of talking and then copying from the board. Some do, tell you to do lots of writing, some do practical activities. Are there any that are more of an obstacle for you?</p> <p>D: 9:05 I guess (unintell) <u>interactive activities</u>.</p> <p>N 9:09 Interactive's better?</p> <p>D:<u>Yeah</u>.</p> <p>N:So if it's less interactive, it's more of an obstacle.</p> <p>D:Yes. <u>It's harder for me to focus</u> (unintell)</p>	<p>97</p> <p>Shift in perspective: People and subjects at school as obstacles: Interactive teaching style is less of an obstacle</p> <p>Fab: Less interactive teaching style and activities is an obstacle. If activities are not interactive D finds it difficult to focus. Relates to EF profile – being distracted/difficulties focusing?</p> <p>T7: Educational Context</p> <p>OBS: Categ-Form analysis in relation to obstacle: no elaboration</p> <p>Sju: If she finds it hard to focus she has to decide where to sit in the classroom to increase her focus – preference to sit with friends? – importance of friendships and interaction to D.</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>Link between interaction with peers and concentration/ engagement. Some teaching styles are more of an obstacle eg non-interactive teaching makes it harder to focus</p>
<p>98</p> <p>N:And what was the other thing?</p> <p>D: 9:45 And um, er, <u>I have to learn</u> ((moves L hand from side to side as speaks)) <u>in a certain way cos my brain doesn't pick up on stuff like everybody else's does</u> ((rests L cheek on fingers of L hand))</p> <p>N 9:54 Okay. So what's the obstacle with that then, if the teacher doesn't change it to suit your way of learning?</p> <p>D: 10:02 Quite often <u>I'll get distracted and start looking around in the classroom</u> cos I don't really know what to do with</p>	<p>98</p> <p>Shift in perspective: People and subjects at school as obstacles: Teachers accommodating D's learning style and way of processing</p> <p>T7: Educational Context</p> <p>Fab: Difficulties processing can be an obstacle -D sees this as within-person difficulty – does not blame school – she gets distracted if she is unable to understand the task ie</p> <p>Medical Context: EF profile is the obstacle</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Sju: D seems to be seeing the obstacle here as something within herself – intrinsic to her way of thinking 'my brain' and the way she</p>

<p>myself if I can't do the work ((slight shrug)).</p> <p>N 10:08 Okay? So is it teachers who don't let you get up and do a bit of a move, move around and things?</p> <p>D:Yeah.</p>	<p>'starts looking round the classroom if I can't do the work' – linking difficulty with processing to inattention. She doesn't respond to this being reframed as an obstacle being teachers not supporting her way of thinking at first but then agrees that teachers need to let her get up and move around (but more than this?: to reduce inattention in the first place, seems to be teaching style/ activities need to support her processing?)</p>
<p>99</p> <p>N:Yeah.</p> <p>M: 10:28 ((Comes in from kitchen, touches D on R shoulder)) Sometimes <u>teachers get you to help others</u> don't they <u>to help distract you?</u> ((D does not respond - keeps looking down))</p> <p>N: 10:34 What was that, sorry, XX? I couldn't hear you.</p> <p>M: 10:36 I said sometimes the teachers will get D to help someone else because that's kind of a good tool to [kind of get her to]</p> <p>N:[Okay],</p> <p>M: engage or, (.) it's not about her, it's about someone else. And so the focus goes, you know, somewhere else if you see what I mean.</p> <p>N 10:51 Yeah. So sometimes helping someone else helps you?</p> <p>D:Yeah ((raises head and looks to screen, M has gone back into kitchen))</p>	<p>99</p> <p>Shift in perspective: People and subjects at school as obstacles: Teachers accommodating D's learning style</p> <p>Fab: M suggests teachers giving D responsibility for helping peers improves her focus/ engagement</p> <p>T7: Educational Context</p> <p>OBS: Categ-Form analysis in relation to obstacle: no elaboration by D</p> <p>Sju: D agrees with this when I repeat it: helping other people with an activity can help D to remain focused/ engaged and support her processing? M suggests it is the way in which the focus is placed on another which helps D to remain engaged – there is a purpose for her to engage which is to explain it/ support someone else. Not about her – links to the idea that she doesn't like letting people down – if the focus becomes about someone else, D feels less anxiety about letting people down</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p>
<p>103</p> <p>N 13:04 And then another picture on there, D, shows thoughts. So thinking about certain things and having certain ideas in your head, is, is that ever an obstacle?</p>	<p>103</p> <p>Shift in topic: thinking patterns/ thoughts as an obstacle to achieving goals (learning/ college/ others?)</p> <p>Fab: Thinking patterns are an obstacle</p>

<p>D:Er Yeah. <u>I overthink a lot of things</u> ((head up but looking down/ away from screen))</p> <p>N:So what do you mean by that? For some, you know, if you had to explain it, what would, what would that mean?</p> <p>D: 13:32 ((coughs into elbow)) Um, (4) <u>I'm not quite sure</u>, actually, I just know that like ((waves L arm as speaks)) <u>I overthink everything</u> ((glances at screen)) pretty much. ((rests head on L hand))</p> <p>N 13:39 Does it mean that you go round in circles with the same thing? Or does it mean you get lots and lots of thoughts that are bombarding you [about something?]</p> <p>D:((unintell))</p> <p>N:Both of those or one of those?</p> <p>D:<u>Both of those</u></p> <p>N:Yeah, okay.</p> <p>D: 13:52 Mum ((calling to M in kitchen)) Put the cats up on your way.</p> <p>M:OK</p>	<p>Medical Context: EF profile can be experienced as problematic</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Sju: D is quick to agree with this and raises her head – terms it ‘overthinking’ – unable to explain it but agrees that both: (within-person positioning) being bombarded with thoughts and goes round in circles with thoughts.</p> <p>D then asks M to get the cats – significance of cats for calming her/ helping her focus</p> <p>T1: AL: Animal lover</p>
<p>104</p> <p>N 13:58 Okay, and what about exams? In particular, or qualifications? Do they present a an obstacle or a barrier? ((M comes in and sits on sofa))</p> <p>D: 14:08 Er, <u>I can't do</u> like <u>tests in the classroom</u></p> <p>N: 14:13 Can you explain it a bit more?</p> <p>D:Um, <u>because</u> of like, <u>everybody's silent, you're not allowed to talk, you're very concentrated</u> ((L hand in open claw shape at side of head to emphasise concentration)). It's just, (5)</p>	<p>104</p> <p>Shift in topic: exams and qualifications as an obstacle to achieving goals (learning/ college/ others?)</p> <p>Fab: Pressurised/ exam situations make it harder to concentrate (EF profile) and lack of interaction in these situations is an obstacle.</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Sju: Non-verbal emphasis on being ‘concentrated’. D is attributing this obstacle to herself – ‘her inability to concentrate under pressure’. – anxiety/ ADHD constructs? - both within-person</p>

	<p>T6: Medical Context: EF profile can be experienced as problematic D also mentions having to be silent and lack of interaction: Significance of interacting and relationships emphasised again. T2: CS: Relating to connection and feeling secure</p>
<p>105 N:Yeah. Okay, and on there as well. It has family. Do family ever present an obstacle to you in any way? M:(to D) probably D:Um, (1) Yeah. N:What sort of way do, do family present a challenge? D: 15:06 Er, just <u>worrying about them</u> I guess ((looking down at pen in both hands)) N 15:10 You worrying about them? D:Yeah. N:And what sort of things would you say you worry about? D: <u>Mum, dad, Ruby</u>, like <u>if they're OK</u>, things like that N:Is there any particular reason that, anything that makes you worry or is it just generally worrying about them? D: 15:30 Just <u>generally worrying</u></p>	<p>105 Shift in topic: family as an obstacle to achieving goals (learning/ college/ others?) Fab: Family as an obstacle OBS: Categ-Form analysis in relation to obstacle: Sju: Looking down at pen in both hands and 'I guess' to try to reduce the emphasis – difficult to think about? The obstacle is described in terms of D worrying about family members – this could be a way of stating D worries about them worrying about her? – worry about letting them down? T4: SB: Meeting expectations/ validation/ self-belief Demonstrates D's thoughtfulness/ concern for and kindness/ protectiveness towards people she cares about. Worrying about M could be linked to previous illness? T2: CS: Relating to connection and feeling secure The obstacle is conceptualised by D as within her ie her worry is the obstacle. – anxiety – within-person T6: Medical Context: Anxiety</p>
<p>107 N 16:23 Yeah. Okay. And what about your own attitude D.. ((D sneezes into elbow)) Is that ever an obstacle for you or a challenge – your own attitude and your own mind?</p>	<p>107 Shift in topic: feelings/ attitude towards school/ learning as an obstacle to achieving goals (learning/ college/ others?) Fab: Own attitude as an obstacle OBS: Categ-Form analysis in relation to obstacle:</p>

<p>D:Er, <u>yeah</u> ((M vigorously nodding at screen))</p> <p>N:Can you explain that a little bit?</p> <p>D:Er, (8) ((doodling))</p> <p>M:What stops you?</p> <p>N:What, what's the attitude that's in your mind that can create an obstacle? How would you describe it?</p> <p>D: 17:02 Erm (1) <u>Stubborn</u> I guess ((doodling, slightly pursed lips))</p> <p>N 17:10 anything else?</p> <p>D: 17:15 Um,</p> <p>M:I think <u>there's a real, I can't, I can't do it</u> or very lack, <u>a lack of self belief.</u></p> <p>N: 17:21 Is that, Is that the sort of thing you mean?</p> <p>D:Yeah.</p>	<p>Sju: D is very emphatic (non-verbally and verbally) about this – within-person aspect. Describes it as stubborn – which holds a suggestion that she chooses it. M suggests lack of self-belief; 'I can't attitude' which D agrees with.</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>D positions herself as being stubborn – having a choice over whether she can succeed at an activity or not – but lack of self-belief is less blaming</p> <p>M IS REFRAMING STUBBORN AS LACK OF SELF-BELIEF – this is something D can develop and M is endeavouring to do this by boosting D's positive identity positioning all of the time.</p>
<p>108</p> <p>N:Yeah. So when you say stubborn What do you mean by that? Can you describe that to me a bit more. (5)</p> <p>M: 17:41 ((To D)): can you not think D?</p> <p>D:((under breath)) No</p> <p>M:((To screen)): She gives up, gives up quickly. So it's an it because sometimes things, obviously with her concentration, things can be quite hard to do, D will give up quite quickly. So she can't, she's, if she's not naturally good at something she'll give up. Um, but actually, she's more than capable. It's just very difficult to be able to, I think be able to get past that initial sort of reaction sometimes, she gives up quite quickly on herself. ((D</p>	<p>108</p> <p>Shift in perspective: Exploring the concept of being stubborn (as an obstacle to learning and achieving future goals)</p> <p>Fab: M suggests that the fear of potential failure makes D say that she can't do something so she will not engage. – worrying about letting people down – lack of self-belief</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>OBS: Categ-Form analysis in relation to obstacle: Lack of self-belief/ stubbornness as an obstacle: fear of potential failure is the obstacle</p>

<p>reaching down to the floor then picks up the cat and has her on her knee))</p> <p>N 18:10 So So D, I'm just interested in your choice of word with stubborn, because in some ways stubborn is almost the opposite of that. Instead of giving up it means you dig your heels in.</p> <p>D: 18:22 Um, (1) so <u>there can be times when I give up then mum will be like 'yes you can, yes you can' and I'm like 'no I can't', I can't I can't'</u> for an (unintell) will be like yes, you can, you know, and <u>I won't let it go</u> in a way.</p> <p>N 18:32 Okay, so it's more not, not wanting to engage with something.</p> <p>D:[Yeah]</p> <p>N:[because] of that fear? (2)</p>	<p>Sju: D explains the word 'stubborn' as saying 'I can't' and refusing to engage because of this feeling that she can't do something/ the fear of not being able to succeed.</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p>
<p>109</p> <p>N:Would you say that ((D sneezes into elbow)) wanting to do things really well is, is an attitude then that can sometimes be an obstacle? Is it that you want to do things really well?</p> <p>D:<u>I just want to make mum and dad proud</u> really</p> <p>N:Say that again, sorry, I couldn't hear you.</p> <p>D: 18:54 <u>I just want to make mum and dad proud</u> (.) really ((looking up towards screen then back down))</p> <p>N: 19:04 (4) And is there a sense I'm picking up that you don't really want to do something if you don't think you can do it well?</p> <p>D:Yeah.</p>	<p>109</p> <p>Shift in perspective: Exploring the attitude of wanting to succeed/ do things well</p> <p>Fab: High expectations as an obstacle to learning and achieving future goals; fear of failing</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Sju: D reconceptualises this as wanting to make parents proud – links back to obstacles presented by family – fear of letting people down.</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>Then does agree that she engages with things that she believes she can do well – but not certain about this agreement. M then explains this as being not so much that D needs to do things well but that she needs to know she is able to succeed ie not fail eg the first time she does something new. D says that there are not any specific activities/ subjects when this happens more.</p>

	<p>Sju: M uses first person plural again to increase her alignment with D – demonstrating support</p>
<p>110 N: Yeah, okay. Yeah, okay. Um, what else is on there? Um, expectation can be an (.) obstacle for some people would you say either your own expectation or other people's expectations can be a challenge or an obstacle?</p> <p>D: 21:49 Um (3)</p> <p>M: ((to D)): yeah?</p> <p>D: Yeah. Um, (1) Because <u>I always want to do what's best for everybody else.</u> So ((glances to screen))</p> <p>N: 21:58 yeah. And who's the everybody else? Can it be friends? Or is it family?</p> <p>D: <u>Family</u></p> <p>N: Is that about schoolwork or sport or being a nice person or...</p> <p>D: <u>anything.</u></p> <p>N: All of those things? Sports school and ((D sneezes into elbow)) personality sort of all of those things?</p> <p>D: <u>Yeah.</u></p>	<p>110 Shift in topic: Expectation (as an obstacle to learning and achieving future goals)</p> <p>Fab: Expectation in terms of wanting to do the best for family/ others and expectation as something she has placed on herself is an obstacle</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>OBS: Categ-Form analysis in relation to obstacle: Sju: within-person conceptualisation. D frames it in terms of 'wanting to do the best for everybody else' in all areas – not just school work – puts pressure on herself to take responsibility for doing the best for family – making them feel happy/ proud – could this be related to her feeling a sense of responsibility for her M's welfare when her M was ill? – trying to smooth things over for her/ the family/ making everything alright?</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>T2: CS: Relating to connection and feeling secure</p>
<p>113 N: 23:52 Okay. Um, The other one, the next one's quite interesting, it says people with power and you can think about that in any way you like. Anyone who's got power (.) in your life, does that ever give you a challenge?</p> <p>D: Um, (8) <u>I'm not really sure.</u></p> <p>M: (Unintell) ((from the kitchen)), your teacher telling you what to do or you</p>	<p>113 Shift in topic: People with power (as an obstacle to learning and achieving future goals) M gave some examples to prompt D – who put these into her own words</p> <p>Fab: Pressure from teachers to do things that D does not feel capable of doing – can be an obstacle to learn/ reach goals.</p> <p>T7: Educational Context</p>

<p>know, saying what's best for you, that sort of thing maybe, I dunno?</p> <p>D: 24:36 Oh, yeah.</p> <p>M:Is that a challenge?</p> <p>D:Yeah.</p> <p>N: 24:41 So what's that D? What sorts of power is that were you saying?</p> <p>D: 24:50 <u>If (1) teachers say 'oh, I need you to do this' and I don't want to or, or I literally physically physically can't.</u>(1) um, (1) I, yeah,</p> <p>M: 25:08 ((from kitchen)) yeah. So, a lack of understanding about (unintell) how (emphasis) you have to be able to express yourself maybe?</p> <p>D:Mm. Yeah</p> <p>M:Yeah?</p> <p>N: 25:14 Sorry, a, a lack of understanding of what was that, that they have about the situation?</p> <p>D: 25:18 ((M enters from kitchen and stands behind D)) I think sometimes <u>a lack of understanding of me and my situation</u> ((holding cat with L arm and doodling with R hand))</p>	<p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Sju: Lack of self-belief</p> <p>T4: SB: Meeting expectations/ validation/ self-belief</p> <p>M suggests that this is a lack of understanding about how D needs to approach a task/ learning – D agrees with this and elaborates a bit: 'lack of understanding of me and my situation'</p>
<p>115</p> <p>N 26:07Yeah, so so there's a bit about teachers there, and how would you explain it then with people in the family what's the, what effect can the power of people in the family have on you? Are there any examples (M has gone back into kitchen))</p> <p>D: 26:24 No not really ((looking at screen, neutral face, slight pout)).</p>	<p>115</p> <p>Shift in perspective: Elaboration of the lack of understanding of people in power: at home</p> <p>Fab: Dad not understanding D's position is an obstacle/ pressurising her</p> <p>M suggests Dad</p> <p>D agrees and elaborates</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p>

M:((from kitchen)) What about daddy?
(unintell) when daddy like says come on
you can do it? ((D looking down))

D:((coughs)) Yeah, when dad pressures me
it's quite hard

N: 26:39 About,? What would he do?
What would he pressure you about?

D:Anything ((looking at screen, head
slightly to L, slightly scowling))

N:Is it usually about school or?

D: 26:47 Yes, usually about school,
((looking at screen)) but it can be about
anything ((shakes head slightly, scowling))

N: 26:51 Can you if you got any
examples?, like with, with my daughter, I
think she'd say it was about tidying
her room for example.

D: 26:59 Um (3)

M: 27:04 ((coming in from kitchen)) I
think daddy sometimes can be a bit not,
not dismissed, dismissive of how D feels, I
think he tries to take a positive sort of
angle, then [D]

N: [cajoling]

M:Yeah, so D perceives that in a 'you're
not listening to me' sort of way, or feels
like she's not being listened to. And then I
suppose the example with me would be,
I'm always constantly hasseling D to be
more sociable, go out and do stuff and
actually she needs rest time, she needs
and I'm, I'm kind of nagging from another
perspective, just because and I think that
can be quite hard and we realise that and
there's moments that we sort of have to
stop yourself um, because you think

Sju: Pressure from dad – mostly about
school but 'can be about anything'
M adds to this: Dad tries to chivvy D and this
makes her feel as though she isn't being
listened to/ dismissed. – does not support
her to believe in herself

M says that she pressurises D to be more
sociable – out of concern and trying to be a
good parent – but realises it adds to the
stress. D agrees (nods) when asked if this is
true from her perspective. This links with
trying to please family – D is aware of the
expectations parents have and feels a
pressure to be successful in achieving these
but this adds to her stress/ anxiety.

T4: SB: Meeting expectations/ validation/
self-belief

T7: Educational Context

<p>you're just doing the parental thing, but actually, you're, you're stressing them out</p> <p>N:Yeah.</p> <p>M:So it's that I think it's probably those [sort of],</p> <p>N:[yeah]</p> <p>M:quite minor. But when it's [happening]</p> <p>N:[yeah], yeah.</p> <p>M:[((D coughs))] [(unintell)] I think it probably feels quite, quite a lot</p> <p>N: 27:57 Does that does that ring true with you, D, what your mum's just said about those two examples?</p> <p>D:((nods head))</p> <p>N:Yeah.</p>	
<p>116</p> <p>N:Um, Is there any of the power so for example, not necessarily specific teachers, but power within the system at school: expectations or</p> <p>D: 28:20 Um (1) ((cat facing her on knee)) I think one of the main things with school um, (1) is that <u>they</u> mainly just <u>want to get me into school</u>, ((looking at screen , neutral face, cradling cat in R arm)), <u>they want to get me</u> (1) <u>going again</u>, and um, (4) and</p> <p>M:((coming in from kitchen)) <u>There's no flexibility</u> is there?</p> <p>D:Mm</p> <p>M:I think that <u>the way the school system works</u> is, <u>can be a barrier</u>. ((sitting on sofa)) I think <u>we're quite lucky at the school that we're at that they are</u>, they are</p>	<p>116</p> <p>Shift in perspective: Power within the school system</p> <p>Fab: Trying to get D into school – having an agenda is an obstacle – not going at her pace – feeling the constant pressure.</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>M elaborates: about obstacles within the system:</p> <p>Lack of flexibility</p> <p>Conformity</p> <p>GCSE requirements for college</p> <p>D agrees with these aspects and elaborates: the work expectation</p> <p>The class she is in</p> <p>The lessons each day</p> <p>How long she is in school</p> <p>T7: Educational Context</p>

and have been incredibly flexible, as far as they can ((emphasis)) be. There are expectations around the number of GCSEs that you're meant to do, what sort of um expectation they have when they leave um school, what they want to be doing. I mean, there isn't any there isn't any pressure. But there's still that conformity ((D scowling, looking ahead))

N: 29:16 Mm, Is that what you feel D? Did you feel a sense of that?

D:Yeah. ((looking at screen))

N:And is it around how many days you go into school?

D: 29:27 Um, it could be anything from the work, (1) to er (3) ((that cat meows, D smiles)) the class I have that day to how many lessons I'm doing that day, how I am in school, anything. ((glances at screen))

N: 29:48 Yeah. ((M and D talking about the cat to each other))

All of these aspects lead to: Expectations – anxiety about not letting people down

T4: SB: Meeting expectations/ validation/ self-belief

T6: Medical Context: Anxiety

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N:Which way of sort of describing the obstacles around school would you say fits?

D:Um ((leaning over table on her arms and looking sideways to R towards screen as M scrolls through the slides of barriers))

D:the hole

N:Can you tell me why it feels like a hole? In what way?

D: 33:34 Because when I started secondary school, as soon as I started it was hard for me um (1) (leaning on her arms on the table doodling))So as soon as I took that step in secondary school, I fell down a hole and I can't get out

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Shift of topic: Considering the type of obstacle that the school system feels like.

Fab: D sees this as a hole that she fell into in Y7 and has given up trying to climb out of because she 'can't get out'.

T7: Educational Context

OBS: Categ-Form analysis in relation to obstacle: **School system as an obstacle:**

Sju: Looked at the screen throughout – indicated that she was aligned with this way of thinking about it. Then looked down – as if an emotional reaction to feeling trapped in the hole, since secondary school
The emphasis in the last line seems to indicate powerlessness – lack of assertive language – terminology is non-assertive/

<p>N: 33:48 So it feels like you went down a hole right in year seven?</p> <p>D: 33:51 Yeah, first day first (unintell) second.</p> <p>N: 33:55 And it's feels like you're sort of trying to clamber out ever since almost?</p> <p>D: 34:00 I'm just (.) ((looking directly at screen, neutral face)) <u>I can't get out</u>. I've just sort of <u>given up</u> in a way ((looks down to doodling))</p>	<p>uncertain/ not positive. Given up: <u>I can't get out</u>. I've just sort of <u>given up</u> in a way.</p>
<p>122</p> <p>N:And so, um, in terms of people knowing that that's how you feel that it feels like you're in a hole, obviously, your mum knows and the family who else knows about it, that you feel like that? Would you say?</p> <p>D:<u>Just mum</u></p>	<p>122</p> <p>Shift of perspective: Thinking about who knows that D feels as though she is in a hole</p> <p>Fab: Only M understands that this is the way she has feels</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>Sju: nobody at school – Lack of Pupil Voice? Not being heard?</p> <p>T7: Educational Context</p>
<p>123</p> <p>N:And how do you feel that, I think I've got some of the ideas around this already, but how would you feel, how do you feel that you respond to that? To being in the hole? How how do you respond?</p> <p>D: 37:51 Um, (.) ((glanced at screen)) <u>I've tried to get out the hole lots of times before</u>, ((looking at hands as manipulates something she's holding)), I just, <u>nothing ever seems to work</u>. So just ((slight shake of head, and glance at screen)) <u>given up</u></p> <p>N: 37:58 Okay. And tell me about how when you say you've tried lots of times before, what sorts of things have you done would you say, to try and get yourself out?</p>	<p>123</p> <p>Shift of perspective: Thinking about how D has tried to get out of the hole</p> <p>Fab: D has tried to get out lots of times but has now given up because nothing has worked:</p> <p>strategies</p> <p>Different classes</p> <p>Things/ strategies that other people have suggested</p> <p>M says some of these worked before moved to Y8</p> <p>OBS: Categ-Form analysis in relation to obstacle:</p> <p>Nothing has worked to get out of the hole</p> <p>T7: Educational Context</p> <p>Powerlessness emphasised</p>

<p>D: 38:14 Um (5) <u>Tried different strategies in class</u> ((head up, looking straight ahead)) <u>tried going into different classes</u> ((slight shake of head)), erm (2) dunno ((looks down))</p> <p>N: 38:26 So is it generally things that other people have suggested to people at school have suggested that you try? ((D coughs and nods)) Yeah. And have, do they work at all for any, any time? Have they worked temporarily even?</p> <p>M: 38:43 They have worked temporarily a bit in year 8 ((D coughs)) So when it was before they changed it all again, the curriculum, actually, that, she was just settling into it all. And she got used to her form class with her form group, and was quite happy going up, going into school and getting up and enjoying the social side of it and seemed quite happy and quite confident with it.</p>	
<p>128 N 42:50 yeah. Um, So one of the things you said you're really good at or is a strength of yours is creativity. And I'm just wondering whether that that's been something that's helped you cope with these challenges in the past? Has it helped you to be able to think outside the box or...</p> <p>D: 43:08 Um, (1) I just <u>when, like, I need to distraction</u> or I just want to, <u>I just go and pick up random pens and doodle randomly</u> ((looks at screen, doodling motion)).</p> <p>N 43:23 Yeah, And that helps you sort of focus or concentrate or...?</p> <p>D: 43:27 Um (1) yeah, <u>just helps sort of think straight</u> I guess ((looking down))</p>	<p>128 Shift of perspective: Thinking about creativity as strengths that have helped her when she is in the hole</p> <p>Fab: creativity helps - D accepts that this helps: Distracts Helps think straight Animals help T1: AL: Animal lover</p> <p>Sju: doodling; doodling helps to think straight</p>
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<p>N: 43:33 Okay. Um, When we talked last time, we talked a bit about the things that you had in your basket that help you as well, the resources and things um, are any of those things that have helped you overcome these sorts of obstacles in the past? So we talked about mindfulness type things, being able to take your mind off things. Are those strategies that have helped in the past?</p> <p>D: 43:59 Er, <u>Sometimes they help</u> ((looking at screen, screws up face a bit, looks down))</p> <p>N: 44:02 Yeah, not always then?</p> <p>D:No, <u>not always.</u></p>	<p>Shift of topic: thinking about the resources in her basket and how these have helped when she is in the hole</p> <p>Fab: Mindfulness strategies help sometimes</p> <p>Sju: Reluctance to state that anything has helped – perhaps the only things that really help is a change in the expectation about accessing school ion the same way as everyone else – the school system and the wider education system needs to change to accommodate her?</p>
<p>130</p> <p>N:What about looking at memories and photos? How have those helped in the past?</p> <p>D: 44:23 Um, (6) ((scowls and shakes head, still looking down)) <u>they haven't</u> ready <u>helped</u>, they just, Yeah, <u>I just like looking through</u> ((looks to screen)) <u>what I've done and</u> (1) [<u>recapping everything</u>]</p> <p>M: 44:29 [positive] positive memories help (unintell) doesn't it? Nostalgia.</p> <p>N 44:36 does it help you feel a bit more positive when you look at those ..</p> <p>D:Yeah ((looking at hands on table in front of her))</p> <p>N:things because it, I suppose it's about relationships and things that are important to you that are beyond school as well, I suppose.</p>	<p>130</p> <p>Shift of perspective: resources in the basket that have helped when she is in the hole: Memories and photos</p> <p>Fab: Again rejects that memories and photos help</p> <p>Sju: perhaps again reluctance to say that anything fundamentally helps/ long-term – but then accepts that memories help to feel more positive – link to relationships</p> <p>T2: CS: Relating to connection and feeling secure</p>
<p>131</p> <p>N:Maybe it reminds you that there's more to life than just school. (4) Does that help</p>	<p>131</p> <p>Shift of perspective: Thinking about school only being a phase – one part of life</p>

<p>thinking about school in context that it's only one bit of your life? Does that ever help you?</p> <p>D:No ((slight laugh))</p> <p>N:No, does it, why not?</p> <p>D: 45:07 Because <u>people are just like 'it's just one lesson. It's just one, one thing to do one more week to get through'</u> ((doodling, moving head slightly as talks)) (4)</p> <p>N: 45:19 it still feels...</p> <p>D: 45:21 <u>that's just not how I feel – like school's school still school. ((doodling)) No matter how long I have left of it, no matter how long I'm in for or what, what lesson I've got, sat next to somebody I know, it's school. It's never gonna change.</u></p> <p>N: 45:41 So it feels like it's all encompassing. It doesn't feel like there's any way out?</p> <p>D:Yeah.</p>	<p>D rejects this quickly</p> <p>Fab: the idea that school will be over with in time – does not help</p> <p>T7: Educational Context</p> <p>Sju: This idea feeds into the dismissive things that people say to try to chivy her through/ into school. She is left feeling that school is still; something she has to get through – it's her immediate problem and thinking that it will pass does not help her to get out of the hole.</p> <p>What would help her get out of the hole is if school changed – and she is feels hopelessness about this as a solution.</p> <p>Other people's perspectives being imposed on her – and her rejection of these – emphasised by her tone, words, non-verbal actions.</p>
<p>132</p> <p>N:And you said about animals, you've got your cats and horse riding?</p> <p>D:Yeah.</p> <p>N:And how do they how do they help you when you're feeling that these things are (unintell)?</p> <p>D: 46:04 Er, <u>Animals are just they're really calming</u> ((doodling)) they're just, <u>they have such easy lives</u> ((laughs))</p> <p>N:((Slight laugh))</p> <p>D: 46:13 <u>They don't have to go to school or work or worry about relationships or anything like that.</u></p>	<p>132</p> <p>Shift of perspective: resources in the basket that have helped when she is in the hole: Animals</p> <p>Fab: Animals are calming – they have easy lives – no concerns about relationships - wishes she was a cat sometimes. Animals help calm</p> <p>T1: AL: Animal lover</p>
<p>133</p>	<p>133</p>

<p>N: 46:34 Um, You've got lots of people on your spokes of your wheel of your bike as well that get you through the difficult times, haven't you? Is there any, anything you can tell me about how in particular friends and family help you?</p> <p>D: 46:52 Um (1) <u>Family helps to take my mind off things</u>. And they just (1) <u>my family are a lot of fun and we're all just really childish</u> really ((slight laugh))</p> <p>N: 47:07 ((slight laugh)) does that feel like it's almost like if you're in your hole then it's almost like them throwing a rope down to help you climb out?</p> <p>D:Yeah.</p>	<p>Change of topic: People on the bicycle spokes who help when she is in the hole</p> <p>Fab: Family can help: Takes her mind off it Fun Accepted the idea that family help her get out of the hole by throwing a rope down T2: CS: Relating to connection and feeling secure</p>
<p>134</p> <p>N:And what about your friends? Did you say...</p> <p>D: 47:18 Um (2) Just like <u>knowing that ((coughs into elbow)) you've always got someone there for you and like, you've been through a lot together</u></p> <p>N: 47:33 Yeah. Is there anybody in school that helps try and get you out of the hole in particular?</p> <p>D: 47:46 Um (3) <u>A</u> ((turns to M and nods her head, slight smile, then looks to screen)) um (1) so <u>she's Mum's best friend's daughter, so we've known each other since we were</u> what ((looks towards M)) <u>two?</u> ((screws face up – questioning expression))</p> <p>N:and what do you, How does she help? What do you go and say?, do you, is she different to your other friends?</p> <p>D: 48:29 <u>She just sort of distracts me</u> and we, er, <u>we never used to get on in</u> ((head up, looking ahead, glancing at screen)) <u>primary school</u>. But ((slides down in chair,</p>	<p>134</p> <p>Change of topic: People on the bicycle spokes who help when she is in the hole</p> <p>Friends: Someone there for you Been through a lot together – shared experiences – knowing her well? T2: CS: Relating to connection and feeling secure</p> <p>Sju: Friend A: More engaged talking about this – looking at screen in depth knowledge of D Distracts D Didn't used to get on – sense that the length of time known each other and the connection between parents has been significant aspect Pushed together – the only other person she knew</p>

<p>doodling)) <u>ever since we went to secondary school, we are closer.</u></p> <p>N: 48:38 Yeah, that's funny, isn't it? What do you think that's about?</p> <p>D: <u>I don't know.</u> I guess <u>because we were the only two.</u> (1) <u>I was the only one that she knew and she was the only one that I knew</u></p>	
<p>136</p> <p>N: 49:16 In terms of other things, like your house, having a nice house in a nice area ((D sneezes)) and driving test, holidays, things like that, are there any obstacles in the way of those particular things?</p> <p>D: 49:52 Um, (.) I guess, <u>in the future, things I'm mainly worried about like bills</u> ((puts up thumb as if starting to count out)) <u>where I'm going to live, how I'm going to live, if I'm gonna be alright.</u> Things like that.</p> <p>N: 50:07 And what's what's making you feel? Those those worries? What are they? What are the actual obstacles that are?</p> <p>D: 50:17 Um, ((clicking penpoint in and out by gently banging it on the table with L hand; looking at pen in hand, head resting on R hand with elbow on the table, neutral/ disengaged face) <u>Because I'm already finding it hard as, as a teenager,</u> (.) ((moving pen around in L hand; looking at pen in hand, head resting on R hand with elbow on the table, neutral face)) <u>so I don't really want to think about what adulthood's like</u> ((clicking penpoint in and out by pressing it on the table with L hand; looking at screen then pen in hand, head resting on R hand with elbow on the table, smiling))</p>	<p>136</p> <p>Change of topic: Consideration of other goals (other than school/ college)</p> <p>Fab: Having a nice house in a nice area Obstacles to this identified by D: bills Where will live OBS: Categ-Form analysis in relation to obstacle: Managing on her own/ independence in the future is an obstacle Sju: Finding it hard being a teenager so worried that life will get harder – and that school and college are in the way – everything. Else hinges on getting through these. Anxiety? Getting through school to get a job and be financially secure T7: Educational Context T6: Medical Context</p>

<p>N: 50:27 So it's sort of getting to those points, is it? Sort of thinking, I don't know how I'm going to get there, because you've got to get through school, through college, all of that first?</p> <p>D:Yeah ((hands moving tablecloth on lap, looking down))</p> <p>N:Yeah. So it's sort of coming back down to school and college really?</p> <p>D:Yeah (doodling, both elbows resting on table))</p> <p>N:Everything, it sounds like everything's hinging on those (1) in your mind.</p> <p>D:Yeah.</p>	
<p>137</p> <p>N:Yeah. Okay. Um. Is there anything else that to do with um, to do with things that are challenges in your life D, that you don't feel that you've not said?</p> <p>D: 51:05 Um (6) ((head looking at paper, both elbows on table, pen to lips)) I think <u>one of the (.) reasons why I want to work with animals so much in the future</u> ((head up, looking straight ahead, to L of screen, moving in chair a bit, then looking at screen)) <u>is because I like (.)</u>((looking to R of screen)) <u>helping others more than I care for myself</u>, ((looking at screen, moving slightly in seat)) <u>so I focus on others over myself</u> ((looking to L of screen ,slightly downwards, face neutral throughout, moving R hand with pen in it slightly as talking.)) (1) Um (5) ((coughs into elbow))</p> <p>N: 51:37 Yeah, is that something that can actually help you if you have it in mind, even when you're thinking about the obstacles from school? The fact, does it, (1) or is that too sort of, a bit too (1) abstract sort of think, you know, 'I'm doing this so that I can help other people'. Does</p>	<p>137</p> <p>Shift of topic: Opening up to ask D if there is anything else about the challenges that she faces that she has not said</p> <p>Fab: Helping others is important aspect of identity position</p> <p>T1: AL: Animal lover Pleasure in helping others rather than herself</p> <p>T2: CS: Relating to connection and feeling secure</p> <p>Sju: is this because she feels that helping herself is futile?- and if she is helping others, especially animals who do not judge her - she stops worrying so much about letting people down?/ the focus is on animals rather than her so she can stop worrying about lack of self-belief?</p> <p>T4: SB: Meeting expectations/ validation/ self-belief That she is powerless to change the obstacles/ to get out of her hole?; finds it more motivating to focus on others – and take the emphasis away from herself – this could reduce anxiety because it is something</p>

<p>that ever work, or not really? ((D shakes head?)) Bit too far ahead, almost?</p> <p>D:Yeah. ((smiling, hands down to either side of waistband of joggers, looking away from screen to L, smiling))</p>	<p>she can succeed in – even if can't succeed in changing things for herself?</p> <p>T6: Medical Context</p> <p>D rejected the idea that thinking about this work can help get through school – the goal is too distant to help reduce anxiety in the short term – also idea that if she has power to reduce her anxiety that would suggest she is the cause of it to an extent? And she is not the cause of it – so she is unable to be the solution to it?</p> <p>T6: Medical Context</p> <p>T7: Educational Context</p> <p>Engaged while speaking – still not animated but keen to get message across – looking at screen</p>
<p>138</p> <p>N:Okay, well, the last thing I just wanted to ask you about is I know that, um, you know, that the reason you were put forward to (.) meet with me was because you've been given a diagnosis of ADHD. And we've talked a lot about the things that make you you and your identity, and your sense of self. And I just wondered that diagnosis that you've been given, where does that fit?</p> <p>D: 52:36 Er, (.) <u>for the first few</u> like <u>days</u>, ((looking at hand, glancing to screen, R arm on table, L arm on knee)) months, weeks, ((slightly shaking head as talking)) <u>it was hard to</u> (2) ((looking up to L then down to hand)), er <u>get over the fact that I wasn't like everybody else</u> (1) ((looking towards screen but not directly, then to L)) um (.), <u>then eventually I just learnt to accept it</u> you know ((glance towards screen, neutral face throughout)) <u>it's what makes me me, it's part of me</u> ((looking towards screen, slightly to L, then smiles)) (1) erm (4) ((looking down in front of her, to L of screen, moving hand holding pen))</p>	<p>138</p> <p>Shift of topic</p> <p>Where does the diagnosis of ADHD that she has been given fit with her sense of self?</p> <p>Fab: Found diagnosis hard to accept at first – idea of being different</p> <p>Then accepted it</p> <p>Sju: Sees it as what makes her unique/herself – emphasised this – very definite that it is part of her – but 'sometimes' implies it only describes some aspects of herself – not all – the problematic aspects as seen in the school system?</p> <p>T6: Medical Context</p> <p>T7: Educational Context</p>

<p>N: 52:59 Do you think it is part of you? Is that how you feel about it? Yeah,</p> <p>D: 53:03 Yeah. <u>It's</u> definitely <u>what makes me me</u> sometimes ((slightly more assertive voice, looking ahead, to L of screen, slight nodding)) (2)</p>	
<p>139</p> <p>N: 53:09 So in terms of what we've talked about, where does it How does it How does that diagnosis of ADHD fit to all the things that you've told me about yourself?</p> <p>D: 53:17 Er <u>the anxiety</u> ((looking ahead)) the er (.) <u>the caring about others more than myself</u> ((looking down at pen in hand)). Er (2) <u>Being very loud and bubbly</u> ((looking up)) er (2) er (.) <u>not</u> ((eyes to L)) <u>thinking</u> ((eyes to R)) <u>before I do stuff</u> sometimes <u>will say stuff</u> ((looking to R of screen, neutral face, then looking slightly down to L of screen, mouth closed, pressing tongue into L cheek, looking down at table towards R hand) (7)</p> <p>N: 53:44 and so does the diagnosis that you've been given, does that sort of explain some of those things to you, are you, is that what you're saying?</p> <p>D 53:51 Yeah, ((head up looking more towards screen, slightly moving head as talking)) <u>I just wanted um an explanation</u> ((glances at screen)) <u>why I was feeling like that</u>, ((looking down towards R hand which is touching pen on table)) <u>why I wasn't feeling like everyone else</u> was (2) ((blows air into cheeks as breathes out))</p>	<p>139</p> <p>Shift of perspective: how does the diagnosis fit with all the things she identifies as part of herself?</p> <p>Fab: ADHD explains anxiety she experiences; being And being: Loud and bubbly Not thinking before acting T6: Medical Context T3: AV: Being Active and vivacious</p> <p>Sju: 'I wanted an explanation' T4: SB: Meeting expectations/ validation/ self-belief</p>

Appendix 14: Holistic-Form Table: Alex

Episode	T1	T2	T3	T6	T4	T7	T5
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KEY	
T1	A keen sportsman
T2	Connected Self
T3	Autonomous Self
T6	Medical Context
T4	Justice and empowerment
T7	Educational Context
T5	Future Hopes and Dreams

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137							

The frequency of some of the themes throughout the conversations (Table 1) are slightly misleading, for example the cluster of episodes relating to the theme of ‘experiences of school’ (86-99) are a consequence of the line of questioning at this point in the BoL process, which relate to: ‘Considering obstacles to the goal of passing GCSEs’, rather than spontaneous comments made by Alex about his experience of school. Similarly, there is a cluster of episodes relating to the theme of ADHD diagnosis at around the same point. This highlights the importance of not relying too heavily on the frequency of themes in interpreting their significance in relation to identity. The significance of the theme of self-

reliance/ autonomy in terms of the number of episodes that refer to it, accurately reflects the identity that Alex shared with me throughout our conversations.

Appendix 15: Holistic-Form Table: Ben

Episode	T1	T2	T3	T6	T4	T7	T5
1							
2	T1	T2			T4		
3		T2		T6	T4		
4		T2			T4		
5	T1	T2			T4		
6					T4		
7	T1	T2			T4		
8	T1		T3		T4		
9	T1		T3	T6			
10	T1	T2				T7	
11	T1			T6			T7
12							
13	T1	T2		T6	T4		
14	T1	T2					
15			T3			T7	
16		T2					
17	T1					T7	
18	T1	T2					
19	T1	T2	T3				
20			T3		T4		
21			T3		T4		
22					T4		
23	T1				T4		
24			T3		T4		
25	T1			T6		T7	
26			T3	T6	T4		
27	T1		T3	T6		T7	
28			T3	T6	T4		
29			T3	T6	T4	T7	
30	T1				T4		
31			T3	T6	T4	T7	
32					T4		
33	T1		T3		T4		T5
34	T1		T3		T4	T7	
35			T3				
36			T3	T6	T4		
37	T1				T4		
38	T1				T4		
39	T1	T2			T4		
40		T2			T4		
41					T4		
42					T4		
43	T1				T4		
44	T1				T4		
45	T1	T2			T4	T7	
46			T3		T4	T7	
47							T5
48			T3				
49				T6			
50							
51					T4		
52				T6			
53	T1		T3				
54		T2			T4		
55	T1						
56	T1			T6	T4	T7	
57	T1					T7	
58							
59	T1		T3	T6			
60	T1	T2			T4		
61					T4		
62							
63	T1		T3	T6			
64		T2		T6			
64.5					T4		
65							
66	T1			T6	T4		
67							

KEY
T1: Humour (demonstrating)
T2: Connected
T3: Reflective/ Responsive
T6: Medical Context
T4: Empowerment
T7 Educational Context
T5: Future hopes and dreams

Appendix 16: Holistic-Form Table: Cal

Episode	T1	T2	T3	T6	T4	T7	T5
1							
2							
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KEY

ID1: Creativity and Construction

ID2: Connection

ID3: Autonomy and Protection

ID6: Medical Context

ID4: Justice and Empowerment

ID7: Educational Context

ID5: Future Hopes and Dreams

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Appendix 17: Holistic-Form Table: Dara

Episode	T1: AL	T2: CS	T3: AV	T6: MC	T4: SB	T7: EC	T5: FG
1							
2							
3							
4				Anxiety			
5				calm			
6							
7							
8				calm			
9							
10							
11							
12							
13							
14							
15							
16							
17				Anxiety			
18							
19							
20							
21							
22				calm			
23							
24							
25							
26							
27				Anxiety			
28							
29							
30							
31							
32				Anxiety			
33				EF skills			
34							
35				Anxiety			
36				Anxiety			
37							
38							
39				Anxiety			
40							
41				EF Skills			
42							
43				calm			
44							
45							
46							
47				EF Skills			
48							
49							
50							
51							
52				Anxiety			
53							
54							
55							
56				Anxiety			
57							
58							
59							
60				EF skills			
61				Calm			
62							
63				Calm			
64							
65							
66							
67							
68							
69				Calm			
70							
71							
72							
73							

KEY
Animal Lover
Connected and Secure
Active and vivacious
Medical Context
Meeting expectations/ Validation/ Self - Belief)
Educational Context
Future Goals and Dreams

74							
75							
76							
77							
78				Anxiety			
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88							
89							
90				Anxiety			
91							
92				Anxiety			
93							
94				Anxiety			
95							
96							
97				EF Skills			
98				EF Skills			
99							
100							
101							
102				EF Skills			
103				EF skills			
104				EF Skills			
105				Anxiety			
106				Anxiety			
107				Anxiety			
108				Anxiety			
109				Anxiety			
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111							
112							
113							
114							
115				Anxiety			
116							
117							
118							
119							
120				Anxiety			
121							
122							
123							
124							
125							
126							
127							
128				EF Skills			
129							
130							
131							
132				calm			
133				calm			
134				Calm			
135				Anxiety			
136				Anxiety			
137				ADHD			
138				ADHD & anxiety			
139							

The theme of connection was dominant for Dara and was evidenced through her comments relating to her connection with family, friends and feeling connected to significant places in the local community which provides Dara with a sense of belonging and security.

Appendix 18: Categorical-Content Table: Alex

Principal sentences	Overarching Category: Sport	Comments
<p>Example from text (5) N: Any things with um friends that are important to you? That or where you go, places you go to with friends or even places, things like the cinema or things that you used to go maybe before COVID?</p> <p>A: <u>Cricket ground</u> A: <u>Football</u> A: <u>Trent Bridge</u></p> <p>Example from text (9) N: Okay. So sport's quite an important thing for you then, isn't it?</p> <p>A: <u>Yeah.</u></p> <p>Example from text (69) N: So what would you say is going to be important to you going forward</p> <p>A: Um, <u>rugby events, cricket events</u>, er, <u>GCSEs</u>, ((rocking on chair)), hopefully <u>going in sixth form</u> ((looks down to right)), things like that?</p> <p>Example from text (75) So when you said about cricket, and rugby being important in the future, is it going to watch those games?</p>	<p>Subcategory: Watching sport is important to sense of self (cricket at Trent Bridge and football at Notts Forest Ground)</p> <p>Sport is an important aspect of A's identity – explicit statement</p> <p>Sport will be important to A in the future</p>	<p>Comments relate across subcategories Being a keen sportsman is part of his identity / activity – ties in with family interest in sport. Sport is an important aspect of his sense of self – it helps to calm his thoughts; being active helps to quieten his mind</p>

<p>Or is it participating and playing in them or both?</p> <p>A: <u>Both</u>. Both ((chewing, looking slightly up towards camera))</p>		
<p>Example from text (5) Example above</p> <p>Example from text (6) And so why would you say that's important to you? (sports grounds) How is that important to you?</p> <p>A: Er – <u>I go there with my mates</u></p> <p>Example from text (6) N: And what would you say makes those types of things (watching sport) that you do with your friends important? What do you get from it?</p> <p>A: I dunno, Er, <u>get to see my friends</u> – that's about it.</p> <p>N: Yeah. And have you known some of your friends for a long time?</p> <p>A: Yeah. <u>Some of them</u>, yeah</p> <p>Example from text (44)</p> <p>N: Oh, so you go to the gym as well do you? Do you go there outside school? Or is that something you do in school?</p> <p>A: No</p> <p>N: And who do you go with to the gym?</p>	<p>Subcategory: Watching sport is an activity that is important for engaging with friends</p> <p>Friendships are important – A has some long term friendships</p>	

<p>Example from text (77) N: So there's no um, parents that could get in the way or people at school that could stop you from being able to participate, or coaches or people who pick the teams or</p> <p>A: Yeah, <u>they could but I don't think they would.</u> ((Looking slightly to R))</p> <p>N: Okay. Why don't you think they would?</p> <p>A: Because. I dunno. ((Leaning back in chair, banging chair legs onto floor as rocks forwards)) Probably because <u>they want me to play.</u></p>		
<p>Example from text (10) N: When did you start playing rugby?</p> <p>A: Probably <u>about three years ago.</u></p> <p>Example from text (11) N: What about cricket? When did you start playing cricket?</p> <p>A: <u>I've pretty much played it all my life.</u></p> <p>Example from text (44) N: This one is vitality. So basically being active.</p> <p>A: Probably, <u>Yeah.</u></p> <p>N: Yeah? [you've got any examples?]</p> <p>A: [I'm always] doing sport, so... <u>yeah, I'm always either in the gym, or,</u> ((looking up</p>	<p>Subcategory: Playing sport and the skills involved in playing sport are important to sense of self</p>	

<p>more towards camera)) <u>playing sport</u></p> <p>Example from text (46) N: So when you work in a team, well, what sorts of skills do you think you've got that help you do that?</p> <p>A: <u>Communication</u> ((quick response))</p> <p>N: Aah, right. Okay. That's really important. How, how... can you tell me what you mean by that?</p> <p>A: <u>Some people, they work in teams, they just stay silent,</u> ((raises upper lip at one side)) <u>I don't.</u></p> <p>Example from text (47)</p> <p>N: if you're a sportsman, you have ((picks up drink, drops lid on floor, looks down to left at lid)) teams - playing in teams and working in teams.</p> <p>A: <u>Yeah</u> ((reaches down to pick up lid)) Yeah ((looks at camera, has a drink))</p> <p>Example from text (48)</p> <p>N: This is social intelligence. This is about being able to interact well with people.</p> <p>A: Er, probably (.) <u>can't do that</u> ((blows out his lips, slight smile, looks at camera))</p> <p>N: Do you think not?</p>	<p>Good communication makes good teamwork: The speed of this response indicates his association with this – aspect of his identity that he is good at communicating – in a sporting group context. By 'communication' A means speaking out – A accepts the link between the ability to speak out and bravery.</p> <p>Teamwork is important to sport</p> <p>A says he is socially intelligent on a sports field but not in other situations. Looks at camera when he is demonstrating honesty/openness?</p>	
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Well, if you're a good team player, you must be quite good at interacting?

A: I'll be...(.)I'm good at it when I(.) if it's a(.)when it's a sport field, but the.)(shrugs) but if it's not, then I'm not good at it ((nods and looks to camera and then down to right))

Example from text (57)

N: Okay, what about this, leadership? Are you a good leader?

A: Depends if I've got similar ideas..(writing) it depends what about, to be honest ((looks to left of camera as moves around in his seat))

N: In the sporting situation, are you good at being a leader in a team?

A: Er, (writing) yeah.

N: And what makes you a good leader in that situation?

A: Er, well, Probably that I'll listen to everyone's opinions if it's possible.

N: Mm. Yeah. So is being a good leader, then being able to listen to other people's opinions

A: Er, and decide about which ones are best and which to take in and not to take in (writing))

Example from text (83)

Able to lead in sporting contexts; Able to listen to people's opinions; ability to make informed decisions; Able to make decisions about the opinions expressed

<p>A: Mm, ((looking to camera)), well ((looking down slightly to R)) <u>I always listen to everyone</u></p> <p>A: <u>I'll, always take in everyone's ideas.</u></p>		
<p>Example from text (57) N: Yeah, which is really good thing. Just, do you find anything? Is there anything that helps you um... Stop thinking so quickly? If you want to calm down? Is there any, anything that you do that makes it [better]?</p> <p>A: [no] not really. But that's what doing sport helps with ((sitting back in chair, looking at camera)) so yeah ((leaning forwards onto desk with arms folded))</p> <p>Example from text (106) N: What helps you um, get over those obstacles of thinking too fast or thinking too much?</p> <p>A: <u>I don't really get over it, I just deal with it.</u> ((looking up at camera))</p> <p>N: What helps you deal with it?</p> <p>A: Just <u>knowing that there's nothing I can do about it, so I have to get on it.</u></p> <p>N: Does that help you sort of let go of it? not worry?</p> <p>A: <u>Yeah</u></p>	<p>Subcategory: Playing sport helps to calm his thoughts and get through difficult times</p> <p>Sport is an important aspect of his sense of self and it helps to calm his thoughts</p> <p>Considering how to overcome obstacle of thinking too much/ too fast in relation to achieving the goal of setting up a business and working in engineering: 'Just' getting on with it as a way of overcoming his mind going too fast Unable to do anything about it – no control – so needs to let go of it and 'get on with it'; exercise helps. – acceptance; regulating himself through sport</p>	

<p>N: And obviously, you said doing active things like playing sport helps.</p> <p>A: ((looking down and nodding)) <u>Definitely.</u> ((looks up at camera))</p> <p>Example from text (109) N: And I mean, another thing you carry in your basket really, I think, is sport because that's something that gets you through a lot of things [by the sound of it]</p> <p>A: [<u>yeah</u>]</p> <p>Example from text (113) N: Do you find that you get more, thoughts coming in then, bombarding you when you're in calm places?</p> <p>A: Yeah, <u>because you got nothing to distract you from my head</u> ((looking at camera))</p> <p>N: so instead of that, what works better for you then?</p> <p>A: <u>Doing something which is keeping me active.</u></p> <p>N: Yeah, so like sport, [for example]</p> <p>A: [<u>yeah</u>]</p> <p>Example from text (120) N: Um, this, this guy on the right, I put here cos he reminded you, he reminded me of you a bit, that you'd said about sport and things helping you, being energetic.</p>	<p>Sport help him to get through difficult times/ challenges</p> <p>Needs to be active; Needs to be diverted so thoughts don't overwhelm. Importance of sport reiterated</p> <p>Resources to help get through the challenges he faces: Being energetic; sport</p>	
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<p>A: ((yawns, leans forwards in chair so elbows rest on knees and looked closely at the screen)) <u>It's LeBron James...</u></p> <p>N: Well it just looked like it was a picture such full of energy that I [just thought]...</p> <p>N: you use [energy]</p> <p>A: [unintelligible]</p> <p>N: as a way of</p> <p>A: <u>Yeah</u></p> <p>N: overcoming obstacles and things</p> <p>A: <u>Yeah</u></p>		
<p>Principal sentences</p>	<p>Overarching Category: Care/ Connection</p>	<p>Comments</p>
<p>Example from text (15)</p> <p>M: Um, <u>parks are important</u> to me, because that's where I used to take you when you were little, and spent lots of time in the parks with other families.</p> <p>N: Do you remember that A? Did...do you remember going to parks?</p> <p>A: <u>Yeah</u>. ((Pursed lips as drawing))</p> <p>N: And do you remember going with other people? Was that...</p> <p>A: <u>Yeah</u></p>	<p>Subcategory: Connection with family is important</p> <p><i>A accepts these suggestions made by M but doesn't elaborate on them.</i></p>	<p>Comments relate across subcategories</p> <p>Relationships important: Friends are important. Sense of being loved/ cared for ie feeling grateful for people who help him (122) – contrasts with self-reliance theme – awareness of others' support/ love – contrasts to ID3; Desire to show kindness towards people who help/care for/ love him; still keen to trust (126) – sense of compassion; awareness of others' needs and own shortcomings (126) - contrasts to ID3; Although an aspect of identity is self-protection and self-reliance, A's non-verbal</p>

<p>A: <u>Yeah. I'll put them on.</u></p> <p>Example from text (31) N: What do you particularly like doing with your dogs?</p> <p>A: <u>Just playing with them</u></p> <p>N: Playing with them?</p> <p>A: <u>Yeah.</u></p> <p>N: Some people say that stroking pets make makes them feel calm. Do you ever feel like that with yours? ((looking down – doodling/ writing))</p> <p>A: <u>Yeah.</u> ((nods))</p> <p>Example from text (66) N: Yeah? What about your M and dad and your sister, would they (<i>say you had got a good sense of humour</i>) as well?</p> <p>A: ((stretching back, hands behind head, smiling)) <u>Yeah</u> ((coming forwards to lean on desk again, holds chain with crucifix in his hands))</p> <p>Example from text (72) N: Who are the important people then to help you...</p> <p>A: <u>My family</u>, ((smiling)), <u>some of my mates</u>, and yeah ((Shaking head, stretching back with hands behind head)). <u>That'd be it</u></p> <p>Example from text (110) N: Um, and from what you said your family, use, you</p>	<p>Accepts the idea that his family would say he has a good sense of humour</p> <p>Comparison in the way he offered these people here and the way he reluctantly mentioned people earlier – shows how much he has relaxed?/ feeling less vulnerable</p> <p>Accepts family supports through challenging times – chair legs banging on the floor as agrees with this indicates slight defiance/ asserting himself?</p>	
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<p>draw on them, don't you for strength to get over [difficulties]?</p> <p>A: ((chair legs banging onto floor)) <u>Yeah</u></p>		
<p>Example from text (22) N: And when you go to football and cricket, which are the friends you go to there?</p> <p>A: Er, <u>just people that I've known all my life</u> ((doodling, slightly shaking head as talks, looking at paper))</p> <p>N: Okay. And, well, it sounds like if you've known them for a long time ...that they might ...be important to you ...in the sense that you've chosen them. And that they must be...</p> <p>A: <u>Yeah</u>, probably ((looking down at paper as doodles)).</p> <p>Example from text (22.5) N: And then you talked about when you went to Italy that you went to see one of your dad's friends and has, has he got children, that you know, as well?</p> <p>A: <u>Yeah</u>.</p> <p>N: So perhaps they they might be people that have been...</p> <p>A: <u>Yeah</u> ((writing on paper))</p> <p>N: had a part in your life.</p> <p>Example from text (23)</p>	<p>Subcategory: Connection with friends is important</p> <p>Admits the significance of them when asked directly following the logical process: ie he has chosen to see them over the whole of his lifetime- his interruption cuts me off when I am describing how they might be important to him – he doesn't want to be faced with this: 'probably' accepts it but not completely.</p> <p>Interruption: He does not like being overtly faced with the significance of these relationships?</p>	

<p>N: What, What... is there something about your friends that is common. So you know, for example, I don't know, as a suggestion, have they got a really good sense of humour, or what is it about a lot of your friends that you like?</p> <p>A: Um, <u>Yeah. They're all funny</u> ((doodling, neutral facial expression))</p> <p>Example from text (24) N: What else is it that you share together?</p> <p>A: Just <u>same interests</u> ((slightly pursed lips, concentrating on doodling))</p> <p>N: Yeah. And that, from what you've said, that sounds like it's cricket and football.</p> <p>A: Er, <u>rugby</u></p> <p>Example from text (66) N: And this one, humour?</p> <p>A: ((looking at camera)) um, I'd probably say...well <u>when I'm with my mates</u> I, I have a <u>laugh</u>, so yeah</p> <p>N: Would they say that you've got a good sense of humour then?</p> <p>A: <u>Probably</u> ((smiles broadly and leans back in chair))</p> <p>Example from text (125)</p>	<p>Accepts the idea of them being funny; suggests that they have the same interests: cricket, football and A adds rugby</p> <p>Accepts the idea that his friends would say he has a good sense of humour</p> <p>Sense of humour – actively accepts this as being a helpful resource</p>	
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<p>N: Actually, your sense of humour might be something that could go in the basket?</p> <p>A: <u>Could be</u> ((looking downwards, smiling))</p> <p>N: I bet that gets you through a few difficult times doesn't it? ((leans back in chair, stretches L arms behind head))</p> <p>A: <u>Yeah</u>. Definitely ((Both arms behind head, stretches backwards, then both arms stretched straight out in air above head backwards))</p> <p>Example from text (72) N: Who are the important people then to help you...</p> <p>A: <u>My family</u>, ((smiling)), <u>some of my mates</u>, and yeah ((Shaking head, stretching back with hands behind head)). <u>That'd be it</u></p> <p>Example from text (92) N: No um friends or... (who are obstacles to getting GCSEs and going to sixth form)</p> <p>A: <u>They wouldn't want to get in my way.</u></p> <p>N: Why?</p> <p>A: Because <u>they probably don't want to see me too bad</u> ((looking downwards then back at screen</p>	<p>Comparison in the way he offered these people here and the way he reluctantly mentioned people earlier – shows how much he has relaxed?/ feeling less vulnerable</p> <p>Friends are supportive and want him to succeed – he does not think friends get in his way.</p>	
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<p>Example from text (117) N: And I suppose, in terms of that, you know you said about people misunderstanding you, and that's been a big obstacle for you, because then they don't treat you fairly</p> <p>A: ((looking downwards)) <u>Yeah</u></p> <p>N: One of the big ways then of overcoming that, sounds as though it's about you being able to communicate that some of the things that you do don't mean that you're not listening, or don't mean that you're not focused or don't mean that you're not bothered</p> <p>A: <u>Yeah</u></p> <p>N: It actually is ways of being bothered and being [focused]</p> <p>A: [Definitely] ((looking downwards)). Yeah ((sitting up and looking at camera, nod))</p> <p>Example from text (118) I think you're really good at putting a lot of very complex ideas into words actually and that will be really important for you in trying to get people to understand why you behave as you behave sometimes because people need to not feel that you're doing things</p> <p>A: <u>Because I want to</u>((looks up at camera))</p>	<p>Subcategory: Connection with other people/ being understood is important</p> <p>Being a good listener when able to be active – important for people to understand this about him Demonstrating agreement with this perspective through verbal language – repetition (trying hard to verbalise; can't get words out quickly enough), interrupting the end of the question due to enthusiasm/ giving an example; body language looking at camera. Emphasis through verbal language and non-verbal cues eg looking at camera, nodding Although an aspect of identity is self-protection and self-reliance, A's non-verbal cues suggest he is eager to be understood ie connection with others is important despite distrust.</p> <p>People think he is doing things to 'be an idiot'/ because he wants to – being misunderstood – A offers this spontaneously – linking to the idea of the importance of using words to help people understand him</p>	
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<p>N: Yeah, and because they, because they get in the way, because sometimes some of these things don't get in the way, they help.</p> <p>A: Yeah ((looks to the R)). Cos <u>people'll think</u> ((turning towards camera as speaking)) <u>I'm doing things to be an idiot</u> but, not (1)</p> <p>N: No, exactly, and the fact that you can put th, those ideas into words will be really helpful.</p> <p>A: <u>Yeah</u> ((leaning back into seat, kicking table leg with foot/ lifting chair leg off floor))</p> <p>Example from text (126)</p> <p>N: and um, being kind</p> <p>A: Yeah ((nods head and looks at camera)) <u>That's important to me.</u></p> <p>N: Say that again</p> <p>A: <u>That's really important to me</u> ((looking slightly L of camera, chewing))</p> <p>N: Yeah and um, it does often get rid of obstacles as well when you're er kind to people. Have you noticed that? Perhaps something you've noticed?</p> <p>A: Um, <u>depends who and what the situation</u> but <u>yeah</u> ((looking down then forwards again, jiggling in seat))</p>	<p>Being kind is important to him Emphasis through: nodding, 'really', reiterating what he said. Belief that kindness leads to people being kind back - fairness; A is still keen to trust others Expanding idea to add emphasis</p>	
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<p>N: Yeah. Give me a time when it's helped</p> <p>A: <u>Can't think more specifically</u> but <u>if you're nice to people they're always going to be nice back</u> ((looking away and then back towards camera))</p> <p>N: Mm</p> <p>A: <u>Treat people how you wanna be treated</u> ((batting a fly away, looking downwards then back to camera))</p>		
<p>Example from text (63) N: What about this one, gratitude? Or being appreciative?</p> <p>A: Er. <u>Yeah.</u> ((nods, looks at camera, holding bottle in right hand and twisting lid off))</p> <p>N: What sorts of things are you grateful for then?</p> <p>A: Just <u>anything</u> really, anything ((twisting lid off bottle with right hand, looking at camera)). Cos, ((looking at bottle)) I've, I, but, I, I would say that <u>I'd like to help people more than I do</u> ((looks back at camera)). So I appreciate when people help me</p> <p>Example from text (122) N: Oh, I know what you said...gratitude. You said that it was important for you to feel...glad about things and</p>	<p>Subcategory: Being grateful for people helping him Sense of being loved/ cared for ie feeling grateful for people who help him – contrasts with self-reliance theme – awareness of others' support/ love. Desire to show kindness towards people who help/care for/ love him – sense of compassion; awareness of others' needs and own shortcomings</p> <p>Finding this idea difficult to express; talking about a failing; also something that is positive towards others – not self-protective/ defensive – this is harder to verbalise as the underlying emotion might be compassion rather than rejection/ anger/ retaliation?</p>	

<p>appreciative of people that've helped you</p> <p>A: <u>Definitely</u></p> <p>N: But that you would like to develop it more</p> <p>A: <u>Yeah</u> ((small sigh)) (1) I would ((nodding, looking at camera, chair legs bang to floor)) cos <u>I want people to know that</u> (slightly looking down to R of camera)) <u>I appreciate them</u> more ((tightens jaw as if thinking, nodding))</p> <p>Example from text</p>	<p>Gratitude – he wants people to know that he appreciates them more.</p>	
<p>Principal sentences</p>	<p>Overarching Category: Self-reliance</p>	<p>Comments</p>
<p>Example from text (4)</p> <p>N: What about things that you feel that have really defined you in the past things that have changed the way that you think about yourself? things that have happened?</p> <p>A: Er, <u>I dunno.</u> ((Moving eye gaze away to the side of camera))</p> <p>(M: unintelligible)</p> <p>A: <u>No</u></p> <p>(M: Unintelligible)</p> <p>A: <u>Can't think of any</u> ((turns head towards M who is sitting behind and to side of him))</p> <p>Example from text (13)</p>	<p>Subcategory: Playing down connection with family</p> <p><i>A resists the intervention/ suggestion made by his M and asserts that he cannot think of anything: this could be because he is not yet feeling confident/ safe enough to open up or because with his M in the room, he is deferring to her to take responsibility for the interaction with me, rather than placing himself in the role as my conversation partner.</i></p>	<p>Comments relate across subcategories</p> <p>self-reliance - having to teach himself, (sense of feeling let down by adults - lack of trust in others ie self-preservation by not conveying feelings – preventing being hurt?/ let down? Sense of betrayal by adults and need to mistrust them to protect self. Disconnection is important for A. Disconnection from pressure/ expectations that others exert; engagement only in things that he considers to be directly important to him. Rejection of engagement/ interest/ enjoyment of things/ diagnosis imposed by people in power – sense of pride about this?;</p>

<p>N: So are there any spaces or places that are important to your family?</p> <p>A: <u>Don't think so</u> ((still looking down and slightly to one side – neutral facial expression))</p> <p>Example from text (16) A: Um, <u>went to Italy last year.</u></p> <p>N: Um, What, What was that like?</p> <p>A: ((slightly more animated: looked up – to side of camera – moved body slightly side to side as spoke)) <u>Really good</u> cos, yeah <u>it was quite alright</u></p> <p>Example from text (17) N: So what did you like about it? (Italy)</p> <p>A: Er, ((Leaned back in chair and stretched – small smile)) <u>I liked the food</u></p> <p>N: Sorry...</p> <p>A: <u>The food</u> ((Body back to upright, hands behind head – looking directly at camera))</p> <p>Example from text (27) N: What's she (sister) what she like, how would you describe her?</p> <p>A: <u>Mardy</u></p> <p>N: ((laughs)) What would she say if she if she heard you say that?</p>	<p>A dismisses this and does not give any examples of places in the local area accessed by family</p> <p>A is reluctant to be led to talk about relationships – pursed lips; shaking head as said 'yeah' to indicate he is not fully accepting this.</p> <p>Reluctance to focus on relational aspects of experience – pushing people away? Lack of trust of me to acknowledge the significance to him of relationships with family/ friends? Are relationships really insignificant to him? Does he feel it shows weakness/ is too private? Gives too much away about himself? Or dos he not want to admit this in front of M when I am listening - would acknowledging the significance of relationships with his family/ other people compromise his sense of independence? Smiling indicates awareness that he is not saying what is expected?</p> <p>Humour relating to sister – to downplay significance of relationship?</p>	<p>asserting himself over people in power. Protecting himself - not allowing people to hurt him; taking back power from those who can hurt him/ judge and misjudge him (131, 132, 135) – links with ID5. Trust – has been broken in the past? Secure sense of identity – it is not defined what other people think/ their assumptions; depends on self-esteem to be able to disconnect from what other people think; able to be honest as unconcerned about what people think – wants acceptance for who he is (128). Will speak when needs to – not afraid of being heard; not concerned with other people's view of him. Equally he is unwilling to verbalise feelings at times. Generous only if prepared to lose it/ if it doesn't mean too much to him - 127).</p>
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<p>M: well, some of the people you talk about...unintelligible</p> <p>A: ((shakes head at M)) <u>No</u></p>		
<p>Example from text (18) M: What about the people that went to see, cos that made it ...((Looked round at M))</p> <p>A: <u>Yeah</u></p> <p>M: an important holiday to you?</p> <p>(unintelligible speech between A and M)</p> <p>A: <u>Yeah</u> - You can ((turned back to forward position and looked down))...yeah, <u>it was the food...that made it...good.</u></p> <p>Example from text (19) N: And did you, who did you visit?</p> <p>A: Oh, er my dad's mates ((looking down at paper))</p> <p>N: Okay. And are they people who used to live in England and then moved to Italy?</p> <p>A: Yeah ((pursed lips, looking down and to side of camera))</p> <p>N: And so they're people that you've known from when you were younger?</p> <p>A: ((looking up to camera)) Hm Hm ((nodding))</p>	<p>Subcategory: Playing down connection with friends A rejects M's attempt to focus on relationships and reiterates that food was the significant thing for him about the holiday. (downplaying connection with mum at the same time rejecting importance of other relationships)</p> <p>Would this make him vulnerable to admit needing/ valuing friends? Although A says he has known the peers he goes to watch cricket and football with 'all my life' – he says he 'wouldn't be that bothered' if he didn't see them anymore ('just all my life') – does he downplay these relationships because he doesn't trust me to know that they mean something to him?/ because he has been let down by people in the past and dislikes admitting what people mean to him?/ because this is information he considers to be personal and he is asserting his independence?/ because he knows his mum wants/ is expecting him to talk about the significance of these relationships and he is asserting his right not to do this?</p>	

N: So that, did that mean something to you?

A: Er, Yeah. (slightly shaking head).

Example from text (22)

N: So which friends would you put on there?

A: Probably wouldn't put them down (shook head, shrugged), put my mu, my family down. ((looks up to side of camera))

N: So does that mean if you, if you didn't have the friends that you've got? How would that make you feel?

A: Er ((slightly shaking head, then looked slightly to left)), don't think I'd be that bothered. ((looked down at paper; clicking pen))

Example from text (25)

N: Anything else that you share?

A: Er. Not really.

N: You've not gone to school together or anything?

A: Er, yeah, well, been to. went to primary school with some of them ((doodling))

N: Okay, (A: Unintelligible) so you've known them a long time then.

A: Yeah.

A accepts the suggestion that they went to the same primary school – an important connection but had been omitted.

<p>Example from text (26)</p> <p>N: So if you think of one of those friends, maybe your best, your closest friend out of that group, you don't need to tell me who it is, but if you think of them in your head, what's what is it that's important, what is it about that person that you like?</p> <p>A: Er...<u>not really sure</u> ((looking down; doodling))</p> <p>A: [I don't really know]</p> <p>N: [so...] Are they kind to you or...</p> <p>A: [yeah] ((with a sigh and leaning quickly backwards with arms behind head and then forwards again, looking to left of camera))</p> <p>N: [or]</p> <p>A: <u>Yeah</u>, probably that they're kind to me ((sighs, right arm up towards left shoulder, breathes out audibly))</p>	<p>After being reluctant to give a reason/ quality, A accepts the suggestion that the friend he is thinking about is kind to him, but not convincing" maybe because it is easier to agree?/ because he finds it difficult to analyse?/ because he is reluctant to share this information with me?</p>	
<p>Example from text (45)</p> <p>N: What do you think about those things? Are you good in teams?</p> <p>A: Er ((elbows on desk, looks to right of camera)) I ((twists head over towards right and moving shoulders as if to loosen them up)) <u>I'm not bad but I don't work any better in a team</u> ((looking at camera)) <u>[than on my own]</u></p> <p>N: [No].</p>	<p>Subcategory: Playing down reliance on others: Independence/ Able to work on his own/ able to learn by himself</p> <p>A says he can work in teams but is keen to express that he can work just as well on his own - (Thinking about school context ie working in a group?) Idea of independence is important to A's sense of identity and his ability to look out for himself: self-</p>	

<p>A: I'm not <u>I'm not bad at working in teams</u> ((looking to right of camera)) <u>but I wouldn't work any better than on my own.</u></p> <p>Example from text (50) Yeah. And is that (self control) something you've learned? Over the years?</p> <p>A: Yeah. ((writing))</p> <p>N: who's helped you learn that?</p> <p>A: <u>No one</u> ((writing)) <u>myself...</u></p> <p>Example from text (53) N: Have you always been good at that (Being wise/ able to see things from different perspectives)?</p> <p>A: No.</p> <p>N: Is it something you've learned as you've got older?</p> <p>A: Yeah.</p> <p>N: And who, who has helped you to learn that? Would you say</p> <p>A: <u>Noone...myself</u></p> <p>Example from text (58) N: Okay. This one is curiosity. ((looks to camera; rocking on chair)) Having an interest in things in the world?</p> <p>A: <u>Yeah</u>, ((looks to camera)) definitely ((slightly nodding</p>	<p>reliance; self-sufficiency; expresses certainty about this</p> <p>A believes that he has learnt this himself – self-reliance as an important aspect of his identity.</p> <p>A had to learn mind-reading and empathy by himself: self-reliance; feeling let down by adults?</p> <p>'definitely' – he feels strongly about having a sense of curiosity/ feels it is important to him' body language suggests this is important as well ie</p>	
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<p>head then looks down to paper again))</p> <p>N: Yeah.</p> <p>A: <u>I don't</u> really accept anything for what, like, I if er...I don't know how to explain it, <u>I don't accept things for the, what they're saying,</u> ((looks to camera)) like <u>I always question things.</u></p> <p>N: Mm. You don't just accept things that people tell you, just because they've told you it?</p> <p>A: Yeah</p> <p>Example from text (70)</p> <p>N: Who would you want to go travelling with?</p> <p>A: <u>Not bothered,</u> probably go <u>on my own.</u></p> <p>Example from text (108)</p> <p>N: What sorts of things can get you through those hard times, over those obstacles? Have [you got any...]</p> <p>A: [<u>I just get on with things</u>]</p> <p>N: Pardon, pardon?</p> <p>A: I don't, <u>I don't</u> really <u>do anything to help things, I just get on with them.</u> ((looking slightly below the camera))</p> <p>N: So, is that something that helps anyway, though, just determination? Just getting on with it?</p>	<p>nodding and looking to camera; always questions things – does not just accept what others say – links with ID3</p> <p>Identity: self-reliance; lack of trust of others?; asserting himself over people in power; looking to camera – this is something that is important and he is keen to communicate this Importance of having voice</p> <p>Saying he doesn't mind who he goes with: - not being too optimistic to avoid disappointment? Restating independence.</p> <p>Resources to help get through challenges: 'Just getting on with things' if you have not got the power to change it. Letting go/ acceptance – relies on his own resilience</p>	
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A: Probably ((looking at the camera)) Or just having the mindset of if you can't do anything about it you just have to get on with it.

Example from text (112)

N: What about then words of wisdom you know sometimes people say things in your life or you see something written down that really sticks in your mind

A: Um ((leaning forwards, head resting on right hand, looking wistful to R upwards)) no, nothing that's like...more have your own rather than going off what other people say ((looking towards camera again and leaning back on chair))

N: Mm, and where did you get that from?

A: I didn't get it from anywhere, I just think personally that – that you shouldn't follow other people.

Example from text (112)

N: Well, that came through quite clearly when you were saying um, about being curious is one of the strengths and you said it's a really important part of you, really that you don't accept what you're told by other people. You always check it out; you question things um, and we thought, we wondered didn't we, whether that's one of the reasons that

Resources to help get through challenges:
Words of wisdom: A uses his own words of wisdom but not words of others. A says that he has not got the idea of relying on his own words of wisdom from anyone else – he has decided this on his own - self-reliance; Follows his own direction rather than listening to advice of others

Questioning everything – emphasised this - this contributes to having ideas running through his head all of the time.
Self-reliance/ lack of trust?/ questioning
Sju: repetition for emphasis; thoughtful about this topic – significant to him – recurring theme – brain always active

<p>you feel like your brains always whirring because you're questioning everything and you're not...</p> <p>A: that's probably true. ((looking to camera – chewing)) <u>I'm always doing that</u> (3)</p>		
<p>Example from text (46) A: <u>Some people, they work in teams, they just stay silent,</u> ((raises upper lip at one side)) <u>I don't.</u></p> <p>N: That's good. And I suppose that links with bravery as well that you're not afraid, afraid to sort of speak out in a group?</p> <p>A: Mm ((slight nod of head as looks down to right))</p> <p>Example from text (54) N: When other people want you to do things... ((shakes head and slightly smiles)), it's harder to be persistent, is it?</p> <p>A: Yeah, <u>I don't really care when other people want me to do things</u> ((writing))</p> <p>N: Mm. But you have said you're good at seeing things from other people's perspectives. So,</p> <p>A: yeah, but well, <u>when people want me to do things,</u> <u>it's a bit different</u> ((raises right upper lip; looking at writing))</p> <p>N: Okay. It's hard to see their perspective?</p>	<p>Subcategory: Not concerned about what people think of him/ people's expectations Will speak when needs to – not afraid of being heard; not concerned with other people's view of him. A has a sense of pride about this aspect of himself</p> <p>smiling could indicate a sense of pride in not caring too much about the power exerted by others? Not motivated by other people's wants; level of interest/ desire comes from within Disconnection from pressure/ expectations that others exert; idea of power experienced by A exerted by other people and his reaction to this being to disconnect/ refusal to engage – self-protection; experience of being unable to please people in power which has led to reduced interest in trying to do so? A has a sense of pride about this – he has taken back power; sense of justification?</p>	

<p>A: Yeah.</p> <p>N: Yeah. And then it's harder to be persistent to achieve it.</p> <p>Example from text (79) N: You don't think so? And um, What about people's expectations of you? Does that ever stop you from...doing what you want in the way of sport?</p> <p>A: <u>Don't really listen to people's expectations of me</u> ((looks slightly to L and down))</p> <p>Example from text (128) N: And, and I mean, saying that makes me think that another of your strengths is being honest. You're very honest aren't you, about...how [you feel and]</p> <p>A: [unintelligible] not bothered about what people think about me. <u>I'm not bothered about what people think about me so I got no reason to lie.</u> ((looking at camera))</p> <p>N: Yeah. [It's like, take]</p> <p>A: [unintelligible]</p> <p>N: Take me as you see me type of thing? Or take me and leave me, take me or leave me type of attitude?</p> <p>A: <u>Yeah</u> (3)</p> <p>Example from text (137)</p>	<p>A rejects the idea of being affected by other people's expectations</p> <p>Honesty Able to be honest as he is not worried about what other people think of him. A want people to take him how he is.</p> <p>A does not credit anyone else for his attitude/ ability</p>	
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<p>A: <u>Then when people get a label put on their head it puts ideas into their head that they are different to everyone and it's bad for people's self esteem.</u> ((shrugs, looks upwards towards camera, slightly below it)) I mean I'm lucky I'm not, like that, ((light shrug, shakes head, looks towards camera)) I don't really care what people think of me anyway, so, yeah ((looks downwards))</p> <p>N: And is that just you, is that just your personality that makes you like that or is that...have you been helped by, by anything that, any of your family have said, or anything like that?</p> <p>A: <u>No, just me</u></p>	<p>not to be defined by the diagnosis – self reliance.</p>	
<p>Example from text (56) N: Are you good at loving people who matter to you and being loved by them?</p> <p>A: <u>Not really</u> ((looking at paper))</p> <p>N: How does that show itself then? If it's something that you...</p> <p>A: Er, I dunno. <u>I don't really think I'm very good at it.</u></p> <p>N: so if you... So think of thinking of somebody that you must love like your M, why don't you think you're very good at it? How does that show? ((looking at paper, writing))</p>	<p>Subcategory: Protecting himself from vulnerability in relationships – not verbalising feelings Feeling unable/ unwilling to verbalise feelings – leaves him exposed/ vulnerable; He doesn't like to give too much away to others</p> <p>'really' – (and doodling) shows that he is considering the idea – it is not something he seems to identify closely with He hides his feelings (positive or negative) Some agitation? – he knows he finds this hard? – possible tension between this and being compelled to have his voice heard.</p>	

<p>A: Don't really, <u>don't really show my feelings to people</u></p> <p>N: Yeah. ((moving pen from side to side, clicking pen on and off, looking up just to right of camera)) And it's hard, is it sometimes to show your feelings?</p> <p>A: Mm ((looks to right of camera, then at camera, nods head))</p> <p>N: Is it the er, putting it into words that's the hard bit?</p> <p>A: Um, probably not, ((looks away to left then to camera)) probably just more (.)((looks upwards)) er, well that and the well, ((shrugs, looks to right)) just don't well really don't want to ((clicks pen, looks from up right down to left)) <u>I quite like keeping myself to myself.</u></p> <p>Example from text (65)</p> <p>N: So being humble and modest is when you erm, not that you put yourself down but you [don't]</p> <p>A: [yeah]</p> <p>N: big yourself up, sort of</p> <p>A: yeah I'd say <u>I'm like that</u> (resting bottle under nose and top lip). I don't big myself up. ((sitting back up, moves bottle away from face)) <u>I just keep myself to myself</u> ((rubs nose with right hand))</p>	<p>self-preservation by not conveying feelings – preventing being hurt?/ let down? Idea that he could verbalise feelings if he wanted to but chooses not to as it is uncomfortable – lots of fiddling, false starts, pauses, fillers (well, just) – agrees with idea that there's no need/ purpose in telling people how he feels about them.</p> <p>Interprets humility as keeping himself to himself – reducing people's expectations of him; preventing the risk of letting people down?</p>	
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<p>Example from text (62) N: What about ooh, this one. Well, this isn't always easy. Forgiveness. If you forgive someone]</p> <p>A: [um] ((looking at camera)) <u>I'm not very good at forgiving.</u> ((still looking at camera, slight smile))</p> <p>N: (laughs) right – what happens?</p> <p>A: ((leans forward, looks down to right of camera, then directly at camera)). So <u>I think if someone has done it once then they won't hesitate to do it again, so I just</u> ((shrugs)) <u>don't bother.</u></p> <p>N: Mm. What about if somebody does apologise and say, ((leans forward in chair, moves back again))</p> <p>A: <u>can't be enough</u> ((looks down, moves chair on floor, then looks to camera))</p>	<p>Subcategory: Protecting himself from vulnerability in relationships – Not forgiving people/ trusting again</p> <p>Reluctance to forgive due to sense of mistrust – preventing people from hurting him feels this is an important aspect – keen to communicate ie looking at camera, smiling, leaning forward, elaborating on idea.</p> <p>People who hurt you will do it again</p> <p>Mistrust of people who hurt him; reluctance to give them another opportunity. Protecting himself – not allowing people to hurt him; taking back power from those who can hurt him</p>	
<p>Example from text (64) A: Er...<u>I don't have enough hope</u> ((looking at camera)).</p> <p>N: Don't you? You're not very optimistic.</p> <p>A: No ((looks to left)) I'm more just, go, <u>I don't think</u> oh yeah, think <u>I can do it, I just</u></p>	<p>Subcategory: Protecting himself from vulnerability in relationships – not expecting much/ not hopeful</p> <p>Realistic expectations so not disappointed/ hurt – self-protection; elaborates this idea – slight contradiction: 'hope for the</p>	

<p><u>see things as they are.</u> [I see] things</p> <p>N: [Mm]</p> <p>A: Oh, yeah. <u>I just see things what they are realistically</u> ((rocking on chair, looking at camera)). <u>Realistically, what the outcome's gonna be instead of...like, hoping for the best</u> ((looks to left))</p> <p>N: Yeah, [that]</p> <p>A: [I'll] erm, ((looks up, thinking)) I, <u>I'll hope for the best but prepare for the worst,</u> if you know what I mean</p> <p>A: If you ba..<u>if you get in your head that something's gonna happen,</u> ((looks to left)) <u>then it don't happen, then it's a lot worse than just not thinking it's gonna happen in the first place.</u> ((looks at camera))</p> <p>N: Mm</p> <p>A: And <u>preparing yourself for the fact that it's probably not gonna happen</u> ((shrugs)), yeah (looks down to left)</p>	<p>best but prepare for the worst'; managing expectations prevents disappointment</p> <p>'enough' suggests a judgment/ self-reflection – that being more hopeful might be better in some way; looking at camera suggests this is something that chimes with him; 'just' – suggests desire to limit expectations</p> <p>Feeling let down by others/ outcomes – Identity: reluctance now to expect best outcomes to avoid disappointment. Sense of control this way – reluctance to rely on others for happiness/ having expectations met.</p>	
<p>Example from text (67)</p> <p>N: We're nearly at the end of these by the way there's only a couple left, integrity, which means being genuine and honest</p> <p>A: Er, ((touching chain and looking to side of camera)) <u>it depends what about and who</u></p>	<p>Subcategory: Protecting himself from vulnerability in relationships – integrity and honesty and kindness with people he cares about</p> <p>Idea of people deserving his honesty/ integrity.</p>	

<p>N: OK</p> <p>A: Cos <u>if it's someone I care about I'll always be honest with them</u> but if it, I'm not really like care, <u>if I don't really care about them then I'm not really bothered about being honest</u> ((looking at camera))</p> <p>N: Mm</p> <p>A: So <u>Yeah</u> ((Leaning left wrist against cheek))</p> <p>Example from text (68) What about being kind generally?</p> <p>A: ((Sits back)) er, <u>I try to be</u></p> <p>N: Yeah</p> <p>A: <u>I am just kind to people who are kind to me</u> (leaning forward) – the same back – if people are – <u>I treat people how they treat me</u> (looking at camera)</p>	<p>'always' - emphasis on honesty towards people he cares about.</p> <p>This idea has come up before: some people being deserving of his effort and emotion and others not being deserving – is this because people have let him down?/ he has decided not to keep putting effort in/ being disappointed by people who don't have faith in him/ help him/ appreciate him?</p> <p>Kind to people who are kind to him Identity: Sense of fairness – repays kindness but will not be taken advantage of – self-protective. Sense of control – people have to prove themselves; when communicating truth and important ideas A leans forward, looks at camera</p> <p>Developing self-awareness; he considers the question and tries hard to express the nuanced ideas – developing considered opinions ie hesitations</p>	
<p>Principal sentences</p>	<p>Overarching Category: Medical Discourse ADHD diagnosis</p>	<p>Comments</p>
<p>Example from text (41) N: What is it in your mind that makes you think that you're quite a brave person?</p> <p>A: <u>I just don't really have any fears</u> ((looking up slightly to right of camera))</p>	<p>Subcategory: EF Profile Impulsivity: risk-taking</p>	<p>Comments relate across subcategories Rejection of engagement/ interest/ enjoyment of things/ diagnosis imposed by people in power – sense of pride about this?; asserting himself over</p>

<p>N: Okay So you don't mind taking risks?</p> <p>A: Na, I, ((shrugs)) <u>na, I just do anything (.) I'm not really scared of much</u> ((rocking))</p> <p>N: So how does that work, then? How do you have to stop yourself doing things that could be dangerous?</p> <p>Example from text (51)</p> <p>N: What about this one, this is having rational judgement, and rational thinking, and a good... good judgement.</p> <p>A: Er...<u>depends on how much time I give myself to think about it cos sometimes I just jump to decisions straight straight away. But when I actually think about something erm, I'd probably say I'm good at it, but when I don't think about it then I'm not</u></p> <p>N: Yeah. And what makes you be able to think about it or not be able to think about it? What's the difference in those two situations?</p> <p>A: <u>Whether I'm taking time to think about it...it's giving myself a minute to think.</u> ((writing))...</p> <p>N: Mm, I know for me, for example, I'm really rubbish. If I'm tired, I tend to not think things through beforehand very much.</p>	<p>Impulsivity: 'jump to decisions straight away'. When he has time to think, he has rational judgment. Inner voice – he can tell himself to slow down and think first; difficulty analysing when he can/cannot listen to his inner voice but aware that different situations affect this.</p>	<p>people in power. Protecting himself - not allowing people to hurt him; taking back power from those who can hurt him. His brain works differently to some people's brains but this is not a deficit. He is not defined by ADHD diagnosis; does not identify with it; it is unimportant to him; diagnosis does not affect identity. Link to all IDs relating to impulsivity, distractibility, emotional dysregulation. Maintained self-esteem by refusing to be affected by ADHD diagnosis – feels lucky to have been able to have chosen this approach – sees this strength as intrinsic part of self, emphasising self-reliance (ID3). Self belief (131, 132, 135, 136, 137): diagnosis should not change what you think about yourself – but some people let other people's opinions affect them – link with ID3 – forms the basis of ID3 and links with ID5 – justice/ self-protection</p> <p>My bias: to interpret these areas using ADHD lens – aware that YP know ADHD diagnosis was part of participant criteria – so also thought they might have an ADHD lens in relation to some of the strengths we discussed.</p>
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<p>A: Yeah ((Looks up to right)) Probably <u>when I'm angry</u> ((writing, rocking on chair forwards and backwards))</p>		
<p>Example from text (49) N: Okay, this is a funny one. This one says self control or self discipline. Is that a strength of yours?</p> <p>A: Er...((sighs, rubs left upper arm with right hand, moves right hand across forehead, looking down below camera)) <u>With some things [with most...]</u></p> <p>N: [so when]</p> <p>N: sorry, A, I interrupted you.</p> <p>A: I said <u>with most things yeah.</u></p> <p>N: So what sorts of things? Can you give me an example of when you've been able to use self control?</p> <p>A: Er ((looking down below camera, thinking), <u>when I get angry</u> ((looks to camera, clicks pen))</p> <p>N: So how... Tell me about that?</p> <p>A: Well, <u>if I get angry then I have to stop myself from doing something reckless</u> ((looking down to left, writing)</p> <p>Example from text (50) N: And why would you say it's (self control/ emotional regulation) important?</p>	<p>Subcategory: EF Profile Managing emotional regulation An aspect of self-identity: he has self-discipline in most situations; and when he is angry he can manage to control himself – to avoid doing 'something reckless'; some uncertainty? Something difficult to think about/ uncomfortable eg awareness of times when doesn't feel he has self-control?; a sense of agitation/ annoyance/ assertiveness re remembering times when he feels angry? Does he feel justified in his reaction?/ defensive?</p> <p>A shows desire to avoid regret; anger makes him 'not normal' – he is not himself when angry: Identity: he is unable to be himself when angry</p>	

<p>A: Because <u>otherwise I could end up doing something stupid which I regret</u> ((writing))</p> <p>N: Because why would you regret it?</p> <p>A: <u>Because I've made a decision in anger, which I wouldn't make when I'm normal</u></p> <p>Example from text (96) N: You know, you've said that you use sport as a way of controlling your emotions and you're very aware that, you don't want to do things that are going to cause you to regret things afterwards.</p> <p>A: <u>Yeah</u></p> <p>N: And you know that, [you have]</p> <p>A: [I've already] <u>I've already got a lot of regrets. I don't want to have any more.</u></p> <p>Example from text (89) N: Are there any emotions that are obstacles for you in achieving the grades you want to achieve?</p> <p>A: Probably, ((chewing, looking at camera)) <u>probably all of them</u> I think</p> <p>Example from text (89) N: Are there certain triggers that you've noticed that bring anger in the way or...?</p>	<p>Considering strengths that could help in overcoming obstacles (to achieving GCSEs and getting to Sixth Form)</p> <p>Self-control – A has regrets – does not want to create more regrets</p> <p>Use of 'probably' throughout to introduce some of his ideas/ comments – is this to distance himself from the telling of his opinions ie not entirely presenting the ideas as his own?/ reluctance to divulge?/ trust?/ fear of not being heard? People being unkind/ unfair about people he likes/him, makes him angry</p>	
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<p>A: Yeah, probably <u>when people say things about people I like</u> ((looking to R and slightly below camera))</p> <p>N: Say things that aren't [very nice]</p> <p>A: [or]</p> <p>A: Yeah or <u>when people are unfair</u></p>	<p>Body language eg pursing mouth emphasises negative feeling about injustice? Fairness is something A identifies with – he has experienced feeling unfairly treated which might have heightened his reaction to this happening to people he cares about. Injustice is an obstacle for him</p>	
<p>Example from text (54)</p> <p>N: You're not very good at perseverance? ((looks to camera))</p> <p>A: Well, I don't, yeah probably, yeah, actually <u>I am</u> ((writing)) <u>but...it depends what about</u></p> <p>N: Hmm.</p> <p>A: [yeah]</p> <p>N: [so tell me] when it..you can be persistent.</p> <p>A: Er, ((writing)) Mmm, ((pushes lips together as if thinking but still looking at writing)) Probably, if I'm trying to, <u>if I really wanted to do something I'd be able to do it. When I put my mind to it I can do quite a lot of things, but if I don't put my mind to it I just can't do it</u></p> <p>N: Yeah. And what, what makes you put your mind to things?</p> <p>A: <u>When I really want it.</u></p> <p>Example from text (87)</p>	<p>Subcategory EF Profile Reduced attention/ focus Demonstrates throughout first session that doodling/ writing helps him to think. Eg (51, 54)</p> <p>can persevere in certain situations (with things he is interested in but unable to persevere to things that other people tell him to do); Ability to achieve tasks depends on how well he can engage which depends on his level of interest.</p> <p>Lots of movement (looking upwards, flinging arms to side); verbalisations</p>	

<p>N: What gets in the way of you doing well, in lessons? ((chair legs banging onto floor))</p> <p>A: <u>Dunno</u>, um, ((looking to front, downwards)) <u>distractions</u>.</p> <p>N: Okay, distractions. That's a good one. And when are distractions worse, when are they worse obstacle for you?</p> <p>A: Um, er ((looks to R)). I, I <u>don't really know</u></p> <p>N: Well, when the distractions less of an obstacle then, when don't they bother you as much?</p> <p>A: Prr, er ((puts head back slightly, looking upwards with arms still behind head)), erm, <u>When the thing don't matter as much...</u> A: Yeah. <u>Because if you get distracted it ain't a problem</u> ((still with arms behind head, looking at camera))</p> <p>N: Don't they? What makes you be able to manage them better then?</p> <p>A: <u>Just telling myself to focus</u> ((looks to R))</p> <p>Example from text (116) A: <u>I fidget a lot</u> ((looking at camera, slight smile))</p> <p>N: fiddle with your pen and um, and but those things, they presumably help then do they?</p>	<p>indicating less engagement (pr; erm): struggling to concentrate; he is not as interested when the topic relates directly to school.</p> <p>Distractions never go away - He manages distractions by telling himself to focus but this is not effective 'really', 'just' – used to indicate flippancy/ slight disregard/ detachment – when it is a topic relating to school. Then he clarifies this in his explanation (Fab) Distractions create a problem for him which he has to manage when the situation is of importance to him</p> <p>Resources to help get through the challenge of being distracted: Movement breaks Fiddling Doodling Constantly moving Walking around eg in lessons Able to listen while fidgeting/ moving Positive body language eg smile, sitting forward, looking at camera - demonstrating interest / identifying with this topic;</p>	
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<p>A: <u>Keep moving</u>, like, <u>I can't not sit down without tapping my foot</u>, ((looking at camera and then down at foot and back to camera))</p> <p>N: Mmm. ((banging chair legs on floor)) and in lessons and things does it help to get up and move around or, or do you just need to be...</p> <p>A: I, I ((looking downwards)) <u>normally just do that</u>, yeah ((looks to camera)) or <u>start having a walk</u>.</p> <p>N: The other thing I thought is one of the reasons I gave you that paper, I, I suggested you had a paper and pen is that for some people it does help to doodle or</p> <p>A: Ah! ((Nods fervently and looks at camera)) <u>I was writing, I was drawing</u> (smiles) like you know <u>when I had that paper and pen right, the whole things was covered in pictures</u></p> <p>Example from text (113) A: <u>I probably don't like being in calm places because in calm places you just sit still and I don't like sitting still</u> ((looks to camera, chewing))</p> <p>N: Do you find that you get more, thoughts coming in then, bombarding you when you're in calm places?</p> <p>A: Yeah, <u>because you got nothing to distract you from</u></p>	<p>also enjoying the fact that he is being 'read' – interest in/ understanding of him? - Demonstrates interest and agreement in this through nodding, looking at camera, tone of voice, smiling, emphasis through giving additional information: 'the whole thing was covered in pictures'. Needs to be active (doodling and walking around help to focus); Gives examples for emphasis: tapping foot, walking around; doodling helps to focus</p> <p>Calm places do not help A – too many thoughts come into his mind and dislikes having to sit still. Needs distractions. 'probably' gives a sense of disconnection from his own experience – as if looking in on it – meta-awareness. Seems less of a lack of certainty about his opinions and more a sense of disconnection? Similarly, use of 'you' instead of 'I' – this makes his statement a generalised one (eg 'one needs to be distracted') which rather than indicating disconnection, could be the</p>	
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<p><u>my head</u> ((looking at camera))</p> <p>N: so instead of that, what works better for you then?</p> <p>A: <u>Doing something which is keeping me active.</u></p> <p>Example from text (114) N: but also do you find yourself watching films [or things like that to try]</p> <p>A: [No, I can't] <u>watch a full film</u></p> <p>N: Can't you? No.</p> <p>A: <u>No</u></p> <p>N: Why is that?</p> <p>A: <u>Can't concentrate for the whole thing. I'll, start doing something else without realising and then half an hour later I realise that I was watching a film</u> ((looking at camera throughout))</p>	<p>opposite, that he is speaking for others who experience a similar thing?; needs to be diverted so thoughts don't overwhelm.</p> <p>Distractions prevent from watching a film all the way through. Focus depends on level of interest? Keen to communicate this – looking directly at the camera; emphasis – tells a story to illustrate; 'definitely'.</p>	
<p>Example from text (59) A: Well, <u>it means that I'm always thinking about things</u> ((writing)) <u>which is quite annoying</u> ((slight smile))</p> <p>N: Oh, Okay.</p> <p>A: Yeah. <u>Apart from that it's alright</u></p> <p>N: Is that something that...happens to you a lot that you feel like you've got lots of thoughts?</p>	<p>Subcategory EF Profile: busy mind/ bombarded by thoughts Fast and active mind – irritation and positive feeling about this - pride about this? He seems keen to communicate this eg moves chair nearer and looks at camera; Ability to think about lots of things quickly. Looking up when keen to communicate something that is important (and positive?); but looks down if more of a negative</p>	

<p>A: Mm, Yeah, <u>my mind keeps whirring about</u></p> <p>N: Mm, And What, what does that mean? How does that...</p> <p>A: <u>It's just working really fast</u> ((leans up in chair and looks to camera))</p> <p>N: And how does it affect you, when that happens?</p> <p>A: Er, So well, <u>sometimes I could be thinking about something and I might be getting somewhere with what I'm thinking about, but might be thinking about it really quick. And then I'll just do that, like, ((moves right hand across face to the right side)) I would go really fast and come to a stop. And then sometimes it helps. Because cos I can think about a lot of things quicker.</u> ((looking at camera))</p> <p>Example from text (105)</p> <p>N: sometimes you can go through a whole thought process, and it's really fast.</p> <p>A: Yeah</p> <p>N: And it can be really helpful.</p> <p>A: <u>Or very unhelpful</u> ((leans onto R hand, places R elbow on knee/ table?))</p> <p>Example from text (105)</p> <p>N: I could imagine you being good at thinking of those faster than other people may</p>	<p>connotation? Enjoying being able to present his sense of self/ attributes in his own words/ in a positive way?</p> <p>Emphasis about having more and faster ideas than other people – links with creativity But reiterates the negatives about this again - Accepts that having lots of ideas affects his sleep and affects his ability to explore ideas more deeply and having clarity of thought. Identifies with the aspects of experience that relate to ADHD diagnosis</p>	
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be, because you've probably got ideas bouncing around all the time.

A: Yeah. ((Stretching both arms out to side and leaning backwards in chair))
Definitely ((Both hands behind his head and then leans forwards again, shifting in his seat, looking at camera))

N: But you said sometimes that your thinking gets in the way of other things like sleeping.

A: (unintelligible) ((looking at camera))

N: Is that true? Or from pursuing an idea

A: Yeah it does. ((leaning forwards, looking at camera))

N: [in depth]?

A: [It does] Mmhm

N: So could they be obstacles, sometimes for not...

A: [yeah]

N: [clarity of] thought?

A: Yeah. ((looking at camera)). (3) ((Nodding))

Example from text (112)

N: We wondered didn't we, whether that's one of the reasons that you feel like your brains always whirring

Identifies with having an active mind – curiosity

<p>because you're questioning everything and you're not...</p> <p>A: that's probably true. ((looking to camera – chewing)) <u>I'm always doing that</u> (3)</p>		
<p>Example from text (130) A: [I, I] <u>don't think it's too important</u> [to be honest]</p> <p>N: [OK]</p> <p>A: I, I, Cos <u>the way I see it is when I got told I had it</u> ((looking up to R and then at camera)) <u>I'm the exact same person that I was before I got told that I had it.</u> It don't change me as a person ((looks to L))</p> <p>Example from text (133) A: <u>I think it's just a word</u> ((rocks back in chair and looks directly at camera – mouth set, jiggles R knee)) <u>Bunch of letters</u> ((looks to L, chewing, shakes head, shrugs)) <u>don't [make any]</u></p> <p>A: <u>difference to me.</u> [I ju..] ((looking forwards and slightly downwards))</p> <p>N: [yeah]</p> <p>A: even ((shrugs, shakes head and looks to L)) <u>it makes no difference to me</u> ((looks upwards, chews))</p> <p>Example from text (134) A: Well ((chewing, looking downwards and then raising head as speaks, looking slightly downwards to R)) <u>it</u></p>	<p>Subcategory: He is not defined by the ADHD diagnosis; it has not changed him – element of choice about how it affects you</p> <p>Lots of change of eye gaze as talking – indicating intense thought process/ engagement? Softens message using 'too', 'to be honest' – perhaps we have built rapport and he feels less defensive?/ awareness that this is his own view and that other people's views might be different?</p> <p>A communicates the insignificance of the diagnosis to him through language 'just a word' Emphasis of this idea: bunch of letters...makes no difference to me' and non-verbal cues eg mouth set, looking at camera, shaking head, shrug – seems to be conveying negative affect towards the imposition of the label.</p>	

<p><u>depends how you let it affect you</u> ((jiggling R knee throughout, then looks directly at camera, chewing))</p> <p>Example from text (137) A: <u>Then when people get a label put on their head it puts ideas into their head that they are different to everyone and it's bad for people's self esteem.</u> ((shrugs, looks upwards towards camera, slightly below it)) I mean I'm lucky I'm not, like that. ((light shrug, shakes head, looks towards camera)) <u>I don't really care what people think of me</u> anyway, so, yeah ((looks downwards))</p>	<p>Irrelevant to his identity – as long as you don't let it affect you: Only aspect of control is how you respond to this diagnosis</p> <p>Maintained self-esteem by refusing to be affected by ADHD diagnosis – feels lucky to have been able to have chosen this approach.</p>	
<p>Example from text (131) A: <u>it just changes the label on my</u> ((looks slightly to R and downwards)) <u>head.</u> ((looks down and to the L)) <u>It just changes what other people think about you instead of what you think about yourself</u> ((looks upwards))</p>	<p>Subcategory: ADHD diagnosis changes other people's expectations and perceptions</p>	
<p>Example from text (132) A: and then it'll change what, <u>depending on what type of person someone is,</u> ((still looking upwards)) <u>it'll change what they</u> ((looking up to R)) <u>think about themselves</u> as well because of <u>what other people think about them</u> because of, <u>it's unrealistic cos they're the exact same person as they were before.</u></p> <p>N: That seems a really sensible way of thinking</p>	<p>Subcategory: ADHD diagnosis changes other people's expectations and perceptions which can impact on self-esteem/ identity</p> <p>ADHD diagnosis might change what you think of yourself because of what other people think of them/ expect of them</p> <p>The ADHD diagnosis might change some people's self-identity for example if they</p>	

<p>about it to me. So for you it's not made much difference because you don't change your mind about how you see yourself based on other people's views anyway?</p> <p>A: <u>No</u> ((looks to R and turns head to R, then back to front then looks down))</p> <p>Example from text (136) A Yeah, <u>yeah</u> ((sits up in chair, looks to R, chair legs bang)) it all depends on how you let it affect you ((leans forwards and looks at camera, rocks forwards and then back in seat and looks to R, then leans back in chair, looks to R, arms down and behind, arches back, chewing, looks to camera))</p> <p>N: Yeah, and I mean, you probably already know lots of people with a similar label who've gone on to achieve all sorts of great things because their brains work like [that. And actually]</p> <p>A: [Yeah but I always think] I <u>know loads of people who have let it</u> ((looking at screen)) <u>affect them in the wrong way</u> ((leans forwards onto knees, chair legs bang, looks to camera)) <u>and it's</u> ((looking downwards)) <u>negative to them</u> ((shrugs, looking downwards)) <u>it just depends on the specific type of person and how their head works</u> ((still looking down to R; (looks back to camera))</p>	<p>are affected by how other people see them The ADHD is a label that might change what other people think about him but he is not affected by this. Self-reliance; self-belief – not affected by others' opinions. changing eye gaze and body position, rocking on chair – as thinking/ verbalising ideas.</p> <p>ADHD diagnosis might make people feel different; can be affected by other people and this can reduce self-esteem. Focus on strengths. ADHD diagnosis can make people feel different to others and decrease self-esteem. Reiterates idea that people have a choice how to respond to the diagnosis. Maintained self-esteem by refusing to be affected by ADHD diagnosis – feels lucky to have been able to have chosen this approach – sees this strength as intrinsic part of self, emphasising self-reliance. Non-verbal cues reinforce his reluctance to be affected by the diagnosis eg shrugging, shakes head; and language eg 'don't really care'.</p>	
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<p>Example from text (137) A: <u>Then when people get a label put on their head it puts ideas into their head that they are different to everyone and it's bad for people's self esteem.</u> ((shrugs, looks upwards towards camera, slightly below it))</p>	<p>If people become affected by being labelled it can make them feel different, less and reduce self-esteem.</p> <p>A does not credit anyone else for his attitude/ ability not to be defined by the diagnosis – self reliance.</p>	
<p>Example from text (134) <u>I can't do anything about it</u> ((Looks up and to R)) <u>so I just get on.</u></p>	<p>Subcategory: ADHD diagnosis imposed The diagnosis has been imposed on him – he ignores it. Element of choice about how to feel about it – aspect of control; self-reliance; rejection of people in power. A has no power in relation to being given the diagnosis.</p>	
<p>Example from text (135) A: Because some people will take it as ((looks up to R)) like what <u>everybody sees me as this kid with a label on my head of I've got something wrong with my brain, but</u> ((still looking up to R)) they haven't, <u>they've been like that the whole time, nothing's changed now that you've told that you've got something, nothing, being told</u> ((looking up and eyes to L)) <u>that you've got ADHD doesn't change what goes on in your brain. It works the</u></p>	<p>Subcategory: ADHD diagnosis indicates difference not deficit There is nothing wrong with his brain –people's brains work differently. Sju: Use of language to generalise so relates to other people not just himself – strongly-held opinion; indicates lots of thinking around this topic. The ADHD is a label that might change what other people think about him but he is not affected by this.</p>	

<p><u>same</u>. ((chewing, looks back to front))</p> <p>N: are those ways of thinking a problem anyway? Are they, something wrong with your brain [or is it]</p> <p>A: <u>[No]</u></p> <p>N: just a different [way of thinking?]</p> <p>A: [It is] ((eyes looking to L)) I, <u>I don't think it</u> ((head and eyes to L)) <u>should be seen as something that's wrong with you, I think it should be seen</u> ((head and eyes back to front)) <u>as something different</u> ((nods and then head to R))</p> <p>Example from text (137) A: <u>I don't think there should be a label for one way of someone, that someone's brain works, I think that everyone's brain works differently.</u> ((chewing and looking downwards))</p> <p>N: Mm</p> <p>A: <u>I don't think it should be seen as a negative having something like ADHD or having ASD because it's not, it's just a different way of thinking.</u> ((looking downwards throughout))...</p>	<p>Self-reliance; self-belief – not affected by others' opinions. Emphasising the way it can have a negative impact on some people – element of choice; oppression See above – non-deficit model. Expands opinion – meta-awareness and meta-cognition.</p> <p>All people are different Does not think people should be labelled – everyone's brains work differently. Differences should not be labelled as deficits.</p>	
<p>Principal sentences</p>	<p>Overarching Category: Justice</p>	<p>Comments</p>
<p>Example from text (53) N: Okay, what about this one? This is about being wise, having a wise perspective on things.</p>	<p>Subcategory: Importance of being able to see other people's perspectives</p>	<p>Comments relate across subcategories Sense of fairness and self-protection: repays kindness but will not be</p>

<p>A: Er (leans back and looks at camera, slightly sideways as if uncertain) Well <u>I do look at things from different perspectives</u> ((writing))</p> <p>N: Mm. That sounds like being wise.</p> <p>A: Probably <u>yeah</u> ((writing))</p> <p>N: Can you give me an example of that?</p> <p>A: I dunno – ((writing)) it's just <u>looking at something from another person's perspective.</u></p> <p>N: Mm</p> <p>A: <u>Seeing how it'd be like if you were them</u></p>	<p>Uncertain at first then accepts it as a strength when he has considered the question – again writing helps him to think. A's interpretation of 'wisdom' is linked to empathy/ seeing other perspectives Identity: 'mind-reading'; empathy and being wise.</p>	<p>taken advantage of – self-protective - expects kindness to lead to people being kind back (126). Unfairness towards people he cares about triggers anger. Sense of control – people have to prove themselves; response to ADHD diagnosis: taking back power from those who can hurt him (130, 132, 134, 135, 136). Being misunderstood – links to self-reliance. sense of feeling let down by adults - lack of trust in others ie self-preservation by not conveying feelings – preventing being hurt?; feeling let down due to outcomes - reluctance now to expect best outcomes to avoid disappointment.</p>
<p>Example from text (117) A: ((looking at camera)) [I, I, I'm always like that] <u>people'll be like 'you're not listening are you?'</u> ((looking downwards)) and I, <u>I'll just tell them everything they just said</u> ((looking at camera))</p> <p>Example from text (118) A: Yeah ((looks to the R)). Cos <u>people'll think</u> ((turning towards camera as speaking)) <u>I'm doing things to be an idiot</u> but, I'm not (1)</p> <p>Example from text (130-131) A: I, I, Cos <u>the way I see it is when I got told I had it</u> ((looking up to R and then at camera)) <u>I'm the exact same</u></p>	<p>Subcategory: Being misunderstood – people making assumptions People misunderstanding and making assumptions: people thinking he isn't listening/ assuming he is not focused if he is not looking/ if he is doing something else eg doodling</p> <p>Being misunderstood – A offers this spontaneously – linking to the idea of the importance of using words to help people understand him</p> <p>Taking back power from medical discourse - Lots of change of eye gaze as</p>	<p>Sense of betrayal by adults and need to mistrust them to protect self; reluctance to rely on others for happiness/ having expectations met. Reluctance to forgive due to sense of mistrust – preventing people from hurting him. Places an importance on having voice heard. Will speak when needs to – not afraid of being heard – links with ID3; not concerned with other people's view of him. Equally he is unwilling to verbalise feelings at times. Hopefulness/ Realistic expectations so not disappointed/ hurt – self-protection; control.</p>

<p><u>person that I was before I got told that I had it.</u> It don't change me as a person ((looks to L)), <u>it just changes the label on my</u> ((looks slightly to R and downwards)) <u>head.</u> ((looks down and to the L))</p>	<p>talking – indicating intense thought process/ engagement?</p>	
<p>Example from text (61) N: This is a good one, fairness, having just...justice, and equity. Is that something that's important to you? A: Um ((leans back in chair, puts hands behind head)) <u>Yeah. Definitely,</u> I'd say N: Have you got any examples of that, with your friends or family or...? A: ((stretching back, strained voice)) not really. [But <u>like</u> <u>everything to be equal</u> ((leaning forward again, right upper lip raised)) Example from text (89) Are there certain triggers that you've noticed that bring anger in the way or...? A: Yeah, probably <u>when people say things about people I like</u> ((looking to R and slightly below camera)) N: Say things that aren't [very nice] A: [or} N: [Yeah] A: or <u>when people are unfair</u></p>	<p>Subcategory: People to be fairly treated/ treated equally</p> <p>Accepts this as a strength straight away with emphasis.</p> <p>Unfairness and unkindness make him angry</p>	

<p>N: Yeah, well you said, you said being fair, and justice was an important thing to your sense of self. So I can imagine [that]</p> <p>A: [yeah] ((shifting in seat, arms between knees, looks below camera, purses mouth))</p> <p>Example from text (57)</p> <p>N: Are there any other situations where you're good at that then (being a good leader), that aren't sport?</p> <p>A: Not really, I don't, <u>I'm not really in any other situations cos at school there's no one really else that goes to my school, there's like two other kids</u> ((writing)). ((looks to camera)) So school's (Unintelligible) so yeah ((writing))</p>	<p>Lack of opportunity to demonstrate leadership due to decisions made by adults about his educational setting; tension between opportunity and developing strengths</p>	
<p>Example from text (93)</p> <p>N: Mm. Who, who was it, the people in power? Which people which types of jobs were they doing in the School?</p> <p>A: <u>Head of Behaviour</u></p> <p>N: Mm. And so what do you think...What could have been in place of that obstacle, that person could have done that would have made it better?</p> <p>A: Just ...<u>them sticking by their word</u>.</p> <p>N: So you feel that they'd sort of said things and then,</p>	<p>Subcategory: Injustice at school: Adults not keeping to their word</p> <p>Head of Behaviour created a principle obstacle because he did not keep his promise</p> <p>Emphasis: definitely; Feeling rejected and betrayed – hurt. He had been told he could have a new start in Y8 but then was excluded without having done anything else wrong</p> <p>Was going to say 'chucked me out'? – using language to create impact; 'for nothing' – emphasises injustice and lack of</p>	

<p>didn't keep keep to their [promise?]</p> <p>A: [Yeah]. Definitely. ((looks downwards))</p> <p>N: So it sounds like you felt that they let you down somehow.</p> <p>A: Well, <u>they'd said, that I could have a new start</u> ((looking slightly down to the R)) <u>and then ch, kicked me out</u> (looking towards the camera)</p> <p>N: Mm</p> <p>A: <u>for nothing.</u></p> <p>A: [well,] <u>They said I could have new start in year 8 and then in the year 7 to year 8 holidays</u> ((looking downwards)), <u>some kid's dad came round to my house and started threatening my family</u> ((looking down and to camera)) <u>and then he rang the school, telling them that I was doing things wrong, so then I was kicked out for it.</u> ((looking to camera and slightly to the R))</p> <p>N: Oh! ((tut))</p> <p>A: And ((looks to R then back, chair legs bang on floor)) <u>I didn't even go back for a day.</u> But they said I could have a new start in the new year and then they, didn't let me go back.</p>	<p>communication about reasons</p> <p>(more detail given) – the decision was taken in the summer holidays when he was not at school 'some kid's dad' – sense of disconnection; no significance to him/ no emotional relationship – denial of any interaction between them – linking to injustice of the accusation and the way that this person was listened to but A was not heard.</p> <p>Powerlessness; not being heard/ disregarded</p> <p>Feelings of rejection, betrayal, hurt</p> <p>'didn't even go back for a day' – felt completely cast away – not even any interest in saying goodbye to him; not being asked his opinion/ disregarded</p>	
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N: Oh, that does sound like it was really not what they'd, they didn't keep to what they said at all then?

A: Mm, I know. ((chair legs banging on floor))

N: So I can see how that felt like that person there with all the power has got in the way of your path haven't they? I can see how then you'd feel very angry.

A: Yeah. ((Looks to camera and then slowly round to R))

N: It feels as well as though you didn't feel people talked to you properly or asked you, asked you your opinions properly.

A: Mm. ((looking down)) No one ever really has ((looking to camera, chewing, nodding)).

Example from text (64)

A: If you ba..if you get in your head that something's gonna happen, ((looks to left)) then it don't happen, then it's a lot worse than just not thinking it's gonna happen in the first place. ((looks at camera))

Example from text (106)

N: And what what helps you A in terms of, so in your life, what helps you um, get over those obstacles of thinking too fast or thinking too much?

Feeling let down by others/ outcomes – Identity: Sense of control: reluctance to rely on others for happiness/ having expectations met' reluctance to expect best outcomes to avoid disappointment.

Letting go of things you cannot control

<p>A: I <u>don't</u> really <u>get over it</u>, I <u>just deal with</u> it. ((looking up at camera))</p> <p>N: What helps you deal with it?</p> <p>A: Just <u>knowing that there's nothing I can do about it</u>, so I <u>have to get on with it</u>.</p> <p>Example from text</p>		
Principal sentences	Overarching Category: Experience of School	Comments
<p>Example from text (29) N: Okay. Um, have you had any teachers that stuck out in your mind as being really important to you in the past?</p> <p>A: <u>No</u></p> <p>N: Not at all? Not at primary even? There were none that stuck out?</p> <p>A: <u>No</u></p> <p>N: Or TAs, any support staff or anything? No.</p> <p>A: <u>No.</u></p> <p>Example from text (39) N: Are there situations at school? Why you sometimes feel you've got to be brave?</p> <p>A: <u>No</u> ((rocking on chair))</p> <p>Example from text (50) N: Is it ... have people at school ever helped you</p>	<p>Subcategory: School has not been positive/supportive</p> <p>Rejects all adults as important figures to him in school</p> <p>Rejects needing courage at school – does he reject anything positive about himself in relation to school? – or wants to feel in control at school so rejects needing to be brave?</p> <p>Emphasising self-sufficiency/ feeling let down/ unsupported by adults?</p>	<p>Comments relate across subcategories</p>

<p>develop that (self control/ emotional regulation) skill? Or is it something that you've done on your own? Or do you think your parents have helped you? Or...</p> <p>A: I'd say <u>On my own</u> ((writing))</p> <p>Example from text (72) N: Is there any adults that'll help you with your GCSEs that are going to be important?</p> <p>A: <u>Probably not</u> ((stretches back, leaned forward, smile, arms on desk))</p> <p>N: No, you feel it's more down to you, to do all that work</p> <p>A: <u>Yeah</u> (nods, leans on desk)</p> <p>N: There's not things that they put in place in school that help?</p> <p>A: Um (rocking on chair) <u>some things</u>.</p> <p>N: Yeah?</p> <p>A: Depends what (looks to right of camera)</p> <p>N: Like, like what?</p> <p>A: <u>I don't know</u>, looking down to front/ paper. I'm not sure to be honest. (looking below camera, then to right of camera, clicking pen)</p>	<p>Enjoying his clarity about this – ie not including anyone from school/ other adults in life (even in relation to achieving GCSEs) ie smiling, shaking head, Identity: Self-reliance and mistrust of adults in life; sense of betrayal by adults and need to mistrust them</p> <p>Use of 'probably not' instead of 'no': to soften the language?? To show reflection/ consideration about what he is saying.</p> <p>Reticence when talking about school – does not want to elaborate; body lang shows less engagement ie rocking on chair, not looking at camera, lack of interest in reflecting further – ends dialogue eg 'I'm not sure to be honest'.</p>	
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<p>Example from text (93) N: Have there been people in I don't know say schools before that have got in the way of you achieving what you know you can achieve?</p> <p>A: Yeah. <u>Yeah</u></p> <p>N: What sorts of things have they done, to...?</p> <p>A: <u>Kicked me out... of school</u> (A had been permanently excluded)</p> <p>N: And, how did that, What did that make you feel about that person or the school or ...</p> <p>A: <u>Hated them</u> ((looked into camera))...[s..]</p> <p>Example from text (93) N: [And did that] those types of people that rejected you ...When did they start [to become...]</p> <p>A: [When I first] When I first went to secondary school ((looking down))</p> <p>Example from text (93) N: And were there any times where they weren't, In the way so much?</p> <p>A: Um, Just <u>not getting involved.</u> ((looking at camera)) (3)</p> <p>N: Say that again A.</p>	<p>People in power at school as obstacles - linked to being rejected/ injustice – leading to disengagement from school?.</p> <p>Initially had not been interested in engaging with this until a more specific question was asked which related to a topic which he feels strongly about – ‘yeah, yeah’ – emphasis – piqued his interest</p> <p>Links with Self-reliance: protecting himself from others; he sees himself as projecting a defensive attitude to prevent people from deterring him/ hurting him</p> <p>Direct language for impact – not softened (‘kicked me out’; ‘hated them’). Looking directly at camera for emphasis and to indicate passionate.He hated the school staff – injustice about how he was treated?</p> <p>Rejection/ betrayal causing emotional disconnection – he no longer identifies with the school or the relationships there.</p> <p>People in school became an obstacle in secondary school</p> <p>Adults in school only stopped being an obstacle/ a problem when they</p>	
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<p>A: <u>When they stopped getting involved</u> See justice section for more details</p>	<p>backed off/ ended their involvement with him Power imbalance: Powerless to prevent them being an obstacle/ negative force for him whilst he was at school – unfairly treated as no way of being heard. Took back control by disengaging from them.</p>	
<p>Example from text (55) This one says love of learning. Do you like learning new things?</p> <p>A: Er. <u>It depends what.</u> ((sitting up and looking to left of camera))</p> <p>N: Okay, so give me an example. What do you like learning?</p> <p>A: Er, ((looks to camera, leans back, arms behind head, hands at back of neck)) <u>things that I see the point in. [If I don't see the point] in something I just won't do it</u></p> <p>N: [So], So from what you've said, it might be things like sport or engineering ((looks up to right as moves body forwards again, slight smile, nods head))</p> <p>A: <u>Things that are practical and I'll use again</u> ((looks to camera, picks up drink)) [but that] ((takes lid off, drinks, looking at camera))</p>	<p>Subcategory: learning needs to be applicable/ relevant/ linked to interests</p> <p>Enjoys learning when he sees the point in knowing it; Interest/ enjoyment learning about practical things that he will use in the future; complicated, detailed subject matter in maths and English will not be relevant to him</p> <p>Enjoying being able to give voice to these ideas about himself</p> <p>Engagement only in things that he considers to be directly important to him</p> <p>Identity: Rejection of engagement/ interest/ enjoyment of things imposed by people in power – sense of pride about this?</p> <p>Use of the word 'even' – to convey sense of impatience/ imposition of this.</p> <p>Body language – asserting negative view of learning these things</p>	

N: So what things in school for example, have you struggled to see a point in?

A: ((looking to left, shaking head slightly, putting lid on bottle, looking to camera)) Like...sh..((puts bottle down to left, looking downwards below camera)) All the really complicated stuff in English and Maths that you'll never even use in your life ((looks to camera then to paper))

N: Yeah.

A: Like I get that some of it, you're going to use again, but you don't with all of it, ((looking below camera)) so yeah ((looks up to right of camera, shakes pen in right hand))

Example from text (115)

A: No. Well, when I really want something, I won't let anything (looking at camera) distract me.

N: Yeah. Cos maybe those other thoughts don't come in so much cos you're so interested in the thing that you're doing?

A: Yeah

N: And I suppose the obstacles, are, are some, are the times where you, you're supposed to be being focused on the things that you're not always going to be that interested in at the time

Will not be distracted if something is very important to A; Distractions can be managed when he really wants to do something
Sense of having to actively prevent distractions getting in the way; idea of taking control of them

<p>A: Mm</p> <p>N: and that often happens at school doesn't it?</p> <p>A: <u>Yeah</u>. Definitely.</p>		
<p>Example from text (57)</p> <p>N: Mm, Yeah, that sounds good. Are there any other situations where you're good at that then that aren't sport?</p> <p>A: Not really, I don't, <u>I'm not really in any other situations</u> cos at school there's no one really else <u>that goes to my school, there's like two other kids</u> ((writing)). ((looks to camera)) So school's (Unintelligible) so yeah ((writing))</p>	<p>Subcategory: Lack of opportunity to demonstrate and develop strengths at school</p> <p>No opportunities in school to demonstrate leadership; negativity towards current school (AP) and lack of opportunities to interact with more people/ for leadership; 'two other kids' – dismissive?/ unhappy with constraints of AP/ lack of opportunity for fulfilment?</p>	
<p>Example from text (87)</p> <p>A: Mm, <u>I don't really know because I've haven't been in a mainstream class for two years</u>. So <u>I can't really remember what it was like being distracted</u>. ((Leaning back on chair – looking towards camera))</p> <p>Example from text (90)</p> <p>N: And what about these other emotions? Like feeling anxious or overwhelmed?</p> <p>A: Um ((leaning back in chair, arms stretched out to towards floor on either side, breath in as stretches backwards and bends L arm so hand stretches behind L shoulder)) Er, <u>I don't really get anxious</u>. ((leans forwards again and R hand in pocket; (4) fiddles with something in</p>	<p>Subcategory: Disconnection from school/ being misjudged</p> <p>He does not identify with being in mainstream school – he has disengaged due to feeling rejected/ betrayed.</p> <p>Considering anxiety and fear as obstacles (to achieving GCSEs and getting to Sixth Form)</p> <p>Lack of fear, rejects the idea of getting anxious; might indicate lack of emotional connection with school</p>	

<p>R pocket, chair legs banging on floor))</p> <p>Example from text (91) N: What about being overwhelmed like that guy at the bottom, where things just seem too much. (3)</p> <p>A: No, not really. <u>No</u> ((chewing, looking towards camera))</p> <p>N: You don't feel like that?</p> <p>A: <u>No</u> ((Looking downwards))</p> <p>N: Does that mean that when you do feel a bit like that, it comes out in terms of anger?</p> <p>A: <u>Probably</u>. ((looks at camera, chewing))</p> <p>Example from text (37) N: And I'm wondering if there's things that you found that help in that situation so I know some people for example find it helps when they just have a short time that they've got to be focused, maybe 15 minutes and then they can go to stretch their legs or something like that?</p> <p>A: Not really ((looking down and to the R)) I, <u>I don't find anything</u></p> <p>N: You haven't found anything like that?</p> <p>A: <u>No</u> ((looks up to screen, chewing, breathes in, sits back in chair stretching arms</p>	<p>Considering feeling overwhelmed as an obstacle (to achieving GCSEs and getting to Sixth Form)</p> <p>Rejects the idea of feeling overwhelmed. Links back to anger – feeling overwhelmed is expressed as anger. Anger as an obstacle reiterated; switching off to school?</p> <p>At first A says no strategies help to reduce distractions; not engaged with this topic – perhaps because it relates to school experience?/ we have already discussed it? Eg breathing in, lots of movement - goes on to really engage with this when we talk about strategies that I have observed him to use</p>	
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<p>out and down to side; bending arms and putting hands behind head))</p> <p>Example from text (117)</p> <p>A: ((looking at camera)) [I, I, I'm always like that] <u>people'll be like 'you're not listening are you?'</u> ((looking downwards)) and I, <u>I'll just tell them everything they just said</u> ((looking at camera))</p> <p>N: Yeah</p> <p>A: Mm</p> <p>N: And I suppose, in terms of that, you know you said about people misunderstanding you, and that's been a big obstacle for you, because then they don't treat you fairly</p> <p>A: ((looking downwards)) <u>Yeah</u></p> <p>N: One of the big ways then of overcoming that, sounds as though it's about you being able to communicate that some of the things that you do don't mean that you're not listening, or don't mean that you're not focused or don't mean that you're not bothered</p> <p>A: <u>Yeah</u></p> <p>N: It actually is ways of being bothered and being [focused]</p> <p>A: [Definitely] ((looking downwards)). Yeah ((sitting</p>	<p>People thinking he isn't listening/ assuming he is not focused if he is not looking/ if he is doing something else eg doodling – being misunderstood; people making assumptions – challenging people – links to self-reliance; self-protection.</p> <p>Being a good listener when able to be active – important for people to understand this about him</p> <p>Demonstrating agreement with this perspective through verbal language – repetition (trying hard to verbalise; can't get words out quickly enough), interrupting the end of the question due to enthusiasm/ giving an example; body language looking at camera.</p> <p>Emphasis through verbal language and non-verbal cues eg looking at camera, nodding</p> <p>Although an aspect of identity is self-protection and self-reliance, A's non-verbal cues suggest he is eager to be understood ie connection with others is important despite distrust</p>	
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up and looking at camera, nod))		
Principal sentences	Overarching Category: Future Identity	Comments
<p>Example from text (69) N: So if we just look at the front wheel of your bike, so the front wheel is, on there you could, we can put – it's up to you, you don't have to write, places that are going to be important to you in the future, or events that are going to be important. So what would you say is going to be important to you going forward</p> <p>A: Um, <u>rugby events, cricket events</u>, er, <u>GCSEs</u>, ((rocking on chair)), hopefully <u>going in sixth form</u> ((looks down to right)), things like that?</p>	<p>Subcategory: Sport</p>	<p>Comments relate across subcategories</p>
<p>Example from text (37) N: It says creativity. Is that something that (2) [you think you're good at or not?]</p> <p>A: [<u>Probably</u>] ((doodling))</p> <p>N: Yeah? so what sort of creative things are you into?</p> <p>A: <u>I like (.) engineering</u> ((leans back and then rests cheek on right hand folded with fingers down, then leans back and rubs hand over face))</p> <p>A: <u>Yeah.</u> ((leans back, puts hands behind head, then to back of neck, looks straight at the camera)) <u>I like engineering</u> ((leans forwards and puts elbows on desk with hands still round back of neck. Rubs back of hands</p>	<p>Subcategory: Creativity; Engineering Single word responses but engaging – no pauses/ need to repeat questions</p>	

over cheeks, eyes then leans face on hands folded with fingers down))

Example from text (37)

A: I like (.) DT ((looks down hands still on cheeks))

N: DT, Yeah. [What's]

A: [yeah]

N: the project that you most like that you've achieved in DT?

A: Er ((Looking up above camera)) I don't really know, Probably making a metal chess piece

N: Oh, fantastic. How, what metal did you make it out of?

A: Er, steel alloy ((looking up to right of camera))

N: And which piece did you make?

A: Er, Bishop?

N: Did you have... like a...er...a mould that you used to..

A: Lathe

N: Oh Right. Wow. So it was like sculpting it?

A Er, yeah.

N: Yeah. Well, that sounds good. And is that the type of creative activity you like? So rather than drawing or doing anything on paper, you like to

<p>do something that's practical?</p> <p>A: <u>Yeah.</u></p> <p>Example from text (95) N: Mm, But you've got loads of other things as well. So, you're creative, aren't you? So you've got some skills that you want to use in your life and you want to pursue DT and engineering.</p> <p>A: <u>Yeah</u> ((looking to R and nodding))</p> <p>Example from text (71) N: Mm. And what would you want to do after that in your life? Any other goals or ambitions?</p> <p>A: ((looked to left, wiggling and clicking pen)) <u>start my own business up</u></p> <p>N: Yeah, would you?</p> <p>A: ((look to camera, clicking and wiggling pen))</p> <p>N: What would you, have you got any ideas? Would it be linked to engineering or...?</p> <p>A: ((nodding, picked up bottle, leaned back on chair, slight smile)) <u>Yeah</u></p>		
<p>Example from text (70) N: Yeah, is there anywhere else that will be important to you or any other things that you want to achieve in the future maybe, looking ahead even [further than] ((rocking on chair))</p>	<p>Subcategory: travelling Attracted to the adventure activities in NZ: links with aspect of identity: being courageous and having vitality.</p>	

A: [I wanna go] travelling at some point ((scratching left ear with right hand and looking at camera))

N: Mm, where would you go?

A: Erm ((scratching left ear with right hand)) I don't even know ((looking down to right)) actually, yeah, I, I, probably New Zealand, I wanna go to New Zealand, I wanna go er Japan, ((looking down to right)) I wanna go, to ((wiggling pen)) er like Maldives and Caribbean ((looks at camera))

N: Wow – that's a good list. What attracts you to New Zealand?

A: ((clicks pen – looks down to right)) all of the adventure, and the stuff you can do

Example from text (100)

N: Okay, well, one of the other things on your wheel was travelling, you want to go travelling don't go to New Zealand, especially because it's got loads of adventure type activities. So thinking about that, then whenever you decide to go, what are some of the obstacles that might get in the way of that plan?

A: Mm, Corona ((Looking down, then forwards to R))
(2) Er, money ((looking at camera)).

<p>Example from text (103)</p> <p>N: Are there any other people that could stop you from doing that (travelling to New Zealand)?</p> <p>A: <u>No</u></p> <p>N: Any other relationships or...</p> <p>A: No ((shaking head, leaning back, sighing)). <u>I won't</u> really <u>let anyone stop me.</u></p> <p>N: and there's nothing like emotions that could get in the way of that or...</p> <p>A: <u>No</u> ((leaning back in chair and shaking head, pulls cap up using peak))</p>		
<p>Example from text (71)</p> <p>N: Mm. And what would you want to do after that in your life? Any other goals or ambitions?</p> <p>A: ((looked to left, wiggling and clicking pen)) <u>start my own business up...</u></p> <p>N: What would you, have you got any ideas? Would it be linked to engineering or...?</p> <p>A: ((nodding, picked up bottle, leaned back on chair, slight smile)) <u>Yeah</u></p>	<p>Subcategory: Starting up his own business</p> <p>Non-verbal cues indicate pleasure at thinking about this point in his life?; idea of independence?</p>	

<p>Example from text (101)</p> <p>N: What would fit with your sense of identity better your sense of self? What would fit with you?</p> <p>A: Well, <u>it depends if it's just for a bit of money, might labour</u> or something, ((looking downwards and slightly to L)) but <u>if it's long term then something completely, completely different.</u></p>	<p>Subcategory: Temporary work</p> <p>Working to earn money: labouring to overcome challenges to travelling – links to theme of justice/ realistic aspirations/ hopes</p>	
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Appendix 19: Categorical-Content Table for Ben

Colour Key: Relating to overarching themes:

- Medical Context
- Educational Context
- Relating to connection
- Being reflective and responsive
- Humour
- Future goals and dreams
- Empowerment

Principal sentences	Overarching Category: Humorous Self	Comments
<p>Example from text (2) M: Yeah, it was quite a long time ago – we went to see family - we've got family over there haven't we? ((head to front to look at screen, nods, neutral face)) And then we did lots of other trips into the rain forest ((slight nod, turns head to mum, smiles)) and [swam in the Great Barrier Reef] B: [Yeah] [I remember that, I remember that] M: [you remember those] B: I didn't remember the rainforest ((slight laugh, puts both hands to face, turns head to front)) ((M laughs))</p> <p>Example from text (2) B: <u>Saw a shark</u> ((slight laugh)) N: Gosh! B: <u>You didn't think it was a shark</u> ((looks at M then away to R, broad smile, slight laugh)) M: I didn't think it was a shark - I said 'they wouldn't let us swim with sharks'! (laughs) But it was a shark. N: Not one that might eat you then, I assume? B: <u>No</u>, no, N: No B: <u>A vegan shark</u> ((turns head to look at screen briefly, smiling, then towards L still smiling)) ((M laughing))</p>	<p>Subcategory: Humour used to connect</p> <p>Laughing at himself not remembering anything (about such an amazing holiday) humour between M and B helps to get the conversation going. Fab: Vegan shark – evidence of B enjoying using humour to make M/ other people laugh</p> <p>Identity: Humour: (5) Describing it as being like paintball when there are no paintballs strikes B as funny – irony of this makes him laugh</p>	<p>Comments relate across subcategories</p> <p>Sense of humour is an important aspect of B's identity from the start – he enjoys making his M laugh – lots of eye contact when they laugh together Humour is used for a variety of purposes which create the subthemes: To connect with people (mum in the conversations we shared) To belittle himself/ minimise his capability and power To shift the focus from himself To diffuse emotion: He seems to use humour to diffuse tension or emotional charge or to move away from topics that he feels less comfortable with.</p> <p>Having a good sense of humour is an aspect of B's identity which is noticed and valued by other people. I wondered if B has developed this aspect of himself as a way of reducing pressure (by shifting the focus away from himself and minimising his own power/ impact) so that the expectations of himself and others are managed and he</p>

<p>Example from text (5) B: <u>Like paintball</u>, ((looks far away to L)) <u>but not paint balls</u>. ((looks at M and laughs as talks, then back L of screen to corner of room))</p> <p>Example from text (7) B: <u>The sleeping probably</u> ((looks to L, smiles when M laughs, then looks down, smiling)) M: (((laughs))) B: <u>[The actual walk] wasn't great. ((looking down, smiling))</u></p> <p>Example from text (8) B: <u>When you get the tent up</u> ((looking down, nods for emphasis on 'when...up')) M: Yeah (((M laughs))) [[unintell]] ((looking down, smiling))</p> <p>Example from text (18) B: But <u>now I've two current dogs. Very small.</u> ((looks to L, slight smile, jiggling head as talks)) N: Have you? B: <u>Very loud</u> ((smiles, nods as speaks)) (M and N laugh) B: <u>Duke gets called Rocky, Roxy gets called Duke, it's all over the place!</u> ((all laughing, B looks to L with broad smile)) N: Well, do you ever get called Rock? Rocky, or Roxy then? ((B and M laughing)) B: <u>I have been before, yeah, When my dad calls me, he'll go, Rocky, B!</u></p>	<p>(7) makes mum laugh</p> <p>Narratives shared between M and B – make B feel safe; able to use humour; validated. (eg 8)</p> <p>(18) <u>Identity</u>: Humour Lots of laughter in relation to his two dogs; their names; getting names muddled up – family narratives.</p>	<p>is able to avoid setting himself up to fail. Another purpose for this aspect of his identity could be to reduce emotional tension for other people – during our conversations, there were times when B's use of humour helped to lighten the atmosphere/ help his mum re-engage – has he become skilled at this because it can be positive for other people/ help to reduce intensity?</p>
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((nodding and laughing, looking to R, shakes head as smiles))

Example from text (30)

B: Yeah ((laughs and nods, looks at M then to the front, M laughing too))

M: Yeah

B: Specially as a kid. ((still nodding, laughing, looks to M))

(M laughing)

B: Why? ((looking at M, has a drink)) why?

N: Yeah ((laughs))

M: Yeah, We always joke about that, because he used to be, but why. ((looking at M intermittently and laughing)) But why? And then I'd answer, but why? And then I'd answer; But why?

((all laugh))

Example from text (34)

N: Are you quite enthusiastic the way you approach things?

B: Yeah. What are you looking at me like that for? ((laughing as looks at M, with R hand raised for emphasis. Then looks to screen))

M: No reason! I just thought you might say 'depending on what it is'.

B: Well, yeah, depending on what it is, obviously. ((smiles, hands to head, looks upwards, rubs face)) But I'd say yeah, I try to be ((looks at M))

Example from text (59)

N: Do you have a particular family routine for Christmas? Do you have a particular time you all open presents

Family culture: Humour re family narratives

<p>together or is it? Does everyone open them in the morning separately? Or how does it work? B: (4) Um, I think that <u>separately isn't it?</u> ((looking at M)) M: Well who opens theirs first? B: I wonder ((look at each other smiling)) (3) er dad ((smiling at M)) B: No, I do</p>		
<p>Example from text (5) B: And I <u>took lessons for my Duke of Edinburgh.</u> N: Oh, Okay B: <u>and then... didn't do it anymore.</u> ((looks towards M, slight smile, slight laugh))</p> <p>Example from text (7) So what.. what did you, what do you like about that? What was it that you liked about the expedition? B: <u>The sleeping probably</u> ((looks to L, smiles when M laughs, then looks down, smiling))</p> <p>Example from text (19) B: <u>I know what you call me all the time: loud.</u> ((M and B laugh))</p> <p>Example from text (23) B: I <u>know a lot about some things</u> ((looking down, nods head as talks for emphasis on 'some', slight laugh)) M: OK. Well, I can name quite big list B. ((laughs)).</p> <p>Example from text (25)</p>	<p>Subcategory: Self-effacing humour</p> <p>Self-effacing humour relating to activities that he has done but stopped doing (due to anxiety? – has he been unable to continue with some things?)</p> <p>Denial of enjoying the expedition – just humour? Communicating that he had not liked doing the expedition (although later says he knew he could walk that far – hint that the barrier was social anxiety?) - makes his mum laugh. Identity: Uses humour sleeping best – rather than the walking – but he meant putting the tents up and the camping experience. When I attempted to probe this 'because it was with friends' – B refuted this by saying it was just because he was tired. (19)</p>	

<p>What about this one? self control. I think it says sorry, if you can't see. ((looks intently at screen to see card)) M: Self control and self discipline (1) Mmm ((B and M both laugh, B leans right down to the front, holding onto one of the arms of his chair, then sits up again smiling, looking to R))</p> <p>Example from text (27) B: ((both M and B laugh, B turns head right round to the L to look behind him then back to front and down)) Occasionally ((laughing)) <u>I wouldn't say sensible</u> ((laughing, looks at screen))</p> <p>Example from text (37) B: My room. That was... <u>my room</u>. I think that's a better M: Mm. B: [example] M: [Okay] N: What's your room like? B: Um. Messy (all laugh)</p> <p>Example from text (39) N: What about this one? Forgiveness? B: Yeah. Yeah. ((Neutral face, looking to L/ at screen)) N: You don't hold a grudge for very long? (4) B: Unless it works in my favour ((looking at M, both laugh, shakes head, laughing, looks to R, then to M again, then to R))</p> <p>Example from text (44) B: No. Well (2) I don't know, when I was walking down to</p>	<p>(23): modesty in his response to this so many things – 'some things'. Humour – identity – to respond to being told about his strengths</p> <p>Lots of laughter about the idea of B having self-control – use of humour.</p> <p>Fab: Boredom leads to not being sensible – rejects the idea of being sensible</p> <p>Deflects focus away from him? Stops the positive narrative about him? – does he feel uncomfortable with this because I am a stranger?/ because he is not fully convinced by it?</p> <p>Looks to mum to share humour with her</p>	
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<p>the vaccines, with my friend, I was like, 'You can't feel anything'. ((looks to M, M laughing)) But it...I, I definitely did feel something when I had mine (Smiling, looking L and then to M as talking; laughing))</p>	<p>Laughing at himself having told a lie to a friend to show that he has not always got integrity</p>	
<p>Example from text (13) B: She was just very funny. ((glances to screen)) I used to go and stay ((looks to L then glances at screen)) um at hers a lot ((moves head to L for emphasis)) while you worked. ((glances at M))</p>	<p>Subcategory: B appreciates humour in others</p> <p>Liked grandma's humour</p>	
<p>Example from text (19) M: But if we were talking about strengths, so I tell you that you've got a fantastic sense of humour ((screws nose up but with a smile, looking down))</p> <p>Example from text (43) N: This one's humour, playfulness. B: Not sure about that one ((Looking down to front; M laughs))</p>	<p>Subcategory: B's humour is appreciated by others</p> <p>Fab: uses humour to accept that humour is important to him</p>	
<p>Example from text (59) M: Mm, yeah. (3) And, Christmas - what do we normally do to celebrate Christmas? B: Have everyone over ((M laughs)) B: What? ((looks at her)) M: Yeah, so what...? B: We have everyone over ((Looks down to front, slight smile)) ... N: Yeah and who do you have over when you have..?</p>	<p>Subcategory: Humour to diffuse emotion</p> <p>This episode happens straight after an emotionally-charged conversation about B's two siblings who were still-born. B uses humour to diffuse the emotion?</p>	

B: Um, family. Just everyone really ((looks at M and they laugh))

M: Yeah!

N: how many does it tend to be?

B: Oh, Too many. (2) I don't know.

Example from text (63)

M: You're brilliant at that, you are ((Looking down to L)) you are always the person that notices those things. ((nods)) I think, you, like you'll say such and such and I'll say, 'what do you mean?' about a programme we might be watching together and then you'll say 'well there was this and this and this' and I'll be like 'yeah, good point'. So you can really put the pieces together really quickly that I've ((rubs chin with L hand and turns to L then looks at M)) missed and I think I'm quite good at it but you're brilliant.

B: I think ((looking down)) I'm also quite good at reminding you which TV shows you've already watched ((smiling, looking at M)) ((all laugh))

M: You are yeah ((looking down smiling))

Example from text (66)

B: ((looking up to L, eyes to M, with head on one side to front)) Have I had a choice? ((Leaning head back and towards M))

M: Not always

B: ((Laughs and leans forwards)) ((all laugh))

This episode happens straight after B's mum has been talking about his 'ADHD brain' B did not pick up on this – does he find this a helpful aspect of his identity? Is he conflicted about the diagnosis of ADHD and its value to his identity? He seems to use humour to move the conversation away from this topic.

Humour to diffuse the emotional tension/ discomfort/ non-alignment with the idea that he has engaged with CAMHS to cope with challenges, even though he has found it hard to do this.

Principal sentences	Overarching Category: Connected Self	Comments
<p>Unlike for other sections, all of the examples relating to connection are not pasted here as there is an example in almost every episode</p> <p>Example from text (2) N: I wondered, what are some of the most important things that have happened to you in your life so far? Would you say? B : A lot...um, ((looking down to L)) <u>don't know where to start really</u> ((looking up at M, slight smile)) ...um M: Well you can just say some of the things, it doesn't have to go in order. ((looking back to L of screen, neutral face)) N: No. B: <u>Can't think</u></p> <p>Example from text (2) M: What about Australia? B: ((head upwards, looking up to ceiling with smile)) Yeah, but, but I mean <u>it was good, but...</u> ((moving head to R, looking out of the window, slight smile))...</p> <p>B: <u>was quite fun.</u></p> <p>Example from text (2) B: ((small laugh)) <u>Can't remember that much of it anymore</u> ((turns head to look at M, slight smile))... M: Yeah. ((head to look at mum, smiling)) It's not that long ago! ((M laughing)) B: <u>But yeah, but it's long enough to forget</u> ((leans</p>	<p>Subcategory: Connection with family is important</p> <p>Reliance on Mum: reticence (2) B is reticent at first – humour between M and B helps to get the conversation going.</p> <p>(2) Exception/contradiction to strong connection: slight rejection of M's suggestion re Australia? – tension between Mum remembering about Australia and B resisting the memory/ appearing to have forgotten all the things they did: slight disconnection from mum/ resistance to being led towards this memory?</p> <p>(3) Lots of examples where B looks to M for agreement – then he is able to continue and sometimes they tell the story between them</p> <p>(4) B often deflects question to M but then answers it himself (7)</p>	<p>Comments relate across subcategories</p> <p>Throughout, M interacts with B to support him to respond – trying to get the balance between helping him to engage and letting him think/ answer for himself. B looks to M for reinforcement/ support/ feedback throughout Looking to M for validation/ support throughout. M giving space for him to respond. There are some exceptions to this: examples of B rejecting what mum suggests – but often uses strategies to actively reconnect shortly afterwards. B often deflects question to M but then sometimes answers it himself eg (4). Reduced confidence; anxiety experienced in social situations. 'Good at talking to people' but this is in tension with being nervous of meeting new people?/ being in situations where there are lots of people? – does this create frustration for B?: he knows he has good communication skills but there are constraints on being able to demonstrate these due to anxiety he experiences? Overtly states the importance of connection: not to feel lonely; he is in a better place when he</p>

forward in chair over desk, hands down to desk, neutral face))

Example from text (3)

B: ((laughs, looks down then up to L)) Everything seems just a bit ...((turns head to look at M)) more relaxed. No one seems stressed there. ((looks directly at M, smiles)) [Do you think?] (talking about Norfolk)

M: [Mmm]

B: ((laughs and looks back to screen))

M: [No, I agree. I agree.]

B: [Just] ((neutral face, turns head to look slightly to L)) the whole atmosphere is a bit more

M: Yeah.

B: Relaxed

Example from text (4)

B: Um, (4) ((gradually turns heads towards L towards M, smiles then looks directly at her as asks the question)) what do we do there really? We cycle ((smiles, looks to front/ screen))

Example from text (13)

N: And what about her? Why is she important to you?

B: She was just very funny. ((glances to screen)) I used to go and stay ((looks to L then glances at screen)) um at hers a lot ((moves head to L for emphasis)) while you worked. ((glances at M)) Go on holidays and stuff. ((glances to screen then looking to L)) Used to go down to the skate park. ((neutral face)) sometimes, yeah.

connects; awareness that although it can feel like you have no energy to interact, you do have energy and if you connect with others this increases.

Suggests grandma. Used to take him to the skate park, funny, looked after him while M at work
Identity: humour again
Emphasis on grandma – ‘definitely’. Sense of loss/change again ‘used to’ ride scooter/ skateboard

Example from text (13)

B: Definitely my grandma would you say? ((looks at M then to L))

Example from text (14)

B: My mum. My dad. ((nods head for emphasis as says M and D, looks towards M then to L)) Um, Both granddads. ((looks at M, scratches head with R hand)) Rob probably.

N: Who's that?

B: Um, He's my uncle. ((looks at screen)) Um. Got a lot of people.

Example from text (16)

M: Well I don't know (.) there are aunties and uncles... cousins.

B: Yeah, yeah ((looks down to L)) (4)

N

Yeah. Oh, you've got loads of people [haven't you?]

B: [They are important to me]

N: Sorry.

B: I think, they're all important to me. But there's no, there's like, no, none like pop out.

((lifts R hand as says 'pop out', looks at M and then back to L)) Yeah.

Example from text (18)

B: Um, So I had two rabbits. ((looking at screen, neutral face, head moving as talking)) But, unfortunately, one of them died ((nods as talks, looks away to L))

N: Aah

B: So I have a rabbit. And then a dog that died last year ((looks at M)) [was it?]

Fab: M, D, both grandads, Rob – explicitly stated
Emphasis with non-verbal communication for these people eg nodding, tone of voice, looking at M

Uncles and aunties, cousins
Nobody sticks out – important to him as a group/ in the background
'I think they're important to me' Deflects question to M.

Fab: one rabbit, one rabbit died; old dog died last year – was older than B. Now has two young dogs: Border terriers: Roxy and Duke
Identity: Humour
Lots of laughter in relation to his two dogs; their names; getting names muddled up – family narratives.

B: But now I've two current dogs. Very small. ((looks to L, slight smile, jiggling head as talks))

N: Have you?

B: Very loud. ((smiles, nods as speaks))
(M and N laugh)

Example from text (19)

B: I don't know. What would you say? (about his strengths) ((looks at M, smiling))

M: That's not fair. ((both laugh)). I'm tell, I tell you all the time. ((B looks up to L, eyes upwards, smiling))

Example from text (26)

B: I don't know why I keep on looking at you. ((smiling, looking down))

M: I don't know - to see if I approve or agree.

B: You probably you know me better than I know myself.

M: Mm ((shaking head)) No, ((Looking at M, smiling))

B: I think I think you do, because...sighs ((smiling, nods as talks, looking down to front)) (1) I don't know.

M: I would agree with you completely. So you obviously know yourself really well ((laughs))

Example from text (32)

N: So I think I know the answer to this from what your mum said. Love, loving and being loved.

B: Yeah. ((slight smile))

Example from text (34)

B: Well, yeah. You know (looking at M), I was just

Comments on why he looks to his M

Interesting he is aware he looks to M – he did this up until now without acknowledging it – probably needed to deflect to her/ check she agrees – due to reduced self-esteem? Fact that he is overtly mentioning this could suggest his confidence is developing. Mum acts to build self-confidence – supporting him to develop a positive narrative – he knows himself well

Accepts this as a strength

Talking about why this was bad: you do have energy to socialise; it helps to feel better if you socialise; you feel lonely if you don't.

Emphasis about the horror of school; the lack of engagement with family when he was drained from school. ('never looked at

want to go upstairs to the bedroom on your own.

B: Mm. But you do have energy left, you just don't realise. ((Looking down, nods head as talks)) Because if you just, like even just have like a meal with your parents or just, you know, makes you feel a bit more socialised, I((looking to L)) I guess, a bit more – I can't explain it, it's difficult to explain.

Example from text (40)

N: What about this one? Gratitude? Appreciation?

B: Recently, yeah. ((looking to L, neutral face)) definitely. I think I've been thinking a lot about how lucky I am, really, ((Looking to L and then eyes looking to M)) [you probably don't know that but] ((looks to screen, nods as speaks))

N: [What's...] Aah ((laughs))

B: I, I don't know ((looking to L))

N: What's triggered that then, if it's recent?

B: I don't know. I feel like ((looking L)) I just sat ((looking to M)) in my office one day ((smiling, slight laugh)) and just looked at it and just thought, Jesus, I'm very lucky ((looking to L)) I think to have you, (((looks to M, slight smile; wistful, looks to L)) dad, everything that I have really

Example from text (50)

N: What about Holland? Why there in Europe particularly?

B: Well, I'm a quarter Dutch and you...? ((Looks at M, slight shrug)) Yeah, ((looks to

Family connections explained

Validating M's connection with Holland – and the fact that it looks like a nice place – gets M to connect with him – then is more positive in the way he engages and facial expression – more comfortable when M is contributing to the conversation

Asks M direct questions to confirm what he says and to make the connection with her – encourage her engagement? – effective social skills – he encourages her to continue eg 'Mm'; asks another question about the name of the town – demonstrates his interest in the topic but at the same time handing it over to her

screen)) well, it is just ((shrugs and looks to M, shrugs again)).
Don't know. And it looks quite nice ((looking at M who looks back at him, smiles, slight laugh, shrugs))

M: Your Grandma was Dutch

B: L(.) ((looking to L and downwards)) never met her did I? ((looks to M who shakes her head)) No ((looks down briefly then back at M)) Did she live in Holland? ((looking to M))

M: Yes, she was [born]

B: [Yeah]

M: and lived in Holland ((nods and looks to screen)) [until]

B: [Mm]

M: she met your granddad. ((B has a drink)) He was in the RAF posted to Holland. And then they got married in Holland and then she came back to England.

N: Oh, okay. Ah, yeah, that's a nice connection. So you could see where she came from and her family?

B: ((to M)) It's (unintell)

M: Rawmond,

B: Rawmond ((nods head as repeats it and then looks down to front, slight smile))

Example from text (55)

B: Um, er ((laughs)) not very, It's quite expensive, that's the main issue really.

N: Mm. So it's something to put on like a birthday list or something like that.

B: Yeah, probably. Probably a birthday and a Christmas ((nodding, looking to L, smiling, M laughs)).

Asks M if she would go because he wants to include her? Uses humour to bring her back into the conversation/ lighten the mood? Uses effective social skills again to make connection with Mum – mentions her dislike of the F1 noise as this demonstrates his connection/ the relationship he has/ he knows her well – likes to please?

Fab: Agrees that wants to go to Holland and family holidays. Might go to America with family/ friends/ both.

Reflects question to M – emphatically agrees with the idea of family holidays in the future – link to Future Self and Empowered Self

N: And who would you go with?

B: Um, my dad probably. Um, I'm not sure if you'd want to come ((looking at M)) y

M: [No]

B: [You] hate the sound ((smiling and looking down to front)) The cars are ((both laughing))

Example from text (58)

N: I'm just checking in case I've forgotten anything. Are there any other places or events that are important to your family or people close to you that you've not mentioned?

B: You'd be better off answering that question ((to M))

M: Well, Holland is a passion of mine to go back and show you, you know that. ((nodding, turning to look down to front)) We still want to do some family holidays together Don't we?

B: ((big nod to front)) Yeah.

Example from text (60)

B: You and dad obviously ((looking at M))

M: Speak up a bit B Nick can't hear you

B: My mum and my dad ((looking down to L))

Example from text (66)

N: Have you got any stories of what really helped you through a difficult time?

B: Probably you ((looking at M)).

M: Did you hear that Nick?

Mum and dad will be important in the future

Mum helped him get through the hospital-related trauma and associated anxiety. Sju: Rejects idea of his own strengths and reiterates M being there for him; Mum trying to emphasise the empowered self: that B has engaged with CAMHS and that this has supported him – ie he can continue to be supported in this way when needed but B rejects this and reiterates that it is mum who has enabled his engagement with CAMHS

<p>N: Yeah. Yeah. And maybe did your determination come into it as well? Because you're obviously very resilient.</p> <p>B: <u>I think a bit later on</u> yeah but obviously it's quite a while ago. ((looking to M)) <u>I think I relied on you.</u></p> <p>M: I think that is true. And I think it was tough. It was traumatic. ((looking down to front)) But I think you've done some difficult things like going to CAMHS to deal with that. ((looking up to L)) And you've gone to CAMHS again recently. And even though you don't like going ...</p> <p>B: Yeah but <u>who's been there with me?</u> ((rolls head so up and to front but moves eyes to L towards M, nods head towards M)) it's [you]</p>		
<p>Example from text (5)</p> <p>B: Yeah I go (to Airsoft) with er friends ((looks down then to screen, neutral face, then away to L))</p> <p>N: So is that something you do quite regularly then?</p> <p>B: Yeah, every Saturday ((looking away to L, slight nod, neutral face))</p> <p>Example from text (3)</p> <p>N: [So tell me about those] (holidays in Norfolk) and why they're important.</p> <p>B: <u>We've got friends down there</u></p> <p>Example from text (7)</p> <p>N: Yeah. And you enjoyed the sleeping (in tents as part of DofE), not just because you were tired, but because it was with friends? Was it?</p>	<p>Subcategory: Connection with friends is important</p> <p>(5) Airsoft helps connect with friends</p> <p>(3) Family friends – important to the family and B.</p> <p>(7): exception/ contradiction re friends – perhaps the people on DofE were not his main friends?</p>	

B: Oh, no, it's probably because I was tired ((smiling, looking to L then L and down))

Example from text (10)

N: Not really just round the house, or sort of around the neighbourhood?

B: Well, I used to ((looks to M who nods)) used to, actually yeah, ((looks to screen)) I used to go to the park a lot with friends.

Example from text (15)

B: Yeah, my friends

N: So who sticks out in terms of your friends, which are your Saturday friends?

B: Er C, probably. ((neutral face, looking to L)) So yeah, he's a good friend. We always check up on each other. ((slight smile))

N: Ahh

B: Make sure we're alright. Which is nice. ((nods))

Example from text (54)

N: Are there any other places more in the community that are going to be important to you moving forward? I don't know, like club places or sports places or social places?

B: Probably my Airsoft?

N: Oh, yeah.

B: Yeah (2) I think everyone's very friendly there. (2) It's a it's a quite a ((looking down to L)) welcoming place really ((looks to M)).

N: Mm

B: I hope to continue that for (.) a while.

Example from text (60)

(10) 'used to'; places in locality linked to friends. Died out when went to secondary school as the hours were long and he had less time to meet up after school. Some regret? Went to a different school to his friends – perhaps this contributed?

Checking up on each other is important as a friend
Some sadness? Nostalgia?
Identity: friendship is important – meaningful relationships – caring for each other is the priority

Airsoft- friendly and welcoming – important for the future
Being accepted is important; being part of this community

Airsoft friends will be significant in the future – describes how he met them all;

B: When I went to XXXX college ((looking to screen, nodding)) everyone was, (2) so ((looks upwards as thinking, moves R hand as talking)) So, I knew (2) agh, ((looks to L)) so ((laughs, moving R hand as tries to explain)) I know, so, two of them from the school that I went to, ((looking down slightly to R)) then one of them left and went to a different school ((looking down to front)) and the other one stayed ((looking to R)) but the one that left I stayed in contact with him and ((looking to L)) he introduced me to his friend ((slight laugh)) and then it sort of went from there ((looking to L, neutral face))...

B: Um, It, It's, I don't ((Looking up to L)) really see them at Airsoft but we speak to each other because it is like ((looking at screen)) (2) quite a bit, like, yeah, to get

N: Mm

B: over there. So I used to stay at XXXX's almost every, well every week.

N: Cuz he's, because he's so far away, so is was easier to stay over?

B: Yeah, because he only lives about five minutes from the airsoft place. ((looking at screen))

N: Okay

B: Whereas I live about (.) half an hour?

M: Mm

N: And did that sort of fizzle out a bit in lockdown?

B: Um (1) well it was actually when we came ((looking up as

Met through a friend at school/ college; too busy to see each other much now and Airsoft shut because of Covid and they live a long way from B; friendships impacts by covid; no longer staying at friend's every week

Having fun with his friends to help him when he is worried/ faces a challenge

<p>thinking and gradually moving head to look to L)) <u>out the first lockdown</u> ((looking at M)) that we did, <u>and then we went back into second one</u> ((looking at M who nods)) because <u>it was just before Christmas</u> wasn't it? ((to M))</p> <p>Example from text (64) N: Do you do anything if you're in a really bad place, you know, if you feel really down or anything is there anything that you know helps you get out of it? B: (4) ((clears throat)) Not really ((looking at M)) I don't think... ((looks down)) Probably <u>just having a laugh with my mates</u> ((looks at M))</p>		
<p>Example from text (19) M: <u>And you're able to put them right and say sorry</u>, which I think's amazing again, for a young person of your age</p> <p>Example from text (39) N: What about this one? Forgiveness? B: <u>Yeah. Yeah.</u> ((Neutral face, looking to L/ at screen)) N: ((Looking to L))So if something goes wrong with somebody that you think a lot of, you'll work hard to sort of repair it, would you? B: Yeah, yeah. ((Looks at M; M nodding, neutral face))</p>	<p>Subcategory: Interested in repairing relationships</p> <p>Repairing relationships – saying sorry</p> <p>Repairing relationships - forgiveness</p>	
<p>Example from text (40) N: What about this one? Gratitude? Appreciation? B: <u>Recently, yeah.</u> ((looking to L, neutral face)) <u>definitely. I think I've been thinking a lot</u></p>	<p>Subcategory: Being grateful</p>	

<p>about how lucky I am, really, ((Looking to L and then eyes looking to M)) [you probably don't know that but] ((looks to screen, nods as speaks))</p> <p>N: [What's...] Aah ((laughs))</p> <p>B: I, I don't know ((looking to L))</p> <p>N: What's triggered that then, if it's recent?</p> <p>B: I don't know. I feel like ((looking L)) I just sat ((looking to M)) in my office one day ((smiling, slight laugh)) and just looked at it and just thought, Jesus, I'm very lucky ((looking to L)) I think to have you, (((looks to M, slight smile; wistful, looks to L)) dad, everything that I have really</p>	<p>Accepts this. Gratitude has developed more recently-</p> <p>B is very self-aware – knows that he has a lot to be grateful for and is able to verbalise it</p>	
<p>Example from text (45)</p> <p>N: What about this one: kindness, generosity, and empathy?</p> <p>B: <u>Yeah.</u></p> <p>N: Yeah. Putting other people's needs first.</p> <p>B: <u>Again, I am very kind, unless it's late at night and I'm on a game, then I'm not very kind</u> ((Looking to L and then at M, smiling; M laughs))</p>	<p>Subcategory: Being kind</p> <p>Accepts kindness as a strength but gives an example of when it may not be true. LINK WITH SELF-EFFACING HUMOUR AND REFLECTIVITY</p>	
<p>Principal sentences</p>	<p>Overarching Category: Reflective/ Responsive Self</p>	<p>Comments</p>
<p>Example from text (8)</p> <p>M: yeah. And you used to love it when you were younger. ((rubs nose with side of R hand, looking to L of screen)) Just run around ((glances at screen, then looks slightly down to L)) safe campsites and you made friends with everybody.</p>	<p>Subcategory: Being sociable</p> <p>Emphasising sociability – is this to support in developing positive identity in light of anxiety and the impact of this on B's socialising?</p>	<p>Reflectivity/ rational thinking/ wisdom/ insight: Throughout the entire text there are examples of B reflecting carefully about the questions he is asked.</p> <p>Social skills/ empathy: His interactions with his mum demonstrate how sensitive</p>

<p>B: hmmp ((looks at M and smiles)) M: And then we'd be like, Where's Callum? And he was having breakfast ((laughs and looks to screen)) with somebody in a caravan somewhere ((looks at M smiling))</p> <p>Example from text (9) N: So it sounds like you're very sociable then. M: Mm B: <u>was</u>, M: Was, Yeah B: was</p> <p>Example from text (19) N: Everything that holds you up in the world, really? So can you think it's quite hard to think of your own strengths and values, B: <u>It's just, it's just one thing I can't do for some reason.</u> ((smiling, glances at M, then down to L))</p> <p>Example from text (63) N: What is it that you think will help you get there? That'll help get into the Police and then be good at the job? B: <u>I'm good at talking to people</u> ((looking towards L)) B: I'm, well I wouldn't say in general, but like, ((looking to L)) <u>I've got empathy</u> ((nodding as looks to M)) that's, that's the one.</p>	<p>Used to be sociable – not now – emphasised this by repeating. Says he is anxious (9) – repetition for emphasis</p> <p>Deflects question to M – he is reflexive but also humble – perhaps has struggled to think about positive aspects of self since his hospital experience Loud - humour</p> <p>B overtly states that he is sociable/ good at talking to people – but then he changes his mind and says he is empathic instead</p>	<p>he is to the feelings of other people – he seems keen to please; if he disagrees with her he will actively reconnect using humour or by skilfully using his social skills to draw her back into the conversation.</p> <p>He also uses his effective social skills to draw his mum in to the conversation if she hasn't spoken for a time/ if he wants to deflect the focus from himself – this might link to feeling anxious or could be because I am an unfamiliar person.</p> <p>Uses social skills to deflect questions to M – he is reflexive but humble and even self-deprecating – perhaps has struggled to think about positive aspects of self since his hospital experience.</p> <p>Sociability: Sense that B knows he used to be sociable but no longer feels that he is able to be – sense of loss of this aspect of his identity which was previously valued? Empathy is still an aspect of identity that B values and attributes to himself. Sense of justice built on empathy and awareness of other people's situations; integrity eg when he has told a lie for someone's benefit – exemplifies integrity even more ie considering the truth of the claim to having integrity</p>
<p>Example from text (15) So yeah, <u>he's a good friend.</u> <u>We always check up on each other.</u> ((slight smile)) N: Ahh</p>	<p>Subcategory: Reflective; self-awareness; wisdom, insight, rational judgement Some sadness? Nostalgia?</p>	

<p>B: Make sure we're alright. Which is nice. ((nods))</p> <p>Example from text (21) M: I think you're really reflective. So you really take the time to think about things and say them in the right way ((still looking down, neutral face)) or think about things that have gone wrong.</p> <p>Example from text (26) N: I don't know if this links a little bit but it says rational, rational thinking and having good judgement. B: Yeah, no, yeah. Yeah. ((smiling, looking down to L))</p> <p>Example from text (26) B: Oh yeah, ((looks to M, slight smile, nods)) I've got a good group. I've, yeah, mm. ((nods, looks slightly to L and down)) N: You've got a good group of friends? B: Yeah. ((slightly raises eyes to L))</p> <p>Example from text (28) N: Okay, what about this one? This is being wise or having a wise perspective (3) B: I'm not sure. I honestly, I'm not sure N: Would people ask you for advice because they think you've probably got good ideas? B: Yeah. ((looked at M, M nodded and B smiled slightly then looked back to front and down, nodding)) Yeah, actually. Yeah.</p> <p>Example from text (29)</p>	<p>Identity: friendship is important – meaningful relationships – caring for each other is the priority – knows this – self-awareness</p> <p>Reflective: awareness of when things have gone wrong – able to apologise and repair situations</p> <p>Accepts this as a strength; comments on why he looks to his M</p> <p>Has a good group of friends – links to having good rational judgement/ wisdom in decision-making</p> <p>Didn't recognise this in himself but then said people would ask his advice Hadn't seemed to consider this before</p>	<p>Self-awareness leads to B valuing authentic relationships – awareness of impact of others on him; being able to maintain these relationships using empathy – being able to walk in other people's shoes, sensitivity – being able to recognise other people's feelings or even pre-empt them; maintain relationships using forgiveness and skills to repair situations when they have gone wrong, taking responsibility, apologising.</p>
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B: [yeah] think it's because like, ((looking to L, R hand gesticulating for emphasis, touched R ear with R hand)) when I did actually climb at Centre Parcs, they had these machines ((looking at M)) that did it. You could jump down and that was fun. ((looking down to front)) And I enjoyed it. And then I think that sort of set me up to actually want to do climbing. ((looked at M then to L)) Yeah.

M: Mm

B:

But yeah.

N: What were the machines then? Did they get you down if you wanted to.

B: So they were like... ((rubbed face with R hand, looking to M, rested head on R hand, slight smile)) How do I explain it? ((looked to screen, lifted head from hand, used R hand for emphasis/ gestured the actions as talked)) You could jump, and they'd lower you down.

N: OK

B: Not slowly, but not like quickly. So if you fell, you didn't get like, yanked. ((looking at M, using R hand to gesture as talked))

N: Okay.

B: You'd just get slowly lowered. ((looked at M))

B: I don't know, ((looking to screen then M)) I just had fun doing it. And then I just wanted to do climbing from then on really.

Example from text (31)

Reflecting on own skills and about how he comes across to other people

B: Everyone's stood around, I sort of just get a couple of people, ((looks at M)) like people ask them to go this way, that way.

N: That's good. So you get a plan, and then you get it put into action as well by delegating?

B: Yeah. ((looks to screen then to L then to M)) I think everyone's okay with it, I think everyone's waiting for someone to do it, but noone's done it so I just do it. ((slight laugh, looks to L))

Example from text (33)

N: Mm. What do you think draws you to be interested in that sort of thing? (Black Lives Matter)

B: I don't know, I think it, how it just sort of degraded and degraded over time, really.

N: Mm. Yeah. How people are treated and

B: Yeah, I think sort of the way it lost its meaning a bit ((looking to L))

N: Oh I see

B: It went from something that meant something to something that people use as an excuse to do - things that aren't that great.

N: Mm. Have you got an example?

B: I mean, ((looking from L to screen as talking)) obviously all the burning down and stuff, but not, not really much reason. People haven't done anything wrong. Definitely the...all the shootings that have gone on.

N: Mm

Has become frustrated with BLM – he feels the movement has lost its way – when violent acts have happened.

Identity: reflectivity: having a view – fairness – people following social norms/ rules. Thinking things through – seeing different perspectives. Reflectivity.

SEE EPISODE 34 IN CONNECTION SECTION – REFLECTIONS ON WHY CONNECTION IS IMPORTANT

<p>B: And, I mean, this is <u>example of someone in a protest who wrote off a police car that was parked outside of a building and just shot two police officers in the face and then the ambulance gets to the hospital and there's a big crowd of people blocking it</u> ((looking at screen))</p> <p>N: Mm</p> <p>B: <u>And they hope that the police officers die, so it wasn't</u> ...</p> <p>N: Mm</p> <p>B: Yeah.</p> <p>Example from text (34) See episode 34 copied into Connection section</p> <p>Example from text (35)</p> <p>N: It could be you know, appreciating things like science, nature of the arts, you know, drama or art or</p> <p>B: <u>Probably not no, no. I think. It's not that I don't appreciate it, but I don't like consciously</u> ((looking to L))</p> <p>N: Mm</p> <p>B; <u>think about it, I think's the right way of putting it</u></p> <p>Example from text (36)</p> <p>N: Would you say in terms of courage and bravery, would you say you you're not afraid to speak out when you think something's not fair or not right?</p> <p>B: Yeah. Yeah. I definitely speak out. <u>Bet you think I do don't you</u> ((to M))</p> <p>Example from text (46)</p>	<p>Example of B's self-reflection skills</p> <p>Courage in speaking out</p> <p>Really considers his response – does not say he is fair without lots of consideration. Then able to decide he is.</p> <p>Again gives a lot of consideration to this idea – well thought-through</p>	
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<p>N: And this last one, it says, spirituality, which doesn't work as a word for some people, but having a sense of purpose.</p> <p>B: <u>No. I, I genuinely don't think so</u>, because I'm... No, ((looking to L))</p> <p>N: No, you don't feel that you've got an overarching sort of sense of purpose in terms of...No?</p> <p>B: <u>No, I don't...</u></p> <p>B: <u>[I never thought] 'I'm here to do this thing.</u> ((looking at screen, then M, then down to R))_That's what I'm gonna do'.</p>		
<p>Example from text (15)</p> <p>N: yeah. And are they friends that are at school as well, or...?</p> <p>B: <u>Um, one of them was at my secondary school and then left early but I stayed in contact with him.</u> ((glances at screen, moves head around as mostly looks to L))</p> <p>N: Mm</p> <p>B: <u>And Charlie, I got introduced to from that friend.</u> ((glances at screen again, nods head as talking))</p> <p><u>And then Louis, I met in secondary school</u> ((glances at M)) and he was (1) Yeah. ((looks downwards to L))</p> <p>Example from text (20)</p> <p>M: Um, then I think you're really empathic ((looking down, slight smile)) that you're really able to think about other people's feelings and care about them, ((slight nod, squeezes R side of lips and pulls them to the R))</p>	<p>Subcategory: Social intelligence; awareness of other perspectives; empathic - sensitive</p> <p><i>Supportive of listener – explaining carefully</i></p>	

which I think it's unusual for somebody your age. I think you're brilliant at that.

Example from text (21)

M: I think you're really reflective. So you really take the time to think about things and say them in the right way ((still looking down, neutral face)) or think about things that have gone wrong.

Example from text (24)

N: Can you see that social intelligence? So it's about um reading the situation socially, and, and understanding how people are feeling and being able to respond?

B: I think, I think I'm quite good at that. Yeah. I, I, yeah

Example from text (38)

N: What about this one B? Fairness, equity justice.

B: Yeah, I think I'm fair.

((looking at M))

B: When I was very young, Gramp said...

M: When?

B: Don't you remember? ((looking at M, laughing))

M: No

B: What, I wouldn't let him beat me? ((M laughs)) Do you remember now? Yeah, I, I think it's definitely gone now. I don't think it's been as... No, I think I'm fair, yeah.

Example from text (38)

M: You have a very strong sense of justice.

N: Mm.

M: Do you agree? ((looking at each other))

Social Intelligence

Accepts that this is a strength

Sense of justice built on empathy and awareness of other people's situations

Gives an example of when he has told a lie for someone's benefit – exemplifies integrity even more ie considering the truth of the claim to having integrity

B: Yeah.

Example from text (108)

N: Um, and this one: integrity, being genuine.

B: Yeah. Yeah, I think so...

B: I think sometimes that's not great, 'cos sometimes I just say it how it is, you know? ((looks at M, smiling; then looks down))

B: No. Well (2) I don't know, when I was walking down to the vaccines, with my friend, I was like, 'You can't feel anything'. ((looks to M, M laughing)) But it...I, I definitely did feel something when I had mine (Smiling, looking L and then to M as talking; laughing))...

B: Just helping them ((looking down))

Example from text (48)

B: Yeah. ((Looking to screen, slight smile)) And there's not much ((looking to L as thinking, neutral face)) culture compared to like, do you know what I mean? ((looking at M)) countries like Spain and whatnot.

Example from text (53)

N: Well, what age, what age is it that you go in like that? Is it 18?

B: Um, (unintell to M) ((looks to M)) is it 17?

M: It's 18 for the ID LDP course

B: It's 18 for whatever that is ((looks towards screen, jerks head towards M, smiles)) ((all laugh))

Brings Mum in to the conversation – is he recognising that she is trying not to interject? Does he find it difficult to engage in 1:1 conversation with a stranger and attempts to deflect the focus from solely on himself, by asking her direct questions to make her engage? Very sophisticated social skills.

Again, demonstrates effective social skills in the way he brings his mum into the conversation and then lightens the dynamic through humour; likes to please?

Family celebrations/cultural aspects
Remembering siblings were still-born – going to their memorial place

B says he doesn't know when parents go – is this a difficult thing for him? His parents being upset in relation to their feelings for his siblings – complex feelings for B – sense of sadness which he has not directly experienced as would have been older

Example from text (59)

M: ..but places we remember people but more, more like ((nodding looking towards front)) we'll do that on our own, like, you know, ((nodding)) dad, and I still go to Connor and Ellie's but you don't tend to do you, occasionally?

B: No, I don't know when you go. ((looking at M, slightly shaking head))

M: Mother's Day, Christmas. ((B nods and looks down to front)) birthdays.

N: Where's that? Is that family, friends or? No.

M: So it's about two babies that we had, so B's siblings that they were still born before B ((B looks to front then picks up drink, looks down to L)). So his brother and sister. Um, ((B drinks)) and so they're very much a part of our lives ((B nods with eyes closed as drinks))

M: So we remember them on their birthdays. don't we, er? ((B nods, looking down to front))

Example from text (63)

N: What is it that you think will help you get there? That'll help get into the Police and then be good at the job?

B: I'm good at talking to people ((looking towards L))

B: I'm, well I wouldn't say in general, but like, ((looking to L)) I've got empathy ((nodding as looks to M)) that's, that's the one.

than B - but is part of family culture/ emotion
Non-verbal communication suggests he finds this a difficult topic – drinking; nodding and looking down with a serious facial expression; reverence. Indicates B's sensitivity; picking up on parents' emotions – respectful and empathic.

B overtly states that he is sociable/ good at talking to people – but then he changes his mind and says he is empathic instead

B is sensitive to his mum's feelings and accepts the importance to him of talking to her when things are difficult – adds 'I was about to say that' to reassure her?

<p>Example from text (63) N: Do you do anything if you're in a really bad place, you know, if you feel really down or anything is there anything that you know helps you get out of it? B: (4) ((clears throat)) Not really ((looking at M)) I don't think... ((looks down)) Probably <u>just having a laugh with my mates</u> ((looks at M)) M: Mm. (3) Well, you talk to me B: Oh, oh yeah. ((slight smile looks down to front)). <u>Yeah, was about to say that.</u></p> <p>Example from text (27) B: <u>I wouldn't say sensible</u> ((laughing, looks at screen)) I'd say <u>cautious when it comes to things</u> N: Mm B: <u>(.) but not sensible. In college I am to be fair</u> ((looking to L)) <u>, a lot more than I have been</u> ((has a drink)) M: Mm N: Mm B: <u>In secondary school I didn't want to be sensible</u> cos it was boring ((looking at M smiling)) <u>but,</u> but ((looks down then to L, neutral face)) <u>now I'm doing all stuff I'm interested in it's</u> (3) ((sighs, looks back at M)) <u>a lot better.</u></p>	<p>Demonstrates good self-reflection skills to be able to unpick all of this</p>	
<p>Principal sentences</p>	<p>Overarching Category: Self within a Medical Context</p>	<p>Comments</p>
<p>Example from text (3) B: <u>Don't know...quite peaceful really ...isn't it?</u> ((head turned</p>	<p>Subcategory: Discourse relating to anxiety</p>	<p>Comments relate across subcategories</p>

<p>towards M)) <u>A nice place to be.</u> ((neutral face))</p> <p>B: ((laughs, looks down then up to L)) <u>Everything seems just a bit ...</u>((turns head to look at M)) <u>more relaxed. No one seems stressed there.</u>((looks directly at M, smiles)) [Do you think?]</p> <p>Example from text (8) B: ((looking at M, slight smile)) <u>nice way to wake up first thing,</u> being M: yeah. And you used to love it when you were younger. ((rubs nose with side of R hand, looking to L of screen)) Just run around ((glances at screen, then looks slightly down to L)) safe campsites and <u>you made friends with everybody.</u> B: <u>hmmph</u> ((looks at M and smiles)) M: And then we'd be like, Where's Callum? And he was having breakfast ((laughs and looks to screen)) with somebody in a caravan somewhere ((looks at M smiling))</p> <p>Example from text (9) N: So you don't think you are as much now? B: <u>I'm quite anxious, I'd say, around that sort of stuff.</u> N: Do you think ...so... Wh, what do you think's changed then? B: Er, ((short blow out, looks towards M, slight smile then back L of screen, slight shake of head, neutral face)) <u>I don't know.</u> Just ...ho, honestly, I</p>	<p>Medical/ anxiety Sju: calm expression/ thoughtful/ wistful to match calmness there?: 'a nice place to be'. Links to lack of stress there – something that is important for B? – to feel less stressed?</p> <p>When responding to me directly – more neutral face- suggests more anxious/ less comfortable about speaking to me which explains the reason M is with him throughout? (eg 5)</p> <p>B focusing on camping being a nice way to wake up: relaxation is important – linked to anxiety? Narrative told by Mum about B being very sociable; connection; linked to reinforcing positive identity in response to anxiety/ more negative aspects of identity</p> <p>Anxiety overtly stated</p> <p>Lots non-verbal info – decides not to disclose anything else – emotional; challenging</p>	<p>Anxiety discourse: B overtly mentions anxiety – he seems to have incorporated this into his sense of self. He mentions enjoying places that are calm, peaceful, less-stressful – several examples eg camping, Canada, Norfolk, When responding to me directly – more neutral face- suggests anxiety about speaking to me which explains the reason M is with him throughout? (eg 5) 9-11: discloses a traumatic events in hospital but states he does not want to go into detail; talks about 'my anxiety', refers to things he 'used to do' , implying that anxiety has got in the way of these things; not being able to be away from home for long periods; relying on his parents/ mum to get through; Accepts that courage has helped him to force himself to 'get on with things', to overcome situations where there is anxiety.</p> <p>Mum has an important role in amplifying positive aspects of identity – to boost B in response to the medical context which has imposed negative aspects of identity: the traumatic event in hospital; PTSD diagnosis; ongoing anxiety; CAMHS (although he appreciates the benefit)</p>
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<p>have no idea. ((slight shake of head, looks to L, then to M as she turns towards him))</p> <p>Example from text (11)</p> <p>B: Well. ((looks at M smiling, M nods vigorously)) Yeah, ((looks to L)) <u>I don't really want to go into detail or anything, [because it's hard]</u> ((looks down slightly to L, to front))</p> <p>N: [Mm]</p> <p>B: <u>it's not not nice to speak about, but what year was it?</u> ((looks to M)) 20...?</p> <p>M: 2017 ((M very serious face))</p> <p>B: <u>I went in for a food challenge, ((looking to L, neutral face)) and it all went a bit wrong. I think that triggered a lot of stuff. ((looks to M))</u></p> <p>N: And was that at school then B?</p> <p>B: Er, No, it was (.) it was like um, ((looking upwards to L, neutral face))</p> <p>M: at hospital ((quietly to B))</p> <p>B: <u>it was at hospital ((raises head upwards and eyes looking skyward)) and it was to see if I could eat baked egg, ((looks back to L)) because I'm allergic to egg. ((glances to screen, then down to L))</u></p> <p>N: Oh, okay.</p> <p>B: <u>Yeah.</u></p> <p>N: So it's allergy related thing?</p> <p>B: <u>Yeah, yeah ((looks down to L neutral face))</u></p> <p>N: Mm. And you.. you didn't and...something...It ...it was... it wasn't very nice for some reason?</p>	<p>Does not want to go into detail. Food allergy testing in hospital went wrong – ended up with PTSD and this caused anxiety which changed the way he was able to access social situations, interact and socialise. Referral to CAMHS</p> <p>Assertive enough to be able to express himself – his parameters. Lots of pain in this narrative –for M as well as B</p> <p>Starting to look a bit more at screen now that M is not speaking as much</p> <p>Became more anxious at school and especially in relation to medical interventions in Y8</p> <p>(12): used to go skateboard park – verb tense</p>	<p>B does not pick up on aspects of identity relating to ADHD even when mum mentions them: is this because he does not accept the diagnosis? Does not find it a helpful construct/ lens through which to understand his sense of self? B does accept he struggles with self control and emotional regulation particularly when stressed – but does not overtly link these to ADHD diagnosis; mum mentions impulsivity and associates this with ADHD identity – reinforcing this conceptualisation with the idea that he has been impulsive since he was young – intrinsic aspect of self – but B does not pick this up – shy? Embarrassed? Rejects this conceptualisation? Chooses not to incorporate into identity?</p> <p>Accepts difficulties relating to attention/ focus: not sensible in school; but cautious in college more than in school</p> <p>Lack of caution as a choice in secondary school – because had to lots of things that he wasn't interested in ie Boredom leads to not being sensible. Needs to have been given opportunities to lead and this did not happen at school – implication that his strengths were not recognised. Cadets provided an opportunity for this – B</p>
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<p>B: <u>Well, I ended up having to go to CAMHS</u> ((moves head up and down again for emphasis, still looking to L)) which <u>then I was diagnosed with PTSD</u> ((turns head for emphasis towards screen briefly as says this)) <u>and (3) anxiety</u> ((looks to M))</p> <p>Example from text (12) B: <u>I used to ride</u> ((glances to screen then to L)) <u>my scooter a lot</u>. Again, ((shakes head, looks to L then down to L)) <u>not any more</u> really ((facial expression seems sad))</p> <p>Example from text (36) N: Um, what about this one? courage or bravery B: <u>Yeah</u>. I'd say yeah to that. N: How would you say that... How does that show itself? B: <u>I don't know, overcoming anxiety stuff mainly</u>, ((looking at M, neutral face)) that's definitely the main one, ((looked at M)) isn't it? N: What helped you to do that B what what, what strengths did you draw on? B: <u>Probably just</u> ((slight laugh, glanced at M then down again to front)) <u>wanting to get it over and done with</u> really. <u>When it's stuff like that I think you just get into the right mindset</u></p> <p>Example from text (52) B: <u>I think it'd probably be holidays</u> ((looking down to front)). And the ((looks upwards then to M)) <u>well (3), yeah, (2) I don't think</u> ((looking down to L, neutral</p>	<p>Sense of loss/ change again 'used to' ride scooter/ skateboard</p> <p>Overcoming anxiety has taken courage. Talked about having to get into the right mindset. Emphasis re accepting that this is a strength; asks M her opinion.</p> <p>Prefers the idea of travelling in terms of holidays rather than extended periods; unfamiliarity is difficult; anxiety overtly mentioned and feeling homesick which both prevent him from going for too long</p> <p>Definite about not being away from home for a long time – 'I couldn't do that' – sense of capacity rather than choice? – links</p>	<p>agrees that he could demonstrate leadership skills in cadets – does not overtly pick up on mum's frustration that the diagnosis of ADHD limited people's expectations about what he could achieve/ his strengths.</p> <p>Talking about 'ADHD brain' – mum mentioned eye for detail – B had said he is hyperalert. Does B find the ADHD narrative helpful? Does he accept it into his sense of self? It would have been interesting to have been able to ask him about this at the end of the final session</p>
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face, jiggling his leg so body slightly moving up and down)) we'd go for too long.

B: I, I couldn't do that. ((jiggling. Looking to L)) I get a bit homesick when I go places really.

N: Yeah, you [feel a bit]

B: [especially with my] anxiety. ((looking up to L)) I think sometimes it can be a bit hard. When it's a bit unfamiliar it's hard, best to be somewhere I know. ((looks to front and down, slight smile, nodding))

N: Yeah, I get that. I mean, you, you don't let it get in the way too much from the sound of it because you do still want to go and do these all these new things.

B: Yeah

N: And lots of people don't want to do those types of things do they so, (you're) quite adventurous still. (3) But it sounds like you know yourself well enough to know you need to, is it sort of about coming back and recharging your batteries type of thing?

B: Yeah, yeah. ((nodding, looking to L, then down to front still nodding))

Example from text (63)

M: I can tell you brains tired because I'm thinking about the stuff you're doing it CAMHS at the moment around your anxiety around medical settings and needle phobia. ((looks round to M)) And actually, you're the person who's gone and done your own goals and been

this to 'my anxiety' – sees this as part of himself?

Accepts my framing of him being adventurous, still wanting to experience new things despite anxiety, knowing himself well.

B had become less vocal at this point – near the end of the second session – he decided to withdraw following this session. He seems reluctant here to pick up on the anxiety discourse that his mum brings up, or to think about things that help him to overcome challenges. Mum is trying to develop B's empowered self by talking about his ability to 'just do it' even though he is scared – but he does not capitalise on this and simply says that when he gets on with things, it is only because he 'can't be bothered thinking about it and stressing about it' –

<p>resourceful then actually your attitude has been, what? B: ((sighs, leans forward)), oh, <u>don't know</u> M: Just do it, you know, just do it. I might be scared but just do it. ((looking to R, leaning back a bit, rubs hair with R hand)) N: Yeah, okay, so you're quite proactive about just getting on with things? B: Mm N: Do you tend not to procrastinate then and put things off ((smiling and nodding)) or do you do that as well? ((all laugh)) (3) What what is it that triggers that when you're feeling about like putting things off - What is it that suddenly spurs you into action? What makes you think 'right, I'm going to get on with this now' What's the difference? B: <u>I can't be bothered thinking about it and stressing about it</u></p>	<p>making his role in this less proactive – struggling to identify with his positive self – tired?</p>	
<p>Example from text (25) N: So where would you find that difficult (self control)? in what situation? B: Um, <u>When I'm frustrated</u> ((looks to L)) N: Mm B: <u>I think, I don't know.</u> ((looking ahead)) <u>I don't think about what I'm doing when I'm doing stuff</u> ((looking up to R)) <u>or what I'm saying sometimes. It's been better recently.</u> ((looks to M)) M: Mm (agreeing) B: But <u>it used to be bad.</u> ((nodding heads as turns back to front, eyes wide))</p>	<p>Subcategory: Discourse related EF profile: Managing emotional regulation and impulsivity</p> <p>Acting and speaking without thinking – when frustrated. Better more recently. Said I hate you to M - without thinking – didn't mean it. Worse when stressed eg GCSEs, lockdown learning; hospital experience. M stated that B has been impulsive since young.</p>	

M: Mm

B: I, When I used to argue with my mum I used to say I hate you ((looking up to R)) and stuff like that, ((looks round to L)) and

B: and just stuff I don't mean, ((emphasis, looks to screen, then to L)) but I just said without thinking, so ((looks down to L, neutral face))

B: ((looking at M)) When was the last time it was really bad?

((emphasis on really))

M: ((shaking head)) Well, I think you know, lockdown learning and then getting ready for your [GCSEs ((looks back down to front)) was a very difficult time.]

B: [Yeah. Yeah.] ((turns head from L to R, nodding, raises R hand to scratch nose, nods as looks at screen, scratches right side of face with tips of R fingers, looking upwards to R, head on one side))

M: Um, As was [when you'd had your hospital experience. Yeah]

B: [It's been since after my GCSEs] ((turning to look towards but above screen, nodding)) and I've been a lot less stressed out. ((moves R hand up for emphasis as talks, looks above screen))

Example from text (25)

M: Um, As was [when you'd had your hospital experience. Yeah] (emotional dysregulation)

B: [It's been since after my GCSEs] ((turning to look towards but above screen, nodding)) and I've been a lot

Self-awareness – able to identify that this is worse when frustrated.

Emotional regulation – linked to stress.

Impulsivity – M named and mentioned – B agreed

B does not pick up on the hospital trauma causing emotional dysregulation – too emotional/ difficult to remember?

<p>less stressed out. ((moves R hand up for emphasis as talks, looks above screen)) M: Mm. Yeah, I agree. More when you're stressed?</p> <p>Example from text (25) M: Yeah, you struggled when you were little. ((looking at M, slight smile)) B: OK M: So we're kind of talking about impulsivity, really. ((B has a drink)) And you would act without thinking for a very long time. ((looking at screen)) Probably until you're up about to about 12 even in in dangerous situations. ((scratching R side of chin with finger tips of R hand))</p>	<p>Mum relates emotional dysregulation that had been discussing implicitly to ADHD by using impulsivity and describes this in relation to B from when he was very young – B does not pick up on this (has a drink – sometimes does this when something is difficult to hear?/ to avoid engaging in a difficult topic?</p>	
<p>Example from text (27) <u>In college I am to be fair</u> ((looking to L)) <u>a lot more than I have been</u> ((has a drink)) M: Mm N: Mm B: <u>In secondary school I didn't want to be sensible</u> cos it was boring ((looking at M smiling)) but, but ((looks down then to L, neutral face)) <u>now I'm doing all stuff I'm interested in it's</u> (3) ((sighs, looks back at M)) <u>a lot better.</u> N: Yeah. That's Interesting. Yeah. So when you weren't as interested in something you made decisions that weren't as sensible B: Mm N: because... why was that then? B: Cos I wasn't bothered? ((slight laugh)) I think that's</p>	<p>Subcategory Discourse related to EF Profile Reduced attention/ focus</p> <p>Not sensible; but cautious in college more than in school Talks about lack of caution being a choice in secondary school – because had to lots of things that he wasn't interested in. Fab: Boredom leads to not being sensible Sju: Interesting that he blames himself for this – rather than thinking that the Ts should have ensured he was not bored/ tried to engage</p>	

<p>just the truth really ((looking down)). <u>I just wasn't bothered about what I was doing.</u> ((shaking head, looks at M))</p> <p>B: So I just wanted to (3) just, <u>have fun and just talk cos I was getting bored</u> with</p> <p>N: hmm yeah, so it was sort of a way of getting out of a boring situation?</p> <p>B: Yeah, yeah ((nodding, looking at screen, then down still nodding))</p> <p>N: Okay, um it's hard at school isn't it before you end up choosing your subjects because you're being forced to do things that you're not always that interested in?</p> <p>B: <u>Yeah,</u> even with GCSEs. ((coughs, looks to R)) Yeah, <u>even with GCSEs it was (.)</u> ((looking down to front)) <u>pretty very bad</u> ((looking at M, scratching head above R ear with R hand))</p> <p>B: <u>Maths.</u> (1) Big time. Um, <u>English</u> and (1) probably (3) What else</p> <p>M: Music?</p> <p>B: <u>Music</u> Yes. Yes ((smiles, lifts R hand for emphasis as talks, looks to screen then to R and nods, then rests head on R hand and looks down))</p> <p>Example from text (29)</p> <p>B: ((blows out)) Hm. <u>Depends what it is.</u> (being persistent) ((laughs, looks at M)) That's Yeah, that's Yeah, ((looks back to front)) it depends on what it is. I feel like <u>I can't keep myself on track to do something if it's not something that I enjoy</u> ((looking to L, neutral face))</p>	<p>him more/ the school should have allowed him to take more appropriate subjects/ differentiated to make it more practical?</p> <p>Overarching optimism: better since being at college – course more suited to him.</p> <p>Lack of engagement was due to being less invested in the subjects. Wanted to get away from boring situations/ subjects</p> <p>Difficult subjects: M, E, music,</p> <p>Being able to be persistent depends on whether it is something he enjoys/ is interested in</p>	
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<p>M: Mm <u>B</u>: <u>If I'm trying to beat a game</u> I can't, <u>I can definitely do it</u>, ((looking upwards, eyes upwards)) but I'll keep going ((looking towards M)). <u>Because it's something that I enjoy</u>. But <u>if it's like</u> ((glances at M)) <u>trying to learn something in maths</u>, ((smiles, shakes head, looking at M)) <u>I just can't do it</u>. ((looks to front))</p>		
<p>Example from text (31) M: I think you're a natural born leader. But I have to say I don't think people allowed B the leadership opportunities in primary or secondary school, because they didn't trust ((looking at M intermittently then to L, neutral face)) B: <u>other than in CCF</u> M: Other than in CCF ((B nodding) then had a drink), they didn't trust that he would be able to stay focused enough because of his ADHD ((B looked at M, neutral face)) but they did trust in CCF. ((B looking at M, nodding))</p>	<p>Subcategory Diagnosis of ADHD changed people's opinions of B; lack of opportunity Needs to have been given opportunities to lead and this did not happen at school – implication that his strengths were not recognised. Cadets provided an opportunity for this. ADHD meant that people in school did not trust that B could focus well enough to have a leadership role; In cadets they trusted that he could achieve this – Frustration (of M – shared by B?) of the way assumptions are made and expectations are limited by people in power in relation to CYP with ADHD diagnosis</p>	
<p>Example from text (63) N: What is it that you think will help you get there? That'll help get into the Police and then be good at the job?</p>	<p>Subcategory: Discourse related to ADHD: Noticing everything B offers the fact that he is 'always on quite high</p>	

<p>B: I don't know? I don't know ((slight smile)) I think ((looking down to front)) I'm always on quite high alert. <u>Could be handy in some situations</u></p> <p>Example from text (63) M: What do I always say about your ADHD brain? B: <u>I don't know</u>. ((looking ahead, neutral face)) M: Like, what do I say it really helps you with? B: ((Slight smile, turns to M)) I dunno! You put me on the spot. M: Okay, that could, that you see everything? ((looks down to front)) It's like [you notice things] B: [I said that] M: that... Did you say that? B: Yeah ((looking at M)) M: I'm not sure. B: I did ((looks to screen)) M: Oh, you said hyper-alert. Yeah, I see what you mean. ((smiling, picks up drink)) But, but I was just thinking, you know, you have an eye for detail and you ((drinking)) spot things that nobody else sees and hear things that nobody else hears ((still drinking)) B: Mm ((looks at M, gradually smiles))</p>	<p>alert' – this could be linked to anxiety – but later when mum asks re 'his ADHD brain' this is linked to noticing details.</p> <p>B picks up his drink again – a situation which is more emotive? Talking about 'ADHD brain' – mum mentioned eye for detail – B had said he is hyperalert – he thought this was the same thing – when M said she understood what he meant, he had a drink – taking the pressure off? Does B find the ADHD narrative helpful? Does he accept it as an identity position? It would have been interesting to have been able to ask him about this at the end of the final session</p>	
Principal sentences	Overarching Category: Empowered Self	Comments
<p>Example from text (2) M: Yeah, it was quite a long time ago – we went to see family - we've got family over there haven't we? ((head to front to look at screen, nods,</p>	<p>Subcategory: Experiences of family holidays/ activities (2) Australia when B was in Y5</p>	<p>Comments relate across subcategories Lots of overlap between empowered sense of self and other identity themes: for example, all of the strengths that B's mum</p>

<p>neutral face)) And then we did lots of other trips into the rain forest ((slight nod, turns head to mum, smiles)) and [swam in the Great Barrier Reef]</p> <p>B: [Yeah] [I remember that, I remember that]</p> <p>Example from text (3) N: So have you any other family holidays that have been important or... B: <u>Norfolk? Sheringham and Cromer, (1)</u> [(unintell)]</p> <p>Example from text (4) M: Center Parcs? B: Yeah, <u>that was a good one</u>, wan't it? ((looking to L towards M, slight smile))</p> <p>Example from text (8) N: Is camping something that you... you've done before, or you enjoy doing? B: Um, <u>we've done it before</u>, ((looking to L of screen)) <u>but we don't do it a lot</u> really. ((looking to M)) M: Not now. We did it a lot when you were younger. [yeah, yeah] B: [Yeah]. ((looks down to L)) But I mean <u>it is fun</u>. ((looks down))</p>	<p>Norfolk</p> <p>Center Parcs Climbing – became a hobby; Laser clay pigeon shooting – M says he was good</p> <p>Camping Fab: has enjoyed camping with family in past. (8) some of the things he likes about camping – sense that parents have encouraged activities that B may not have wanted to do but helped him develop new skills/ empowered/ manage anxiety (?)</p>	<p>relates to B (and mostly that he agrees with) can be included within the theme of developing an empowered sense of self. B's parents are clearly working very hard to reinforce these positive aspects so that B. can draw on them as strengths in future challenges – this is the purpose of taking a narrative approach to assessment, pupil voice and therapeutic intervention with CYP – to build a sense of self that is positive and resilient and moves away from some of the other dominant and more negative narratives surrounding the YP.</p> <p>I have not added all of the episodes where B's strengths were discussed into this section, but have included them on the (Holistic-Content Analysis Table 3) which provides an overview of the how the themes are woven throughout our conversations: Episodes: 20 Empathic 21 Reflective 22 and 32 Loving 24 Social intelligence 26 Rational thinking 27 Cautious 28 Wise 29 Perseverance 31 Leadership 34 Energetic 36 Courageous 38 Justice</p>
<p>Example from text (5) N: What are some of your hobbies then? B: Mm, <u>airsoft</u> ((shrugs, smiles, looking to L and down, shakes head, smiling)) <u>that's about it</u>. N: What's that? B: <u>Like paintball</u>, ((looks far away to L)) <u>but not paint balls</u>. ((looks at M and laughs as</p>	<p>Subcategory: Airsoft Sense that this is what he thinks is significant to him: 'that's about it' – but also underplays all the other things that emerge later – importance of emphasising the positive narrative for B</p>	

<p>talks, then back L of screen to corner of room))</p> <p>N: [Oh OK]</p> <p>B: [It's got little] plastic balls instead of paint balls ((looking at screen, neutral face))</p> <p>Example from text (31)</p> <p>B: <u>Airsoft</u>. Yeah, I think,</p> <p>N: Mm</p> <p>B: <u>Leadership role</u>, sort of</p> <p>N: What does that mean then in that context? What do you do?</p> <p>B: <u>Get a plan together</u> really</p> <p>((looking at M))</p> <p>N: Mm</p> <p>B: <u>Everyone's stood around, I sort of just get a couple of people</u>, ((looks at M)) like people <u>ask them to go this way, that way</u>.</p> <p>Example from text (54)</p> <p>N: Are there any other places more in the community that are going to be important to you moving forward? I don't know, like club places or sports places or social places?</p> <p>B: Probably my Airsoft?</p> <p>N: Oh, yeah.</p> <p>B: <u>Yeah (2) I think everyone's very friendly there. (2) It's a it's a quite a ((looking down to L)) welcoming place really ((looks to M)).</u></p> <p>N: Mm</p> <p>B: <u>I hope to continue that for (.) a while.</u></p>	<p>Accepts this as a strength; able to make decisions and suggest to other people what they need to do. He is prompted to do this when he becomes frustrated when people in a group are not making a decision/ doing anything. Enjoys thinking tactically</p> <p>Airsoft- friendly and welcoming – important for the future Being accepted is important; being part of this community</p>	<p>39 Forgiving 40 Grateful 42 Humble 43 Humorous 44 Integrity 45 Kind</p> <p>Airsoft; racing games – central aspects of identity at the moment for B. Has had exposure to lots of activities which have had the effect of building positive experiences eg climbing, expeditions, camping, visiting Australia: opportunities for perseverance and overcoming fear/ anxiety and experiencing success but there is a sense that B is not always able to incorporate these fully into his sense of self – talking about them and the strengths he has developed/ brought to them can help develop empowered sense of self – but this might be an ongoing process. He tends to deflect some of the strengths and knowledge (being 'very bright') that M attributes to him at first – then sometimes agrees; is he aware of his parents attempts to boost his self-esteem/ promote a positive sense of self as a response to the anxiety he has experienced? Or is he simply generous spirited – validating M?</p>
<p>Example from text (6)</p> <p>N: So is climbing something you've done a few times or...?</p>	<p>Subcategory: Other activities</p>	<p>Mum suggests that B's lack of a sense of purpose is a result of his school</p>

<p>B: <u>Yeah</u>, so I did it. ((looks up and slightly to R of screen, then moves head to L as talks)) And <u>I took lessons for my Duke of Edinburgh</u>.</p> <p>N: Oh, Okay</p> <p>B: <u>and then... didn't do it anymore</u>. ((looks towards M, slight smile, slight laugh))</p> <p>Example from text (7)</p> <p>B: <u>[The actual walk] wasn't great</u>. ((looking down, smiling))</p> <p>N: Not the, not the walking?</p> <p>B: But, I mean, <u>getting the tents up and whatnot, that wasn't bad</u>. ((scratching chin with L hand, looking slightly to L and above screen))</p> <p>Example from text (13)</p> <p>B: <u>I used to ride</u> ((glances to screen then to L)) <u>my scooter a lot</u>. Again, ((shakes head, looks to L then down to L)) <u>not any more really</u> ((facial expression seems sad))</p> <p>Example from text (29)</p> <p>M: The climbing</p> <p>B: Yeah, ((looks to R and nods)) actually Yeah, sure. Because <u>I was I was very scared of heights</u>. ((looking to L)) Like horrendously scared of heights...that... four years ago, if you took me on a climbing wall I'd start crying ((looked to screen briefly then to M, slight laugh))</p> <p>M: Mm</p> <p>B: And then, Yeah, <u>I ended up doing climbing and then</u> (.) <u>yeah it was good</u>.</p>	<p>Climbing – continued after Center Parcs</p> <p>Self-effacing humour?</p> <p>DofE: enjoyed the camping; tired so enjoyed the sleeping; didn't enjoy the walking much. Non-committal feeling about expedition</p> <p>Used to ride scooter in skateboard park when at grandma's</p> <p>Able to persevere with climbing even though afraid when there was a mechanism that reduced the fear. – opportunities for perseverance and overcoming fear/ anxiety and experiencing success</p>	<p>experience – but B rejects this – does B want the idea that he does not have a sense of 'what he is here to do' to be more significant than a response to negative school experiences? – he wants to take responsibility for this feeling – he doesn't want it to be something that school has taken away from him, but wants to see it as part of his identity; does he find it more empowering/ less stressful to believe that he does not have an overarching sense of purpose?</p> <p>B accepts optimism – as something that has developed (see section on vitality) – thinks it has developed with maturity not to do with feeling better now he is at college. Optimistic about his path. Thinking ahead to being promoted in police. Sensible approach to want to achieve but without undue pressure. Purpose for being in college – to get A'Levels</p>
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N: Mm. So that ...you really persevered with that then even [though it]

B: [yeah] think it's because like, ((looking to L, R hand gesticulating for emphasis, touched R ear with R hand)) when I did actually climb at Centre Parcs, they had these machines ((looking at M)) that did it. You could jump down and that was fun. ((looking down to front)) And I enjoyed it. And then I think that sort of set me up to actually want to do climbing. ((looked at M then to L)) Yeah.

M: Mm

B:

But yeah.

N: What were the machines then? Did they get you down if you wanted to.

B: So they were like... ((rubbed face with R hand, looking to M, rested head on R hand, slight smile)) How do I explain it? ((looked to screen, lifted head from hand, used R hand for emphasis/ gestured the actions as talked)) You could jump, and they'd lower you down.

N: OK

B: Not slowly, but not like quickly. So if you fell, you didn't get like, yanked. ((looking at M, using R hand to gesture as talked))

N: Okay.

B: You'd just get slowly lowered. ((looked at M))

B: I don't know, ((looking to screen then M)) I just had fun doing it. And then I just

Needs to have been given opportunities to lead and this did not happen at school apart from in cadets: provided an opportunity for this. Sju: Parents have provided experiences for him to succeed/ demonstrate and develop strengths

Identity - being an effective leader

wanted to do climbing from then on really.

Example from text (31)

M: I think you're a natural born leader. But I have to say I don't think people allowed B the leadership opportunities in primary or secondary school, because they didn't trust ((looking at M intermittently then to L, neutral face))

B: other than in CCF

M: Other than in CCF N:

What's CCF.

B: Mm, cadets

N: Oh, okay, so that's something else you've done.

B: Yeah, I did it. And then COVID came ((looked to screen then to M)) And then they didn't do it. And then I ended up going to college so I didn't have chance to do it again. ((looked to screen then L))

B: It was er, so most of the teachers, so the people that ran it were in the military, but they were ...also tended to be PE teachers. ((looking ahead then to M, then screen, neutral face))

M: Mm

N: Oh, Okay. Yeah. So is that something you might go back to? Could you imagine yourself...?

B: Probably not. No. But, it was fun when I was in it

Example from text (23)

I think you're really really really bright and clever and intelligent ((screws up R side of face and screws up nose

**Subcategory:
Knowledgeable**

slightly as if disagreeing, but smiling)) In fact, highly intelligent. Like you know so much about so many things.
 B: I know a lot about some things ((looking down, nods head as talks for emphasis on 'some', slight laugh)) M: OK. Well, I can name quite big list
 B. ((laughs)).
 M: Cars, artillery, World War One,
 B: Yeah ((looking down))
 M: World War Two. You know. There's a big list.

Example from text (30)

N: Okay, what about this one? Curiosity. Interest in things.
 B: Yeah. ((looks at M then to L)) Cos I'm quite curious about everything

Example from text (31)

N: Are there any other situations where you notice yourself doing that? (leading)
 B: Um (1) Probably games as well, when I get fed up with everyone. ((looks at M, smiles))
 N: Mm. Is that is that, um games on a computer?
 B: Yeah.
 N: When you've linked with people? Yeah.
 B: Mm
 N: So you feel like somebody needs to take the lead and make a decision about something?
 B: Yeah. ((looked at M then back to L))
 N: Yeah, so like the problem solving side of it?
 B: Yeah. ((neutral face))
 M: Mm

Cars, artillery, World War One, World War Two

Accepts this strength as applying to him
 Important aspect of identity: interest in the world

Racing games on computer – links with other people
 Fab: Accepts this as a strength; able to make decisions and suggest to other people what they need to do. He is prompted to do this when he becomes frustrated when people in a group are not making a decision/ doing anything.
 Enjoys thinking tactically

B: Especially my racing games.
I like doing my tactics on that.
((Looked at M, smiling,
scratching head with R hand))

Example from text (33)

N: Love of learning?

B: Depends what it is.

((M and B laugh, B looks
downwards then down to R,
neutral face))

N: Yeah, so the same thing,
sort of history and... what else
do you like learning about
these days?

B: F1, yeah, big time. ((looked
at M, smiling))

B: (3) I mean, I, I, I've always
liked it, but just recently I've
properly looked into it and all
the stuff that's in the past and
what not.((looking to R then
to M then to L))

N: Mm. Mm, that is
interesting. And has there
been other things apart from
the sort of war related things
that you've taken a big
interest in? Are there any
other areas that we've
missed, that you...

B: Cars , a lot, I really like cars,
so, um (5) and sort of modern
war stuff ((looking at M))

N: Mm

B: Um...(2) guns and how they
work. (5) What else? Well,
games obviously, and then
((looks upwards)) (5) probably
((looks at M)) the police?
((nods as looks to screen))

N: Right. Yeah. And when you
said about, like, recent wars,
does that mean that you're
quite into politics as well and
into like, what's going on
what's just happened in

Formula 1, Modern wars,
guns, police, politics and
Black Lives Matter, cars,
games

Has become frustrated
with BLM – he feels the
movement has lost its
way – when violent acts
have happened.

<p>Afghanistan and things like that?</p> <p>B: Was. <u>It's getting a bit on my nerves</u> now. ((looks at M and laughs)) So</p> <p>N: Yeah</p> <p>B: I don't bother. I think, Yeah,</p> <p>N: Yeah</p> <p>B: bit <u>frustrating what happened in Afghanistan</u>, but</p> <p>N: [Mm]</p> <p>M: [Mm]</p> <p>B: I just, <u>I didn't even read about it. Because I saw no point when it was something I can't do anything about</u> ((looks at M then back down to front))</p> <p>M: But you're interested in the Black Lives Matters stuff.</p> <p>B: <u>Yeah.</u></p>		
<p>Example from text (26)</p> <p>B: <u>You probably you know me better than I know myself.</u></p> <p>M: Mm ((shaking head)) No, ((Looking at M, smiling))</p> <p>B: <u>I think I think you do, because...sighs ((smiling, nods as talks, looking down to front)) (1) I don't know.</u></p> <p>M: I would agree with you completely. So you obviously know yourself really well ((laughs))</p> <p>Example from text (34) See episode 34 copied into connection section</p> <p>Example from text (37)</p> <p>N: What about this one? Creativity. imagination.</p> <p>B: Yeah. <u>I think I've got a good imagination.</u></p> <p>N: How does that show itself?</p> <p>B: <u>No idea, I've just heard it from you</u></p>	<p>Subcategory: Building positive self image; resilience</p> <p>Mum supporting development of positive identity re knowing himself</p> <p>Mum reinforces how good B is at reflecting and explaining about why connection is important and how school prevented him seeking out connection at home</p> <p>Accepts this as a strength Parents have validated his strengths</p>	

<p>((looking at M, moves head towards her as looks at her; all laugh)) M: Well I just think even like when you have ideas for how to... like you're your office design, ((looking at M)) B: <u>It was taken all from you</u> ((looking at M then ahead, smiling; laughs)) B: My room. That was... <u>my room. I think that's a better</u> M: Mm. B: <u>[example]</u></p> <p>Example from text (41) N: What about this one: hope or optimism? B: Yeah, I'd say I'm quite optimistic. Recently again. ((nodding to L, to screen, to L)) N: Do you think it's maturity? Or is it the fact...is it to do with college and the freedom that's given you and the fact that you're not being forced to do stuff you don't want to do? B: <u>I don't think so. Think...just...maturing, probably.</u></p> <p>Example from text (46) N: And this last one, it says, spirituality, which doesn't work as a word for some people, but having a sense of purpose. B: <u>No. I, I genuinely don't think so</u>, because I'm... No, ((looking to L)) N: No, you don't feel that you've got an overarching sort of sense of purpose in terms of...No? B: <u>No, I don't...</u></p>	<p>Designing room shows creativity. Accepts ideas from other people eg suggestions from M – but deflects praise back to M – perhaps he is not entirely convinced about having this strength attributed to him? – is he aware of his parents attempts to boost his self-esteem/ promote a positive sense of self as a response to the anxiety he has experienced? Or is he simply generous spirited – validating M? But then accepts his creativity in relation to his room.</p> <p>Accepts optimism – as something that has developed (see section on vitality) – thinks it has developed with maturity not to do with feeling better now he is at college.</p> <p>Mum suggests that B's lack of a sense of purpose is a result of his school experience – but B rejects this – does B want the idea that he does not have a sense of 'what he is here to do' to be more significant than a response to negative</p>	
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M: But I think maybe some of that, ((looking at M, then to R and down)) it's not about me....but again, I think a lot of that's come from school experiences.

B: I don't think so. ((looking at M)) I just think it's, I dunno, I've just never been able to think like, what am I actually here to do? ((looking at each other through this))

Example from text (51)

B: I mean, I want to join the Police. ((looking down to L, neutral face))

N: Mm.

B: ((whispers something to M)) Not really um ((looking down to front))?

B: (2) Yeah. Er (2) I don't think we ever thought further than that really. ((gradually turning to look at M as talks)) (4)

M: Talked about the house you'd like and?

B: Well, yeah, I think. [Yeah] ((looked at M then away to front and rubs R side of nose with R hand))

Example from text (56)

but I think it'd be nice to get all my A'Levels because I don't need them but ((looks to M, slight smile)) it'd be it'd be very nice to have them ((looks down to front))

N: Mm. So what do they say you do need? Do you need any A'Levels at all or?

B: Just basic GCSEs I think

N: That's quite a nice position to be in then if it feels like you...

school experiences? – he wants to take responsibility for this feeling – he doesn't want it to be something that school has taken away from him, but wants to see it as part of his identity; does he find it more empowering/ less stressful to believe that he does not have a sense of purpose?

B says 'we' – might indicate how proactive his parents have been in helping him to develop an empowered sense of self

Wants to get A Levels as although he only needs GCSEs to go into the Police through his identified route, he does not want to be in college

B: But I think ((looking ahead)) if I do want to go like up in that place ((looking to L)) I think they'd also be very helpful ((jiggling)) ((glances at M then down to front, nodding))

N: Yeah, sort of in terms of promotion and stuff?

B: Mm

N: Mm. I suppose, is it nice to know that you can do what you want without a load of pressure but then if you do do, you know, really well with your A Levels then it gives you another...?

B: Yeah

N: Yeah string to your bow?

B: Cos it's less stressful I think ((looking up to L)) thinking about that but I also do want to get them because I don't want to be in college for two years for nothing. ((looking down to L smiling))

Example from text (64.5)

N: Do you have any um objects that are special to you, that sort of give you strength or, or anything like that or any. Yeah, any sort of anything that's symbolic for you or any activities that help you move forward?

B: Not really.

N: No

M: Well, you have some early soft toys. Yeah. Which you use for comfort. ((Looking at M))

B: Not anymore.

M: Okay.

B: But yeah, ((looks down slightly to L))

for two years and not get A Levels.

Expressing own opinion – parental support to empower him - Sensible approach to want to achieve but without undue pressure. Optimistic about his path. Thinking ahead to being promoted in police.

B denies soft toys – thinks it's childish? Is he making decisions about what to focus on to create a positive, empowered self, which does not include soft toys? Links with previous comment (63) about 'having a laugh with mates' s a way of coping with challenge?

definitely when I was younger, not even that long ago really ((Looks at M)),

M: No

B: a couple years ago maybe? ((looking at M))

M: Mm

Example from text (64.5)

M: But then there's some photographs, that of

B: Yeah you've got photo books – lots of them haven't you? ((looking at M))

M: Mm

N: Is that something you you look at some times when you need a bit of a lift or...

B: Yeah, I think, just like, when it comes into my head really

Example from text (66)

N: Have you got any stories of what really helped you through a difficult time?

B: Probably you ((looking at M)).

M: Did you hear that Nick?

N: Yeah. Yeah. And maybe did your determination come into it as well? Because you're obviously very resilient.

B: I think a bit later on yeah but obviously it's quite a while ago. ((looking to M)) I think I relied on you.

M: I think that is true. And I think it was tough. It was traumatic. ((looking down to front)) But I think you've done some difficult things like going to CAMHS to deal with that. ((looking up to L)) And you've gone to CAMHS again recently. And even though you don't like going ...

Passes the responsibility and ownership of the photo books to M; sense that he is rejecting the idea that photos help when facing challenges; he says that he just looks at them when he thinks about it – tired and shutting down the conversation?

Mum helped him get through the hospital-related trauma and associated anxiety. Rejects idea of his own strengths and reiterates M being there for him; Mum trying to emphasise the empowered self: that B has engaged with CAMHS and that this has supported him – ie he can continue to be supported in this way when needed but B rejects this and reiterates that it is mum who has enabled his engagement with CAMHS – paralinguistic and non-verbal cues demonstrate he is not aligned with the idea that he engaged with CAMHS freely – mum trying to build resilience using a narrative that B

<p>B: Yeah but <u>who's been there with me?</u> ((rolls head so up and to front but moves eyes to L towards M, nods head towards M)) it's [you]</p> <p>M: [That's true]. But actually, you've had to want to be there. And even when you</p> <p>B: ((laughs and looks at M, blows air))</p> <p>M: haven't, even when you haven't wanted to be there. ((Looks at M, smiling slightly)) You've still gone.</p> <p>B: ((looking up to L, eyes to M, with head on one side to front)) <u>Have I had a choice?</u> ((Leaning head back and towards M))</p> <p>M: Not always</p> <p>B: ((Laughs and leans forwards)) ((all laugh)) <u>For the best though isn't it, so</u> ((head tilted to R, looking down in front and slightly to R, R side of mouth pulled slightly))</p> <p>M: Well, and I think that's the thing that you do, that you show resilience in that even when you don't want to do it. It's like you're doing it because you know, it's helpful.</p>	<p>can do things that he finds difficult to help himself with challenges.</p>	
Principal sentences	Overarching Category: Self Within an Educational Context	Comments
<p>Example from text (10)</p> <p><u>B: I used to go to the park a lot with friends.</u> ((looks to L, neutral face)) And then <u>I went to my secondary school and the school hours were really long so and I never got to</u></p> <p>N: Mm</p> <p>B: <u>meet so much anymore and it died out a bit</u> and it didn't.</p>	<p>Subcategory: School is a challenge; does not help build strength/ positive identity</p> <p>Used to go to the park a lot with friends. Died out when went to secondary school as the hours were long and he had less time to meet up after school.</p>	<p>Comments relate across subcategories</p> <p>No mention of supportive/ inspirational adults at school</p> <p>Stress of school eg lockdown learning; GCSEs made B stressed and this</p>

<p>((nods and turns slightly more towards screen but still L))</p> <p>Example from text (17) What about any, any people at school? Any adults or any staff? Or in the past? Or in the present? Anyone in those places? B: (6) <u>Probably not.</u></p> <p>Example from text (25) B: ((looking at M)) <u>When was the last time it was really bad (emotional dysregulation)?</u> ((emphasis on really)) M: ((shaking head)) Well, I think you know, lockdown learning and then getting ready for your [GCSEs ((looks back down to front)) was a very difficult time.] B: [Yeah. Yeah.] ((turns head from L to R, nodding, raises R hand to scratch nose, nods as looks at screen, scratches right side of face with tips of R fingers, looking upwards to R, head on one side)) M: Um, <u>As was [when you'd had your hospital experience. Yeah]</u> B: [It's been since after my GCSEs] ((turning to look towards but above screen, nodding)) and I've been a lot less stressed out. ((moves R hand up for emphasis as talks, looks above screen))</p> <p>Example from text (27) N: Yeah. That's Interesting. Yeah. So <u>when you weren't as interested in something you made decisions that weren't as sensible</u> B: Mm</p>	<p>Some regret? Went to a different school to his friends – perhaps this contributed?</p> <p>No mention of supportive/ inspirational adults at school – long pause</p> <p>Stress of school eg lockdown learning; GCSEs made B stressed and this led to emotional dysregulation</p> <p>Not sensible; but cautious in college more than in school Talks about lack of caution being a choice in</p>	<p>led to emotional dysregulation</p> <p>not sensible; but cautious in college more than in school - lack of caution being a choice in secondary school – because had to lots of things that he wasn't interested in. ie Boredom leads to not being sensible</p> <p>(34) He did not used to be optimistic about anything – when he was at an independent secondary school, he had long days for 6 days a week and did not speak to his parents when he got home. Emphasis about the horror of school; the lack of engagement with family when he was drained from school. ('never looked at something in a good way') – it affected him in all aspects/ ways. 'Lost connection'</p> <p>Lack of opportunities to succeed at school – eg leadership</p> <p>Mum suggests that B's lack of a sense of purpose is a result of his school experience – but B rejects this</p> <p>Became more anxious at school after the hospital incident</p> <p>Preferred subjects: history, psychology</p>
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<p>N: because... why was that then? B: <u>Cos I wasn't bothered?</u> ((slight laugh)) I think that's just the truth really ((looking down)). <u>I just wasn't bothered about what I was doing.</u> ((shaking head, looks at M)) M: Mm N: Mm B: So I just wanted to (3) just, <u>have fun and just talk cos I was getting bored</u> with N: hmm yeah, so it was sort of a way of getting out of a boring situation? B: Yeah, yeah ((nodding, looking at screen, then down still nodding)) N: Okay, um it's hard at school isn't it before you end up choosing your subjects because you're being forced to do things that you're not always that interested in? B: <u>Yeah</u>, even with GCSEs. ((coughs, looks to R)) Yeah, <u>even with GCSEs it was (.)</u> ((looking down to front)) <u>pretty very bad</u> ((looking at M, scratching head above R ear with R hand))</p> <p>Example from text (31) M: I think you're a natural born leader. But I have to say I don't think people allowed B the leadership opportunities in primary or secondary school, because they didn't trust ((looking at M intermittently then to L, neutral face)) B: <u>other than in CCF</u> M: Other than in CCF ((B nodding) then had a drink), they didn't trust that he would</p>	<p>secondary school – because had to lots of things that he wasn't interested in. Boredom leads to not being sensible Interesting that he blames himself for this – rather than thinking that the Ts should have ensured he was not bored/ tried to engage him more/ the school should have allowed him to take more appropriate subjects/ differentiated to make it more practical?</p> <p>Needs to have been given opportunities to lead and this did not happen at school – implication that his strengths were not recognised. Cadets provided an opportunity for this. Being an effective leader</p>	<p>Made friends at school that led to Airsoft group Wants to succeed to get A'Levels at college; College trip to London to H of Parliament – talks about positively Success at school: managed to get GCSEs at school – but very stressful time; optimistic about route into police after college as only needs GCSEs; A'Levels will help progression/ promotion</p>
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be able to stay focused enough because of his ADHD ((B looked at M, neutral face)) but they did trust in CCF. ((B looking at M, nodding))

Example from text (34)

B: I definitely wasn't optimistic about stuff previously. ((shaking head, looking to L))

M: No

B: I'd never looked at something in a good way. ((rubs face with L hand, looks L)) Ever ((laughs, looks to screen))

N: When was that, B? When did that go from and to?

B: Secondary school. ((looks L)) All of it.

N: When you started secondary school?

B: I didn't want to go to school. ((looks at M)) No, when I started, I think it was all right. ((Looks L)) And then it slowly went down and down and down. It's just... there's so much work, ((emphasis on 'so'))

N: Mm

B: the days were eight till five, half five, ((looking at M then screen))

N: Oh, gosh.

B: ((slight laugh)) Got home for about, what, six? Oh it was horrific. And on a Saturday. ((rubs nose, smiling))

N: Oh, goodness!

B: Oh, it was, I had one day off ((looks at M)) It was, oh, God, ((looking down, shaking head))

N: [And that's]

M: [So it was an]

It is important to him to be engaged and enthusiastic.
He did not used to be optimistic about anything – when he was at an independent secondary school, he had long days for 6 days a week and did not speak to his parents when he got home.

Talking about why this was bad: you do have energy to socialise; it helps to feel better if you socialise; you feel lonely if you don't.

Emphasis about the horror of school; the lack of engagement with family when he was drained from school. ('never looked at something in a good way') – it affected him in all aspects/ ways. 'Lost connection'
Identity: Connection is important to B

<p>N: Sorry M: It was an independent school, that was why, he did get longer holidays, but they were long days. N: Mm. So it sounds like that drained you a little bit. You felt quite drained from that.</p> <p>Example from text (46) N: And this last one, it says, spirituality, which doesn't work as a word for some people, but having a sense of purpose. B: <u>No. I, I genuinely don't think so</u>, because I'm... No, ((looking to L)) N: No, you don't feel that you've got an overarching sort of sense of purpose in terms of...No? B: <u>No, I don't...</u> M: But I think maybe some of that, ((looking at M, then to R and down)) it's not about me....but again, I think a lot of that's come from school experiences. B: <u>I don't think so.</u> ((looking at M)) I just think it's, I dunno, <u>I've just never been able to think like, what am I actually here to do?</u> ((looking at each other through this))</p>	<p>Mum suggests that B's lack of a sense of purpose is a result of his school experience – but B rejects this – looks at M while explaining; does B want the idea that he does not have a sense of 'what he is here to do' to be more significant than a response to negative school experiences? – he wants to take responsibility for this feeling – he doesn't want it to be something that school has taken away from him, but wants to see it as part of his identity.</p>	
<p>Example from text (11) B: <u>Year 8, yeah</u> (when the hospital trauma happened) N: Yeah, OK. So did it change how you felt about school? B: <u>I definitely became a lot more anxious about stuff.</u> ((looks towards M)) <u>Especially anything to do with medical stuff.</u> ((looks to screen,</p>	<p>Subcategory: Anxiety at school</p>	

<p>neutral face, slight nods as talks))</p>		
<p>Example from text (15) N: yeah. And are they friends that are at school as well, or...? B: Um, <u>one of them was at my secondary school and then left early but I stayed in contact with him.</u> ((glances at screen, moves head around as mostly looks to L)) N: Mm B: <u>And Charlie, I got introduced to from that friend.</u> ((glances at screen again, nods head as talking)) <u>And then Louis, I met in secondary school</u> ((glances at M)) and he was (1) Yeah. ((looks downwards to L))</p>	<p>Subcategory: Connection at school Went to same secondary but not college. Charlie is a friend of a friend. All friends live in Yorkshire and B's college is in Mansfield.</p>	
<p>Example from text (27) N: And what were your favourite ones? B: Um, ((touching R index finger to R ear lobe)), head tilted to L, looking to L and down)) History at times, ((looked to M)) psychology ((looked to L)) and (4) probably (unintell) really ((still touching face with R fingers, then scratched chin as looked at M and slight laugh, then looked to L))</p> <p>Example from text (56) but I think <u>it'd be nice to get all my A'Levels</u> because <u>I don't need them</u> but ((looks to M, slight smile)) it'd be it'd be very nice to have them ((looks down to front))</p>	<p>Subcategory: Positive aspects of school/ college</p> <p>Preferred subjects: history, psychology</p> <p>Wants to get A Levels as although he only needs GCSEs to go into the Police through his identified route, he does not want to be in college for two years and not get A Levels.</p> <p>Expressing own opinion – parental support to empower him - Sensible</p>	

N: Mm. So what do they say you do need? Do you need any A'Levels at all or?

B: Just basic GCSEs I think

N: That's quite a nice position to be in then if it feels like you...

B: But I think ((looking ahead)) if I do want to go like up in that place ((looking to L)) I think they'd also be very helpful ((jiggling)) ((glances at M then down to front, nodding))

N: Yeah, sort of in terms of promotion and stuff?

B: Mm

N: Mm. I suppose, is it nice to know that you can do what you want without a load of pressure but then if you do do, you know, really well with your A Levels then it gives you another...?

B: Yeah

N: Yeah string to your bow?

B: Cos it's less stressful I think ((looking up to L)) thinking about that but I also do want to get them because I don't want to be in college for two years for nothing. ((looking down to L smiling))

Example from text (57)

N: Another any events coming up related to college or, apart from exams that you know you're looking forward to or?

B: I think we might be going to London ((looks at M)) with Law

M: Oh, really?

B: Yeah (unintell) last week.

M: Oh

B: So he said basically just a trip to London and the excuse

approach to want to achieve but without undue pressure.
Optimistic about his path.
Thinking ahead to being promoted in police.

College trip to London to H of Parliament

M hadn't known about this. Seems keen to go – link to empowered self – B is embracing it as a positive experience

<p>is to look round the Houses of Parliament.</p> <p>M: Oh. Interesting!</p> <p>B: Yeah. <u>It'd be quite good</u> ((slight laugh, looking at M))</p>		
Principal sentences	Overarching Category: Future Self	Comments
<p>Example from text (33)</p> <p>N: What's your interest in the police?</p> <p>B: <u>It's the job that I want to do when I'm older</u> ((looking at screen))</p> <p>N: Okay. How do you think you'll get there? What's your... what's your route? Because there's different routes into it, isn't there?</p> <p>B: Yeah...<u>Just do my A'levels and then join</u> really? ((looking at M, slight laugh, smile))</p> <p>Example from text (51)</p> <p>B: I mean, <u>I want to join the Police</u>. ((looking down to L, neutral face))</p> <p>N: Mm.</p> <p>B: ((whispers something to M)) Not really um ((looking down to front))?</p> <p>B: (2) Yeah. Er (2) <u>I don't think we ever thought further than that really</u>. ((gradually turning to look at M as talks)) (4)</p> <p>M: Talked about the house you'd like and?</p> <p>B: Well, yeah, I think. [Yeah] ((looked at M then away to front and rubs R side of nose with R hand))</p> <p>Example from text (53)</p> <p>N: Yeah. Um, So what about, in terms of plans like the police, I know you said last time that you'd like to go</p>	<p>Subcategory: Police</p> <p>Joining the Police</p> <p>Not sure what M was encouraging B to talk about – whether he didn't want to talk about the sort of house he'd like to live in? – modesty? – ambition in terms of this?; supporting him to think positively and set plans for the future?</p> <p>Interesting B says 'we' – might indicate how proactive his parents have been in helping him to develop an empowered sense of self</p> <p>Go into Notts Police at 18, will live at home</p> <p>Uncertainty about own plans. Qualifiers in speech – demonstrating hesitancy/ uncertainty</p>	<p>Comments relate across subcategories</p> <p>B says 'we' – might indicate how proactive his parents have been in helping him to develop an empowered and future sense of self</p> <p>Go into Notts Police at 18, will live at home -</p> <p>Uncertainty about own plans? Qualifiers in speech – demonstrating hesitancy/ uncertainty – is this something he is excited about?/ that he has fully incorporated into identity? Or is it a route with less pressure: Easy route to get into the Police in terms of academic requirements?</p> <p>Travelling important: Canada, Holland, Australia, USA</p> <p>Wouldn't want to work abroad; would like to travel with friends – short trips; gets homesick; seeing new places; would go with close friends or family - tension between independence and sense of needing family close?</p> <p>Silverstone</p> <p>Learning to drive</p>

<p>straight in um, and then you work up, don't you once you're in? Is that something you'd do sort of locally then, around XXX, or?</p> <p>B: (5) ((breathes in, clears throat, looks to M then to L)) <u>it'll probably end up depending where I move to really</u> ((looks to M)). <u>If I stay in the XXX area</u>, then ((shrugs, turns briefly to screen)) <u>yeah</u>, probably.</p> <p>N: Mm</p> <p>B: So maybe in XXX, but I <u>don't know</u> ((shrugs, looks down to front, looks to screen and shrugs)).</p> <p>Example from text (63)</p> <p>B: Well, I think <u>the main things carrying me like, to do the job that I want to do is just the fact that it just happens to be a job that's quite easy to get</u> ((looks at M and laughs as talks)) (3) Do you know what I mean? ((looking at M)) That is, that like <u>a dream job</u> ((looking to L, neutral face)) <u>because I've already got the requirements</u> ((looks to screen then upwards)) (1) <u>that I need to</u> ((looking to L and then to M)) <u>join</u></p>	<p>Easy route to get into the Police in terms of academic requirements</p>	
<p>Example from text (47)</p> <p>N: So have you've got any ideas as to start off with, what are some of the places that you might like to go in, in your life?</p> <p>B: <u>Yeah</u>. ((Looking at M)) Probably.</p> <p><u>Canada. Holland</u>. ((Looking to L and slightly downwards))</p>	<p>Subcategory: Travel Canada, Holland, Australia, USA</p> <p>Canada and Holland mentioned first and without any doubt USA: 'at some point' Australia: 'probably again'</p>	

America, at some point? (2)
Probably Australia again.

Example from text (48)

N: Any reasons for any of those or general interest?
B: I think the thing that (2) with America (.) is it's like, (.) it's very similar to the UK, but like, different ((questioning intonation, looks at M, smiling, who turns to him)). It's hard to explain, isn't it? ((Looks down, slight smile))
Oh, it is. But it's like (.) ((looks ahead, neutral face, slight shrug)) I don't know. ((looks to L))
N: I know what you mean, there's no language barrier or anything is there?
B: Yeah. ((Looking to screen, slight smile)) And there's not much ((looking to L as thinking, neutral face)) cultural compared to like, do you know what I mean? ((looking at M)) countries like Spain and whatnot.
N: Which areas of America would you be most interested in? Or have you not really narrowed it down?
B: New York ((looking L to M))
Um (1) Washington DC ((slight shrug, looking L and slightly downwards)) Um (1) Probably Los Angeles ((M turns to him, he looks at her))

Example from text (49)

N: And what's about Canada? Is there a particular reason there?
B: I just think it's quite relaxed ((turns to look at M, neutral face)). Like um, a more

Similarities to UK so familiar; differences so interesting

Uncertainty in expressing himself – looking to M for support. Boosted when I validated what he said.

Specific places to visit in USA: cities – positive sense of self to have a plan to go to these places.

Canada is relaxed; peaceful
Uncertainty in himself: lots of words (modifiers) to soften his contentions, suggesting hesitancy/lacking confidence?

Wouldn't want to work abroad; would like to travel with friends – short trips; gets homesick; seeing new places; would go with close friends or family

<p><u>peaceful version of America</u> <u>really</u></p> <p>Example from text (52) B: I think, I think <u>I would like to travel</u> N: Mm B: Um (5) ((slight laugh)) N: to some of the places you've said or with friends to a different, different sorts of travelling or to work abroad, or B: <u>Just anything really well not to work abroad, I don't think I could do that.</u> ((looks to M, shaking head and smiling)) But I think ((looking down to L, smiling)) just <u>any sort of travelling</u> really N: Mm B: <u>Seeing new places</u> and whatnot. ((looking up to L neutral face, slight nod)) N: Mm. And who'd go with you would be important, we're going to come on to the people involved in your future sort of ideas, but who would go with you travelling? B: <u>Probably just close friends</u> ((looking at M)) <u>and family</u> ((gives a nod as says this and then looks down to front)) obviously.</p> <p>Example from text (58) M: Yeah, yeah, you said you wanted to do that (travel to Australia and USA) you might do with your friends or you might do it with us, [it depends] B: <u>might do it with both</u> M: You might do it with both that's true</p>	<p>Sense of reliance on family from fab and also: 'anything really' then straight away without pause 'well not to work abroad'; 'obviously' when talks about travelling with family – but looks down as if this has some sense of negativity attached? Eg tension between independence and sense of needing family close?</p> <p>Might go to America with family/ friends/ both – hopeful and connected sense of future self</p> <p>Going to Holland in the future – due to family connections there. Reason to go back: connection and sense of belonging there</p>	
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<p>B: ((smiling looking down)). Mmm</p> <p>Example from text (50) N: What about Holland? Why there in Europe particularly? B: Well, I'm a quarter Dutch and you...? ((Looks at M, slight shrug)) Yeah, ((looks to screen)) well, it is just ((shrugs and looks to M, shrugs again)). <u>Don't know.</u> And <u>it looks quite nice</u> ((looking at M who looks back at him, smiles, slight laugh, shrugs)) M: Yeah. ((laughs)) N: Yeah. B: Yeah, um (2) M: Your Grandma was Dutch.</p>		
<p>Example from text (55) N: Any other places in the community? I don't know, outside outside spaces that you visit or enjoy going to or? B: Probably not, no, <u>no</u> M: Well you've talked about wanting to go to the Grand Prix and B: Yeah but that (2) is that...? M: Well it's those kinds of things that you want to do. ((looks away from M and rubs nose with R hand)) B: Oh, stuff that I <i>want</i> to do? ((looks to screen)) B: Ah, um, yeah, I probably um <u>go to Silverstone to watch F1. I'd probably go to a different country to watch it</u> as well but ((slight laugh)) quite good</p> <p>Example from text (61) N: Is driving something that you want to do and passing your driving test B: Yeah.</p>	<p>Subcategory: Other activities for the future Uncertain of question – ie possible future places – not definite places. Asks for clarification – is there a distinction in B's mind about things he will do and things he'd want to do? – constraints? . Silverstone – F1 abroad – for a present. Expensive.</p> <p>Interested in learning to drive and cars – will learn as soon as he can</p>	

N: Yeah

B: ((looking down)) Yeah – I'm really into cars

N: Oh. Yeah. When do you plan to start learning?

B: As soon as I can really

Appendix 20: Categorical-Content Table for Cal

Colour Key: Relating to overarching themes:
 Medical Context
 Educational Context
 Relating to connection
 Autonomy and protection
 Creative, practical, construction
 Future goals and dreams
 Justice and Empowerment

Principal sentences	Overarching Category: Creative/ Constructing Self	Comments
<p>Example from text (22) N: Can you give me any ideas about what you think you're good at? what some of your strengths are? C: <u>Building. Playing.</u> ((Looking down, shaking head slightly)) <u>Gaming</u> and stuff, I don't know.</p> <p>Example from text (22) N: Mm. So building it sounds like you're really good at that because we've talked about that before. Um you're really good at sort of engineering aren't you and putting things back together? C: Not really, <u>I like destroying stuff.</u> ((looking down at feet, slight smile))</p> <p>Example from text (14) N: Okay. Who did you always used to do motorbike building with then and taking them apart? C: Noone, I do it myself ((slightly lighter tone, playing with camera, scowling face subsides a little)) N: Do you? And where do you do that? C: Back room ((intonation indicates definiteness – emphasis on 'room'; slight nonchalance, eyebrows</p>	<p>Subcategory: Interest in constructing and taking things to pieces Gaming, building Does not find it easy to think of strengths – gave two but then head down and 'don't know'</p> <p>Rejects idea of building things (even though he suggested it) – 'destroy things' – difficult to hear and accept positives?/ repeating a narrative he hears is told about himself? – but sense of humour too – slight smile briefly. Enjoys saying the opposite of what I/ adult wants/ expects to hear?</p> <p>Power: Cannot do this often – garage locked – needs mum's permission. Emphasis on dad not being involved – repetition: never mentioned; 'out of picture' – non-verbal communication emphasises negativity about this. Interest in this topic demonstrated by mentioning going to get some of the pieces – but 'not allowed' – again coming back to sense of lack of control – being thwarted – negativity.</p>	<p>Comments relate across subcategories Rejects creativity and constructive attributes at times – is this because he does not want me/ other adult to know anything about him? / admit any positive attributes?/ he is uncomfortable accepting positive attributes in relation to himself?</p>

<p>raised, still playing with camera))</p> <p>N: Oh, you do it at home do you?</p> <p>C: <u>Mm</u></p> <p>N: So are there bits of motorbike lying around then?</p> <p>C: Yeah, <u>could get some now but (.) wouldn't be allowed</u> ((looking at camera in hands))</p> <p>N: Are they actually inside, or have you got like a shed or somewhere where you do it?</p> <p>C: <u>We've got a garage that's outside</u> ((looks up and slightly jerks head to front, indicating outside, rasies L side of upper lip)) <u>to keep em in.</u> ((looking closely at camera in his hands))</p> <p>N: Yeah</p> <p>C: and can't get in it cos there's keys in it and it's double-locked so ((purses mouth)) it's impossible to get into ((raises eyebrows))</p> <p>N: Do you go in there sometimes then; are you allowed to go in to do motorbike stuff or...?</p> <p>C: <u>It depends if my mum says</u></p> <p>N: Yeah. Is it something you enjoy doing at weekends?</p> <p>C: Well not really cos I don't get to do much. ((puts camera up to eye as if taking photo))</p> <p>Example from text (21)</p> <p>N: Like practical things don't you, is that right? You like doing things with your hands and working out how</p>	<p>'Not really' - difficult to hear and accept positives?/ repeating a narrative he hears is told about himself?</p> <p>Autonomy/ Protection: Saying the opposite of what I/ adult wants/ expects to hear?</p> <p>Reluctance to engage about positives</p> <p>'They all work the same' - difficult to hear and accept positives?/ repeating a narrative he hears is told about himself?</p> <p>Reluctance to engage about positives</p> <p>Does not pick up on the idea of understanding engines – dismisses this as a strength –</p>	
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things go together? (2) And are you good at making engines work? Do you understand about engines as well?

C: Not really ((put head into neck of T-shirt briefly)). I know at least that combustion's a spark and petrol. ((playing with and looking at hands, then looks upwards))

Example from text (28)

N: I think I've got the impression from you that you like to find out about engines and bikes and things. Is that true? You're curious about those?

C: They all work the same though. ((manipulating two objects on his knee and looking at them))

Example from text (54)

N: Sometimes people have a sense of purpose in their job. For example, if you've got an idea about what job you'd like to do that would make you feel really useful?

C: Probably

N: What would you like to do?

does not capitalise on opportunities to be positive
Conveying the message that he is bored and does not want to engage. Does not pick up suggestion that he is curious about an area of interest: motorbikes and engines and denies this is an example of being curious as they are all the same. His fiddling becomes a bit more intense and possibly damaging – eg poking at a phone with a sharp object – conveying disengagement? Provoking a familiar response?

Future

Wants an apprenticeship to train as a mechanic.

Has broken most things he has been given
Autonomy/ Protection: A bit dismissive of this – cannot relate to it? Is presenting the idea of having broken things a way not to have to say he has no examples of special objects?/ way of not engaging with this topic?

<p>C: <u>Want to work on bikes,</u> but (1) N: yeah. C: <u>Got to get a...What do you call it</u> N: qualification? C: No, not one of them M: Um, I think <u>he's on about apprentice</u> N: Apprenticeship, Yeah, well, you know, sometimes in secondary school, and it's just a stepping stone to college where you can get an apprenticeship so C: well, <u>I'm not there am I?</u></p> <p>Example from text (70) C: <u>Mostly just broken everything that I get given</u> ((fiddling with something on his wrist)) N: Sorry, I can't hear you C: Mostly broken everything that I've been given N: Oh are they? Is that because...is that because you've taken them apart or just because they're old? C: <u>Sometimes there're old and sometimes cos I just take them apart</u> ((looking at wrists/ cuffs?))</p>	<p>Negative spin on ability to be creative/ construct</p>	
<p>Example from text (28) N: OK. What about this one? This one says curiosity and wanting to do new things. Is that you? That you like to find out about things and try new things? C: <u>Not really</u> ((flapping phone on knee; looking bored)). <u>I like try different foods</u> ((looks at camera)) N: Yeah. That's an example of that!</p>	<p>Subcategory: Curiosity/ Creativity <u>Looking</u> C does not really respond to the idea of being creative – but then suggests trying different foods</p> <p>Does not contradict mum but does not elaborate</p>	

<p>Example from text (35) I've just been asking him about being creative. And I was saying to him that, you know, some of his building that he does, and putting things together and creating things... M: Yeah ((sitting next to C on sofa; C resting head on right fist)) N: ...that sounds like it's really creative to me. M: Yeah it is. <u>He does lots of things, like cooking</u> and stuff like that he does, [um] N: [cooking as well!] ((C looking slightly up away from mum but resting his back on her; looking neutral now rather than hostile)) M: Yeah, he's always got little ideas where it's putting stuff together, even though it might be annoying, because he's took things apart to get them together. ((C looking at camera)) But...</p>	<p>Connection with mum demonstrated – negative aspect of the strength referred to by M ‘might be annoying because he’s took things apart’ – mirrors C’s attitude towards his own strengths</p>	
<p>Example from text (30) N: Okay, what about this one? This one says leadership. Are you a good leader? ((nods)) So, can you give me an example of when you've been a really good leader? C: When I'm on my game, I was literally told by these people that I'm a good leader. ((leans forward and then looks at camera and then to slightly to the right)) N: Do you have good ideas or do you persuade people to do things or do you show people how to do things?</p>	<p>Subcategory: Gaming Accepts ‘leadership’ as applying to him Important aspect of identity. Being persuasive is a skill that can be misused – perhaps he has been misjudged when he has been persuasive – people have accused him of being vengeful? / manipulative? Rejects the idea that he has good ideas – ‘do what I need to do’</p> <p>A bit more engaged with this subject. ‘I am’ on end of sentence for emphasis.</p>	

<p>What is it that makes you a good leader?</p> <p>C: I'm persuasive, I am ((looking down at bag in his hands, slight sneer))</p> <p>N: I missed what you said then C, sorry,</p> <p>C: I'm mega persuasive, I am</p> <p>N: Yeah, that's a really good skill then. (2)</p> <p>C: Not really cos people can use it as revenge and power thing ((looking at the bag in his hands, slightly slower speech for emphasis and drama, slight creaky voice))</p> <p>Example from text (30)</p> <p>N: You know when you say, I just do what needs to be done when you're playing a game I think that you aren't realising how good you are at doing that because you can't just do what needs to be done unless you really understand what needs to be done so you must be good at knowing what needs to happen next so you're good at problem solving I'd say and you're just saying: 'oh well that's nothing' but actually it is it's a really important skill.</p> <p>C: <u>Obvious</u> ((looking down at the bag in his hands))</p> <p>N: What seems obvious to you might not actually be obvious to lots of other people - you might be particularly good at spotting what's obvious. ((watching dog with a questioning expression as they are play fighting as they come into</p>	<p>Doesn't find it easy to unpick skills and decide if they are applicable to him. Difficulty in accepting praise?</p> <p>Interacts with dogs to avoid engagement. Understands that he is communicating disinterest?/ awareness of how this makes others feel?/ other people's responses to this affect his sense of self? – ie criticism/ anger/ backing away from him?</p> <p>Not able to accept some of his strengths – he does not appreciate they are strengths – thinks that they are obvious and common</p> <p>Connection with dogs demonstrated</p> <p>Accepts gaming as a calming activity</p>	
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<p>the room next to him on the right as he is tearing bag in hand, looks briefly at camera)) Do you think that might be true? C: <u>Mm</u></p> <p>Example from text (68) N: What about anything that calms you down? Like sitting somewhere that you like sitting and thinking or gaming? C: ((Settling back into sofa, looks briefly at camera)). <u>Yeah that's alright</u></p> <p>Example from text (90) N: And then when you get home, what do you do then? C: <u>Go on my game</u> or summat N: Do you talk to mum about it? C: <u>No</u> N: Do you feel anything else? C: No <u>I'm not angry at home</u> N: Aren't you? C: No <u>Cos I finally get a break and sort mysen out</u></p> <p>Example from text (91) C: <u>Wish I could game at school</u> ((pushing himself up to sit on sofa)) N: Why, what would, what would that help with? C: <u>Everything</u> ((reaching forward)) N: Do you think it'd help you to calm down? C: <u>Mm</u></p>	<p>Does not talk about it, goes on game, doesn't feel angry about it at home because he has a break from it, does not feel sad, hurt, offended Accepts gaming as a calming activity 'Sort mesen out' – needs time to regulate – not given this time/ support at school.</p> <p>Gaming – it would be helpful to be able to do this at school – helps to calm. Accepts gaming as a calming activity Unable to do this to calm down at school</p>	
<p>Example from text (33)</p>	<p>Subcategory: Other identified strengths</p>	

<p>N: Now and if you think this is you, this is like vitality says having lots of energy. Is that you? Having enthusiasm and energy. C: <u>Hm (3)</u> N: So where would you say that comes out most? Tell me some examples of activities where you've got lots of energy C: <u>Rugby</u> ((looking down at phone)) N: What about anything to do with your bike? Have you got a lot of enthusiasm about that? C: <u>Mm</u> ((slight nod))</p> <p>Example from text (36) M: Mm. <u>I'd say he's pretty brave.</u> N: Yeah? M: <u>He tries some ex. extreme sports. We've just do, been doing skydiving.</u> N: I forgot about your skydiving! M: indoor skydiving and he ((C looking to right of camera as if disinterested but still neutral face)) <u>and he's given that a go so he's quite brave.</u></p> <p>Example from text (37) N: And I just asked him as well about having a lot of energy and asked him what what would make him wake up in the morning and say yes! M: ((laughs, looking at C; C smiles back at mum)) C: Shut up ((smiling, looks away))</p>	<p>Has energy/ vitality re rugby; cycling</p> <p>C not denying this as a strength but did not really respond. Connection with mum</p> <p>C has a lot of energy and needs to burn it off. Power: Ways of doing this are not possible at the moment: rugby – not at school; cycling: bike has no chain; Went to a circus recently Connection with mum Accepted he has energy C says it's surprising to hear that he has energy – is this because he is accused of not doing enough by adults? Or is he being sarcastic? Warm interactions with mum at times.</p>	
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<p>M: You have! He's always full of energy. ((C smiles towards camera, stretches legs out towards camera)) Um ((Looking at camera, smiling)) C: <u>That's kind of surprising</u> innit? ((Look at each other, smiling)) M: What is? C: <u>Me having loads of energy.</u> ((Looking downwards)) M: <u>It's burning it off that's the problem,</u> we need to get him like, burn it all off, otherwise he just gets frustrated ((C looking at camera, neutral face)) N: Yeah. What helps you burn it off then? What sorts of things? He was saying about rugby that used to do that he liked. M: Yeah, he's not done that for a while. Um, <u>You ride your push bike don't you? It's got no chain at minute.</u></p> <p>Example from text (46) N: What about this one? Having a good sense of humour? being playful? M: <u>Yeah.</u> ((playing with pen, looking down and then eyes slightly up, neutral face)). He's really good like that N: Your mum says you've got a good sense of humour. Do you make people laugh? C: Yeah, I have ((banging pen into thigh but neutral face/ slight smile – looking downwards, then broad smile))</p>	<p>Connection with mum Accepted he has sense of humour</p> <p>Accepted he is kind/ generous with brother sometimes Partially accepts this as a strength – M gives an example; C is facetious at first in his response (gives an example of something negative he does to his brother?) Then gives an example of buying things for his brothers even though he got nothing back Shows self-awareness – 'sometimes'. Focus on the unfairness of the situation ie lack of reciprocation rather than the fact that he had been kind. Connection with mum - More positive when talking about gift for brother – more banter</p>	
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<p>Example from text (47) N: Yeah, can you give me some examples? (kindness/ generosity) C: (unintell) M: Well, you <i>do</i> nice things for him don't you? <u>You do nice things</u>, I don't know, making me, <u>when they bake and things</u> ((C slight smile as looks at pen in hand)) and they do nice things like that. C: <u>I got him some rubbers for his birthday and he never got me owt back</u> ((looks towards mum, slight smile)) M: <u>Yeah</u> ((smiles at mum still banging pen into thigh)) C: <u>Spend four pound on them</u>. They were four pound and all. N: were they? That's very generous then. M: ((M laughing)) – yeah, he is generous ((slight smile)) (2) Apart from when you're arguing over pop. ((smiles and slides pen up and down leg)) C: <u>That's not fair is it</u> ((smiling towards mum))</p> <p>Example from text (52) N: And what about this, this is appreciating beauty or appreciating nature. Things like that. C: Mm ((nods)) M: Do you? (2) It sort of seems me that appreciates nature and beauty. And <u>these are, aren't really interested</u>. I like going to beautiful places me and N: Yeah C: [yeah, I like...]</p>	<p>between him and M. facial expression more open.</p> <p>C accepts this as a strength straight away: love of nature; mum says he likes animals Mum thinks not because he moans about the journey to countryside – negative emphasis - but C presents own opinion</p> <p>Very keen to assert that this is part of his identity Connection with mum - humour</p> <p>Says he is confident – lack of confidence is not an obstacle</p>	
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<p>M: ((doing an impression of C)) [got to sit in car for two hours,] to get there! C: [yeah, I like...] Yeah if we got there quick I'd be a bit more happy, but two more hours, it's not pleasant is it? ((smiling and looking at phone in hand)) N: When I first said it C, you nodded. So do you feel that you appreciate nature? Do you like animals and like... M: <u>he likes animals...</u> C: See I told you, <u>I do love beauty and nature.</u> (looking at mum with stern face and then pulled silly face at her)</p> <p>Example from text (85) N: Yeah. Okay. Um, let's have a look, what else is there on there? Feeling... well, one of them on the bottom says attitude and confidence. Is that ever a problem for you? C: <u>No not really.</u> ((rubs face with hands)) N: You feel okay with your confidence? C: <u>Mm</u></p>		
<p>Example from text (57) N: Okay. Yeah, I can imagine that. (3) What else? (examples of when he has energy) C: Dunno ((Shuffling in chair)) <u>Don't do owt.</u> N: Say it again? C: <u>Don't do owt else?</u> ((looking at phone in hands, neutral face, glances to camera)) N: And you know, when what would make you wake up one morning and go, yes,</p>	<p>Subcategory: Lack of opportunity</p> <p>No opportunities to feel empowered/ excited or not wanting to share with me?</p>	

<p>I'm doing such and such, what would it be? That would make you go? Wow, yeah. I'm up for it.</p> <p>C: <u>I don't know</u></p> <p>N: What would be your best day ever? If you woke up?</p> <p>C: <u>Mm-mm</u> ((don't know intonation; looking disengaged, disinterested as plays with phone))</p> <p>N: You can't think what would make you the most excited?</p> <p>C: <u>No</u> ((presses lips together and slightly blows out cheeks as plays with phone))</p>		
Principal sentences	Overarching Category: Connected Self	Comments
<p>Example from text (2)</p> <p>N: If...anything that you've achieved, or any places you've been to,</p> <p>C: <u>Portugal</u> (shrugs and leans forwards, putting head downwards, with an indifferent facial expression – mouth turned downwards, looks at screen briefly then down to L)</p> <p>N: Have you been to Portugal?</p> <p>A: <u>Mm-hm</u> (looking upwards and away to his right, with a disengaged facial expression)</p> <p>N: Was that on a family holiday?</p> <p>A: <u>Yeah</u>. (Raising left hand and bringing it down to tap onto knee/ chair, looking straight ahead not at screen)</p>	<p>Subcategory: Connection with family and home</p> <p>Family holiday – mentions younger brother straight away – as primary/ most significant memory of the holiday – also says he was annoying as usual. He was dancing every time they went past a partic building</p> <p>This memory holds some significance for C – I didn't ask the right/ enough questions to hear more about it – he smiled slightly about it</p> <p>Importance of connection with people who he is close to.</p>	<p>Comments relate across subcategories</p> <p>Importance of connection with people who he is close to.</p> <p>Finding negative in a positive memory as way of underplaying its significance/ the significance of the relationships? Pretending they don't matter as much as they do? – due to difficulty expressing emotion?/ fear of loss of relationships?</p>

<p>N: Tell me about that. Tell me about what you liked and didn't like about it.</p> <p>Example from text (2) Portugal - brothers C: <u>My brother were there</u> ((briefly looked towards camera with a slight smile, looked to his right and then back, tapping with right hand/ banging a bottle onto the chair/ table)) <u>Being annoying</u> as usual. ((looked towards camera, slightly more open, engaged expression, scratched side of nose with right hand)) N: What else, what else happened? C: Well <u>my brother started dancing like every time we went past this building.</u> ((examining hands, both hands in front of face, one hand in the other)) Dunno [why] ((looked towards camera)) N: [Every time you] passed a building? C: Yeah, he were, <u>he were dancing every time we went past this building</u> ((tapping wrists together, looking towards camera))</p> <p>Example from text (3) Brother N: Um is it your older brother or your younger brother? C: ((Looking towards camera)) <u>My younger brother</u> (looking at his left hand scratching right elbow and then stroking his right arm up and down))</p>	<p>Finding negative in a positive memory (T being annoying 'as usual') as way of underplaying its significance/ the significance of the relationships? Pretending they don't matter as much as they do? – due to difficulty expressing emotion?/ fear of loss of relationships? Narrative relating to family – expresses connection – but negative aspect retold first</p> <p>Younger bro – gave name 'T'</p> <p>Lots of movement right from the start – abrupt 'No' – linked to fact that 'nobody else' went with M and T – emotion about this? Eg dad didn't go – facial expression – angry resignation/ upset/ disappointed that not everyone significant to him went?/ pleased that others didn't go – because there is a rift? - loyalty to mum Id: relationship with mum and T</p> <p>Shift in topic: Thinking about significant places in the past: Portugal</p>	
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<p>C: <u>No</u>. ((touching forehead with left hand) <u>It were a thing where you like going to see dolphins</u> ((looking towards camera, left elbow resting on back of sofa and L hand playing with hair on top of head)) [<u>he let us</u>] N: [so,...] C: <u>stay on the boat</u> ((Eyes to R)) N: So um was there a lot of people on the boat then? Not just you? C: Yeah there were lots of people on boat ((looking to R, rubbing L eye with L hand)) N: And you, and they, and you were allowed to steer it? C: <u>Mm</u> N: That sounds good. Was it good fun? C: <u>Yeah</u> ((touching left ear with left hand as he leant left elbow on arm of chair, leaning back in the chair and looking at the camera with an indifferent expression, then to L, touching L eye with little finger of L hand))</p> <p>Example from text (31) N: So let's think about just the inside of the wheel then, and think about people who are important to you in your life, and who've been important up to now. So I know one of them, I think you'll say Is your mum. C: <u>Mm</u> N: And I know you've mentioned T. So even</p>	<p>this – T is particularly significant to C? - mentions him in a bit of detail unlike the other 2 siblings. Awareness of T's feelings ie thinks C doesn't like him</p> <p>Nephew: M – 5 years old – play fights on trampoline – describes the game.</p> <p>Monosyllabic responses at first; then engages more. Smiling and real engagement as talks about playing with nephew. Being an uncle to M? Playing with him – responsibility? Being the leader? Having some power in this interaction?</p>	
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<p>though he might be annoying.</p> <p>C: I have arguments with him and he still thinks I don't like him. <u>I do like him, but sometimes he's very annoying.</u> ((looking down at the camera and camera case he is fiddling with))</p> <p>N: Yeah. Well, I think called brothers and sisters are a bit like that, aren't they? So, so there's T and have you got an older brother as well.</p> <p>C: <u>Yeah.</u></p> <p>N: What's his name?</p> <p>C: M. ((reaching down between sofa cushions to retrieve something))</p> <p>C: Yeah, my sister. ((smiling, looks to camera briefly, then down to L and shifts position on chair))</p> <p>N: Oh, I didn't know you'd got a sister. What's your sister's name?</p> <p>C: E (4)</p> <p>Example from text (18)</p> <p>N: Have you got anyone else in the family? cousins, aunties, uncles, grandparents that are important to you?</p> <p>C: Yeah, <u>my nephew</u> ((Looks towards camera briefly as leans forwards and touches feet))</p> <p>N: Who's he?</p> <p>C: <u>M</u> ((smiles, looks briefly to screen))</p> <p>N: Do you see him much?</p> <p>C: <u>Mm</u></p> <p>N: So is that M's son?</p> <p>C: <u>Mm</u></p> <p>N: Yeah. Aah. And how old is he then?</p>	<p>Sees grandparent sometimes (mum's mum) Nanan – lives in Rotherham – doesn't stay there.</p> <p>Not sure about aunties. Two uncles Uncertainty about uncles and aunties – they do not seem to figure strongly in family narrative. Disdainful about idea of calling family friends uncles – closed family group – not many connections outside?/ angry that dad was mentioned?</p>	
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C: I think he's five. ((looking to right with a thoughtful face, slight pull of lips with head tilted to side)) [pretty sure he is]

N: [And what] what do you do with him? Do you play games with him? Or take them out or...

C: We used to have little fights on trampoline like play fights ((smiling, looking slightly wistful, looking to right))

N: Do you ((laughs))

C: Funny ((smiling)) cos I'd throw him across trampoline and he gets back up and he's like 'raaar!' ((smiles, intermittently looking at camera as says this))

Example from text (20)

N: What about grandparents? Have you got any grandparents? That you see? [any..]

C: [yeah we see] sometimes ((looks down and then to camera, leaning slightly to L on sofa))

N: Say that again - it just cut out a bit.

C: Mum's mum sometimes. (looking directly at camera))

N: Yeah. What's her name? Mama or grandma or...?

C: Just call her Nanan. ((smiles))

N: Nanan? Yeah. And does she live nearby?

C: No she lives in Rotherham ((tilts heads to one side, pulls mouth to one side))

Doesn't get upset or angry at home

Loves people in his family and cares for them; likes to have hugs and be loved by others

Non-verbal communication used to respond but quick to respond – indicates this is important to him but difficult to verbalise?

Bribing his brother to do things;
He has good ideas

<p>N: Oh right – a bit of a trek then? (3) Do you ever go and stay? (4) C: <u>No.</u> ((shifting in chair, looks at camera briefly))</p> <p>Example from text (20) N: Have you got any aunties and uncles? C: <u>Yeah I think.</u> ((Looking to camera and then right of camera)) <u>Not sure about aunties. If I do don't see her.</u> ((looking at camera on and off with a thoughtful/pondering face)) But I know I've got Uncle L, Uncle B. ((glancing at camera, neutral face, shuffling in chair)) N: And are they your dad's brothers? C: <u>No</u> ((looking down at feet – sitting cross-legged on sofa)) N: Your mum's brothers? (5) Or are they just people you call uncles? C: <u>No.</u> (2) ((looking down at feet as sitting cross-legged on chair, starts to scowl, scowling increases as raises head to look at camera)) <u>Why would I call people uncles?</u> (looks to R, scowls, shakes head). N: Well, some people have got like, I've got some things that I've always called uncles. But they're not actually my uncles. But they're like family friends.</p> <p>Example from text (25) N; And what about at home? Are you good at controlling your emotions</p>	<p>Accepting the idea of him being good at bribing and persuading people to do things</p> <p>Nice connection between C and mum</p> <p>M says he has a strong sense of justice in relation to his brother and drink/ food; C says he has to assert himself with brother so that things are fair Injustice: rejects the idea of this being sibling rivalry – sees it as injustice?</p> <p>Looking out for mum</p> <p>Gratitude; self-awareness 'I know it doesn't seem like it' Grateful for house and bikes – connection with mum and what she has given to him</p>	
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<p>when you get upset or angry at home? C: No cos I don't get upset, upset or angry at home ((set lips in a line))</p> <p>Example from text (31) Now this one might be hard for you to answer or think about I'm not sure. Do you like loving people and being loved? Like caring for people? C: <u>Mm</u> ((nods)) N: Yeah. Who do you like to care for and look after? C: My brother and my mum, my nephew. ((slight nonchalant expression, looking at the bag in his hands; shrugs)) N: Aah. So sounds like you've got lots of people that you look after. And do you like them...you know, being affectionate or loving you as well? Do you enjoy that when people give you a hug or say something nice to you? C: <u>Yeah</u> N: And I can see you're really loving with your dogs as well. You care about them, don't you? (nods)</p> <p>Example from text (39) N: He thought he was quite a good leader because he can get people to do things that he wants them to do. Um, so we were talking about teamwork... M: bribe, <u>bribery</u>. ((mum smiles at him, C is smiling and looking at camera))</p>	<p>Self-protection – does not give away his feelings?</p> <p>Connection with mum Protective/ Autonomous Words of advice from mum - Does not want to share them</p> <p>Says he has words of advice from all the people on his spokes but then says just mum</p> <p>Identity: Future</p>	
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N: You need to have good ideas. And he said he did say sometimes he has good ideas, um.

M: [Yeah he has] ((Mum takes camera away from him))

C: [(unintell)] ((M and C both smiling))

N: [and he has...]

M: [Yeah he has when he's] bribing his brother to do things for him and stuff like that,

C: That a (unintell)? (smiling and looking at mum)

M: Yeah he's full of good ideas. (when looked back at me, stopped smiling, picked up camera again)

Example from text (42)

C: [It's not going to be fair] ((looking towards camera looking slightly hostile)). It's not going to be fair. I'm not going to fair on my brother.

He just nicks, and he goes on and it's not [(unintell)]

M: [It's just rivalry] with your brother isn't it?

C: Not really ((looking up and rubbing eye))

M: You are sort of fair, I suppose (C looking at mum) at times, it depends on what it is.

N: Yeah. [(unintell)]

M: [If (unintell) then there's] no chance!

N: Do you look out for your mum, C? Are you... do you want things to be fair for her? ((nods))

Example from text (44)

N: What about this one? Do you feel grateful about things?

C: Yeah. It might not seem like I am but ((put right hand bent behind head and looks downwards))

N: Pardon? Say it again

C: I know it doesn't seem like it, I am ((looks to camera with slight nod))

N: What do you feel grateful for C, sorry I couldn't catch it

C: I am grateful even though it doesn't seem like it ((looking at camera))

N: Okay, so you're grateful even though it doesn't seem like it - so what sorts of things are you grateful for?

C: Having a nice house ((M takes camera away from him – he looks after it as she puts it down next to her))

C: My bikes ((leans forwards to pick remote control up; makes a face – screws up mouth))

Example from text (66)

N: What about any like words of advice? Is there anything that your mum's ever said to you that helps you when you're feeling a bit fed up?

C: Yeah, but I'd rather not share that. ((looking at object in hands))

N: You don't want to share it did you say?

C: Mm

<p>N: Yeah, that's fine. Can I just write down on here then: Words of advice? C: <u>Alright</u> ((still looking at object in hands))</p> <p>Example from text (71) N: I haven't put on some, spending your time, spending time with the family actually, but I think that is something that's important to you, isn't it in the future? ((nods)) I'll put that on.</p>		
<p>Example from text (10) N: What about any other places? Maybe a bit nearer home Are there any places you like to go to near home? C: <u>Not really</u> ((leaning forwards, looking down to right)). [not] ((looking up across to right)) N: [with friends?] maybe or? C: no cos <u>half of them live in Rainworth</u> ((looking towards camera, Emphasis on 'Rainworth')) <u>and I live in Oaktree</u>. ((camera went off for a few seconds – phone might have fallen down)) Put it back on ((camera being moved, C reaching down to change the phone position)) N: So, who, where do you go C when you're not at home, do you go to the park or do you go in certain streets or ...? C: <u>No</u> (still moving the position of the phone) <u>Boring</u>.</p>	<p>Subcategory: Connection with friends</p> <p>Empowerment: Does not give any local places that are significant; not many friends live nearby; local park 'boring' No sese of connection to local places; sense of feeling out of control – inevitability of lack of connection ie as friends are not nearby.</p> <p>Not in control; unable to make things better for self; circumstances happen to him he cannot change them – resignation. Sense of Isolation? – is the local area 'boring' because he has no peers to go with? Intonation (Rainworth, Oaktree) indicating complaint/ discontent about this and inability to control circumstances – due to being excluded</p>	

<p>Example from text (19) N: Any particular friends? Who are your favourite friends? C: <u>I don't know</u> ((looking downwards, kicking the coffee table slightly)) I can't remember anyone, friends cos I haven't been at school for ages. N: Mm. Do you see anybody out of school C? C: No N: Any...No. Do you live too far away from school to see any of your school friends? C: Mm ((Kicking coffee table; shifting in chair, looking downwards, set face, mouth downturned))</p>	<p>Can't remember friends as not been in school – and lives too far away to see friends out of school When says he doesn't know/ doesn't have friends to name – looks sad but then explains the reason as 'not being in school', Looks more angry – scornful ie sense of blame Narrative about other people taking control and thwarting/ limiting him; circumstances – inevitability of negative consequences/ impact. Accepts loneliness – blames school. No clubs/ hobbies/ friends out of school that help. Clams up when asked about who sees at the other side of the estate. Only sees family when out of school – mentions two peers but in past tense. Lots of emphasis about school's role in this. Implication from his tone is that nobody believes him about school's role in creating the obstacles he faces because school is a powerful institution which is listened to whilst his voice is not.</p>	
<p>Example from text (84) N: There's one that says, feeling lonely. Is that a problem? Is that a challenge for you? C: <u>Yeah but school's fault.</u> N: Mm C: Like I said, a million times but no one seems to believe me, cos you know <u>it's school!</u> ((Looks up to right; set face)) N: And have you been able to do anything out of school to help with that? Like some of the clubs you've joined and things like that. Has that helped you to feel less lonely? C: <u>No.</u> ((Lies on right side, looks towards camera))</p>		
<p>Example from text (6) C: ((Dog standing on his knee obscuring him from camera)) Come on then,</p>	<p>Subcategory: Connection to dogs</p>	

<p>move, come on, come on ((to dog))</p> <p>N: Is that Tora on you?</p> <p>C: <u>Yeah</u> ((looking toward camera as dog jumps off))</p> <p>N: Aah. She's lovely isn't she? How old is she then?</p> <p>C: ((Dog jumps off. Pushing on hands and elbows to sit back in chair, looking at camera)) <u>I think she's two</u> ((looking to right towards dog now out of camera))</p> <p>N: she's very friendly isn't she?</p> <p>C: <u>She needs, she needs teaching because the last people that had her didn't, didn't teach her anything</u> ((looking to and then away from camera))</p> <p>N: Oh, right, you've got to train her have you?</p> <p>C: <u>She's a bit of a doughnut</u> ((right foot up on chair so knee in front of him, looking in front of him, resigned facial expression))</p> <p>N: Is she? ((Laughs)) Is your other dog better trained then?</p> <p>C: <u>yeah</u> ((looked round behind him briefly and then turned head quickly forwards again))</p> <p>N: Is that a boxer as well?</p> <p>C: <u>Mm</u></p> <p>N: Mm. And is it a boy or a girl?</p> <p>C: <u>Boy</u></p> <p>N: [How old's he?]</p> <p>C: [(unintell)] (rubbing his left eye, then hair)</p> <p>N: Is he older than Tora?</p> <p>C: Mm, I think, probably about one year old ((rubbing eye and looking to</p>	<p><u>Name of dog</u>; age; needs training; previous owners didn't teach her anything</p> <p>Focus on negative: dogs need training – criticism of previous owners – extra work for family; not picking up on positive: she's friendly and my framing of the dog being pleased to come and live with them.</p> <p>Impacted by negativity – way of <u>protecting himself</u>?/ not opening up?/ fear of connection?/ deflecting positivity?</p> <p>'doughnut' – vocab – a family term? <u>Friendly/ humour – connection</u> with family</p> <p>Focus on negative – when I say positives about his relationship with dogs he makes negative comments – finds it difficult to accept praise/ to be positive? – circumstances – <u>things happening TO rather than WITH.</u></p>	
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and then away from camera))

Example from text (11)

C: Hey you, go away ((raises eyebrows as touching dog who has come into shot, friendly face))

N: Where do you take the dogs for a walk?

C: Up there

N: Is it like a park or fields?

C: ((Talking to the dog)): Off the (unintell) go away

N: ((dog on sofa licking C))

Aah she wants some kisses.

C: Gonna rip my trousers!

((Dog standing on his knee, obscuring the camera, C pulling her leg to get her into a comfortable position leaning on him)) Tora, move! ((lets go of her))

Example from text (19)

N: ((laughs)) And other, other things that are important to you are your dogs aren't they? Tora, and what was the other one called?

C: Bert

N: Bert – so they're two important sort of people, aren't they to you. Anyone else that sticks out?

Example from text (26)

N: And what about when the dogs are difficult? Do you keep, do you keep going with them and you know, keep trying to build a good relationship with the dogs even though they're naughty and things like that?

Connection with dogs demonstrated
Focusing in negative aspects as self-protection mechanism?

Connection with dogs demonstrated
Dogs: Tora and Bert

Connection with dogs demonstrated
Loyalty towards dogs -rejects idea of them ever being naughty – black and white way of thinking/ loyalty

Connection with dogs demonstrated

<p>C: <u>My dogs aren't ever naughty.</u></p> <p>((neutral expression, looking at phone in hands which is resting on knees, legs bent resting on coffee table))</p> <p>N: Aren't they?</p> <p>C: No, <u>they're good dogs</u> ((lifts head up, proud smile – lips turned down at corners, open face, then looks down))</p> <p>Example from text (30)</p> <p>C: Come on ((to dogs, looking to right and tapping chair to get dog to come through the door)). Those dogs, they [just opened the door]</p> <p>N: [The dogs?] What are they doing?</p> <p>C: Well they just opened door. ((looking down at bag in hands, moving head side to side))</p> <p>N: Ah. Have they learned how to open the door? That's clever. C, when you say [you know when you say]</p> <p>C: [Tora, Tora] (watching her as she moves around the room)</p> <p>Example from text (64)</p> <p>N: What about the dogs? ((smiling as dogs have jumped onto sofa and one jumps down again)) Oh, there she is. We were just talking about you. That's Tora isn't it? Shall I put pets down?</p>	<p>Interacts with dogs to avoid engagement. Understands that he is communicating disinterest?/ awareness of how this makes others feel?/ other people's responses to this create negative subject positioning? – ie criticism/ anger/ backing away from him?</p> <p>Connection with dogs demonstrated</p> <p>Enjoys the interruption from the dogs and although he moans about dog breath, he smiles – affectionate with dogs –</p> <p>Verbally is still quite negative despite positive emotion – illustrates negativity expressed towards him by adults? – has he had many models of positive interaction?</p> <p>Connection with dogs demonstrated</p> <p>Accepts this as a calming thing; walks dogs too</p> <p>Keen to have walking 'my dogs' as part of his sense of</p>	
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<p>C: <u>Yeah</u> ((smiling and petting dog next to him on sofa)) N: Yeah. Even if you haven't got...even if they stay with your mum, would you get your own dogs? Do you think? Do you like dogs? C: Stop trying to kiss me! ((C out of camera as he has leant to right to avoid dog licking him)). You got dog breath! ((leans head on top of dog's head)) N: Ah! Dog breath is not pleasant isn't? ((laughing)) C: <u>No</u>.</p> <p>Example from text (69) N: [I know] what helps you, I think, I think from what I can tell, being with your dogs. Would you say that helps you? C: <u>Yeah</u>. N: Yeah. Not really walking them though? Is it just stroking them? C: <u>I walk my dogs</u> N: Do you? Yeah C: <u>Mm-hm</u> ((affirming)). N: Is that something that you enjoy doing to like, calm you down or de-stress you? C: <u>Mm, Sometimes</u> ((rubs nose, still under duvet))</p>	<p>self – stresses this with the way he asserts 'I walk my dogs'.</p>	
<p>Example from text (8) N: no. Do you feel yet we had a good relationship with any of the adults in primary school was there any of them.. C: <u>Not really</u> ((rubbing eye and turned head up to L))</p>	<p>Subcategory: Connection outside the family At first saying no good relationships with staff in primary Then someone whose name C can't remember: helped him make friends and did practical</p>	

<p>N: No? None of the TA is or... that used to sort of have your corner and used to sort of stand up [you] C: Um..Can't remember her name, <u>can't remember her second name, can remember her first name, it were Helen</u> ((turning to right, leaning on elbow, then back to camera)) N: Oh yeah? C: [might have been] ((looking to front into distance, thinking then both hands behind head, resting elbows on arms/ back of chair)) N: [what did] well what did she do to help you then? C: Just <u>looked out for me helped me make friends in school</u> and everything. Used to cook ((looks up tilts head to L, slight shrug, R arm behind back so elbow in air)) <u>make slime and stuff</u> ((looks to camera, head resting on L hand – L elbow resting on back of sofa)) (2) way better than normal school</p> <p>Example from text (12) N: you ever been to any clubs or anything like that? C: <u>Yeah I've been to scouts</u>, um ((leans back on sofa looking at camera, slight shrug then thoughtful facial expression))</p> <p>Example from text (15) N: <u>Okay</u>, well look, if we think about the, the motorbike again, on a bike on an ordinary bike on this</p>	<p>activities that he enjoyed eg slime and 'looked out for me'</p> <p>Remembering her first name – perhaps an agency that came into school? Support she gave was significant for A: making friends, looking out for him – connection and being supported is important – has he lost faith that he will be given this again? Some nostalgia attached to this memory – 'way better than normal school'.</p> <p>Scouts - but later says this was negative</p> <p>Gentler tone when able to be drawn in to topic of interest?/ of knowledge? Gentler tone</p>	
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bike, you've got spokes, haven't you that go in the middle of the wheel. I don't really know how it works on a motorbike. I'm looking at it now. But this picture hasn't got anything on. So there's no, there's no spokes or anything is there on a motorbike?

C: No there is ((emphasis on 'is'; gentle tone - looking at camera in hands then looks to camera)) Otherwise it would just fall apart ((looks to camera with knowing face – pulls L side of lips to side))

Example from text (23)

N: So, so you say you don't think you're...Are you saying that you don't think you're very good at those things (social skills)?

C: No because of Miss X, because I've been taken away from all my friends, I'm not gonna be able to stay and practice. Do you know how long it's been? ((looks up to camera)) About three years! ((Looking up, to R of camera, eyes slitted)).

Example from text (32)

N: This one's teamwork

C: Not really. Don't like teamwork.

N: So you prefer to do things on your own?

C: Mm, cos it's harder to do with one person

N: It's harder to do...?

C: It's hard to lead when you're only one person. You

Blaming school staff for lack of socialising – due to not having been in school – not seeing friends.

Lots of dramatic intonation, pauses, questioning, body language and facial expression

Conveys how angry and unfairly treated he feels.

Rejects this as a strength.

Teamwork is hard if you are the only person in the team?

But then says that if you are leading, you have to carry the weight of others – links better with leadership?

Says he has been able to be part of a team in the past.

Used to play rugby

Confusion between teamwork and leadership?

Either way, sense of being on his own comes though.

When topic touches on something that remind him of injustice or something that was unfair from his perspective,

he uses sarcasm to reiterate

the unfairness; repeat the unfair things that have been said about him

(eg being 'dangerous'). Sense

that when things have gone wrong, he has not been able

to be supported to fully

understand why things went wrong – has been made to

just carry their weight around. ((throws screwed up bag down))

N: Yeah, I know what you mean - it's hard to get people to do what you want them to do sometimes although you've said you're very persuasive so I bet you're good at that. But I know what you mean it's more effort is it ...Do you mean that it's more effort to get people to do what you want them to do? And it's easier just to do it on your own? Is that what you mean?

C: Mm ((leaning head back on back of chair. Sighs. Bored face))

N: You know when you have been in groups of friends, C, have you been good, have you been good at sort of when you're all doing something together of joining in with them and being part of the team?

C: Yeah

N: Yeah. What about, have you ever played in a team sport?

C: Used to play rugby but then Covid come around ((raises head to make disparaging face, then looked down again))

N: Oh that's a shame used to play rugby but then it got stopped did it? Has it started again yet?

C: Well, no I won't be allowed will I cos if, Teachers -they'll be like no you can't no cos you're going to attack. Cos I'm

feel at fault but has not understood why – often the escalation has caused him to do things that have been reacted to and he is still feeling unfairly treated about the initial thing that went wrong.

<p><u>dangerous</u> ((with emphasis and sarcasm and a slight smile)).</p> <p>N: Did you were used to play it at school then or out of school?</p> <p>C: <u>At school</u> (playing with phone in his hands)</p>		
<p>Principal sentences</p>	<p>Overarching Category: Autonomy/ Protection</p>	<p>Comments</p>
<p>Example from text (13)</p> <p>N: So um, when you think about when you were little if we go through sort of in time, where were important places for you when you were really little would you say?</p> <p>C: Well <u>I don't know cos I were little</u> ((leaning head on left hand with elbow resting on arm of chair, eyes to R)) and I <u>can't remember owt.</u></p> <p>N: Can you remember anything about... were you in the same house for example?</p> <p>C: <u>No</u> ((looking ahead, closing eyes, lips together, pushing them forward, still touching left hand to left eye))</p> <p>N: Can you remember anything about that house where you used to live?</p> <p>C: <u>Yeah, it's XXXX</u> ((looking away to his right, touching hair with left hand, made a sucking noise to dog, patted chair next to him and looked to the right towards dog)) (5)</p> <p>N: Do you think you, I mean you might not remember but did your mum say you went to any places? Like</p>	<p>Subcategory: Resisting connection with me/ others</p> <p>Rejects opportunity for connection – pushes me away – takes opportunity to be critical instead to dismiss connection</p> <p><u>Not taking</u> positives on board – interpreting comments as having good equipment – turns this round to make fun of the old fashioned gaming equipment</p> <p>Humour</p> <p>His involvement in the gaming world – he doesn't pick up and elaborate on this – rejecting his ability</p> <p>Suggested having fast reflexes but <u>did not accept this</u> as a</p>	<p>Reluctance to engage</p> <p>Use of sarcasm/ humour to avoid response?/ cover up difficulty thinking about open-ended question?/ push me away – avoid connection?</p> <p>Rejects examples and ways of engaging/ piquing his interest.</p>

<p>any play groups or anything like that? C: <u>No.</u></p> <p>Example from text (23) N: And I know you're good at games, so what sorts of skills do you think you have, ...you have to have in your games, because I would be rubbish at them so what skills have you got that I haven't got? C: <u>Well I can play with a keyboard and a mouse and you have a 90s joystick</u> ((turns face to left, slight smile, shakes head, makes a dismissive sound)). N: So is it about thinking quickly and then doing things quickly with your hands? C: <u>You're just bad at playing games</u> miss yeah, you just sit there with your little 90s joystick like 'ooh, it's so good' ((sarcastically, mimicks playing with a joystick)) But we sit there with fat keyboards and things ((gestures playing on a keyboard)) and a mouse and ((head down to R hand, rubs L eye)) so (unintell) ((sits up and then head back into R palm))</p> <p>Example from text (29) N: Well, if you're not, if you're not a risk taker, then perhaps you this one, this one's a bit the opposite. This one's about being cautious, and sensible, is that you? C: <u>No</u></p>	<p>strength of his (no response when asked.)</p> <p>Caution is not part of identity although then says he wouldn't go near a dangerous situation but that this is not a demonstration of being cautious because he wouldn't be actively doing something: 'that's not being cautious'.</p> <p>Rhetorical tag questions Indicate scorn/dismissiveness</p> <p>Concept of being cautious/sensible – seems to link with <i>doing</i> something actively that could be judged to be sensible; he does not seem to consider deciding <i>not</i> to do something as being sensible. Sarcasm to ask a question in order to indicate exasperation and then to convey insult. His skills in construction – he doesn't pick up and elaborate on this – rejecting his ability</p>	
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N: Don't you think you're very cautious?
 C: No.
 N: Well if you see a dangerous situation, what would happen?
 C: I probably wouldn't go near it would I? ((picking at phone, frowning))
 N: Well, that's sensible then that's being cautious and sensible,
 C: Thought you meant like doing summat. ((leans forward in sofa and picks up something on coffee table))
Don't think nothing's gonna happen then. ((Leans back and continues to try to open the phone with tweezers?/ small tool))
That's not being cautious is it?
 N: Well, I suppose you're making a decision about not getting into a dangerous situation. So that's being sensible. (5) Do you stop and think and think ooh well, what do I need to do next? What tool do I need? That type of thing?
 C: No. ((puts the things in his hands down and pushes himself up to a cross-legged seated position, then looks at camera)). How you supposed to know what tool you need if you aren't inside it already? ((smiled – sarcastic/ cheeky smile, raised eyebrows))
 N: Well, I don't know because I'm not very good at taking engines apart. But I'd guess that if you were to get two pieces to separate,

When gaming is mentioned C comes back to the fact that he was on a game when I had called – irritation about being interrupted. Rejecting connection with me

Not being able to choose what to do

<p>you'd have to think: Do I need a spanner or do I need a screwdriver? Or do I need a hammer? What am I going to do to separate these two things?</p> <p>C: <u>Why would you use a hammer against a bolt?</u> ((looks up to ceiling in a frustrated way and then leans down to R with head in his R hand, as if despairing))</p> <p>N: Well I don't know how it would be stuck together. It might not be a bolt. But that's the thing. I think you're good at thinking about those things, but maybe you just don't realise how good you are.</p> <p>C: No, <u>I just got a brain cell</u> ((leans to the right side and leans head on hand with right elbow resting on chair and left elbow behind head in the air)). <u>More than some people</u> ((stretches left arm out and arches back to stretch))</p> <p>Example from text (30)</p> <p>C: <u>No. I just do what I need to do. And I were playing my game</u> yeah, trying to do something on my games <u>then my mum saying that you're going to call</u> ((looking up and then back to camera as speaks while twizzling bag in hands))</p> <p>Example from text (33)</p> <p>C: <u>Just wanna carry on with my game</u>, I do ((examining an object close up to face))</p>	<p>Attitude developed for self-protection?</p> <p>Uses language that has been used to him?: 'attitude is a bit off' – did not elaborate.</p> <p>Illustrates difficult in verbalising complex situations/ feelings/ opinions?</p> <p>Rejects Taikwondo teacher Disdainful of her – Feeling that she did not understand or support C- seems to feel; hurt by this – Taikwondo could have been something that was important to C – he identified with – and then he was unable to continue – perceived that he was discriminated against? - difficulty concentrating? Emphasis on not being helpful to him; 'absolute joke'. Uses phrases for emphasis rather than explaining the situation/ his feelings/ opinions clearly: 'you must be having a laugh' 'Miss' – indication of respect? – applying rules of education context – sees me as an extension of educational setting?</p>	
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N: Okay. With that, is that what would make you excited? Then waking up to know that you'd got the whole day gaming?

C: Well I usually do, but not today ((fiddling with fingers and looking at his hands))

N: No, Well, I do appreciate you coming to meet me. We won't very long. We've only got quarter of an hour. But it's very kind of you to come and meet me. I do appreciate it.

Example from text (85)

N: You feel okay with your confidence?

C: Mm

N: And, ((throws left arm forward, blows out?)) what about your attitude?

C: Normally it's a bit off, sometimes ((looking downwards))

N; Yeah, in what way?

C: Oh, I don't know ((sighs))

Example from text (17)

N: And anyone else?

Anyone like your Taekwondo teacher or your scout leader or your...

C: Taikwondo teacher?!

You must be having a laugh miss! ((Looking up to left and smiling; incredulous face))

N: Do you not like him?

C: Her ((looks to camera disdainfully))

N: Her was it? She wasn't special to you then?

<p>C: Er No! ((shifts on chair and smiles downwards)) <u>She were an absolute joke.</u> N: Was she? C: <u>Not one help</u>, not one bit. (Looking upwards and grimacing, eyebrows raised)</p>		
<p>Example from text (13) N: What other holidays have you been on apart from Portugal? Have you been anywhere in this country? C: <u>Yeah like Skeg</u> ((sneering/ indifferent facial expression – mouth downturned)) Mm that and <u>might be more</u> ((leans forward to touch phone)) <u>but I can't remember.</u> N: Yeah. Have you been to Skeg a few times? ((nods)) Yeah. What do you ...do you stay with anyone in particular there or do you go to the same place or [caravan] or... C: [same place]. ((pulls both sides of mouth downwards, fiddling with an object – camera?)) As long as we don't, <u>don't really go to new places</u> ((looking at object in hands)) N: Mm. So did you go there this summer? C: Yeah probably ((fiddling with camera)) N: This summer just gone? Did you go then or...? C: <u>Think we did.</u> ((Scowling/ thoughtful face, looking at camera in hands))</p> <p>Example from text (22) N: Like practical things don't you, is that right? You like</p>	<p>Subcategory: Resisting positive self: experiences/ memories/ strengths Skegness Scornful manner Difficult to remember? Does he not enjoys these holidays – sameness?/ not value them? Not sticking out in mind – unsure if went in summer – maybe did not go anywhere and is upset about this? Rejection of memories of happy family holidays?/ does not want to share with me?</p> <p>Example of C rejecting my attempts to connect with him – 4 sec pause but no verbal/ nonverbal response from him to my complement Rejects strength re engines and constructing</p>	

doing things with your hands and working out how things go together? (2) And are you good at making engines work? Do you understand about engines as well?

C: Not really ((put head into neck of T-shirt briefly)). I know at least that combustion's a spark and petrol. ((playing with and looking at hands, then looks upwards))

N: Well you know more than me. (4)

Example from text (22)

N: Mm. So building it sounds like you're really good at that because we've talked about that before. Um you're really good at sort of engineering aren't you and putting things back together?

C: Not really, I like destroying stuff. ((looking down at feet, slight smile))

N: ((laughs)) Do you? You like to take them apart, do you more?(6)

C: ((shuffles in seat, looks briefly at camera, slight dismissive face ie tweaks one side of mouth))

Example from text (23)

N: And I know you're good at games, so what sorts of skills do you think you have, ...you have to have in your games, because I would be rubbish at them so what skills have you got that I haven't got?

No response to my attempts to share in the humour – wondered if he had talked about destroying things because this was a way of rejecting connection with me about constructing and then he continued this by rejecting my attempts to join in with his humour/ pick up on his comment?

Rejects strength re engines and constructing

Resisting optimism – reduces risk of disappointment?

Future

Says he has a sense of purpose but then negates this with 'even if it's to die' – got side-tracked onto this idea Sense that **lack of power** over death mirrors lack of power/ control in life?

C: Well I can play with a keyboard and a mouse and you have a 90s joystick ((turns face to left, slight smile, shakes head, makes a dismissive sound)).

Example from text (45)

N: And what about this one C? This one's being hopeful or optimistic.

C: Mm-mm (I don't know)

N: Do you feel optimistic about the future? Do you feel things will turn out well?

C: No.

Example from text (54)

N: And then the last one is, it says spirituality and that puts people off. It doesn't mean being religious. It just means having a sort of sense of purpose in your life?

M: I do definitely. And I try and put that on them as well. ((closely looking at the phone in his hands)) To get in tune with the spirituality and behave theirselves.

N: Yeah. What do you think about that, then C? Is that something that's important to you having a, being useful in the world and having a sense of purpose in the world?

C: Yeah everyone has a sense of purpose don't they? Even if it's to die?

N: True. ((staring straight ahead at phone in hands)) Do you like the idea about making that an important thing though? not dying,

<p>but having a real sense of purpose while you're alive? Do you like the idea? C: <u>I'm not bothered if I die.</u> If I die I die don't I?</p>		
<p>Example from text (14) N: I know another place that you've mentioned that's important to you and I don't really know where it is, but I know you've said that you like to do stuff on your motorbike with your dad? So where's that that you go? C: <u>My dad?</u> ((Questioning, looks directly at camera, stops fiddling with camera in hands, scornful face)) N: Is it not your dad? Who is it that helps you with your motorbikes or undoes them and builds them and all that? C: <u>I've never mentioned my dad</u> ((emphasis on 'my'; shaking head, looking scornful)) N: Oh. Okay, who do you do motorbikes with? C: <u>My dad's out of the picture</u> ((looking at the camera that he is playing with, slightly angry/ scowling face)) N: Okay.</p> <p>Example from text (21) C: Well I don't know why you keep mentioning my dad. My dad's never made any sort of help yeah, ((looking at camera)) (1) or any sort of effort to come and say hi, ((looks to R, tilting head slightly to L and R as talking)) sent me a</p>	<p>Subcategory: Resisting Dad Rejects idea of dad being involved. Emphasis on dad not being involved – repetition: never mentioned; 'out of picture' – non-verbal communication emphasises negativity about this.</p> <p>Dad does not make an effort to connect with C – says he is not disappointed about this and doesn't care. Seems angry that I mentioned him (in relation to uncles being mum's or dad's brothers). Anger towards dad – evident through body language and facial expression. Does not respond directly to question about whether he would prefer not to talk about him – uses</p>	

<p>letter ((looking back to camera, both sides of mouth downturned)) No. ((looking at camera with contemptuous and dismissive face, set mouth, shakes head, tilting head to L))</p> <p>N: No. That sounds like you're really disappointed about that, then?</p> <p>C: <u>No</u></p> <p>N: Or not then?...</p> <p>C: (Unintell) <u>care more</u> ((leaning forward towards feet))</p> <p>N: No?</p> <p>C: <u>If he ain't bothered then I ain't bothered.</u></p>	<p>expressive vocab to make point instead 'he's a muppet'.</p>	
<p>Principal sentences</p>	<p>Overarching Category: Medical Discourse ADHD diagnosis</p>	<p>Comments</p>
<p>Example from text (48)</p> <p>N: What about this one: having good, good judgement, thinking things through?</p> <p>M: Mm (very uncertain face, shrugs) No.</p> <p>N: You find it not to think things through before you do things?</p> <p>M: <u>Just acts before he thinks about things</u> (still playing with pen on leg, no smile now, brief look towards camera)</p>	<p>Subcategory: EF Profile Impulsivity: risk-taking</p> <p>Not accepted as a sense of self</p> <p>Not actively accepting what M says</p>	<p>Comments relate across subcategories</p>
<p>Example from text (80)</p> <p>N: Okay, right on the bottom of there near the bottom left, there's one that says emotions and feelings. Are your emotions and feelings ever a problem?</p> <p>C: <u>Yeah sometimes.</u></p>	<p>Subcategory: EF Profile Managing emotional regulation</p> <p>Accepts that anger is sometimes an obstacle – due to ADHD – he cannot help it – due to adrenalin – cannot manage associated anger. Problem in not being able to hear C very well during the</p>	

<p>N: Mm. Can you tell me a bit more about that? C: Not really. <u>Just get angry sometimes – it's not my fault</u> is it? <u>It's my ADHD, I can't help it.</u> ((looking at the object in his hands)) N: Tell me about that. Tell me about the ADHD that you've just mentioned. C: I don't know <u>it's</u> like <u>adrenalin</u> isn't it? ((looking at object in hands)) N: Pardon? C: I dunno, it's like adrenalin isn't it? <u>It rushes to your head and you can't do owt.</u> N: You can't do anything? What can't you do? C: Well <u>manage my anger cos of the ADHD</u></p>	<p>interview so had to keep asking him to repeat – which he did very valiantly/patiently – added more info at each repetition – but it affected our connection. ADHD – causes anger due to adrenalin which rushes to your head all the time – sense of inevitability – A sense of disempowerment – medical aspect of identity that cannot control. When asked what is ADHD, he referred me to medics – sense of power of medical world to give diagnosis which he does not fully understand and he has to try to include into his sense of self.</p>	
<p>Example from text (81) N: And what is the ADHD? C: <u>I don't know</u> (looking at what is in his hands) C: I don't know. <u>You might have to ask the doctor</u> or someone, I don't know do I?</p> <p>Example from text (95) And so my last question really is because we've been talking about your identity and who you are. And I just wondered, Where does ADHD fit into that about who you are? What does it mean to you? It might not mean anything. I just wondered? C: Well <u>I don't know what do I?</u> ((tired, resigned voice, fiddling with pillowcase in front of his face, calm tone))</p>	<p>Subcategory: Understanding ADHD diagnosis He does not know any more information about what ADHD is. Accepted that he did not really understand what ADHD is - has been imposed as an identity position? Not able to answer metacognitive question about whether ADHD is directly a problem for him (although has previously said it is as it stops him from managing anger) or whether it is other people's opinions about it that make it a problem for him. Tag questions used to show exasperation about this questioning. Perhaps he needs further support/conversation to explore what it is and what it means for him and ideas around it: positive aspects of these</p>	

<p>(3) <u>it makes no sense really</u> ((looking at camera)) N: Does it mean anything to school? C: <u>Course it doesn't</u> ((with emphasis, pulls at right shoulder of T-shirt with left hand with elbow over head, so T-shirt cover part of face))</p>	<p>characteristics as well as the environmental limitations.</p>	
<p>Principal sentences</p>	<p>Overarching Category: Justice/ Unfairness</p>	<p>Comments</p>
<p>Example from text (24) The first one says, social intelligence, emotional intelligence. So this is the sort of thing where you're good at understanding your own feelings and other people's feelings. What do you think about that? C: I'm a bit meh. <u>I'm not very good at socialising cos I've not been for about three years</u> ((false cough behind hand to indicate 'secretly' making a point)) Miss X's fault. ((rests head on hand with right elbow on arm of chair, bored face)) N: So, so you say you don't think you're...Are you saying that you don't think you're very good at those things? C: No <u>because of Miss X, because I've been taken away from all my friends</u>, I'm not gonna be able to stay and practice. Do you know how long it's been? ((looks up to camera)) <u>About three years!</u> ((Looking up, to R of camera, eyes slitted)).</p>	<p>Subcategory: Being misjudged/ unfairly treated/ other people 'lying' <u>Blaming school</u> staff for lack of socialising – due to not having been in school – not seeing friends. Lots of intonation to indicate strong feeling: pauses, questioning, body language and facial expression to convey how angry and <u>unfairly treated he feels.</u> Evidence for his view that he <u>is misjudged, misunderstood and disempowered</u> – that he is constrained by other people's decisions and has no voice. Uses phrases, questions to communicate intensity of feeling: 'yeah', repeats a word that was said to him; 'I can tell you that', 'Oh my god, funny!' rhetorical tag questions 'I'm not...am I?'</p>	<p>Comments relate across subcategories</p>

Example from text (24)

C: Because you know, got kicked out at the end of year 7. Went past year 8. ((looking around from R to L as talking with indifferent/resigned expression)) Then went back in for a bit, got kicked out again. ((looking to R)) Yeah, then I go into, Year 9, come back. ((looking at camera, glaring expression)) Yeah. I were cracking my belt in class yeah? ((looking to R)) I took my belt off teacher cos he were trying to take it away. And then on my report card, yeah,((turned to camera, sneering face)) for exclusion ((intonation emphasises 'exclusion')) it ((emphasised 'it')) says that I've been abusing and threatening teachers. (((4) looking to R, negative incredulous face, sneering in disagreement as if saying 'what?!')) And also, I've been abusing and threatening kids.
N: [so it sounds like]
C: [So E, E] down in LINC, yeah, she were there. ((pointing R thumb out, jerking it to R, sarcastic smile, looks down)) Yeah. And I could get her to come and tell you what happened. ((scratching leg with R hand)) I weren't abusing no kids. ((emphasis on 'no', looking down, playing with feet/ something on his knee, looked to front, slight smile)) [what happened]

Sense that his action are justified but other people's are not - talks about incidents at school that he feels very angry about. Incident with belt explained – 3 years out of school – not able to practice social skills; told he was threatening and abusing staff and peers and excluded. Summary of his secondary school history given. Adults make assumptions – his voice is not heard. Other people who witnessed the situation are not heard/ believed. Cannot see perspective of other people thinking his actions were threatening

N: It sounds like about the belt incidents that you that you feel misjudged. It sounds like you think that they interpreted it wrong, that you were doing one thing and they thought you're doing something else?

C: No they're lying. All they do is assume and not...you know ((throws arms into the air, shrugs, looks to camera, looks angry and hurt))

N: So they make assumptions that aren't right.

C: Mm

Example from text (42)

N: we've got lots of things. Lots of strengths. What about this one? This is one that comes out a little bit when you talk about school - being fair and wanting justice.

M: Mm ((questioning face, leaning back and stretching))

N: You're quite strong on that C, and you don't [like it when things are unfair.]

C: [No point in trying to be fair with school] ((leaning back with hands by ears))

N: Sorry can you say that again?

C: No point in trying to be fair with school

N: But you feel a sense of unfairness don't you about the way you've been treated? So you obviously ..being.. things being fair matters to you?

Unfairness about the way he has been treated in school

Focuses on school being unfair; sees me as someone from school? ('Miss') – I had met him at school last time – could explain some of the hostility/ lack of engagement? SHOULD HAVE REITERATED THAT HE COULD CALL ME BY MY FIRST NAME. Verbal Comprehension: not understanding the metacognitive angle here: asking him about his sense of justice and the way he feels about school demonstrates this but he focuses on the reason he feels aggrieved, and it seems that any attempt to reflect on the occasions when he has felt like that are taken as somehow undermining his sense of injustice.

Misjudged by older brother

<p>C: <u>Teachers know</u> M: Shh, hey C: <u>So you think I've just been beaten up in the corner?</u> ((leaning right back on sofa with his head leaning back on elbows and looking upwards)) (2) It's a joke.</p> <p>Example from text (49) C: <u>M just lies all time - says that we hurt him but we don't.</u> M: Yeah C: I'm going, like that yeah ((sticks left arm out)) put my hand on him and he starts crying. ((smiling)) N: Who's that C? C: My nephew.</p> <p>Example from text (50) M: Yeah. <u>The amount of work that they're supposed to do nowadays is way too much for him</u> because <u>he's obviously behind.</u> ((C looks downwards and slightly over towards mum)) So he struggles with.. C: <u>It's not my fault I'm behind.</u> M: [But you do] (unintell) N: [No] ((looks to camera)) M: you do C: <u>Miss X's fault</u> M: tuts C: <u>Kicking me out for two years</u> mum ((looks towards her, indignant face)) M: Yeah C: Been out of school for two years now, ((slight shake of his head – incredulous face))</p>	<p>Autonomy/ protection – keen to frame being behind as due to school not his fault</p> <p>'not my fault' – sense of injustice – has had no control in these decisions/ voice not heard</p> <p>School has rejected him Anger; injustice; disempowerment; being in a situation he cannot control; anxiety about the gaps in learning and passage of time while not in school</p> <p>School is negative towards him; lack of trust Autonomy/ protection: Disengages. Wants them to feel 'bullied'. He is followed when he goes to the toilet – lack of trust – makes him angry Lack of trust – makes him angry. Injustice about not being trusted</p>	
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<p>N: You have missed, you have missed a lot. C: <u>But I'm missing year 10 now</u> yeah ((looking upwards, angry face)) and I've not been in school. ((Looks back to pen in hands))</p> <p>Example from text (89) C: Yeah, they're shit there – the more <u>I go to school and go somewhere, like I go to the toilet and they're following me.</u> N: Yeah, so you feel like people are following you? Does that make you feel like they don't trust you? C: <u>I know they don't trust me</u> ((still looking ahead and eating crisps)) N: And how does that make you feel? C: <u>It just pisses me off even more</u></p>		
<p>Example from text (24) N: I wonder what they could have done to make, to not make that assumption. C: <u>Maybe not lie</u> ((looked directly to camera, said contemptuously, sneer)) N: Maybe talk to you? Would that have helped? And asked you about what you were doing and why? C: [(unintell)] N: [Get your] C: <u>Don't know what teachers would ever talk to me</u> ((looking down and ahead, with resigned expression, slight sarcastic laugh and looks to L))</p>	<p>Subcategory: Power - Not having voice heard School is negative towards him – judge him; he accuses them of 'lying' Adults make assumptions – his voice is not heard. Other people who witnessed the situation are not heard/ believed. Evidence for his view that he is misjudged, misunderstood and disempowered – that he is constrained by other people's decisions and has no voice. Sense that his action are justified but other people's are not. Autonomy/ protection Uses phrases, questions to</p>	

N: It sounds like you don't feel that people ever ask you your opinion.

C: No. Just assume and find excuses to get rid of me ((moving in chair, looking down to the side then to the other side)). And you know it works! ((looking upwards slightly to R)) Cos now look ((slight shake of head, tilts head to R)) I'm not back in school am I? Nope. ((looks round to L and then to camera)) (3)

Example from text (77)

N: Because you talk about the teachers a lot that makes me think that you're thinking that they've been the ones that have been the problem to you. [Um, and]

C: [I know they have]

N: and is that because they've got a lot of power?

C: Got too much and they're abusing it

Example from text (78)

C: [Well, E (pupil at school) yeah,] she already knows I weren't doing nothing.

((playing with object in hand, intermittently looking at camera, frowning)) She, she asked me yeah, when I saw her the other day yeah, why I were excluded!

N: I know. So, so, C, thinking about that situation, what was the problem in that? Was it that um, the teacher um, the opinion of the teacher was the problem because it was wrong?

communicate intensity of feeling

Teachers have too much power and abuse it

School is negative towards him – wield power over him

Autonomy/ protection

Certainty about this – not just opinion

Another pupil, E saw C recently and asked him why he had been excluded because she had seen what happened and knew he hadn't done anything.

Teachers make accusations and do not see the facts.

Injustice about the opinions of the school staff in relation to this – he was excluded for something that he does not feel he did and feels he has witnesses to what happened who would have backed this up – links with lack of voice which is the next obstacle

Lack of voice was a problem

Indignance

C: Yes it was cos all they do is accuse, accuse, accuse and not actually look ((leaning over to right to coffee table))

Example from text (79)

N: Yeah. And also, was the problem that nobody asked you your opinion.

C: No ((turning to right, banging object on something out of camera))

N: Was that a problem, because you didn't get to say what you thought?

C: Didn't get to say anything!

N: So it's not was that a big problem then, you, do think that that was a big problem, that you didn't get to say what you thought?

C: Yeah.

Example from text (87)

C: ((Looking straight ahead, stony face)) (unintell) make it feel like it's my fault all the time ((makes a mouth opening and closing with his hand and a high voice 'blah blah'-type of sound, then the same with the other hand, looking at the camera briefly))

N: So if, they make you feel like it's your fault ((looks ahead then to side and slightly down))

C: They push it on me that it's my fault

N: Yeah, nobody asks for your opinion?

C: Nope. ((Getting back under duvet and looking at

Autonomy/ protection - disengagement 'blah blah blah'

Injustice that he is blamed; voice not heard; 'no one does'

Assumptions that are not fair. Not given voice. School as a hole: disempowered – not any point trying to get out – impossibility of the situation – not able to know what to do to make the situation more positive or to be able to do this successfully.

Autonomy/ protection - does not tell anyone - Fab: Nobody listens, nobody cares, Family know; even they don't care

Isolation
School does not care

Dejection;

<p>camera)) No one does. ((looks away))</p> <p>Example from text (93) N: Who else knows about the um, challenge that you have at school? ((reaches over and moves phone so it is facing him)) C: No one <u>No one Cuz no one listens</u>. ((moves phone so pointing at him, leans back on sofa under duvet)) N: Noone cos...? C: <u>Noone seems to care</u> ((looking directly at camera and getting comfy under duvet)) N: Nobody seems to care? Okay. But people at home know don't they? So your mum knows? C: <u>Mm</u> N: and M and T do they know how you feel about school? ((Nods)) Yeah. C ((looking towards camera, touches face, screws face up)) Don't think they care. ((hand over to mouth))</p>		
<p>Example from text (25) So - let's have a look at this one. This one says self control. So this means that you can hold in your responses. C: <u>I can control myself</u>. It's just you know, when I get with like joke of the teachers – they're muppets. ((briefly glances at camera as Playing and looking at the thing in his hands)) You know, I'm not gonna control myself (turning over the phone in his hand), so <u>if they're going to kick me out</u></p>	<p>Subcategory: Being misjudged leads to ignoring expectations - resisting power in school <u>Autonomy/ protection</u> will make school miserable because they have made him miserable <u>School has rejected him</u></p> <p>Injustice – Other CYP have got into fights and not been excluded – he has only been involved in one fight and has been excluded. <u>Unfairness comes through</u> – others have done things eg</p>	

because you didn't take it as far as you might have felt like taking it? Is that right?
 C: Well I mean I said to the teachers yeah, sort it out or I will and they didn't sort it. So I gave them until lunch to sort it and if they didn't sort it I will punch him and they didn't they didn't sort it so I (.) punched him ((playing with phone))

Example from text (27)

N: Now Okay, what about this one? This is a little bit like what we've just talked about this this says persistence so keeping going and when you finish when you start something you always try and finish it - Is that you?

C: Yeah that's like me. ((jiggling his leg with foot up and knee bent, in semi-lying position on sofa)) When all the kids started to fight I kept going. And I finished it ((looks to camera with a sneer, then back to front))

Example from text (88)

N: OK. What does, what you do when that happens? How do you respond to school when all of those things happen? (3)

C: don't know

N: What do you do? (2)

C: Nowt ((leans head on left hand))

N: Do you mean you don't do anything wrong or do you mean you don't do anything so you just sit and you won't like engage with

Accepts this about himself – but negative example - continuing to fight
 Not engaging with this question – reiterating the fighting theme. **Emphasising his own sense of power within the educational context: response to authority**

Disengages. **Wants them to feel 'bullied'.**
He disengages to make them feel angry – seems like one of a small range of actions that he has the power to choose from - feels bullied by them and wants to respond by bullying them back.
 Responded to what are you feeling rather than what are you thinking.
School treated him badly so he will do the same – wants to bully them

<p>them? What do you mean by nothing? C: (unintell) <u>just sit and not engage with them at all, for hours on end</u> ((looking straight ahead, disinterested face)) N: You go quiet do you? (4) Or do you answer back? Which do you do? C: <u>I don't answer back I just sit down</u> ((looking slightly more towards camera, and eating crisps)) N: OK. And what are you thinking when you're just sitting there? C: <u>Like they're getting bullied which I hope they do</u></p>		
Principal sentences	Overarching Category: Experience of School	Comments
<p>Example from text (7) Can you remember your primary school? C: Yeah it were xxx primary school in RXXXX ((Playing with his hands, looking at them with a slightly contemptuous expression)) N: You didn't like it? C: ((looking to camera then eyes to R, tight lips, cracking finger joints)) Not really it were bad N: Hmm. And what what didn't you like about it? C: That I got excluded there ((rising intonation, looking at hands as cracking fingers))...pretty much everyday for doing something that you shouldn't get excluded for. ((Emphasis on 'every'; Slightly sneering facial expression – lips pulled to L,</p>	<p>Subcategory: School has not been positive/ does not help build strength/ positive identity Primary School – 'bad', excluded unfairly; he did things that were not allowed. Only thing he can say about what would have helped: Ts not excluding him – no deeper reflections about this – when pushed – negative response ie 'anger management didn't help' – difficult for him to think of what might have helped Doesn't remember name of school – not significant/ not pleasant memory? No sense of connection to school; Despite doing things 'wrong' – felt response was unfair – what could have been different: them not excluding</p>	<p>Comments relate across subcategories</p>

<p>looking at hands, then up, R of screen, then sneer with nose pulled up to L and lips))</p> <p>N: Yeah. Mm. It sounds like you felt it was really unfair.</p> <p>C: ((looking to camera, still cracking fingers)) Mm. Don't get me wrong, yeah, I <u>were bad there, but not to the point where I should be excluded like every day.</u> ((looked up to left, turning head to L))</p> <p>N: Mm. What do you think would have helped?</p> <p>C: <u>Teachers not excluding me?</u> ((slightly sarcastic facial expression))</p> <p>N: What could they have done then to you do you think?</p> <p>C: <u>Not exclude me</u> ((playing with hands, looked to camera, head slightly turned, slight questioning smile, then full smile))</p> <p>Example from text (26)</p> <p>N: What happens when you find a situation difficult? Do you tend to give up or do you keep going?</p> <p>C: <u>Do I look like I give up?</u> ((lying back in sofa, pulled lips to L, looking at phone))</p> <p>N: Have you got an example of where you've kept going and kept going even though when something's hard?</p> <p>C: Yeah, <u>going to XX School</u> ((looks round to R, slight sarcastic smile))</p> <p>N: Yeah well that's true you do keep going don't you when you're allowed even though it might be difficult</p>	<p>– no ideas about how/ suggestions about what he could have done differently/ what they could have understood about him/ helped him with – nonchalant facial expression – then smiles – awareness that his answer is circular</p> <p>Humour – cheeky smile – looking at camera – way of exerting power?/ protecting himself</p> <p>Communicates lack of engagement with the subject ie school and their actions towards him – C has rejected them in response to not being understood/ supported</p> <p>Sense of being excluded 'every day' – the inevitability of it – no way out – always the same – feeling unable to do anything about this – out of control</p> <p>Going to school – an example of not giving up – Autonomy/ protection – will exert power intention not to go to school anymore; Uses question to answer.</p> <p>Not any more. Will not go back to school</p>	
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<p>C: Caught up with the teachers every single day ((twisting phone in right hand)) Not any more. ((eyebrows raised, head tilted to R, looking at phone in hand))</p> <p>C: <u>Anger management plans didn't help</u></p> <p>Example from text (50)</p> <p>N: And what about this one? This is loving learning? Do you enjoy learning?</p> <p>C: <u>No</u></p> <p>N: No? Can you remember a time where you enjoyed learning maybe at primary school or...?</p> <p>C: <u>How am I supposed to enjoy stuff when it's just boring work?</u> ((smile gone, blank, disengaged face))</p> <p>N: Mm</p> <p>C: Don't want to do it – it's just work</p> <p>Example from text (71)</p> <p>N: So what gets in the way of those things? (future goals) We're gonna think about like (2)</p> <p>C: School. <u>School's one of them</u> or, or whatever.</p> <p>N: School.</p> <p>C: <u>Yep</u> ((looking at something in hands to right of camera, neutral face but harder tone))</p> <p>N: Yeah. I can see that. C from what you've said before that you feel like school is a real challenge. So if you have a look at that picture, can you see that picture of the road?</p>	<p>Does not enjoy learning – being out of school has widened the gap and now attitude to learning is more negative</p> <p>Autonomy/ protection</p> <p>Anger;</p> <p>Injustice; disempowerment;</p> <p>being in a situation he cannot control; anxiety about the gaps in learning and passage of time while not in school?</p> <p>School is an obstacle</p> <p>Offers school as an obstacle straight away – strong emotion and preoccupation with school as a challenge to him</p> <p>School is a PROBLEM – not a challenge for him!</p> <p>School is a problem;</p> <p>Injustice - it has ruined his life, they 'kicked him out of school for two years. School staff lie – he has been falsely accused – school has not helped him. States that he doesn't lie. Accepts that he</p>	
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<p>Example from text (72)</p> <p>N: So let's think about in what way is it (school) a challenge?</p> <p>C: <u>It's not a challenge! It's a Problem</u> ((looking at camera, left hand in front of mouth))</p> <p>N: Say it again</p> <p>C: <u>It was a problem, not a challenge.</u> ((leaning back and putting right arm bent behind head))</p> <p>N: Okay? You prefer the word problem. So tell me how it's a problem because I already know a little bit you but you, you just [tell] me now,</p> <p>C: <u>[ruined] my life</u> ((looking up to right)) <u>they kicked me out of school for about two years.</u></p> <p>N: Mm</p> <p>C: <u>There's plenty more but it'd take all day to say</u> ((set expression, gaze to right, left arm moves up, then both arms bent behind head and leans back))</p> <p>N: And it sounds like when you talk about school, [it makes]</p> <p>C: <u>[they lie about me an all]</u></p> <p>N: Pardon? Say it again C?</p> <p>C: <u>They lie a lot</u> (leaning back on arms behind head)</p> <p>N: [So yeah, you]</p> <p>C: <u>[Like they say] that I threatened kids and teachers like</u> ((still leaning on arms, looking to right))</p> <p>N: [Yeah] so er</p> <p>C: [(unintell)]</p> <p>N: Sorry, C I can't always hear you.</p>	<p>feels that they reject him. Misjudge him. School staff have caused him to have no friends.</p> <p>Autonomy/ protection -</p> <p>Rejects school is a challenge for him and states that it is a problem (for him) – this takes the emphasis from him finding school a challenge (which could be perceived to be due to a failing in him) and reframes school as a problem – where the emphasis is on the fault being with school existing as a problem rather than being ‘his problem’.</p> <p>Then restates it in the past tense – indicating that he has disassociated himself from school.</p> <p>Very strong assertion and associated emotion that school has ruined his life. Sense of being accused of thing he does not see as having done – misunderstandings/ misinterpretations on both parts? Being falsely accused of things that have challenged his identity (such as threatening pupils and staff) has not helped him at school – sense of anger about this assertion. Not fitting with sense of self?</p> <p>Rejects ‘feel that they lie’ and states I know that they lie’</p> <p>Rejection. Situation at school has resulted in him having no friends – because he has no contact with peers because he is not in school.</p>	
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C: Well, it's supposed, school is supposed to be for help ((pushing self up on sofa and sitting the the right end of it under duvet, looking at camera throughout)) yeah, saying that I abuse and threaten teachers, how does that help?

N: Okay, so you feel like that they they lie? You feel like that they reject [you].

C: [I don't feel like they lie], I know they lie Miss ((looks away to right))

N: Um, And it feels like they're unfair because they misjudge you. So they they accuse you of things that you don't feel that you've done. Is that right?

C: Well I have no friends because of them ((leaning head right back on sofa now, with arms away from back of head))

Example from text (74)

N: Um, Are any of the classrooms or any of the lessons particularly bad at school or [are they all the same?]

C: [Dunno, well]

N: Pardon? Say it again?

C: Don't know. Sometimes ((looking ahead))

N: Which ones are the worst ones that you find the most challenging or ...

C: Well I can't remember, not been there for so long ((looking down at ball in his hands and then waved it in right had as looked up slightly more towards

School: Some aspects of the school environment make things worse but could not give any details even with prompts

Autonomy/ protection

Takes opportunity to reiterate that he has not been in school for a long time – therefore feels too disconnected to remember details of what created specific challenges at school. Perhaps difficult / painful to think about? - Injustice

<p>camera, facial expression stony, head slightly tilted to left))</p> <p>Example from text (75) C: that's fine <u>it's just the teachers are muppets</u> N: so yeah, it's the [teachers that]... C: [(unintell)] ((waving ball around)) N: Sorry, say that again. C: Teachers need to sort themselves out ((reaching to side to reach something on a table in front of sofa)) N: C, on there as well, it says expectations. Sometimes people feel that other people's expectations are a real problem for them. Is that something that's a problem for you or not? C: <u>Not really</u>, it's teachers that make it a problem ((fiddling with the object in his hands, briefly looks at camera with justified expression, then back at object in his hands)) ...like, like <u>I expect to go back to school, but</u> N: Yeah... C: <u>Wonder why?</u> ((sarcastic tone, looks briefly to right)) Wonder why?</p> <p>Example from text (77) N: Are, are any any of those problems for you at school, or out of school?: thinking, concentrating and learning? C: <u>Not really</u> N: No? C: <u>I can concentrate</u> but, you know (3)</p>	<p>School: 'Teachers are muppets' – need to sort themselves out – not been supportive Autonomy/ protection - Insult to indicate/ express strong emotions: injustice, rejection.</p> <p>C expects to go back to school but has not been able to.</p> <p>Turns this round to talk about his expectations rather than other people's expectations – blames school for not meeting his expectation about going back to school. Misunderstanding of the question?</p> <p>School: Accepts learning has been a problem in the past – but because he hasn't been in school. Accepts he had some difficulties with learning and needed help. Injustice: Blames teachers for the challenges he faced with his learning because it is due to him not being in school enough and missing learning. Needed help for aspects of learning that he found hard and didn't get it.</p>	
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N: Has it, has it, have any of those things been a problem when you've been in school in the past?

C: Yeah, sometimes. ((still fiddling with object, looking at it))

N: Which ones?

C: Can't remember ((smiling and looking at object in hands))

N: Has it been a problem with your learning or a problem with you concentrating?

C: My learning

N: Mm

C: But my learning curve's gone sideways because of the teachers! ((sarcastic tone))

N: So you feel like is it, is it, has the problem with your learning been because you've not been there enough? (2)

C: Yeah, I've been out for three years ((assertive tone, looks at camera))

N: Do you think that you ever felt like there was a problem with the learning before that?

C: Not really. I could do it but I just need some help

N: Okay. And did you feel there was a problem getting the help that you needed?

C: Yeah but that's teachers' fault of course ((looking at object fiddling with))

Example from text (87)

N: Does it (school) feel more like a hole that you fall into? Or does it feel...? Look at that one C, does it

School feels like a hole that C has fallen into and can't get out. Complete **powerlessness. Injustice**

He is made to feel he is to blame by staff.

Made to feel culpable – not supported. Feeling of being dejected, demoralised, dispirited. **Assumptions that**

are not fair. Not given voice.

Hole: disempowered – not any point trying to get out – impossibility of the situation – not able to know what to do to make the situation more positive or to be able to do this successfully.

feel more like a big tall a high-jump that you've got to jump over? Or does it feel like a wall that you feel like you're climbing, climbing, climbing all the time?

C: Probably ((looking downwards, thinking)) a hole ((looks to camera))

N: a hole, yeah. Okay. So on this slide it says: How could you describe this challenge?

C: ((Looking straight ahead, stony face)) (unintell) make it feel like it's my fault all the time ((makes a mouth opening and closing with his hand and a high voice 'blah blah'-type of sound, then the same with the other hand, looking at the camera briefly))

N: So if, they make you feel like it's your fault ((looks ahead then to side and slightly down))

C: They push it on me that it's my fault

N: Yeah, nobody asks for your opinion?

C: Nope. ((Getting back under duvet and looking at camera)) No one does. ((looks away))

Example from text (24)

N: It sounds like about the belt incidents that you that you feel misjudged. It sounds like you think that they interpreted it wrong, that you were doing one thing and they thought you're doing something else?

C: No they're lying. All they do is assume and not...you

Injustice: assumptions made; no voice; 'lying'.

Autonomy/ protection -
Sense that his action are justified but other people's are not; Uses phrases, questions to communicate intensity of feeling: 'yeah', repeats a word that was said to him; 'I can tell you that', 'Oh my god, funny!' rhetorical tag questions 'I'm not...am I?'
School lying; misjudging
Cannot see perspective of other people thinking his actions were threatening
Understanding high level language? Eg whenever 'threatening' mentioned, focuses on that word but not the message of the sentence.

know ((throws arms into the air, shrugs, looks to camera, looks angry and hurt))

N: So they make assumptions that aren't right.

C: Mm

N: And what, what were you just about to say that they should do instead of making assumptions?

C: Stop lying?

N: Well, they could either be lying or they could just get the wrong end of the stick.

C: No they're lying I can tell you that. ((resting head on R hand with elbow on arm of sofa, looking down and to front))

N: [So what, why do you]

C: I were cracking a belt you know in class...How is that abusing and threatening kids and teachers?

((disbelieving face)) I really would like to know, if someone could bring a ((plays with hands)) ex, an explanation yeah, I'm happy to read it. ((looks briefly to camera with scornful face, then away))

N: Mm. (2) What do you think they thought about when you were cracking the bell? Why do you think they thought that that was a bit threatening?

C: Threatening ((scornful intonation, disparaging face, looking to the left))

N: Is that what they thought? That it was a bit threatening?

C: Threatening! Oh, my god - funny! ((puts head right back onto back of chair and looks at ceiling)) (2)

N: so it sounds like you were doing something with your belt. And you didn't mean it to be threatening, but they've interpreted [as threatening]

C: [What do you mean threatening?] ((Said louder with an angry tone, Looks incredulous))

N: I think, I don't know C, because I wasn't there. But what, what I'm assuming they [mean],

C: [(unintell)]

N: and I'm not saying they're right, because you didn't mean to be threatening? Did you? (2)

[Sounds]

C: [No] ((more resigned tone))

N; like you didn't [mean to be threatening]

C: [(unintell)] Threatening. ((smiles. Leaning head on L hand with elbow in knee, looking at camera)) [So where does]

N: [So it sounds like the]

C: the abuse part come in then cos I don't know how it's abuse? ((both corners of mouth turn downwards, eyebrows raised))

N: No. So you were doing one thing with your belt, which he didn't mean to be interpreted as being like abuse, and they've obviously interpreted it wrong, haven't they?

<p>C: (3) What a joke ((looking to left))</p> <p>N: I wonder what they could have done to make, to not make that assumption.</p> <p>C: <u>Maybe not lie</u> ((looked directly to camera, said contemptuously, sneer))</p>		
<p>Example from text (25)</p> <p>N: Mm. But you think that you were, you're telling me that you were able to control your emotions then because you didn't take it as far as you might have felt like taking it? Is that right?</p> <p>C: Well I mean <u>I said to the teachers</u> yeah, <u>sort it out or I will</u> and they didn't sort it. So <u>I gave them until lunch to sort it</u> and if they didn't sort it I will punch him and they didn't they didn't sort it so I (.) punched him ((playing with phone))</p> <p>N: So there are there other times where you felt really angry with someone and you haven't punched them where you have controlled your emotions. Can you tell me about those times?</p> <p>C: <u>No cos I've only ever done one fight</u> ((briefly looks up from phone in his hand))</p> <p>N: But that's what I mean, so there, have there been other times where you've not you've not got into a fight but you have felt cross so that shows that you're good at controlling your emotions?</p> <p>C: Oh yeah! <u>Against Miss X</u> ((smiles))</p> <p>N: Tell me what you mean.</p>	<p>Subcategory: Emotional regulation at school</p> <p>Autonomy/ Protection:</p> <p>Can control himself. Blames teachers when he does not control himself – but says this is a choice. Response if the teachers make him miserable is to make them miserable as well.</p> <p>Example of when controlled himself – not beating H up and when has felt angry with SENCO at school.</p> <p>Emphasis and choice of words to indicate strong emotion and lots of repetition</p> <p>School failed to sort something out</p>	

<p>C: Yeah, Miss X winds me up all the time and ((looks to the right)) I manage to control my anger ((smiles, looks back to phone in his hands, shifts down to a lying position on the chair))</p> <p>N: Yeah well that's an example if you don't act on your anger and you manage to hold it in sometimes. (1) Are there other people where you can hold your emotions in and you can control them?</p> <p>C: Yeah the entire school ((lying back in sofa, sneering smile, raised eyebrows, L side of mouth pulled to side, playing with phone))</p>		
<p>Example from text (54)</p> <p>M: <u>If I could get him sorted and get him in the right place it's help</u></p> <p>N: Yeah. So that again,</p> <p>C: <u>I like my brother's school – that's alright</u></p> <p>N: Say that again ((looking at phone in hands – mum takes it away))</p> <p>C: I like my brother's school</p> <p>Example from text (57)</p> <p>N: Do you want me to put anywhere else on there? Like XXXX (AP)? Or XXXX (secondary School) or anything?</p> <p>C: Miss <u>you having a laugh – putting XXXX (secondary School) on there?</u> ((pulls back in chair, looks to left, smiles))</p> <p>N: Well, I know you're not [very happy with them there at the minute].</p> <p>C: [(unintell)] ((smiles))</p>	<p>Subcategory: Disconnection from school in the future</p> <p>Future</p> <p>Wants an apprenticeship to train as a mechanic. Wants to be in the right setting so can get one. Likes his brother's school.</p> <p>Ultimate disconnection from school: deciding not to go back</p> <p>Fab: disengagement with secondary school; does not feel they have carried out their role of helping him – does not want to go back; Sense of dismissing/ separating from secondary school – not going back – body language matches the verbal message.</p> <p>Future: Hopefulness/ optimism – the way C states that he will develop more strengths in the future.</p>	

<p>N: But you know, the reason I might put it on there is if you want me to it's because it's, it's still a significant place. Even though you might not always like [it.]</p> <p>C: [They're] supposed to help and they've not helped me once Miss ((moving in chair, rolling head as talks, face more set - neutral))</p> <p>N: Okay, but do you still feel like you want to go back there?</p> <p>C: <u>No.</u></p> <p>Example from text (57)</p> <p>N: What about your other places like XXXX (AP)? Shall I put that on?</p> <p>C: <u>Mmm</u> ((looks towards camera and then upward, slight shrug))</p> <p>N: Yes? ((nods)) Is there anywhere else that you go, C?</p> <p>C: Um, XX (AP) ((shakes head, slight shrug, looking downwards and to left)), but that's...</p> <p>N: Is that the XXXX?</p> <p>C: <u>Mm</u> ((affirmative, slight nod))</p> <p>N: Yeah, what's that, Should I put that on? Is that a place that's important?</p> <p>C: Mmm ((affirmative, slight nod))</p>	<p>Recognises he has strengths</p> <p>Style of interacting: rhetorical questions eg 'you having a laugh?' to indicate emotion and tag questions.</p> <p>Agrees to adding his two APs on – but not much enthusiasm; agrees to add APs onto the significant places on rear wheel.</p> <p>Future</p>	
Principal sentences	Overarching Category: Future Identity	Comments
<p>Example from text (57)</p> <p>C: I mean <u>I am, but there's more to add</u> isn't there? ((looking down at what is in his hands))</p>	<p>Subcategory: Positive future</p> <p>Hopefulness/ optimism</p> <p>C says that more strengths will be added in the future.</p> <p>Hopefulness/ optimism – the</p>	<p>Comments relate across subcategories</p>

<p>N: More to add? C: <u>Yeah</u>, Pretty much. N: Go on then, Tell me some more. C: I mean <u>what I might do in the future</u> ((turns head towards camera and then down to left again)) N: Say it again, sorry. C: I mean, <u>more to like add in the future</u>. ((turns head towards camera and then down to left again)) N: In the future, oh, yeah, definitely.</p> <p>Example from text (59) N: Um, And what about XXXX and XXXX (APs)? Are they things for the future still? C: Yeah. I can deal with XXXX and XXXX (APs) ((playing with something in his hands)) N: You're okay with XXXX and XXXX (APs)? ((nods)) Yeah. Okay.</p> <p>Example from text (60) N Anything else in the future that you'd like to achieve? Like, I'm thinking, driving? C: Well, <u>I can already drive</u> can't I? (studying something in his hands) N: Well maybe to get your [driving licence] C: [(unintell)] N: What about that? C: Yeah, I need to get a driving licence ((still</p>	<p>way C states that he will develop more strengths in the future. Recognises he has strengths</p> <p>Significant places and events in the future: Alternative Provisions Accepts continuing with the two APs that he attends in the future 'can deal with them' – shows the emphasis on coping rather than enjoying/ feeling sense of belonging? Or that he 'deals' with them rather than fully engaging with them?</p> <p>He can already drive but needs to get licence - again, conversational style – tag questions and theoretical questions to demonstrate emotion (impatience here or pride – uncertain how to express it – sounds defensive as if fear of me not believing him/ taking it away from him?) Also, not seeing the intention of conversational partner ie topic is driving – being able to drive does not</p>	
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<p>studying the thing in his hands))</p> <p>Example from text (61) N: Would you go to college then to, to do an apprenticeship? C: <u>I dunno</u> ((playing with the thing in his hands and looking at his hands)) N: I think that's, I think that's how you'd probably do it. And which college would it be? Do you know? C: Probably <u>XXXX</u> (Local college) <u>where my sister went.</u> ((looking down at object in hands)) N: Yeah C: <u>and my brother but I'm not sure</u> ((looking down to left, then back to camera))</p> <p>Example from text (62) N: Um, what about where you'd like to live in the future? (3) C: Er, <u>I don't know</u> (.) <u>house</u> ((indifferent face, puts left hand up to left ear and turns head to right, slight shrug, then head back over to left and rests on left hand with elbow on knee, neutral expression, then looks to camera again.))</p>	<p>mean you can drive on the roads – making the inference/ jump to the idea of getting a licence. Could explain the reasons why he is misunderstood at school – why things escalate? – needs help to unpick intentions of conversational partner eg 'well that's great! If you know how to drive you're half way there! I expect all you'd have to do now is pass your test to get a licence?' ie supporting him to understand intentionality, how to make inferences, containing his emotion, modelling responses and positivity.</p> <p>Uncertainty about Y12-13 plans. Might go to same college as siblings Not very excited about the prospect although looks at camera at the end as if waiting to get my reaction.</p> <p>Wants to get away – different country Not very excited about this – seems a long way off/ got to navigate school first. Discontent with his current situation is apparent from vocab. Sarcasm ('house') – to express disinterest?/ irrelevance of this to him at the moment – too big a</p>	
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<p>N: Would you like to stay in Nottingham, or would you prefer, can you see yourself moving abroad or going somewhere else in this country?</p> <p>C: I'm not sure, <u>probably</u> (1) ((looking down, hand away from face <u>get out of this crappy country</u> ((looking down at something in hands))</p> <p>N: Would you? Would you like to go somewhere warmer?</p> <p>C: <u>Probably</u> ((looking away to left and down)).</p> <p>Example from text (71)</p> <p>N: What do you want to do with motorbikes?</p> <p>C: <u>Repair them, fix them, destroy them for people because some people want them destroyed.</u></p> <p>N: Right. OK. That's why you'd be good because you're good at taking things apart, aren't you as well?</p> <p>C: <u>Mm</u> ((out of camera, playing with something that is beeping))</p>	<p>mountain to climb? Waiting for response – trying to provoke a response following sarcasm? – used to adults responding with a negative comment about the way he communicates – rather than focusing on his message?</p> <p>A future goal is to mend or take motorbikes to pieces – for reclaimed parts</p>	
<p>Example from text (58)</p> <p>N: But is that not something you really want? - to be back in school?</p> <p>C: <u>Not anymore</u> ((looking down at what is in hands)) <u>cos when I'm there they aren't doing nowt for me</u> so...((still looking down)) So I don't see any point going cos ((looks towards camera, neutral face)) <u>all they do is bring me back and kick me out</u>, so ((looking at camera, shrugs, dismissive face))</p>	<p>Subcategory: Will not return to school</p> <p>Doesn't want to go Back to secondary school.</p> <p>They do not support him. He is in a cycle of going back and then being excluded. Mentions being home-schooled</p> <p>Sense that when he goes back the school don't expect him to stay/ don't make provision for him to stay/ don't want</p>	

<p>N: If, if it looked like it could be successful at school, would you still be keen to go back? C: <u>I'm not sure</u> ((looking down to knee)) N: So perhaps I'll put it with a question mark then? If you weren't going to go to XXXX (Secondary School) then, where would you like to go, C? C: Mm, <u>not sure</u>, probably <u>just get home schooled</u>. ((turns head to look just below camera, slightly pursed lips))</p> <p>Example from text (73) N: You're very resilient, because you've kept coming back even though you felt really rejected and unfairly treated. C: Well <u>I'm not no more</u>. Cos school is a bunch of jokers. ((partially out of camera but looking down to right and fiddling with duvet))</p> <p>Example from text (91) N: Would it help as well if people asked you your opinions at school? C: <u>Not really, cos I wouldn't be going back to school</u> – I wont be going back again ((leaning forward to get something)) N: No but thinking about when you were there and they accused you of something and instead of just accusing you, would it</p>	<p>him to stay. Does not feel sense of connection/ acceptance. Autonomy/ protection – rejects school and opts for home-schooling</p> <p>Autonomy/ Protection – will not go back - 'bunch of jokers' – insult to express strong emotion – He does not feel staff have helped him to stay in school or to achieve. Unable to recognise/ accept the strengths he has that have helped – indicates feeling of being overwhelmed? He will not go back</p> <p>Accepts that teachers listening to him could help – but will not go back – teachers will not change. Not going back to school – very intent on this. Has given up on engaging – sees the problem with the Ts at not going to change – has a realisation of this as says 'if it's a problem with the teachers' – becomes more angry at this point.</p> <p>Strength of language to express strength of feeling and sense of hopelessness – unable to change it without change from the staff and C</p>	
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help if people said 'Oh C, Tell me what happened?'
C: Well yeah it would help but I still wouldn't want, you know if it's a problem with the teachers yeah, I don't want them at all man ((looks briefly to camera, screws up his face)), I'm sick of them all. I'm not going back ever. Piss me off about them.
N: So do you feel like when when now they're saying that you can go back for an hour and then if things go well you can go back for longer Are you not [interested anymore?]
C: [Course I'm not] I'm not doing that again! ((raises voice slightly, still looking away from camera)) They're a load of XXXX that's what they are. I'm not going back! Kiss my fat arse! ((looking ahead, frowning))

thinks that this will not happen.

Autonomy/ self-protection:
'I'm not doing that again' – communicates that he has tried to meet half-way before but it has not worked.

Appendix 21: Categorical-Content Table for Dara

Colour Key: Relating to overarching themes:
 Medical Context
 Educational Context
 Relating to connection and feeling secure
 Being Active and vivacious
 Animal lover
 Future goals and dreams
 Meeting expectations/ validation/ self-belief

Principal sentences	Overarching Category: Animal Loving Self	Comments
<p>Example from text (4) N: So you've mentioned insects and reptiles are animals a particular interest of yours? D: 8:21 Er, yeah, ((looked up above screen, eyes wide, then slightly right of screen)) soo, <u>when I was really struggling</u> (eye gaze flitting backwards and forwards at screen then to L or above of screen as talking)) <u>with my anxiety a few years ago</u> now, erm <u>we got cats</u> ((eyes to screen for emphasis)) and <u>my anxiety improved</u> ((hands and arms up, elbows to sides, hands in front of chest to emphasise following words)), so much and</p> <p>Example from text (5) D: <u>I'm getting a dog soon as well</u> (looking at screen, content face: slight smile, eyes neutral)) N 8:36 Ah! What erm, what cats have you got? D: 8:40 Er, so <u>we got two cats</u> (two fingers up on R hand, looking to R of screen)) <u>One's called Tiggy</u> (wiggling one finger on R hand, looking to screen – slightly to R)) <u>he's the boy and one's called Midnight, she's the girl</u> ((wiggling second finger, then hand down))...</p>	<p>Subcategory: Pets Reflecting on why animals are important Animals Anxiety</p> <p>This part demonstrates how important pets are to D – her enthusiasm and enjoyment of having them close by; enthusiasm in introducing them to other people Animals Connection – engaging with me as a stranger – sociability – uses animals as a support/ focus</p> <p>Pets are important – how calming cats are D focus on mum as support when in a cycle of unhelpful thinking patterns – emphasised through tone of</p>	<p>Comments relate across subcategories</p>

<p>D: I'll find (2)((gets up to go and find cat))</p> <p>M: I'll get one ((both M and D disappear out of door))</p> <p>D: I've got one of them.</p> <p>Example from text (6)</p> <p>N: Oh, he's gorgeous. I know what you mean about cats. They do really calm you down, don't they?</p> <p>D: Yeah</p> <p>N: Because they're so erm, so lovely to stroke them and they always seem to be very chilled out.</p> <p>D: Yeah. (smiles, looking at camera then looks down to R)</p> <p>Example from text (19)</p> <p>New dog: Ralph</p> <p>Example from text (43)</p> <p>D: <u>I would do anything for [Midnight]</u> ((looking down at doodling))</p> <p>Example from text (53)</p> <p>D: ((smiling at screen, slight laugh)) Could you get a cat for me Mum?</p> <p>Example from text (132)</p> <p>N: And you said about animals, you've got your cats and horse riding?</p> <p>D: Yeah.</p> <p>N: And how do they how do they help you when you're feeling that these things are (unintell)?</p> <p>D: 46:04: Er, <u>Animals are just they're really calming</u> ((doodling)) they're just, <u>they have such easy lives</u> ((laughs))((Slight laugh))</p> <p>D: 46:13 <u>They don't have to go to school or work or worry about relationships or anything like that.</u></p>	<p>voice and non-verbal features – cat</p> <p>D asking for cat to help her sit still/ focus/ be calm? – importance of animals</p> <p>Animals – riding and her own cat – emphasises this using vocabulary.</p> <p>Animals are calming – they have easy lives – no concerns about relationships - wishes she was a cat sometimes.</p>	
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<p>N: 46:19 Yeah, is it? Yeah. Do you look at them and think I wish I was a cat sometimes? D: 46:24 <u>Definitely.</u> ((smiles, glances to screen then doodling)) N:((laughs)) D: Definitely <u>wish I was Midnight or Tig Tog</u> ((coughs))</p>		
<p>Example from text (8-9) D: Yeah. ((eyes half closed looking below screen)) So (.) ((looks down to R)) <u>one sport that I like</u>, ((smiles)) is <u>my favourite sport ever</u> ((moves head side to side, smiles, looks up to R of screen)). And (.) I've been (.) <u>always wanted to do it</u> (looks down to L of screen, smiling, rubs nose with L hand)) ever since I was like, teeny tiny ((L hand downwards to the side indicating how small she was)) <u>is horse riding</u> ((slightly moves backwards, looks to screen, smile, questioning intonation)) And (.) <u>I do it every Saturday on the same horse</u> ((looks to L then back towards screen)). And (.) ((looks up to R then into the distance, slightly closed eyes,)) it's just one of those things ((eyes dart to R then L then R again, wide open,)) and <u>it's just so calming</u> ((head bobs down slightly then up, eyes to screen, slight smile)) <u>because they're such calm animals</u> (eyes slightly closed, looks down to R)) and <u>you get to look after them</u>, ((eyes to</p>	<p>Subcategory: Horses</p> <p>Active</p> <p>Focus on the calming aspect of being with horses</p> <p>Non verbal aspects link with calming theme – eyes closing, swaying as talking, eyes moving to screen intermittently to link back with me.</p> <p>Evaluative statement.</p> <p>Interruption emphasises agreement/ highlights enthusiasm about subject</p>	

<p>screen)) <u>take care of them and stuff</u> ((eyes up to L, head swaying a little bit as eyes moving)) and (.) it's just <u>I love it so much</u> ((shakes head, eyes up to L, slightly nods head))</p> <p>N: In animals and your interest in being active. (2) Is that a stables that is quite near to you then? [(xx)]</p>		
<p>Example from text (40)</p> <p>N: Okay, this one's sounds a bit strange, appreciating, appreciating beauty and excellence. So I think what you've said about the river walks answers this a little bit that you've obviously got an appreciation and obviously you like animals as well. So that sort of answers that partly. (3) Is there anything you'd add to that? It can be about sort of being inspired by</p> <p>D: Yeah,</p> <p>N: not just things in nature, but other people as well.</p> <p>D: <u>Mum knows that</u> even when I'm at home, ((L hand up as talks and looks at screen then round at mum)) not at school, <u>I'm watching deadly 60 on BBC, which is all about the (1) 60, like, it's all about animals and how dangerous they are</u> and stuff and it's really cool.</p> <p>M: <u>You also watch quite few documentaries, don't you about people that had challenging lives, haven't you, or that have got</u></p> <p>D: Mm ((looking down))</p> <p>M: <u>disabilities and how they sort of manage that and</u></p>	<p>Subcategory: Animals in general</p> <p>Reflects to M to agree/ add weight of evidence; emphasis on spontaneous interest despite not going to school.</p> <p>M adds ideas about documentaries about people; D partially accepts this – M may be supporting other poss positive aspects of identity eg to help D feel successful/ worthwhile/ appreciated through being helpful to others? but D reiterates her preference for animals over humans.</p> <p>Central theme of importance of animals to D's identity.</p>	

<p>stuff. So D watches quite a lot of, <u>She's interested</u>, I think, <u>in life in general</u>, <u>across all sorts of spectrums</u>. D: <u>If I had to pick animals over people, I would</u> Example from text (54) N: And this one curiosity or interest in the world M: Very D: (laughs) <u>Since I was little</u>. ((turns to mum to speak)) M: 52:08 You, <u>you used to take woodlouse on the way to school</u> ((D laughs and looks at screen)) <u>and you tried to rescue [bumble bees]</u> D: <u>[oh the bees]</u> ((laughing)) M: From being trodden on and worms and anything D: Yeah M: and put them in a safe place D: 52:18 <u>I'd cry if there was a bumblebee on the floor, wouldn't I?</u> M: Yeah D: <u>I'd be like, Mum there's a bumble bee dying on the floor</u> ((uses a high voice as if crying, looking at screen)) N: Ah D: <u>It's OK it's OK, we'll get it to a flower – but I saw it dying</u> ((dramatic voice))</p>	<p>Strongly identifies with this – lots of laughing remembering her interest in insects when she was young. Co-constructing the narrative between them. Voices used to remember direct speech.</p>	
<p>Principal sentences</p>	<p>Overarching Category: Connected Self</p>	<p>Comments</p>
<p>Example from text (18) M: Where do you like to go at the moment? ((turns to look at mum)) D: (unintell) ((Laughs, shifting cat in her arms, looking over L shoulder talking to Mum. Looks back to screen smiling))</p>	<p>Subcategory: Connection with immediate family Asks M to contribute throughout if unsure (session 1) or if struggling to engage (session 2)</p>	<p>Comments relate across subcategories Connection relates to connection with people: family, friends but also connection to places to - provides sense of belonging which is very important to D: lots of</p>

<p>N: Where was that? D: <u>The garden centre XXXX</u> ((looks to camera cat in arms, points up to R and over R shoulder with L hand) <u>it's just over there</u> N: 15:54 Oh, okay. And it's not with friends or family? D: 15:57 <u>With er my mum and my dad, So, because I'm not in er school fully</u> ((looks upwards briefly then back to screen, rubs nose quickly with L hand)), <u>sometimes we go out for lunch</u> ((smiling, looking towards screen, tilting head to R and L as talks)) and <u>because it's got all the Christmas decorations up it's really [pretty]</u></p> <p>Example from text (18) N: Erm, Any other people that we put on the spokes? M: 17:03 ((from other room)) R! D: ((looks over L shoulder towards where her mum is and quiet laugh)) <u>My little sister my mum just shouted.</u> ((looks back to screen smiling)) N: What's her name? D: Um, er, <u>R.</u> ((moving cat in her arms, head tilted to R, smiling))</p> <p>Example from text (21) N: 18:10 What about the gym, do you just go to the gym with your dad? D: 18:13 Er, yeah, <u>I go to the gym with my dad</u> ((moving cat in arms and</p>	<p>mum asks direct question about local places D enjoys visiting: Reflecting about enjoying going to the <u>garden centre with parents</u> <u>Interaction with mum</u> indicates closeness of their relationship – D turning to mum for support and reassurance – worried about talking about going to GC with me in school time? Emphasis on closeness to home – similar to gym, river, horse-riding – <u>local area</u> is central to all of these preferred places – sense of belonging/ secure D mentions mum and dad going to the Garden Centre with her – <u>relational element</u></p> <p>Considering people who are important in her life. <u>Pets, parents</u> Lots of D's responses are agreeing with closed questions asked – not much elaboration needed as we are reiterating information previously covered <u>Mum</u> reinforcing connection to sister – this has been an important value/ influence to help D feel connected to family/ significant others – parents have supported positive aspects of D's identity construction; <u>supporting</u> interest in animals as they know this is helpful for her</p> <p><u>Gym, river, - local connections</u> – belonging</p>	<p>places mentioned that are significant and seem to help D feel grounded and safe/ secure</p>
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looking slightly below screen)) and then ((looking up slightly to R)) I used to go with my friend called J. But erm, she (.) stopped going ((slight frown, eyes slightly closed, looking at screen, lying cat back down on knee)). I'm not exactly sure why ((head tilted to L, scratching left side of nose with R hand, eyeballs in corner of her eyes, looking to R)) but she just stopped going (slightly shaking head, looking back towards screen, slight shrug of R shoulder)).

N: 18:25 Um, And what about river walks and things like that? Is that mostly your family?

D: 18:31 Erm, it's mostly with my mum ((scratches nose with R hand, looks at screen then to R)).

Example from text (36)

N: 34:01 Yeah. And what else helped, helped you get through that year (Y7), would you say?

D: Um, definitely mum. ((looks round at her slightly smiling))

N: Yeah.

D: 34:12 Because mum was just the one, the one person who was always there like not a friend – just mum ((looking at screen then back down to food))

Example from text (49)

N: Yeah. Um, Okay, and this one is having a good sense of humour.

Gym with dad – a friend used to go but no longer does
Walks on river with mum

D very certain about M's role in supporting during periods when she experienced anxiety in Y7: very sincere – looked at M with smile when talked about this.

Emphasised the significance of M's role as different from that of friends – M 'always there'.

M explained how friendships developed quickly but then more change to cope with in Y9. Use of 'we had a battle' – D is not alone in this – M alongside – sense of M coregulating D;'s emotions - grounding/ belonging;.

D's comments about her sense of humour being like dad's – sense of connectedness and belonging.

<p>D: 46:00 ((slight laugh, looking at screen, broad smile, looks round at mum then back))</p> <p>M: Yep. [A lot of banter with her dad]</p> <p>D:[(unintell)] <u>I have quite a lot of twisted humour though</u> ((laughs, looking at screen))</p> <p>M: 46:05 Yeah. Quite can be, quite sarcastic and quick witted.</p> <p>N: Yeah.</p> <p>D: <u>You can be sarcastic too mum</u> ((as looks round following her mum as she collects her empty bowl and takes it away))</p> <p>M:Yeah, and quite dark sense of humour ((D turns back to screen, looks directly at screen, wide smile))</p> <p>D: 46:14 ((laughs)) <u>I get that off dad though.</u> ((turning round to look towards mum))</p> <p>M: Definitely</p> <p>D: <u>Dad has got a very dark sense of humour</u> ((looks back round to screen, laughs)). <u>I take more after my dad than my mum</u> ((shifting in seat looking directly at screen)).</p> <p>Example from text (50)</p> <p>N: Um, gratitude and appreciation.</p> <p>D: 47:10 <u>I am very, very thankful</u> ((serious face, looking slightly down and to R of screen)) <u>for one person in particular</u> ((head slightly leaning to R, closes eyes, opens again))</p> <p>N:Ah</p>	<p>Emphasises being thankful: for M, then M&D and then ‘a lot of people’. Significance of relationships to identity. Emphasis of importance of these close relationships using vocabulary, non-verbal features, tone of voice</p> <p>Mum shifts from D looking after her/ being protective to perhaps reasons for this – her long term illness – ‘worry’ – medical discourse central in this stroy</p> <p>Enjoyment D takes in showing the card she made for her mum: indicative of the significance of the relationship – her place in it – the link to her younger self who cared so much for her Mum – this relationship is a</p>	
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D: Well, two people ((turns head slightly to L and looks to L), actually (1) well, a lot of people ((slight laugh, turns head back to screen, head tilted to R and slightly down, lips pulled slightly to L, laughs)).

Example from text (52)

D: (Yeah when] I was five. ((looking round at mum, slight laugh, gets out of chair and runs to the kitchen))

Ooh, I'll get the notes

M: I, I was quite poorly when D was 5,

N: Yeah

M: um, I've got a severe lung condition, which took a while to be diagnosed and I was ill for about two years,

N: Oh!

M: ((D comes back in with paper and sits down)) and ended up being hospitalised [and]

D: 48:48 ((hold up card to screen)) read that that, I wrote that to mum when she was in hospital. ((laughs))

N: 48:53 Let me just adjust, um, cos I, at the moment I couldn't see anything. Ah,

D: 48:58 It says, it says ((standing up reading the card)) to mummy, I hope and I spelt hope H, O, A, P, ((laughs)) I hope you get you best stoon.

D: And I managed to spell my own name right though ((laughs and runs back to kitchen))

M: 49:11 There's a lot of worry sometimes that goes on, so D is aware of umD:

significant part of her identity. Standing near M while talking about the car incident when M was ill. Evaluative statements about how D felt – links with her close connection with M.

your coughing going on, like what?

M: Yeah, right. But also very, you know, we do go ((D still standing behind her mum out of camera)) D: 49:21

Cos you had that incident on the (.) motorway, not recently, a couple of years ago, but hat was terrifying for me. ((standing by mum, pulling sock up))

M: 49:27 Mm.

D: Because obviously you were (.) we were on a car journey back from grandma and grandad's and mum (.) didn't feel very well in the car ((comes back and sits down in front of screen)).

And she's like, I can't breathe, ((looks round at mum then back again, smiling)) Howie, cos that's a nickname for my dad. Um, and then we had to stop off ((laughs and points at screen)) the cat!

M: Yeah!

D: And we had to stop off at a (1) nearby like, (.) hotel thing and (.) my mum was ((looks to L of screen, serious face)) laying down on the floor and an ambulance was (.) rushing ((looking to screen, then to L of screen)) and then there's medic came in and me and my sister were crying

((looking slightly to R of screen)) and then mum was shaking on the floor ((looking at screen, slight laugh)) and it was very terrifying ((slight laugh)).

jewellery – necklace was mum's – for wedding – passed down through the family – creates sense of connection and belonging – mum is there with her all the time

Only M understands that this is the way she has feels – nobody at school – Lack of Pupil Voice? Not being heard?

D: Yeah. So Ruby ((turning round to look at screen)) was five when that happened. I was five when mum was in hospital.
 ((turning head from side to side as speaking))
 N: Yeah? Ah.
 D: R was a baby. She was two ((smiling, laughs))
Example from text (66)
 D: 1:04:52 My necklace and my bracelet are both
 ((looking at screen, pulling necklace with L thumb))
support things
 N: 1:04:57 Yeah, are they, were they given to you by somebody?
 D: 1:05:01 Um, (.) so this was mum's ((looks round at mum)). It was from ((glances to screen and then back to mum)) great grandma?
 D: 1:05:06 Yeah, it was my wedding necklace.
 D: 1:05:09 Yeah. And then the bracelet was (2)
 M: I just bought it years ago.
 D: Yeah,
 M: You just kind of inherited it, didn't you, but you like to wear it because it's [my]
 D: 1:05:17 [I wear it all the time]. ((looking down, serious face))
 M: Yeah.
 N 1:05:19 Aw, and does that, how does that help you?
 D: 1:05:22 I dunno (leaning head onto L hand propped up on table, looking down to L away from screen)) it just sort of reminds me that,
 ((looks to screen, serious face)) you know, mum's

Family:
 Takes her mind off it
 Fun
 Accepted the idea that family help her get out of the hole by throwing a rope down

there ((tilts head slightly L and then R, one corner of lip pulled to side)) can't see her ((looking at screen)), she's still there.

Example from text (122)

N: And so, um, in terms of people knowing that that's how you feel that it feels like you're in a hole, obviously, your mum knows and the family who else knows about it, that you feel like that? Would you say?

D: Just mum

N: Just your mum? Is there anybody at school that understands exactly how you feel? ((D shakes head))

N: No, Or even, you know, other people in the family that understand exactly how you feel? ((D shakes head))

No?

Example from text (133)

N: 46:34 Um, You've got lots of people on your spokes of your wheel of your bike as well that get you through the difficult times, haven't you? Is there any, anything you can tell me about how in particular friends and family help you?

D: 46:52 Um (1) Family helps to take my mind off things. And they just (1) my family are a lot of fun and we're all just really childish really ((slight laugh))

N: 47:07 ((slight laugh)) does that feel like it's almost like if you're in your hole then it's almost like them throwing a rope down to help you climb out?

D: Yeah.

((looking at screen)) because it's short for R ((moving cat up to chest in arms again)).
[(unintell)]

N: 17:28 [Aah]

D: And then, Uncle ((moving cat back over L shoulder)) G ((rubs nose with R hand)).

Example from text (25)

N: Okay, um, is there anyone else in the extended family? You've got your mum, dad, sister, your aunt and uncle? Is there anyone we've missed out?

D 21:59 Erm, (.) ((pulling lips down at one side, looking downwards))

M: Cousins? ((from the kitchen))

D: ((turned head round to L where mum is)) I've got too many cousins mum ((laughs))

N: 22:01 I'll just put cousins on as a as a group

D: 22:05 Yeah (doodling) I think I've got (.) I think it's like 20, 21 or more cousins. ((looking to screen, eyes slightly closed, then down again))

N: 22:09 Oh, blimey, gosh that is a lot.

D: And like 16 of them are on my dad's side((looking down doodling, slight smile))

N: 22:14 Your dad's got a big family has he?

D: 22:15 Yeah, Dad's got a huge family. ((looks to screen smiling, waving arms as talks)) And mum's only got, on mum's side we've only got four cousins. ((laughs))

Example from text (71)

belonging and
connectedness? 20+Cousins
– dad's side of the family

<p>D: 1:10:19 Um (2) <u>We used to go to Ireland quite a lot</u>, ((looks at screen then back down)) <u>because my dad's mum's over there, that's where he is right now actually</u>. Well no, actually some of the (unintell) ((looks round to mum)).</p>		
<p>Example from text (17) D: 15:33 <u>I like going into town with my friends</u>. ((smiling, looking to screen head tilted to L, stroking ponytail with R hand)) N: Yeah D: <u>Just</u> sort of like relaxing there, <u>I never used to go to town</u> ((looks quickly towards screen, slightly shaking head, looks downwards, blinks up towards screen, slight smile)) <u>I used to be absolutely petrified of town</u>. <u>But now I really like it</u>. ((smiles, looks down at cat in arms))</p> <p>Example from text (20) N: Um, and what about your main friends that you've mentioned, who would you say they are? D: 17:37 Erm ((looking up to L, raising bottom jaw so chin pronounced as thinking, eyes flick over to L then back upwards to L)) <u>there's one person called L</u> ((scratches head with R hand, looks to screen, eyes wide)). <u>She's been my best friend since we were four</u> ((eyes wide, head tilted to R as continues to scratch head with R hand)). Um ((smiles)) And <u>we're really close</u> ((looks to screen, smiles, scratches</p>	<p>Subcategory: Connection to friends Places that D accesses with friends which are significant to D Town – connection to Local area – secure/ belonging/ grounded Used to be 'petrified' of town – anxiety?</p> <p>Focus on friends who are important Emphasis on longevity of friendship – closeness and examples – borrowing clothes and doing things together - Fun aspect of ice skating with her reinforced – evaluative comments</p>	

nose with R hand)). And we do a lot of stuff together and we like borrow each other's clothes ((sweeps R hand across body, smiles, looking at screen, scratches R ear, tilts head to R, looks to R of screen)), stuff like that ((looks to screen, still scratching ear, gently biting bottom lip)).

N: Yeah. And who are your ice skating friends?

D: 17:56 Um, ((looking to screen, cat in arms)) so the girl who I used to do ice-skating lessons with was L as well ((slight laugh, tilting had L to R as talking, smiling)),

N: Yeah

D: we used to do a lot of stuff together (.) it was a lot of fun ((looks at cat, neutral face))

Example from text (23)

N: 18:47 Aah. Um, (1) What else did you say? So other friends from primary school: who else figured at primary school apart from L?

D: Erm (1) ((head tilted to R, lips slightly pursed, eyeballs looking L in corner of eyes, then flicked downwards)) It's not actually many friends from primary school that I'm close with anymore as actual friends.

N: 19:04 Can you remember any that were important then even if you're not in touch with them now?

D: 19:07 Yeah, um, I am in touch with one of them. ((looks slightly R of screen)) She's called E ((putting cat

Back to friends linked to places previously mentioned:

Primary and secondary school

Primary school friends. No longer significant except one - E

Most current friendships are with peers who went to a different secondary school: J and L

At her own secondary school: A – went to this school with her from primary but had not been a good friend – became closer – able to develop relationships – even when had thought not a significant person to her – useful to use this in future situations when initially feel alone

up on L shoulder, looking at screen)) and she was one of them. She was my other best friend. ((turns towards cat and talks to him))

Example from text (23)

N: 19:13 Aah. And what about um, friends now at secondary school?

[(unintell)]

D: 19:22 [So I] have friends at XXX school and friends that go to XXX School

((cuddling cat against chest with both arms)). So,...

N: 19:28 Who are you main ones would you say? It sounds like you've got quite a few.

D: 19:31 Yeah, my main friends are actually at XXX School (head tilted to R, smiling, looking at screen) cos we hang out more outside of school and stuff.

N: Yeah. Who comes to mind? Are there a couple that figure the most or..?

D: 19:41 Erm, ((cough, looking above screen)) there's erm, (scratching L cheek with L hand, looking straight ahead) um, there's a girl J ((moving cat in her arms, looking at screen))

N: 19:56 And what about from your school that you go to?

D: 20:00 A and this girl called A and (unintell) ((moving cat in arms and looking at him and talking to him))

N: Okay, um, What about town? Who do you go there with? Is that mostly L?

Town: J, L, M (boy)

Evaluative comments; lots of emphasis to show agreement with sociability being a strength: literally, Oh yeah, I love going out with my friends, vocabulary used; tone of voice for emphasis and gesture as talks – hand up, shaking head and looking at M for reassurance/ agreement/ emphasis. maintaining good relationships is a strength

D brings in grievance committed to someone she cares about – focus on

D: 20:15 Yeah, so I go with L, J and a guy called M ((Looking at screen, face neutral, holding cat in both arms))

Example from text (37)

N: 35:27 So would you say, because thinking about your strengths again, we'll come on to forgiveness, which I've just changed it onto, but it sounds like you're very sociable then as well?

D: 35:35 Oh, yeah, I love going out with my friends. My friends are like the few people that ((looking at screen, holds L hand up as speaks, slightly shakes head)) are literally, I'll do anything for and like some of my friends, I'm so close to, like L, she's literally ((turns to mum)) she's basically my sister ((nodding as looks at mum))

N: 35:52 Ah. Um, and making relationships, it sounds like you're good at that. And you're good at maintaining good relationships as well?

D:Mm ((looks to mum and smiles))

Example from text (38)

N: So what about forgiveness? Is that something you would count as a strength?

D: 36:17 Um, (2) ((looking at screen)) for me, it depends what they've done to me ((tilting head from side to side as talking)) or, you know, to someone I cared about or just what they've done in general.

relational aspect and significance of relationships in her life

Loyalty.

M brings back to relationships – centrality of this theme throughout - having good judgment about people and making positive relationships/ friendships – M wants to reiterate this – family value? – supporting D to feel connected to this value/ grounded in her empathy/ judgment of character.

Emphasises being thankful: for M, then M&D and then 'a lot of people'. Significance of relationships to identity. Emphasis of importance of these close relationships

<p>Example from text (42) N: But making good judgement then apart from the times when you might be doing things without thinking first, um would you say you've got good judgement when you do stop and think about things? D: Yeah. <u>So when I actually have the time to think about things and process them, it gives me more time to</u> (.) <u>have a better judgement</u> on them, ((rubs nose with L hand)) I'd say. ((eating)) M: Yeah, I'd say so. <u>You're good judge of character.</u> ((D looks at mum)) N: Yeah. M: Good awareness like, like you said, like <u>she's very aware of other people and aware of herself so so all of her friendships are all quite all positive friendships.</u> <u>There's, there's no one that we sort of think we'd rather you didn't hang around with.</u> N: 40:15 No, that's what came across to me – having friendships for so long as well. You're obviously making wise judgments about who you get on with for them to last so long. D: Mm</p> <p>Example from text (50) <u>Apart from Mum and Dad, there is</u> (1) um, (1) one person that I would actually, well, ((head tilts to L, eyes upwards as thinking)) <u>two people that I would literally trust with my life</u> ((head turned to L))</p>	<p>using vocabulary, non-verbal features, tone of voice</p> <p>Friends: Someone there for you Been through a lot together – shared experiences – knowing her well?</p> <p>Friend A: More engaged talking about this – looking at screen in depth knowledge of D Distracts D Didn't used to get on – sense that the length of time known each other and the connection between parents has been significant aspect Pushed together – the only other person she knew</p>	
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<p>N 47:32 And are they friends, your closest friends?</p> <p>D: 47:35 Um, <u>Friend</u>, ((turns head round to look at mum)) <u>and more than friend</u> ((slight laugh, turns head back to screen))</p> <p>Example from text (134)</p> <p>N:And what about your friends? Did you say...</p> <p>D: 47:18 Um (2) Just like <u>knowing that</u> ((coughs into elbow)) <u>you've always got someone there for you and</u> like, <u>you've been through a lot together</u></p> <p>N: 47:33 Yeah. Is there anybody in school that helps try and get you out of the hole in particular?</p> <p>D: 47:46 Um (3) <u>A</u> ((turns to M and nods her head, slight smile, then looks to screen)) um (1) so <u>she's Mum's best friend's daughter, so we've known each other since we were</u> what ((looks towards M)) <u>two?</u> ((screws face up – questioning expression))</p> <p>M: Two</p> <p>N: How does she help? What do you go and say?, do you, is she different to your other friends?</p> <p>D: 48:29 <u>She just sort of distracts me</u> and we, er, <u>we never used to get on in</u> ((head up, looking ahead, glancing at screen)) <u>primary school</u>. But ((slides down in chair, doodling)) <u>ever since we went to secondary school, we are closer.</u></p>		
<p>Example from text (27)</p> <p>N:Okay, well, let's start with what strengths you can tell me about, first of all, from</p>	<p>Subcategory: Connection with people is supported D's skills and values</p>	

<p>just what you know about yourself, and what other people told you in the past. D: 24:37 Um so, ((looking at screen, neutral face, moving in seat a bit as talks)) <u>because I've been through so much</u>, ((touches L hand to hoodie zip, moving head slightly side to side as talks)) <u>I (1) understand that people are going through like a hard time and people always come to me quite a lot</u> ((both hands up in front of chest, palms to chest, fingers spread, looking at screen)) <u>with like their anxiety, worries and stuff</u>. So, ((looking at screen)) erm (.)</p> <p>Example from text (28) N: 24:53 would you say that ...what's the strength you've got then? - it sounds like you're quite wise? [if you've got...] D: 24:59 [Erm] ((leans back to L slightly in chair, laughs)) <u>I wouldn't say</u> that in particular ((smiling)), <u>I'd say more like (.) trustworthy</u> ((looking at screen, slightly smiling)) N: Yeah. Trustworthy. Understanding, do you think? D: Yeah. ((nods, serious face, looking at screen)) N: And what about er, empathy as well? Sounds like [you've] D: 25:13 ((laughs, rubs face with R hand, moves side to side in chair)) Er, <u>I can't</u></p>	<p>Example given by D: <u>Experiencing anxiety</u> and understanding other people's experiences of <u>anxiety</u> Reference to having <u>gone through 'so much'</u> and that <u>this has helped her to empathise</u> with other people's challenges and anxieties – Empowered/ positive identity/ belonging: taking something positive from difficult experiences. Looks directly at the screen throughout this – positive identity important - sincere and authentic – indicates that this is meaningful for D Contradiction of always and quite a lot – modesty; similarly 'and stuff' – an attempt to play down the difficulties friends share with her?</p> <p>Question to encourage D to further explore the specific strengths exemplified in the previous episode. <u>Rejects the concept of 'wise' and suggests own: trustworthy.</u> Accepts 'understanding' and then 'empathy' and gives an example to illustrate this: co-construction of terms/ concepts: <u>always feels bad for someone if she has shouted at them.</u> Empathy expanded to kindness and compassion which have come from the example – D doesn't pick up on these concepts (we will discuss them again in a later episode)</p>	
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<p><u>shout at someone and not feel bad</u> ((laughs as says 'bad')).</p> <p>N: 25:15 Yeah, so yeah, so you you You're very good at putting yourself in the other person's shoes and</p> <p>D: Yeah</p> <p>N:not wanting them to feel bad. [Yeah]</p> <p>D:[<u>Except</u>] <u>my sister</u> ((laughs, leans slightly to one side and then the other))</p> <p>N:so it sounds like you're very kind as well and compassionate. ((D nods))</p> <p>There's quite a lot of strengths there, from that. Um, Okay. Any other things that come to mind?</p> <p>Example from text (41)</p> <p>M: So there's, there's times when she D ((D looks at mum)) D will realise (she has been rude) and go, 'Oh I'm Sorry, I said that to you', or like you know, (unintell) kind of understand</p> <p>D: Excuse my French ((laughs))</p> <p>M: she's sort of said or done and will kind of apologise herself for it.</p> <p>N: 39:21 Yeah. (D laughs a little bit))</p> <p>Example from text (44)</p> <p>N: Um, Integrity. So being very genuine, genuine, and being honest about knowing who you are.</p> <p>D: ((looking directly at screen, wide smile)) <u>I'm very honest.</u> ((laughs))</p>	<p>Clear ideas and is able to voice them with adult stranger; gives considered opinions. Smile indicates some pleasure in discussing strengths – D has been supported by parents to develop positive identity and recognise/ focus/ value strengths (at the end Mum mentions D's concerns that the conversation might be negative/ about her difficulties and that she enjoyed the positivity)</p> <p>Overlapping speech indicates enthusiasm of considering 'empathy' perhaps – it chimes with her. This is repeated as I elaborate/ expand on the concept of empathy: 'putting yourself in other people's shoes'</p> <p>Addition of information about lack of empathy for sister is spontaneously given – for humorous effect? – to keep the interaction light? Or because D likes to be honest – we explore honesty as a strength in a later episode.</p> <p>D agrees with the idea that sometimes she will recognise having acted/ spoken impulsively and will apologise.</p> <p>Idea of forgiveness – self-forgiveness and M supporting D to develop this by being open to D repairing relationships</p>	
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N: Yeah.

D: I don't think ((laughing as speaks)) it's a good thing ((rubs nose with L hand which is in sleeve)) all the time. ((looks towards mum)) But, ((looks back down at doodling, stops laughing)) um, I tend to be very honest. And if someone (1) ((rubs nose with L hand)) looking to screen)) like asked me a question, ((looks down)) um ((looks at screen)) like, ((Looks down)) I'll be honest with them. ((looks at screen)) I'm not (.) really a person to lie, unless it's like to ((looks down)) something that's like, obviously, you know, if my friend told me a secret ((quick glance up)), and like, my other friend ((looks up, rubs R of face/ chin with L hand)) wants to know, cos she hadn't been told, like, I wouldn't tell her because obviously, ((looks up)) my friend's told me not to. So I'm not going to betray her ((rubs L eye with L hand)).

N: Yeah.

D: There's no trust.

Example from text (48)

N: I think this one might be being kind and caring and compassionate. (2) ((D looks serious looking slightly to R of screen)) Sounds like you are from what you've said. ((D smiles; slight laugh))

D: 45:34 I try to be

N: Yeah.

D: I know I'm not always the friendliest person when I'm

Importance of relationships – built on trust, honesty and openness – evaluative statements about these aspects

Looks to mum as talking for agreement
Not friendly when in a bad mood – high expectations for self – this is why M reinforces positive aspects of identity through opps given and through narrative created with D

in a bad mood ((looks round to mum))

M: Yeah but Yeah, but, ((D laughs and looks back to screen)) but generally you are [compassionate].

D: [Yeah.] ((looking at screen))

Example from text (55)

N: Um, leadership. What do you think about that? Are you a good leader?

D: 53:03 Um, (2) ((looking upwards)) in primary school, when we did like group work and stuff, I'd usually be chosen as, not the leader ((emphasis)) but like the person who is not in charge ((emphasis)), but like, ((slight smile, looking at screen)) like in primary school, ((moves hands as talks, eyes wider)) we had this thing called um (2) ((looking at hands held up in front of face)) Play monitors ((questioning intonation)) So at lunchtime you would get, the Year 6s would get to go and play with the receptionists ((looking at screen)). So you'd go play with like, ((hands making sweeping movements from side to side)) it'd be the big kids playing with the littlies ((L hand held flat to indicate taller child and R hand held flat to indicate smaller child)) of the school and it was so much fun just like ((looking at screen, smile)) I'd go round, make sure everyone was involved and everyone had someone to play with.

Great anecdote to illustrate how good a facilitator/ leader D is – lots of animation – enjoyment of this aspect of primary school. People being drawn to D. Energy mentioned – D accepts this aspect of herself – laughs – recognises it. – responsibility for younger children

<p>M: 53:37 <u>D's a natural leader but doesn't always see that she's a leader. ...I think Mr. T your last teacher at Primary School used to say people are just drawn to D</u> ((D looking at mum))</p> <p>N: Yeah.</p> <p>M: <u>As a kind of</u> (.) an <u>energy</u> and all that sort of [thing. So she's]</p> <p>D: 54:03 [<u>definitely energy</u>] ((looking round at mum, nodding, laughs))</p>		
<p>Example from text (17) Town</p> <p>Example from text (16) River</p> <p>Example from text (18) Garden Centre</p> <p>Example from text (21) Gym</p>	<p>Subcategory: Connection to local places/ community</p> <p>Provides a sense of security for D</p> <p>Eg garden centre, river walks; town. -sense of being grounded in local area; reinforces sense of belonging with significant people eg family and peers</p>	
<p>Example from text (95)</p> <p>Example from text (100)</p>	<p>Subcategory: Connection is important in school</p> <p>Relationships are important at school – D is more able to engage successfully with Ts who she can connect with – not too strict/ understand her and don't just 'tell her off'; humour? Flexibility?</p> <p>Relationships with peers are important at school – eg sitting between two people she doesn't know does not work – she worries about letting them down – needs to feel secure with people she knows</p>	
<p>Principal sentences</p>	<p>Overarching Category: Active Self</p>	<p>Comments</p>
<p>Example from text (8)</p>	<p>Subcategory: Horse-riding</p>	

<p>D: 10:49 So (.) ((looks down to R)) <u>one sport that I like</u>, ((smiles)) is <u>my favourite sport ever</u> ((moves head side to side, smiles, looks up to R of screen)). And (.) I've been (.) <u>always wanted to do it</u> (looks down to L of screen, smiling, rubs nose with L hand)) ever since I was like, teeny tiny ((L hand downwards to the side indicating how small she was)) is <u>horse riding</u> ((slightly moves backwards, looks to screen, smile, questioning intonation))</p>	<p>Out of school interests: Horse riding Lots of emphasis about the significance of this; through the vocabulary used, emphasis on the length of time she has been interested in it, enthusiastic way of speaking, accompanied by gesture, facial expression. Relationship significant – ‘on the same horse’.</p>	<p>D often brings friends into the conversation – importance of many activities seems to be linked to significance of peer contact. The exception is horse-riding which she does alone</p>
<p>Example from text (11) D: 11:54 Er (.) <u>Quite an important place</u> (sways head to L then R slightly, looks to R side, smile)) <u>for me was the</u> ((opens eyes wide)) <u>ice arena</u> as well, ((looks to screen, smiles)) because <u>I do ice skating as well</u> ((slight laugh)). N: Aah, OK D: So (.) um, <u>I used to do lessons</u> ((looks up to R)) But then um, (pulls neck of jumper with R hand, looks slightly below screen to R)) <u>me and my friend both stopped</u> ((looking at screen, closed eyes briefly, looked to screen again)) <u>once we got to level eight</u>. So ((pushes lips together, licks lips, looks to L of screen then to R again)) N: Yeah. But you still go there do [sometimes?] D: 12:14 [Yeah] <u>I still go there</u>, ((smiles, looks down top L)) <u>to like</u> ((glances to screen, then low to front)),</p>	<p>Subcategory: Ice-skating Going ice-skating with friends D brings the focus to relationships – and talks about her friends; enjoys the fact that she can help them in this context – self assured? but this is balanced with the gentle criticism of a friend who is a show-off. The fun with friends is mirrored by her facial expression, expressive tone, more flamboyant body language and gesture.</p>	

practice and stuff (head tilts quickly to L)) and like, ((slight shrug of L shoulder, smiles, looking slightly to R of screen)) I take my friends with me ((moving in seat, looks down, smiles, slight laugh)) because none of my friends are really good ice skaters ((shaking head and smiling, looks to screen then up to L)) [So]
 N:[are they not?]
 D: They're bad ((still shaking head and smiling))
 N: Oh ((laugh))
 D: I had one friend who's on the synchrony team ((looking up to L, scratches side of nose with L hand, looks to screen)), but he's just a show off, ((smiles, slight laugh and looking directly at screen, slightly shaking head)) So,
 N: 12:28 ((laughs)) So they have to hang on to you do they?
 D: Yeah, so like, ((looks down to L)), well, last time I went (.) I went with (.) um ((glances up towards screen)) (2) ((sucks lips, looks up to R, eyes wider)) three other friends and one of them's an all right, skater, ((glances towards screen, then to R again, slightly closing eyes, , slightly crinkling nose)) and the other two are just ((looks towards screen and shakes head, then looks down to R)) awful. And there, there's always ((smiles, slight laugh, looking slightly down)) big

<p><u>groups of people</u> ((looking to screen, smiling)) <u>hanging on to the</u> ((raises L arm bending at elbow, as if holding on)) <u>banisters and</u> (rubs nose upwards with right palm, brushes nose again quickly, smiles, looks to camera)) <u>still going around on them</u> as well, (flicks L hand to indicate 'around', tilts head to L then R)), so <u>every time there was a huge group of people, me and my friend Julia</u>, ((looking at screen , rubs nose with R hand sleeve)) <u>who were the good ice skaters had to like</u>, ((smiling, looking to screen, R arm bent at elbow, fist clenched indicating putting arm under someone's arm)) <u>take their hand</u> and like, ((R arm moves R to L in front of body to indicate motion, smiling)) <u>skate around with them</u> ((laughing)) N 12:54 ((laughing)) Hold them up? Oh, D: yeah. ((smiling, pushing lips together, looking to screen))</p>		
<p>Example from text (13) N:And when you talked about cross country, is that a club that you did through school or out of school? D: 13:00 Er, <u>it was an out school thing</u>. ((looks slightly below screen)), Um ((looks up to R)) <u>It was XXX athletics</u> ((eyes wide, eyes moved to R then back to screen)) <u>club, and I used to go there</u> ((head tilts to R)) <u>with my friends</u> ((slightly questioning</p>	<p>Subcategory: Cross-country running</p> <p>Out of school activity: Cross-country Friends mentioned spontaneously</p>	

<p>intonation, head tilts to L, face neutral)) N: 13:07 Okay. And you don't go there anymore? D: No. (closes eyes)</p>		
<p>Example from text (14) N: And what about other places? So, have we covered all the places that link to sport, have you told me about all of them or is there anything else? [There's quite a few, ((laughs))] D: 13:25 [I'm trying to] ((head turns to right then back to screen, smiles)) Yes lots ((laughs)) of different places ((rubs nose with R hand several times and sniffs)) Um (1) Er ((looks up to R eyes wide, eyeballs to top R corner of eyes)) I mean, ((looking back to screen, neutral face)) <u>I love going to the gym, we go to XXX, ((moves head to L then R)) which is literally just down the road from us</u> (head moving slightly from side to side as talks, eyes to screen then eyes down below screen)). Erm (1) <u>So that's very easy to go to</u> ((picks cat up from knee and puts over L shoulder)). But <u>my dad's in Ireland right now, so I've not been able to go recently</u> ((looks to screen, smiling, slight laugh, holding cat))</p>	<p>Subcategory: Gym Out of school activities: gym with dad Holding cat – this is the case for most of the conversation</p>	
<p>Example from text (15) N: Um, and is there anywhere that's, um places like local to you, where you live that you've enjoyed going to either on your own</p>	<p>Subcategory: Walking Local places that D enjoys going to. The river – walking and running – Emphasis on how pretty the river is</p>	

<p>or with family or friends in the past?</p> <p>D: 13:57 Er, So, (.) ((looking up to L still holding cat over L shoulder)) <u>I used to like</u> ((looks to screen)) <u>going round the river quite a lot on like runs</u> ((eyebrows raised, looks to front below screen, R hand moving to indicate 'round')). <u>But now sometimes I just like, I like going on walks along the river,</u> ((stroking cat with L hand as holding him)) because <u>it's just like it's so pretty the river</u> ((slight smile, looking wistful, cat trying to move in arms)) and yeah, <u>it's literally down the road as well</u> (holding cat in both arms and moving him))</p>	<p>Local area – connections – grounding – secure</p>	
<p>Example from text (43)</p> <p>M: [I think] Because I think it's a bit <u>sometimes she needs a bit of a physical release.</u> And then that kind of makes her go, then she can sort of go</p> <p>D: 41:26 <u>Mm, breathe</u> ((looks towards mum))</p> <p>M: Yeah. Breathe again.</p> <p>N: 41:31 Yeah. You've identified ways of helping you through those times, then when you don't feel a sense of purpose?</p> <p>D: ((Looks up at screen)) Mm</p>	<p>Subcategory: Physical activity in general/ to calm</p> <p>D focus on <u>mum as support</u> when in a cycle of unhelpful thinking patterns – emphasised through tone of voice and non-verbal features and <u>animals – riding</u> and her own cat – emphasises this using vocabulary. <u>The calming nature of horse riding – physical release;</u> help with breathing</p>	
<p>Principal sentences</p>	<p>Overarching Category: Medical Discourse; ADHD diagnosis</p>	<p>Comments</p>
<p>Example from text (1)</p> <p>D: 6:37 And so, ((looking up towards screen, then to L side)) <u>when I was in primary school,</u> ((smiling, looking towards screen, then below</p>	<p>Subcategory: Common Discourse related to ADHD: reduced focus, increased activity, 'overthinking', impulsivity, needs</p>	

screen)) I always knew I was a bit different because I was always very loud ((waved both hands at side of head, smiling)), very, like ((looking down, slight smile)) excited and stuff. ((doodling)) I'd never really be able to concentrate on one thing ((raised L hand and waggled finger, looking towards screen)) unless I actually wanted to ((slight laugh, looks down, smiling))

N: Right

D: Yeah, erm my teacher my teacher would always be saying my name it would always be my name saying, ((smiling, looking towards screen)) D sit down and D turn around, D stop getting up.

N: Right

D: I was a really lively kid. ((doodling, slight laugh))

Example from text (33)

D: 31:03 [I have to] Yeah, I have to learn in a certain way to like, understand it ((looking at screen)) and like, I, if I don't, if it's just normally sitting in the classroom ((both hands up to collar of jumper as talking, looking at screen)) and the teachers saying stuff, I won't (.) understand and my brain won't process it like that. So I learned by like, watching videos and and

M: it's more interactive,

D: yeah

Example from text (36)

D: 33:42 So, I would, so, I like to have fidget things

interactive learning linked to interests

Seems happy relating this – or putting on a brave face – or knowing that she is a participant due to **ADHD** diagnosis so starting off with info relating to that/ fulfilling an expectation?
Idea of being able to concentrate – within person conceptualisation of when she can/ cannot focus? ('unless I actually wanted to'); 'really lively'
Very animated
Reaction from primary school staff

She firstly moves to think about **the way she needs to learn in school** and to explain why this goes wrong for her and reduces her love of learning in the school context: **needs teaching to be interactive** – not able to process information if she has to sit still and listen to a teacher. **D agrees with my suggestion that M agreed with that the content needs to be something D is interested in.**
my brain won't process it like that.

Eliciting strengths by thinking about what helped to cope with the anxiety **described in**

with me. So I always have to have something to fidget with or else I end up biting my fingers and ((looks round to mum, mimicks biting fingers)) and I used to do that a lot. And I used to get quite severe injuries on some of my fingers because I'd been biting them because of like, I was scared or I don't even know.

Example from text (41)

N: Um, this is rational thinking and good judgement. It sounds to me as though you have from from having, you know, from meeting you now and the things you talk about, it sounds like you're very good at rational thinking and having good judgment,
D: Mm ((nods at screen))
N: but what do you think?
D: 38:37 Er, rational thinking I wouldn't say as much so because er I tend to overthink quite a lot of things ((looking at screen, rubs nose with L hand)) like, (1) ((looks to L)) sighs a lot of things ((emphasis))
M: 38:52 Yeah. I just think ((sighs, looks down)) D can be quite impulsive, sometimes you can do something without even thinking about it without even the brain kicking in. So I think, that um
D: 39:00 like, I'll be rude to mum a lot. I'll be rude to R a lot

Example from text (47)

Y7: D focused on tangible resources that helped eg **fidget objects** to avoid biting fingers

This topic is reconceptualised as 'over thinking' by D and then as **impulsivity** by M
D emphasises using repetition and 'a lot of things' how much she '**overthinks**' – linked to anxiety and how it can affect rational thought – D then gives example of being rude to M

M: **brings in impulsivity linked to ADHD?** - the idea of not applying rational thinking. **Use of third person singular and then second person singular to include D in the discussion.** **D**

introduces being rude to M and sister – linking this to being impulsive.

Co-constructing with M and D

Rational thinking: Rejects this as a strength – **aspect of identity is the opposite ie vitality and energy – being accident-prone; taking risks – uses an anecdote to**

<p>N: Um, being prudent. So being sensible and cautious – what do you think about that one?</p> <p>D: 44:26 ((wide smile, laughs loudly, turns towards mum and back again, looking at screen)) um, ((still smiling, looking to L of screen, laughs again))</p> <p>M: No ((with emphasis)) <u>No</u></p> <p>D: <u>The amount of times</u> ((facing screen eyes looking to R of it)) <u>I've been to like the QMC</u> ((shrugs R shoulder, turns head to L, still smiling as thinking)) and like, (1) [(unintell) cry, or like]</p> <p>M: [(unintell), yeah] falling off the outside of a slide</p> <p>D: ((Laughs, looking at screen with broad smile)) yeah. <u>when I ran</u> ((smiling, turns round to mum then back again)) <u>on my injured knee</u> ((laughs))</p> <p>N: You just launch into things?</p> <p>D: Yeah, if I, (1) <u>if my brain's like</u>, ((shaking head from side to side as talks)) oh, <u>I want to do this</u>, ((slight laugh)) <u>my whole</u> ((both hands waving in front of chest for emphasis)) my whole <u>body just suddenly starts moving</u> ((looking towards screen)) <u>and I'm</u> like ((quizzical face, head to side, looks to L of screen)) <u>hold on!</u> ((moves head down to L)) <u>and I just get a bit confused.</u> ((looks back to screen, smiling))</p> <p>Example from text (57)</p>	<p>exemplify (running when she had injured her knee) – frequency of visits to A&E.</p> <p>Lots of animation, emphasis – seems to have incorporated this into sense of identity – links to impulsivity – D sees it as an aspect of herself to do with the way her brain works. It seems that she accepts it happily as part of herself – is it just the school environment where this aspect of her identity is not welcomed/ is this aspect of identity ever considered by D to be a negative thing?</p> <p>Lots of joint narrative between M and D</p> <p>Vitality: Conceptualises this as being passionate when interested/ wants to do something but then when it is an activity she doesn't want to do she sees herself as stubborn; (or later: if it is an activity that she isn't sure about/ doesn't feel confidence with, she will refuse to engage) – interested in the negative</p>	
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N: And this one you've already answered for definite vitality, passion and zest and energy. It definitely sounds like they're all very applicable.

M: 56:39 Yeah, definitely

D: ((Looking up at screen, laughs)) yeah.

M: Yeah, I think so. But again, it's very, it'll be things that she really wants to do, [I mean],

D: [if it's not] ((looking round at mum)) something I enjoy, I am very stubborn ((looks round as talking and puts hand on table for emphasis))

M: Yeah,

N: yeah.

D: I can be very, very stubborn ((looking at mum then back again as talks, moving in seat))

M: Yeah. It can kind of always be the opposite end of the spectrum. It's either full on energy or like, I'm no ((with emphasis)) just ((laughs))

D: 57:00 No reason. Just no ((emphasis; turning round in chair to look at mum as speaks)).

Example from text (60)

N: 59:38 This is self discipline. So sort of self control.

M: Um, Again, ((D doodling)) I think that I would say that depends on what (.) we're doing.

N: Yeah

M: So, disciplined and you know, disciplined about going riding you know, always gets up ((D slight

connotations of this again.

Lots of emphasis about being stubborn: 'No reason, just no' – as if there is a choice she is making about this – self belief

Considering self-discipline - EF Skills

Depending on the activity – if interested in it – motivated. School and homework - not

<p>laugh)) <u>and even when she has to go early</u>, so</p> <p>D: ((raises head to look at screen and slight laugh)) Very early</p> <p>M: <u>we never have to wake her up. She's always up, always gets dressed, wants to go. So in terms of self discipline with that, um great, um</u></p> <p>D: <u>School!</u> ((with emphasis, doodling))</p> <p>M: <u>School, not so much, homework definitely not</u> (1) mentioned, but I think again, so it depends, yeah I know you have to do that, so, but I think again, it depends on (.) whether the interest and the passion is there.</p> <p>N: Yeah. Yep.</p> <p>M: But can be very, you know, so when we want to do something, we, (.) yeah, we can be very self disciplined and can do it.</p> <p>Example from text (98)</p> <p>D: 9:45 And um, er, <u>I have to learn</u> ((moves L hand from side to side as speaks)) <u>in a certain way cos my brain doesn't pick up on stuff like everybody else's does</u> ((rests L cheek on fingers of L hand))</p> <p>N 9:54 Okay. So what's the obstacle with that then, if the teacher doesn't change it to suit your way of learning?</p> <p>D: 10:02 Quite often <u>I'll get distracted and start looking around in the classroom cos I don't really know what to do with myself if I can't do the work</u> ((slight shrug)).</p>	<p>Teachers accommodating D's learning style and way of processing</p> <p>D seems to be seeing the obstacle here as something within herself – intrinsic to her way of thinking 'my brain' and the way she 'starts looking round the classroom if I can't do the work' – linking difficulty with processing to inattention. She doesn't respond to this being reframed as an obstacle being teachers not supporting her way of thinking at first but then <u>agrees that teachers need to let her get up and move around (but more than this?: to reduce inattention in the first place, seems to be teaching style/ activities need to support her processing?)</u></p> <p>Thinking about creativity as strengths that have helped her when she is in the hole <u>D accepts that this helps Distracts; doodling helps focus Helps think straight</u></p> <p>Where does the diagnosis of ADHD that she has been</p>	
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<p>N 10:08 Okay? So is it teachers who don't let you get up and move around and things? D: Yeah.</p> <p>Example from text (128) N: So one of the things you said you're really good at or is a strength of yours is creativity. And I'm just wondering whether that that's been something that's helped you cope with these challenges in the past? Has it helped you to be able to think outside the box or... D: 43:08 Um, (1) I just <u>when</u>, like, <u>I need to distraction</u> or I just want to, <u>I just go and pick up random pens and doodle randomly</u> ((looks at screen, doodling motion)). N: 43:23 Yeah, And that helps you sort of focus or concentrate or...? D: 43:27 Um (1) yeah, <u>just helps sort of think straight</u> I guess ((looking down))</p> <p>Example from text (138) N: Okay, well, the last thing I just wanted to ask you about is I know that, um, you know, that the reason you were put forward to (.) meet with me was because you've got, er, you've been given a diagnosis of ADHD. And we've talked a lot about the things that make you you and your identity, and your sense of self. And I just wondered that diagnosis that you've been given, where does that fit? Or does it fit at all into your sense of self (.) or not, not at all, or in</p>	<p>given fit with her sense of self? Found diagnosis hard to accept at first – idea of being different Then accepted it Sees it as what makes her unique/ herself – emphasised this – very definite that it is part of her – but 'sometimes' implies it only describes some aspects of herself – not all – the problematic aspects as seen in the school system? It's what makes me me</p> <p>Explained by ADHD: Anxiety Loud and bubbly Not thinking before acting Caring about others more than self 'I wanted an explanation' – idea that everyone else was coping at</p>	
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what way does it fit in with it?

D: 52:36 Er, (.) for the first few like days, ((looking at hand, glancing to screen, R arm on table, L arm on knee)) months, weeks, ((slightly shaking head as talking)) it was hard to (2) ((looking up to L then down to hand)), er get over the fact that I wasn't like everybody else (1) ((looking towards screen but not directly, then to L)) um (.), then eventually I just learnt to accept it you know ((glance towards screen, neutral face throughout)) it's what makes me me, it's part of me ((looking towards screen, slightly to L, then smiles)) (1) erm (4) ((looking down in front of her, to L of screen, moving hand holding pen))

N: 52:59 Do you think it is part of you? Is that how you feel about it? Yeah,

D: 53:03 Yeah. It's definitely what makes me me sometimes ((slightly more assertive voice, looking ahead, to L of screen, slight nodding)) (2)

Example from text (139)

N: 53:09 So in terms of what we've talked about, where does it How does it How does that diagnosis of ADHD fit to all the things that you've told me about yourself?

D: 53:17 Er the anxiety ((looking ahead)) the er (.) the caring about others more than myself ((looking

school and she wasn't – diagnosis gave a reason why

<p>down at pen in hand)). Er (2) <u>Being very loud and bubbly</u> ((looking up)) er (2) er (.) <u>not</u> ((eyes to L)) <u>thinking</u> ((eyes to R)) <u>before I do stuff</u> sometimes <u>will say stuff</u> ((looking to R of screen, neutral face, then looking slightly down to L of screen, mouth closed, pressing tongue into L cheek, looking down at table towards R hand) (7)</p> <p>N: 53:44 and so does the diagnosis that you've been given, does that sort of explain some of those things to you, are you, is that what you're saying?</p> <p>D 53:51 Yeah, ((head up looking more towards screen, slightly moving head as talking)) <u>I just wanted um an explanation</u> ((glances at screen)) <u>why I was feeling like that</u>, ((looking down towards R hand which is touching pen on table)) <u>why I wasn't feeling like everyone else</u> was (2) ((blows air into cheeks as breathes out))</p>		
<p>Example from text: (35) (32) (39)</p> <p>Example from text (78) N: So in terms of getting to your dream college, and getting a GCSE is what could get in the way of that? What</p>	<p>Subcategory: Anxiety See yellow-highlighted text in other sections</p> <p>Anxiety related to coping with change - D explains it using the concept of 'my anxiety' due to struggling with change. Self-belief: D accepts having wisdom and perspective and links these strengths to her own challenging experiences particularly in Y7.</p> <p>Anxiety – over-arching obstacle identified by D – to</p>	

<p>are the challenges and the obstacles? D: 4:38 Er (1) <u>my anxiety</u> Example from text (103) N 13:04 And then another picture on there, D, shows thoughts. So thinking about certain things and having certain ideas in your head, is, is that ever an obstacle? D: Er Yeah. <u>I overthink a lot of things</u> ((head up but looking down/ away from screen)) N: So what do you mean by that? For some, you know, if you had to explain it, what would, what would that mean? D: 13:32 ((coughs into elbow)) Um, (4) <u>I'm not quite sure</u>, actually, I just know that like ((waves L arm as speaks)) <u>I overthink everything</u> ((glances at screen)) pretty much. ((rests head on L hand)) N 13:39 Does it mean that you go round in circles with the same thing? Or does it mean you get lots and lots of thoughts that are bombarding you [about something?] D: [(unintell)] N: Both of those or one of those? D: <u>Both of those</u> Example from text (92) M: Think that <u>the environment in which</u> (.) <u>you</u> have to kind of try and <u>learn in</u>. So that, I guess that comes back to the anxiety thing. So being able to ((D coughs into her elbow)) learn in a way that suits her,</p>	<p>getting GCSEs 'MY anxiety' – internalised – positionality</p> <p>D is quick to agree with this and raises her head – terms it 'overthinking' – unable to explain it but agrees that both: (within-person positioning) being bombarded with thoughts and goes round in circles with thoughts. D then asks M to get the cats – significance of cats for calming her/ helping her focus</p> <p>Lots of references to anxiety being caused by not being able to learn in the way that suits D in school</p>	
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<p>you know, in that environment can be, that can be quite tricky. ((D resting forehead on L palm, doodling))</p> <p>N: So not being able to learn in a way that suits you?</p> <p>D: <u>Yeah</u>. ((L hand flat on forehead, looking down at paper))</p> <p>Example from text (105)</p> <p>N: Yeah. Okay, and on there as well. It has family. Do family ever present an obstacle to you in any way?</p> <p>M: ((to D)) probably</p> <p>D: Um, (1) Yeah.</p> <p>N: What sort of way do, do family present a challenge?</p> <p>D: 15:06 Er, just <u>worrying about them</u> I guess ((looking down at pen in both hands))</p> <p>N: 15:10 You worrying about them?</p> <p>D: Yeah.</p> <p>N: And what sort of things would you say you worry about?</p> <p>D: <u>Mum, dad, Ruby</u>, like if <u>they're OK</u>, things like that</p> <p>N: Is there any particular reason that, anything that makes you worry or is it just generally worrying about them?</p> <p>D: 15:30 Just <u>generally worrying</u></p> <p>Example from text (106)</p> <p>N 15:33 Yeah, Okay (1) and what about friends? Do friends present (.) with er any challenge ((D coughs into elbow)) in any way?</p> <p>D: 15:44 Erm, no (.) just <u>worry about my friends</u> quite a lot. <u>Same as family</u> really.</p>	<p>Worrying about family - Looking down at pen in both hands and 'I guess' to try to reduce the emphasis – difficult to think about?</p> <p>The obstacle is described in terms of D worrying about family members – this could be a way of stating D worries about them worrying about her? – worry about letting them down? Demonstrates D's thoughtfulness/ concern for and kindness/ protectiveness towards people she cares about.</p> <p>Worrying about M could be linked to previous illness. The obstacle is conceptualised by D as within her ie her worry is the obstacle. – anxiety – within-person</p> <p>Worry about mum/ family relates to mum being very ill?</p> <p>D worries about her friends in the same way that she worries about family. She rejects any challenge presenting from the dynamics between friends. Lots of links between anxiety and wanting to please people (family/ Ts/ friends) – not letting people down – and links between this and finding it difficult to focus – ADHD construct/ discourse/ needing Ts to understand how she needs to learn</p> <p>(139): D makes direct and explicit connection between ADHD and anxiety</p>	
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<p>N 15:51 and nothing to do with, I don't know, the dynamics between friends or... D: No N: There's nothing like that, that presents an obstacle?</p>		
<p>Example from text (22) But like <u>if I want to go and clear my head</u> ((eyes and head moving R to L as talking)) <u>I just go out</u> and like ((looking at screen, still moving head from side to side, slight smile)) <u>blast my music and chill around the river</u></p> <p>Example from text (61) N: Is there anything else related to music that you feel that helps you? Maybe listening to certain music? D:((looking at screen) Er Yeah, <u>I have a playlist of</u> ((raises R eyebrow, looking to screen, smiles)) <u>over 500 songs.</u> N: Right D: Um, And (.) <u>if I'm in a bad mood, or (.) if I just want to listen to my music I'll either put my headphones on (.) or I'll blast it on Google</u> ((doodling)) <u>who's in my room</u> N: Yeah, M: 1:02:48 You use your music when we're on long car journeys don't you? ((D turns to mum)) D: 1:02:51 Yeah, ((turns back to look at screen)) <u>I always listen to music on a long car journey, I just put my</u> ((gestures – both hands over ears)) <u>soundproof headphones on</u> ((looks</p>	<p>Subcategory: Calming activities D reflecting on when she <u>accesses the river by herself</u> – as a <u>calming strategy – with music</u> – to 'clear my head'</p> <p><u>Calming strategy – with music</u></p> <p>Talks about humour as an outlet for emotions such as sadness and the tension of <u>this seeming insensitive.</u></p>	

down)) and just ((looks at screen)) ignore everything.

Example from text (49)

N 46:23 And, you know, would you say that (humour) helps you in some ways? Having that..

D: Yeah. Like, if I'm struggling with something, (.) like, people are often like (.) if someone like ((laughs)) my friend told me that her hamster died. And I was very sad. But my way of dealing with ((touches nose with L hand, looking towards screen as talks, eyes sometimes moving to L/R)) sadness, if I don't wanna cry, I'll laugh.

N: Yeah,

D: Obviously, ((wide smile, looking to screen, smiling as talking)) that seems really, (1) really insensitive of me to laugh when my friend's just told me that hamster's died. But um (.) it's my way of ((slight shrug)) coping (.) with sadness. So...

Example from text (69)

N: Oh it's alright. It says arts, fiction, film, gaming. Any of those types of things that help you?

M: Oh yes!

D: ((looks at mum, laughs)) Roblox ((looks at screen, smiles)) an online game. Yeah.

M: 1:08:34 Gaming is a big (.) distraction, isn't it ((D gets up and walks away from screen)) and helps you kind of switch off. Gaming's addictive also, She's also quite into watching like

Lots of emphasis with vocabulary used and tone by mum re gaming and significance for D – helps to switch off; calms
Comfort of engaging in things she used to like when younger – connectedness; safety eg old TV programmes

<p><u>horror films</u> and stuff at the moment with us. Um, She likes watching that sort of thing. So definitely, <u>those sort of things are a big,</u></p> <p>N: yeah</p> <p>M: <u>huge resource, she gets massively into a game and all of a sudden</u> gonna like has to focus on it, and we'll just play it relentlessly. ((D still out of room))</p> <p>N 1:08:59 Yeah. ((D comes back in and bends over close to screen)) And it, what does that do? – it just takes your mind off things?</p> <p>D: 1:09:04 Er yeah ((Walking away from screen again)) <u>and sometimes calms me down</u> and</p> <p>N: Mm ((D walking around in room and then goes towards stairs to get cat)) (unintell)</p> <p>M: And then <u>sometimes, we'll go back to watching kind of younger programmes so she'll, if she's feeling a bit down or whatever, she'll go back to watching certain cartoon series that she watched when she was younger.</u></p>		
Principal sentences	Overarching Category: Managing expectations	Comments
<p>Example from text (32)</p> <p>N: yeah. Okay. So, so this one says hope. Would you say you're hopeful are you optimistic? Hopeful in general is it a characteristic of yours or not?</p> <p>D: 29:49 ((looks towards M – uncertain))</p> <p>M: Erm, I think it depends what context that is, about, is so hopeful about yourself</p>	<p>Subcategory: Developing an Assured/ Worthy Self</p> <p>Looks towards M when first thinking about hopefulness – D is ambivalent about strengths relating to self-awareness/ self-belief - linked to anxiety? wants to have M's input – looks to M for support.</p>	<p>Comments relate across subcategories</p> <p>Self-belief. D often feels anxious about whether she is able to do things well enough and particularly about letting people down</p>

(unintell) or hopeful about life in general, I suppose, it depends on the context like, we can't, like...

N: 30:00 Okay, well, What about life in general and yourself as separate things?

D: 30:08 For myself, I kind of just want like the best for myself ((looking to L, neutral face, eating carrot pieces))

N: 30:13 Would you say you're optimistic about that? About your own life?

D: 30:18 Um, ((chewing)) Yeah. Yeah.

Example from text (45)

D: 43:23 [Um] (1) ((spoon handle to face, rolling it between both hands, looking up to L of screen)) I (.) struggle (.) with (.) being ((looking to R of screen)) too much ((raises eyebrows)) sometimes ((looks at screen)) I can be a lot ((smiles)) I know I can ((laughs)) I'm well aware of that ((Laughs, looking at screen)).

N: Yeah.

D: But at the same time, ((Looking up to L of screen, eyes moving to L as speaks)) if someone can't handle my craziness, like, that's just (.) who I am. ((slight smile, looks slightly below screen)) [I can't help it] ((looks down at doodling, slight laugh))

N: 43:43 [(Unintell)] Yeah, that's a good way of thinking about it

D: 43:48 I've always thought that ((turns head round slightly towards mum)) ever since I was little,

**Want best for myself;
optimistic about own life in
future**

M shifts to mention the **difference in openness when D knows someone well** (very open) and when she doesn't (she is not as open) – More concerned about what people might think when she is with new people – perhaps this is where the significance of trust in relationships comes from? – **D needs to trust** that people she knows well like her for herself and **accept her as she is**; when she meets new people she cannot be sure of this and cannot be as open.

Laughing about **'energetic'** – seems to indicate agreement. Emphasis in tone and pace of speech when talking about being **'too much'**. An aspect of identity that is important – seems to have been validated by M over the years – 'since I was little'; turning to M as talks about people needing to **accept her** – if they can't then she cannot have them as friends

like, if someone doesn't like me ((turning head back towards screen, looking slightly to the R of screen)) the way I am ((looks down)) I'm not going to change it for that one person.

N: 43:55 No.

M: You need to be yourself as well, [you can't]

D: [Yeah exactly]

M: [(unintell)]

D: [I've made] I've made loads of friends the way I am

N: 44:01 Yes, [exactly.]

D: [So if that one person ((shifting in seat slightly turning towards mum)) can't accept it then that's their

fault ((shifting in seat turning back to screen, looking down))

N: Yeah ((Laugh))

D: Not mine ((touches nose with L hand, shifts in seat, looking down and to L of screen))

Example from text (53)

N: Humility and modesty. Being humble, and

D: 51:11 Um

N: Being humble and... ((D looks round at mum))

M: Um, (1) I think some things we we're quite strong about, but we know, we like we're really self-awareness, which is quite strong, but I think there's a lot of things that she undersells herself on and is quite modest

D: ((laughs)) [(unintell)]

M: About that, like, oh, no, I'm not any good at that or not. But there's also things that she's very aware of her strengths, but there's things

M talking about too much modesty – not always sufficiently aware of strengths

M talking about 'we' rather than second person – to be more inclusive/ supportive. D's impression of sister as being more confident and less modest
Insight: balance between humility and self-belief

that are her strengths that she doesn't believe are strengths.

N 51:31 Yeah. Ah, So it's that balance between self awareness and, and being humble, isn't it? Which [it sounds like you've got]

D: 51:41 [Yeah (unintell)] balance of believing in myself and also being modest and seeing

N: Yeah,

D: like, Oh, I'm so good at this, I'm so good at that, ((turns to look at mum)) that's more like Ruby, isn't it? ((turns back to screen)) Ruby's very competitive.

((scratches nose))

Example from text (58)

N: 57:05 Um, this one's courage and bravery.

D: I'm very brave ((looking at screen and then down and screen again – serious face)).

M: 57:11 [I think you, I think]

D: [Well (1) try to be] ((looking at screen then down, slight smile))

M: you think sometimes you don't think you are but you are much braver I think than you realise (1) Yeah, very brave. ((D looking down at doodling))

D: 57:20 Bravery um (1) ((turns head up to R while thinking)) stuff like trying new things ((turns back to screen, waves R hand as talking)) new foods, going places ((slight shrug and moving head slightly side to side as talks)) Heights! ((eyes open wide, emphasis)) I love

D conceptualises this in the context of activities eg climbing trees, heights, trying new foods and relates tree climbing to herself when she was younger; looks to mum to agree – M reinforces positive identity of being brave; - braver than she realises

Anecdotes to exemplify creativity; co-constructed narrative between M and D. M emphasises her creativity: if she lets herself be – links to the idea of being worried

heights, so cool! ((emphasis, moves arm as speaks)), I love being in trees ((looking at paper)) because (.) I just love climbing don't I? ((turns head to mum)) That's one thing ((turns back to screen)) I've always loved, climbing trees ((smiles))

N: Yeah? ((smiles))

D: You're upside down like a monkey ((looks down, smiling, laugh)) I've always done that haven't I? ((turning to look at mum then back to doodling)) hanging upside down from a tree (2)

Example from text (59)

N: 57:44 and creativity

M: 57:47 Yeah very, very creative when she lets herself be

D: very imaginary mind ((turns round to look at mum))

M: a very, yeah a very imaginative mind. When she was little she used to build whole worlds out of her Lego and playmobil ((D looks to screen smiling)) in her room

D: ((laughing)) [Do you remember when I put my playmobil my drawing together],

M: [for hours create a whole world and] put everything altogether and make a huge [(unintell)] ((D slight laugh, looks at screen then back at mum))

D: [I always loved cars] as well

about what people think / expectations of others.

Makes up songs around house

Playmobil, drawing and lego put together to create virtual world

Doodling and stuff on my hand and things in school

M: and cars and play roads
 (1) very imaginative play
 [and]
 D: 58:07 [I love] driving cars ((looking at doodling))
 M: 58:10 and then good at writing feelings down not to, find it difficult to actually say ((emphasis)) how it feels
 D: Mm ((looking at doodling))
 M: but sometimes she could write things down in letters, in poem form and song form
 (1) you're very (.) good at that.
 D: 58:21 I like writing them down when it comes to songs ((looking at mum)) I do sing them ((glancing to mum then back round towards screen))
 M: Yeah
 D: Do the recordings because
 N 58:29 Aw, yeah, (2) is that why you write your feelings down do you write them down as part of making up songs?
 D 58:34 Um (1) ((looking at screen then up to L as thinking)) mm, ((head tilted to R, eyes moved to top left)) yeah, so every (.) ((head still, slightly tilted to R, eyes move to screen)) song (.) that I tend to like sing randomly, ((eyes look down at screen as head slightly shakes)) like I'll ((moves head suddenly round towards mum, smiles)) go around the house and I'll just be singing a random song and my mum's like, Oh, what's that song?

words of therapist about self-belief; telling herself that people believe in her
 LINKS WITH ACCEPTANCE AND DEVELOPING POSITIVE IDENTITY – and links with letting people down – ie needs to have more self-belief so not worrying about this?

lack of self-belief relates to 'not being able to do it' in Y7

the fact that I know people believe in me just boosts' self belief and this is

((turns to screen, smiling))
And I'm just like, Oh I don't know, because I'm just making it up on the spot as I go ((smiling and slightly shaking head side to side as talking, laughs)) Um (1) but ((looking down)) for me, I don't ((looking up, head tilted to R, eyes in top L)) (.) often write down how ((looks at screen)) I feel, ((looks quickly to tables then to screen)) I like doodle like ((looking at doodling)) for example like (1) if I'm drawing a very (.) like dark ((emphasis)) (.) pictures it'll often be like I'm sad or I'm in a bad mood ((turns to look at mum)) like normally when I write like smiley faces I'll be in a good mood or like something's happy maybe ((looking to screen))
M: Yeah
N: Yeah
D: ((looking at screen, smiling)) It's like an automatic thing, I don't even have to think about it my hand just (1) sort of has a mind of it's own in a way ((looking down at doodling))
N 59:18 So that sounds like it's something that helps you as well
D:((nodding)) Mm
N: when we talked about
D: 59:24 Doodling and stuff on my hand ((looking at screen, raises open L hand out)) and things in school ((smiles))
Example from text (64)
D: 1:03:13 (3) um, (1) one piece of advice that like my

empowering – reduces worry about letting people down?

Did not feel she could do it anymore in Y7 so started to give up – so self-belief went down – caused by school (Y7)
Self-belief

D: Being wise has helped her to get close to people – idea that she can do something for others and so they seek her out; she understands other people's perspectives.

M: Suggests that D's wisdom allows her to express when things are not OK for her

D has tried to get out lots of times but has now given up because nothing has worked:
strategies

Different classes

Things that other people have suggested

M says some of these worked before moved to Y8

((emphasised)) therapist always says to me is ((turns to look at mum then back to screen)) I need to believe in myself more (1) because I struggle to believe in myself ((serious face)) a lot ((emphasis, then laughs))
 N 1:03:29 and does saying that to yourself, does it help you to do that more?
 D: 1:03:36 (2) Um (.) I need to (.) ((looking down)) believe in myself more ((quick glance to screen)) definitely. (1) I think ((head tilted to R and eyes looking up to L)) it's just a struggle because (1) um (1) it's been hard for me and (.) I just don't really, like after Year 7, um ((looking at screen)) I didn't really believe I could do it anymore ((looking down)). So (1)
 N: yeah
 D: I um, started giving up ((doodling))
 N 1:03:58 and you when you remember that advice from your therapist in your head, does it help you to feel more empowered if you like to believe in yourself more?
 D: 1:04:07 Yeah, ((glance to screen)) like the fact that I know people believe in me just boosts ((looks at screen head tilted to R, smiles)) hm, ((looks down))
Example from text (125-126)
 N: And you said as well that you you've got a lot of wisdom and understanding how has that helped you get

Comes back to animals – explaining her interest in them.
 Pleasure in helping others rather than herself – is this because she feels that helping herself is futile? – and if she is helping others, especially animals who do not judge her - she stops worrying so much about letting people down?/ the focus is on animals rather than her so she can stop worrying about lack of self-belief? That she is powerless to change the obstacles/ to get out of her hole?; finds it more motivating to focus on others – and take the emphasis away from herself – this could reduce anxiety because it is something she can succeed in – even if can't succeed in changing things for herself.
 D rejected the idea that thinking about this work can help get through school – the goal is too distant to help reduce anxiety in the short term – And she is not the cause of it – so she is unable to be the solution to it.
 Engaged while speaking – still not animated but keen

<p>through these challenges in the past?</p> <p>D: Um, <u>It helps me to get close to people because I just, I understand.</u> ((looking at screen))</p> <p>M: 40:30 I think also <u>having that wisdom about yourself means you can speak out</u> or as you speak out, but <u>show if you're not alright</u>, as well. So <u>you can be very vocal or display if she's not okay.</u> Um, <u>will make sure that</u>, you know, she wasn't, you know, that we are aware of that <u>and pushes</u>, you know, <u>to kind of say you know, I'm not all right.</u></p> <p>Example from text (123)</p> <p>N: 38:26 So is it generally things that other people have suggested to people at school have suggested that you try? ((D coughs and nods)) Yeah. And have, do they work at all for any, any time? Have they worked temporarily even?</p> <p>M: 38:43 <u>They have worked temporarily a bit in year 8</u> ((D coughs)) So when it was <u>before they changed it all again, the curriculum</u>, actually, that, <u>she was just settling into it all.</u> And <u>she got used to her form class with her form group, and was quite happy</u> going up, <u>going into school and getting up and enjoying the social side of it and seemed quite happy and quite confident with it.</u></p> <p>Example from text (137)</p> <p>N: Yeah. Okay. Um. Is there anything else that to do with</p>	<p>to get message across – looking at screen</p>	
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<p>um, to do with things that are challenges in your life D, that you don't feel that you've not said? D: 51:05Um (6) ((head looking at paper, both elbows on table, pen to lips)) I think <u>one of the (.) reasons why I want to work with animals so much in the future</u> ((head up, looking straight ahead, to L of screen, moving in chair a bit, then looking at screen)) <u>is because I like (.)</u>((looking to R of screen)) <u>helping others more than I care for myself,</u> ((looking at screen, moving slightly in seat)) <u>so I focus on others over myself</u> ((looking to L of screen ,slightly downwards, face neutral throughout, moving R hand with pen in it slightly as talking.)) (1) Um (5) ((coughs into elbow))</p>		
<p>Example from text (39) M: I think the big thing there would be, you need to well it's probably not a strength, <u>to be able to forgive ourselves for things as well.</u> ((D looks at screen as eating)) So <u>not being too hard on herself if things go wrong,</u> or you know, because we all learn from mistakes. And that's how we, you know, come back to (unintell) [not really a strength is it?] D: [(unintell) definitely not] I don't do that.</p> <p>Example from text (43)</p>	<p>Subcategory: Unworthy Self; Pressurised Self; Being hard on self; not letting people down; 'stubborn' M shifts to thinking about forgiving self/ being kind to self Using first person plural form to include herself with D so not as pointed/ more gentle – more supportive? D strongly agrees that this is not a strength – linked to anxiety? – having high expectations of self ? D's sense of uselessness N: seeking to find strengths from this -</p>	

<p>N: So this, it doesn't have to be spirituality, this I don't want you to be put off by that word, but more having a sense of purpose in life. And yeah, purpose and usefulness is that sort of thing that chimes with you?</p> <p>D: 40:41 ((eating from a bowl with a spoon)) No, I <u>struggle with</u>, (.) like <u>thinking that</u> (.) <u>I'm</u> (.) like <u>useful</u> quite a lot ((looking to R of screen, slight smile, touches ear with L hand)) <u>I quite often think oooh, (I'm) useless</u> ((looks down)).</p> <p><u>Mainly bad thoughts about myself</u>, ((starts to raise spoon to mouth)) not really good ones, mm ((spoon to mouth, slight voiceless laugh)).</p> <p>Example from text (56)</p> <p>D: 54:28 <u>If I'm on a team, with people, (.) I don't necessarily get along with or I don't know, I won't be as open or as (1) myself in a way</u>. ((looking at screen, eyes moving to sides briefly and then back again as talking))</p> <p>M: 54:38 I think as well um, you you <u>you excel more at individual sports, like the running</u>, like er [riding]</p> <p>D: [horse riding]</p> <p>M: <u>Ice skating. It's almost more solo</u> ((D turns to screen and nods)) and and it's about because <u>I think D needs to control or wants or in a situation</u>.</p> <p>D:Mm</p> <p>M: So when you're in a team</p> <p>D: <u>and singing</u>,</p>	<p>D focus on <u>mum as support</u> when in a cycle of unhelpful thinking patterns – emphasised through tone of voice and non-verbal features and <u>animals</u> – <u>riding</u> and her own cat – emphasises this using vocabulary.</p> <p>The <u>calming nature of horse-riding</u> – <u>physical release</u>; help with breathing</p> <p>Talking about teamwork: D's <u>emphasis on relational aspect</u> – needs to know people on the team to be a good teamworker – to do with <u>trust/ability</u> to be open due to <u>acceptance?</u> <u>Horse riding</u></p> <p>M reframes in relation specifically to sports: Need for control/ certainty which means D avoids team sports as there is a pressure of letting others down – anecdote of <u>athletics</u> to support this. Self-reliance. Relational aspect reintroduced – did well in football at <u>primary</u> because <u>knew everyone on the team</u> – feeling supported/ not judged?.</p> <p>Idea of <u>expectation a bout 'how to be'</u> at <u>secondary</u> not able to be yourself- links with idea of needing to trust people/ know people well so she can be accepted for who she is?</p>	
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M: yeah, so it's much more kind of solo activity that you excel in more than team activities.

D: (unintell) ((looking at mum))

N: Yeah

M: Yeah, but I do think again like D just said actually that when she used to play football at primary school matches because she knew her peers so well, she could manage that situation better whereas I think when it's (.) team sport currently at secondary where she doesn't know everybody as well and they don't know her, she finds that [much harder]

D: 55:18 [there's a] certain way to be a secondary school [whereas at primary school]

N: yeah, yeah, yeah

M: Mm

D: like you're childish you're crazy, you (.) ((waving arms around as talking, moving forwards and backwards in seat, looking round at mum then back again)) play fortnight, ((leaning forward and touching something out of camera)) I can't say Roblox cos I still play Roblox but ((looks at screen, laughs, leans back)) it's a good escape Roblox is ((looking down smiling))

N 55:32 and in terms of sport with um, you know the teamwork thing is it about fearing letting people down worrying about letting

Freedom to be who you are at primary – D lists some of the things you can be interested in at primary – with emphasis. Primary supports individual identity development – acceptance fosters sense of belonging – positions D as successful and connected

Aspect of identity accepted: putting pressure on self and not wanting to let people down -

Singing a solo activity that can excel at and immerse self in without worrying about letting others down. Roblox helps calm

PUTTING PRESSURE ON SELF; (worrying about letting people down – seeking control to avoid this or less anxious about letting people down if they do not hold high expectations/ accept her/ know her well; being unable to be yourself due to worrying what people will think – being judge

<p>people down if you're in a team.</p> <p>D: 55:42 Um ((slight laugh, turns head to look at mum)) I got <u>I remember</u> um (.) <u>sports day</u> ((looking upwards as thinking and then back to screen)) <u>in year eight</u>, erm (1) and I had my <u>injured knee</u> ((smiling as looking at screen)) and um I did ((looking down, smiling then back to screen as talking)) well <u>attempted to do 1500 metres</u> and (.) and ((words drawn out as talking)) erm (.) <u>my knee just went after 800</u>. So I like <u>collapsed on the floor</u> ((serious face, looking at screen)) <u>I couldn't like breathe or anything</u> and I just, (.) ((smiling)) <u>I was crying but everyone thought it was</u> ((shrugs L shoulder)) <u>because I was in pain, but I was just</u> like, No, no, no, <u>I've let you all down because</u></p> <p>N: [Aw]</p> <p>D: [like I] <u>promised them all that I'd do it</u> um (2) ((sucks in between teeth))</p> <p>N 56:17 so you put a lot of pressure on yourself?</p> <p>D: 56:19 ((Nodding, looking at screen)) <u>I put a lot</u> (emphasis)) <u>of pressure on myself</u> yeah ((slight laugh, head tilted to R))</p> <p>N 56:22 Yeah. (2) ((D head down, doodling))</p> <p>Example from text (77)</p> <p>N:Yeah. Yeah, what else? What else? Are they the main things that you are aiming towards at the moment? Is there a shorter term goal?</p>	<p>D is less inclined to follow her <u>M's lead re future</u>/ M's re-interpretation of the question here – D appears to be communicating her <u>reduced engagement / interest today with M</u>, but is <u>more responsive to me as the stranger: demonstrates desire to conform? – links with idea of not letting people down</u> – and how this is less of a problem when people know her – With me she is feeling under pressure to engage / dislike of appearing impolite?/ tenacity and perseverance even when things are challenging? <u>She is comfortable with M and can be more honest about showing her feelings.</u></p> <p><u>M suggests teachers giving D responsibility</u> for helping peers improves her focus/ engagement</p> <p>D agrees with this when I repeat it: <u>helping other</u></p>	
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M: 1:11:49 What you want to do right now, what do you expect to get? What do you want to be able to achieve now? What do you want to be able to do? ((D looking at cat on knee))

D: Dunno ((looks up to shake head slightly turning towards mum, serious face, then down again))

M: What have you told me about?

D: I don't have any

Example from text (99)

M: 10:36 I said sometimes the teachers will get D to help someone else because that's kind of a good tool to [kind of get her to]

N: [Okay],

M: engage or, (.) it's not about her, it's about someone else. And so the focus goes, you know, somewhere else if you see what I mean.

N: 10:51 Yeah. So sometimes helping someone else helps you?

D: Yeah ((raises head and looks to screen, M has gone back into kitchen))

Example from text (100)

N: Is there anything about the actual layout of the classroom, that, that that can be an obstacle?

D: 11:12 Um, um, it can be (.) who I'm sat next to, where I'm sat, um (1) things, even little things like if I'm sat in between two people I

people with an activity can help D to remain focused/engaged and support her processing? M suggests it is the way in which the focus is placed on another which helps D to remain engaged – there is a purpose for her to engage which is to explain it/support someone else. Not about her – links to the idea that she doesn't like letting people down – if the focus becomes about someone else, D feels less anxiety about letting people down

Significance of the relational aspect is reinforced – sitting with people she knows helps to feel safe?/ supported?/ known and understood? In school – what would she expect from people she does know sitting next to her?: explaining things she doesn't understand? Repeating things she didn't hear? Engaging in paired work and being able to have a voice/ express an opinion? Not worrying about letting them down

D is very emphatic (non-verbally and verbally) about this – within-person aspect. Describes it as stubborn – which holds a suggestion that she chooses it – she means being reluctant to try something she thinks she will fail at
M suggests lack of self-belief; I can't attitude which D agrees with. – D positions herself as being stubborn –

don't know, or things like that.

Example from text (107)

N 16:23 Yeah. Okay. And what about your own attitude D.. ((D sneezes into elbow)) Is that ever an obstacle for you or a challenge – your own attitude and your own mind?

D:Er, yeah ((M vigorously nodding at screen))

N: Can you explain that a little bit?

D: Er, (8) ((doodling))

M: What stops you?

N: What, what's the attitude that's in your mind that can create an obstacle? How would you describe it?

D: 17:02 Erm (1) Stubborn I guess ((doodling, slightly pursed lips))

M: I think there's a real, I can't, I can't do it or very lack, a lack of self belief.

N: 17:21 Is that, Is that the sort of thing you mean?

D: Yeah.

Example from text (108)

N 18:10 So So D, I'm just interested in your choice of word with stubborn, because in some ways stubborn is almost the opposite of that. Instead of giving up it means you dig your heels in.

D: 18:22 Um, (1) so there can be times when I give up then mum will be like 'yes you can, yes you can' and I'm like 'no I can't', I can't I

having a choice over whether she can succeed at an activity or not – but lack of self-belief is less blaming

M is REFRAMING

STUBBORN AS LACK OF SELF-BELIEF – D positions herself as 'stubborn' but this carries an implication of blame on herself – but it stems from lack of self-belief – and then subsequent difficulty in wanting to expose herself/ make herself vulnerable to perceived failure?

M suggests that the fear of potential failure makes D say that she can't do something so she will not engage. – worrying about letting people down – lack of self-belief. M supports D to respond as D is struggling today

D explains the word 'stubborn' as saying 'I can't' and refusing to engage because of this feeling that she can't do something/ the fear of not being able to succeed.

D reconceptualises this as wanting to make parents proud – links back to obstacles presented by family – fear of letting people down.

can't' for an (unintell) will be like yes, you can, you know, and I won't let it go in a way.

N 18:32 Okay, so it's more not, not wanting to engage with something.

D: [Yeah]

N: [because] of that fear? (2)

Example from text (109)

N: Would you say that ((D sneezes into elbow)) wanting to do things really well is, is an attitude then that can sometimes be an obstacle? Is it that you want to do things really well?

D: 18:54 I just want to make mum and dad proud (.) really ((looking up towards screen then back down))

N: 19:04 (4) And is there a sense I'm picking up that you don't really want to do something if you don't think you can do it well?

D: Yeah.

M: I think with the giving up I'm trying to think of an example, um (2) because that horse-riding's a thing that she's naturally good at um, so when she's naturally good at something, she, she feels much happier when things are hard for D, so like, trying to understand um (.) a maths equation isn't the right thing cos she's actually really quite good at maths, or um (1) I don't, it's really hard to sort of put into words, but if something doesn't come easy, the first time of doing something, she'll stop, she'll give up. It's almost like I remember your

Then does agree that she engages with things that she believes she can do well – but not certain about this agreement. M explains this as being not so much that D needs to do things well but that she needs to know she is able to succeed ie not fail eg the first time she does something new. D says that there are not any specific activities/ subjects when this happens more. M uses first person plural again to increase her alignment with D – demonstrating support

Expectation in terms of wanting to do the best for family/ others expectation as something she has placed on herself – within-person conceptualisation – rather

primary school teacher Mr T said, when they're explaining a maths thing on the board, and you could see, L j just glazes over and goes, I can't do that before she's even tried. So we're kind of just saying almost before she's even given something a go, in certain, some aspects, it's like, there's just no way I'm gonna be able to do that.

N: 21:08 And so it's like pre-empting failure [is that the]

M: [Yeah]

Example from text (110)

N: Yeah, okay. Yeah, okay.

Um, what else is on there?

Um, expectation can be an

(.) obstacle for some people

would you say either your

own expectation or other

people's expectations can be

a challenge or an obstacle?

D: 21:49 Um (3)

M: ((to D)): yeah?

D: Yeah. Um, (1) Because I

always want to do what's

best for everybody else. So

((glances to screen))

N: 21:58 yeah. And who's

the everybody else? Can it

be friends? Or is it family?

D: Family

N: Is that about schoolwork

or sport or being a nice

person or...

D: anything.

Example from text (115)

N: what effect can the

power of people in the

family have on you? Are

there any examples (M has

gone back into kitchen))

D: 26:24 No not really

((looking at screen, neutral

than believing this has come from her family directly. Can be school work

D frames it in terms of 'wanting to do the best for everybody else' in all areas – not just school work – puts pressure on herself to take responsibility for doing the best for family – making them feel happy/ proud – could this be related to her feeling a sense of responsibility for her M's welfare when her M was ill? – trying to smooth things over for her/ the family/ making everything alright

M suggests Dad

D agrees and elaborates

Pressure from dad – mostly about school but 'can be about anything'

M adds to this: Dad tries to chivvy D and this makes her feel as though she isn't being listened to/ dismissed. –

does not support her to believe in herself

M says that she pressurises D to be more sociable – out of concern and trying to be a good parent – school work

but realises it adds to the stress. D agrees (nods) when asked if this is true from her perspective. This links with

trying to please family – D is aware of the expectations parents have and feels a pressure to be successful in achieving these but this adds to her stress/ anxiety.

<p>face, slight pout)).</p> <p>M: ((from kitchen)) What about daddy? (unintell) when daddy like says come on you can do it? ((D looking down))</p> <p>D: ((coughs)) Yeah, <u>when dad pressures me it's quite hard</u></p> <p>N: 26:39 About,? What would he do? What would he pressure you about?</p> <p>D: <u>Anything</u> ((looking at screen, head slightly to L, slightly scowling))</p> <p>N: Is it usually about school or?</p> <p>D: 26:47 Yes, <u>usually about school</u>, ((looking at screen)) <u>but it can be about anything</u> ((shakes head slightly, scowling))</p> <p>D: 26:59 Um (3)</p> <p>M: 27:04 ((coming in from kitchen)) I think <u>daddy sometimes can be a bit not, not dismissed, dismissive of how D feels, I think he tries to take a positive sort of angle</u>, then [D]</p> <p>N: [cajoling]</p> <p>M: Yeah, so <u>D perceives that in a 'you're not listening to me' sort of way, or feels like she's not being listened to. And then I suppose the example with me would be, I'm always constantly hasseling D to be more sociable, go out and do stuff and actually she needs rest time, she needs and I'm, I'm kind of nagging from another perspective, just because and I think that can be quite hard and we realise that and there's moments</u></p>	<p>M suggested that fitting in with peers presents an obstacle for D. D agreed with this – speech overlapped – seemed to strongly accept this. D denied that peer pressure was an obstacle – this could be because the terminology I used might have negative connotations –D rejects that it is to do with control.</p>	
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<p>that we sort of <u>have to stop yourself</u> um, <u>because you think you're just doing the parental thing, but actually, you're, you're stressing them out</u></p> <p>N: Yeah.</p> <p>M: So it's that I think it's probably those [sort of],</p> <p>N: [yeah]</p> <p>M: <u>quite minor. But when it's [happening]</u></p> <p>N: [yeah], yeah.</p> <p>M: [((D coughs))] [(unintell)] I think <u>it probably feels quite, quite a lot</u></p> <p>N: 27:57 Does that does that ring true with you, D, what your mum's just said about those two examples?</p> <p>D: ((nods head))</p> <p>N: Yeah.</p> <p>Example from text (118)</p> <p>M: 30:24 I think <u>some friends and relationships can have, hold power.</u></p> <p>N: 30:29 Yeah. Do you feel that D? That there are some relationships that [you feel]</p> <p>D: [yeah] ((emphatic))</p> <p>N: Yeah. What sorts of things you don't have to name people. But is it any of your friends or?</p> <p>D: 30:46 Um (1) ((doodling))</p> <p>M: I think sometimes <u>D just wants to fit in. And will go along and do stuff that actually probably isn't a good idea.</u></p>	<p>M tries to describe – there may not be an element of control or trying to have power over her but that D just wants to do things to please them?/ meet their expectation?</p> <p>Wanting to please people she cares about is a pressure and impacts self-belief – self-belief depends too heavily on what other people think?/ how they feel?/ how they react?</p>	
<p>Principal sentences</p>	<p>Overarching Category: Experience of School</p>	<p>Comments</p>
<p>Example from text (2)</p>	<p>Subcategory: Primary School: Support</p>	<p>Comments relate across subcategories</p>

<p>N: were there certain teachers that stuck out as being really important to you for whatever reason?</p> <p>D: 7:21 ((looked up to L of screen, mouth open, takes deep breath in)) Erm, So ((scratches nose)) my ((turns head to L, left hand reaches to touch pony tail)) probably <u>my year five teacher</u> ((looks back round to screen, left hand down, R hand up to pony tail, eyes up and to the side, eyebrows slightly raised, thinking, right hand strokes length of pony tail))</p> <p>N: Mm</p> <p>D: 7:25 was really nice ((quick glance to screen)) and <u>he</u> ((looks to screen)) <u>still works at the primary school</u> that my sister goes to where I went, so ((looks down, moves paper that is on table in front of her))</p> <p>Example from text (3)</p> <p>were there other years that stand out as being, it can be important in a bad way or a good way, You know...[wh, which]</p> <p>D: [er, er] I think, probably <u>reception</u>, (mum puts a drink down on the table in front of her; D looking at paper)) <u>was</u>((laughs)) <u>one of my favourite ones</u> because ((looks at screen smiling)) <u>all you did was</u> ((head side to side, moved side to side in seat)) <u>muck about and play with like insects</u> ((rubbed nose with left hand sleeve, looking slightly up and then down)) and <u>we used to have like reptile days where like</u></p>	<p>Only one T mentioned and lots of hesitation/ non-verbal thinking– linked back to sister – connection? Moving away from school theme as finds it less comfortable to talk about.</p> <p>School theme</p> <p>Tends not to mention any connection/ relationships in school unless directly prompted eg (18)</p> <p>Identifies Reception Class as favourite and reflects about why – connection with staff in FS2 Animals</p> <p>Back to considering significant adults in school More reticent with this – look at non-verbals – no other staff from primary (apart from FS2 and Y5 Ts)</p>	
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<p><u>snakes and stuff would come in.</u></p> <p>Example from text (24) N: 20:24 You've got lots of people on these spokes I can hardly fit everybody in ((D: laughs)) and other any teachers or other members of staff TAs or whatever that figure from primary school that were important? D: <u>I don't think so</u> ((shaking head, looking at screen with mouth pushed out and turned down, eyes wide))</p>		
<p>Example from text (7) N: What about secondary school? D: 10:06 Um, <u>Year 7 (.) was probably (.) the hardest year</u> (looking up to L of screen) N: Mm D: Um (.) because <u>I only</u> actually ((closed eyes, slight shake to L of head, opened eyes)) <u>went to school with one person from my class</u> (looked to screen eyes, wide open, slight grimace with mouth, questioning intonation)) <u>and I wasn't really close with her</u> ((shakes head, grimace mouth, looked towards screen)). Um, so <u>all my close</u> ((L eyebrow raised)) <u>friends, they went to XXX School</u> ((raised R arm and gestured behind R shoulder, eyes slightly wider, head tilted to R side)) <u>and I went off to XXX School, but with the girl that I didn't really get along with</u> ((crinkled nose and slightly shaking head)).</p>	<p>Subcategory: Secondary School challenges School Speech still flowing but not as expressive; facial expression a bit more neutral. Peers important</p> <p>Considering love of learning (in relation to school) D quickly rejects this in the context of school-based learning.</p>	

<p>N: Mm. Okay. (.) Yeah, so that must have been difficult.</p> <p>D: Yeah. ((nods head, eyes closed briefly, lips pulled slightly to L side))</p> <p>Example from text (33)</p> <p>N: 30:44 Yeah? Okay. Um, this one is love of learning. Sounds like you have got that from what you've said. But what do you think?</p> <p>D: No. ((shakes head, looks to screen smiles, slight laugh, still shaking head))</p> <p>N: Maybe not learning in school, necessarily. But from all the different [hobbies and]</p> <p>D: 31:03 [I have to] Yeah, <u>I have to learn in a certain way to like, understand it</u> ((looking at screen)) and like, I, if I don't, <u>if it's just normally sitting in the classroom</u> ((both hands up to collar of jumper as talking, looking at screen)) <u>and the teachers saying stuff, I won't (.) understand and my brain won't process it like that. So I learned by like, watching videos and</u></p> <p>M: it's more interactive,</p> <p>D: yeah</p> <p>N: 31:24 So it's about the interactiveness of it. And is it about as well, your your interest in it as well?</p> <p>M: 31:31 Definitely.</p> <p>D: ((nodding, looking at screen)) Yeah.</p> <p>M: If, <u>if she's not</u>, ((D looks round at mum then back to her carrots/ doodling)) D's</p>	<p>She firstly moves to think about <u>the way she needs to learn in school</u> and to explain why this goes wrong for her and reduces her love of learning in the school context: <u>needs teaching to be interactive</u> – not able to process information if she has to sit still and listen to a teacher. <u>D agrees with my suggestion that M agreed with that the</u> content needs to be something D is interested in.</p> <p><u>my brain won't process it like that.</u></p> <p><u>Co-constructed narrative – connection with M</u></p> <p><u>Less interactive teaching style and activities is an obstacle.</u> If activities are not interactive D finds it <u>difficult to focus.</u> – ADHD perspective but not overtly mentioned? – EF Skills. If she finds it hard to focus she has to decide where to sit in the classroom to increase her focus – preference to sit with friends? – importance of friendships and interaction to D. <u>Link between</u></p>	
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<p>not <u>interested, it's very hard to</u> D: [<u>make me do it</u>] M: [engage]. Yeah. D: 31:40 Yeah.</p> <p>Example from text (97) N: So if it's less interactive, it's more of an obstacle. D: Yes. <u>It's harder for me to focus</u> (unintell) N 9:21 Sorry D, I couldn't hear you. D: 9:25 Um, <u>it's hard for me to focus and then like, I have to sit on my own or wherever suits me.</u> N 9:34 Yeah. So you're talking about, when you've got to focus, if it's less interactive, you have to focus more. D: Yeah. ((looking up))</p> <p>Example from text (35) N: Okay, this one is having perspective and wisdom. And that's what I meant before, when I said, it sounds like you're very wise if people come to you, um when they've got an issue or a problem or whatever, it sounds like your own experience has made you have quite a helpful perspective. D: Yeah, <u>I have quite a deep understanding of</u> (.) ((looking at screen)) like, <u>how hard it can be because in year seven,</u> ((turns to mum)) <u>it was</u> (.) <u>awful</u></p>	<p><u>interaction with peers and concentration/ engagement.</u> Difficulties with focus and lack of interactive and relational ways of learning seems to have led to anxiety around school – then this has made it more difficult for D to engage and focus in school – worry about letting people down/ not succeeding/ falling behind?</p> <p>D accepts having <u>wisdom</u> and perspective and links these strengths to her <u>own challenging experiences particularly in Y7.</u> -self-assured. Rejects the idea of this being due to most friends going to a different school – M states that D is <u>sociable and good at making friends</u> – tension between this and D explaining how most friends went to a different school? D explains it using the concept of <u>'my anxiety'</u> due to struggling with change. Turning to mum while talks – reassurance/ <u>seeking agreement?</u> Mum's emphasis conveys just how hard it is for D to <u>cope with change.</u> Between M and D they explain the changes that <u>secondary brought: new teachers, new peers, 20 times more peers, new systems, different building, homework expectations and 'assault on the senses' (M)</u></p>	
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((slight laugh, turns back to screen)) for me ((eating something from a bowl with a spoon))

N: 32:27 And was that related mostly to not having any friends around?

D: Er, no, ((eyes open wide, looking at screen)) it was my anxiety um, was just awful.

N: What do you think, made it made it so bad in year seven? Was it a change of school? Um,

D: 32:43 I think I just ((looking at screen)) I struggle, I've always struggled with change ((looks round to mum)) and like, yeah, it always takes me ((looking at screen)) quite a while to adapt to stuff. So

like new things like, it was
M: 32:53 Yeah, it's a hell of a job.

D: Yeah. ((laughs))

Example from text (24)

N: What about secondary school.

D: 20:43 Erm, secondary school ((looking above screen)). Um, ((looking to L)) I've got quite a few of (.) like support workers ((smiles, slight laugh, looking at screen)).

N: 20:49 Yeah.

D: 20:51 Um, Miss M, I'm really close with

N: Any others that stick out or is she the main one?

D: 21:05 Erm, ((cat jumps down)) there's another teacher but I'm not exactly sure of her name but we always have a good laugh ((looks to screen, waving her

Several support workers in secondary: Miss M; a TA (does not know name) – who pops into classes
Changes subject – hairs from cat on knee – does not like talking about school?

Neither M or D pick up on the idea of any adults in school supporting D – but in a later episode we come back to this.

<p>arms around above knee, looks down))</p> <p>N: Which subject does the teacher teach you for that you have a good laugh with?</p> <p>D: 21:26 Um (.) <u>she pops into</u> (.) ((leans forwards, stretches both arms downwards)) um, <u>classes</u>, ((moving in seat, arms stretched out to side than moving across lap)) <u>so she, she doesn't [teach]</u></p> <p>N: [Oh OK] OK</p> <p>D: <u>a specific one in particular</u>. But yeah, ((looking downwards and glancing towards screen))</p> <p>N: Yeah</p> <p>D: t's different classes (unintell) we have a good</p> <p>N: 21:39 Is she a TA then or a teacher?</p> <p>D: 21:41 Er, <u>I think she's a TA</u>. ((looking down))</p> <p>Example from text (36)</p> <p>N: 34:25 Ah, (3) and were there any relationships at school that got you through that? – any relationships that you developed with adults or, or new ones with, with peers or?</p> <p>D: 34:35 Um, so <u>in year seven, I was barely going in</u> ((looking towards screen)) and then <u>Year 8 up til January, I wasn't really going in and then January onwards, I went in full time.</u></p> <p>Example from text (91)</p> <p>N: Is there anything about school itself or the college itself or lessons subjects that could get in the way?</p>	<p>M emphasises D's enjoyment of the social side of school. Keeps bringing D back into conversation with tag questions to allow her to agree/ disagree. Anxiety</p> <p>Later in this episode, M says that making friends in form group in Y8-Y9 helped attend school (D does not respond so it is not included in table)</p> <p>An obstacle to getting to college how D feels about school – D agrees with this. How D feels about being in school is an obstacle to getting to college</p> <p>Anxiety is caused by D not being able to learn in the way that suits her – D agrees with this</p> <p>M: environment: you have to try and learn in – emphasises how challenging this is and the fact that it is obligatory/ inflexible/ no choice.</p> <p>sensory aspects of the environment</p> <p>Smells can cause D to disengage at school</p> <p>Reluctance to engage: use of word 'stuff' rather than</p>	
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<p>D: 5:07 Um (3) ((L hand on side of face, looking down at paper, M comes in from the kitchen and stands slightly to the side and behind D))</p> <p>M: I suppose <u>how you feel about being in school?</u></p> <p>D: <u>Yeah</u></p> <p>Example from text (92)</p> <p>M: Think that <u>the environment in which (.) you have to kind of try and learn in.</u> So that, I guess that comes back to the anxiety thing. So being able to ((D coughs into her elbow)) learn in a way that suits her, you know, in that environment can be, that can be quite tricky. ((D resting forehead on L palm, doodling))</p> <p>N: So not being able to learn in a way that suits you?</p> <p>D: <u>Yeah.</u> ((L hand flat on forehead, looking down at paper))</p> <p>Example from text (93)</p> <p>N: What sort of, can you give me an example of that D? What's an example of um a way of learning that might not suit you?</p> <p>D: The <u>sensory stuff</u>, ((looking towards screen)) like er <u>the smell</u> ((resting L cheek on L hand, still looking towards camera, but facial expression disengaged)) <u>or the sounds that are going on</u> ((looking down at paper))</p> <p>Example from text (96)</p> <p>D: Techs, <u>technology's quite a hard one</u> ((head up, L hand to L ear))</p>	<p>elaborating M had left the room after prompting her with 'smells' – supporting D today as D not really up to doing this</p> <p>More pauses indicate D is not as engaged today. D does not pick up on M's suggestion of science but suggests technology – because this links with her previous idea of sensory issues in school? Or because she is demonstrating her reluctance to participate towards mum as this is safer than demonstrating it towards me? – not wanting to let people down</p> <p>Technology is an obstacle due to the loud noise and smells associated with woodwork and metalwork. – sensory aspects</p> <p>Teaching style as an obstacle: inflexibility, strict (no sense of humour – my suggestion – D agreed) 'sort of' 'I guess' - non-committal – due to reduced engagement or lack of power in these situations?</p> <p>Relational aspect of Ts</p>	
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N: 7:56 Technology. Why do you think that's a particular obstacle?
 D: 8:01 Um, because it's always different smells and there's lots of sound going on
 N: 8:08 OK ((nodding)) Is it around food, food tech, particularly then?
 D: 8:11 No, er around like, because we have like um (2) engineering and stuff and really like woodwork ((glances up)) smells (unintell).
 N: 8:22 And is it the sounds for that then woodwork and things?
 D: 8:25 Yes, it's very noisy and it doesn't smell very nice
Example from text (95)
 N: Yeah. Um, then in terms of getting, talking about school and college, are there any challenges that are actually around the school that the school presents, you know, so you've talked about not being able to learn in the way that suits you?
 D: Um (2)
 N: Any people at school or any subjects at school or...?
 D: 7:03 It sort of depends on the teacher and the way they teach. I guess
 N: 7:08 Yeah, so what way of teaching is is more of a challenge for you?
 D: 7:13 I guess teachers who are very strict and who tell me off a lot.

Example from text (102)

Initially D states this is not an obstacle – but nods in agreement when M suggests that a 'wall of text' can be an obstacle (to learning): due to the quantity and the idea of reading and 'absorbing' it/ processing it/ concentrating for that long?

Pressurised situations make it harder to concentrate
 Non-verbal emphasis on being 'concentrated'. D is attributing this obstacle to herself – 'her inability to concentrate under pressure'. – anxiety/ ADHD constructs? EF Skills - both within-person
 D also mentions having to be silent and lack of interaction: Significance of interacting and relationships emphasised again.

Pressure from teachers to do things that D does not feel

<p>N: No? Okay, so the next one on there is um, writing or reading, are either of those two a particular obstacle?</p> <p>D 12:34 Um (2) No</p> <p>N: No</p> <p>M: I think perhaps <u>reading if it's just like a wall of text.</u> You know, <u>if there's not much to engage with, you find it hard to read like when you've had books to read in primary school and it's literally you go from</u> like, kind of <u>having books at that are illustrated and kind of show the story, to just words and the language.</u> I think <u>they're much harder to engage with aren't they?</u></p> <p>D: ((nods))</p> <p>Example from text (104)</p> <p>D: 14:08 Er, <u>I can't do</u> like <u>tests in the classroom</u></p> <p>N: 14:13 Can you explain it a bit more?</p> <p>D: Um, <u>because of like, everybody's silent, you're not allowed to talk, you're very concentrated</u> ((L hand in open claw shape at side of head to emphasise concentration)). It's just,</p> <p>M: 14:25 <u>It's quite a lot of pressure</u> I think to, <u>in that situation</u> if you keep, <u>if you struggle to concentrate,</u> that suddenly, <u>that's kind of a prime time to sort of feel extra pressure and probably find it even harder to concentrate.</u></p> <p>N 14:40 Yeah. Is that what you, is that what you mean, D, that it's harder to</p>	<p>capable of doing – can be an obstacle to learn/ reach goals. Lack of self-belief</p> <p>M suggests that this is a lack of understanding about how D needs to approach a task/ learning – she agrees with this and elaborates a bit: 'lack of understanding of me and my situation' – T's lack of understanding can make D feel as though it is her fault – links with lack of self-belief</p> <p>when really it is a lack of understanding about her learning needs and how hard she is trying to cope and not let them down. This affects her self-esteem</p> <p>Trying to get D into school – having an agenda – not going at her pace – feeling the constant pressure.</p> <p>M elaborates: about obstacles within the system: Lack of flexibility Conformity GCSE requirements for college</p> <p>D agrees with these aspects and elaborates: the work expectation The class she is in The lessons each day How long she is in school</p> <p>Expectations – anxiety about not letting people down</p>	
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concentrate when you're in a pressured situation?

D: Yeah.

Example from text (113)

N: Anyone who's got power (.) in your life, does that ever give you a challenge?

D: Um, (8) I'm not really sure.

M: (Unintell) ((from the kitchen)), your teacher telling you what to do or you know, saying what's best for you, that sort of thing maybe, I dunno?

D: 24:36 Oh, yeah.

N: 24:41 So what's that D? What sort of power is that, were you saying?

D: 24:50 If (1) teachers say 'oh, I need you to do this' and I don't want to or, or I literally physically physically can't. (1) um, (1) I, yeah,

M: 25:08 ((from kitchen)) yeah. So, a lack of understanding about (unintell) how (emphasis) you have to be able to express yourself maybe?

D: Mm. Yeah. ((M enters from kitchen and stands behind D)) I think sometimes a lack of understanding of me and my situation ((holding cat with L arm and doodling with R hand))

Example from text (116)

N: Um, Is there any of the power so for example, not necessarily specific teachers, but power within the system at school: expectations or

D: 28:20 Um (1) ((cat facing her on knee)) I think one of the main things with school um, (1) is that they

Focus on cat – shared interest - to support D to feel calm

D sees this as a hole that she fell into in Y7 and has given up trying to climb out of because she 'can't get out'. Looked at the screen throughout – indicated that she was aligned with this way of thinking about it. Then looked down – as if an emotional reaction to feeling trapped in the hole, The emphasis in the last line seems to indicate powerlessness – lack of assertive language – terminology is non-assertive/ uncertain/ not positive. Given up.

mainly just want to get me into school, ((looking at screen , neutral face, cradling cat in R arm)), they want to get me (1) going again, and um, (4) and M: ((coming in from kitchen)) There's no flexibility is there?
 D:Mm
 M: I think that the way the school system works is, can be a barrier. ((sitting on sofa)) I think we're quite lucky at the school that we're at that they are, they are and have been incredibly flexible, as far as they can ((emphasis)) be. There are expectations around the number of GCSEs that you're meant to do, what sort of um expectation they have when they leave um school, what they want to be doing. I mean, there isn't any there isn't any pressure. But there's still that conformity ((D scowling, looking ahead))
 N: 29:16 Mm, Is that what you feel D? Did you feel a sense of that?
 D: Yeah. ((looking at screen))
 N: And is it around how many days you go into school?
 D: 29:27 Um, it could be anything from the work, (1) to er (3) ((that cat meows, D smiles)) the class I have that day to how many lessons I'm doing that day, how I am in school, anything. ((glances at screen))
 N: Yeah. ((M and D talking about the cat to each other))

D has tried to get out lots of times but has now given up because nothing has worked: strategies
 Different classes lack of self-belief
 Things that other people have suggested
 M says some of these worked before moved to Y8 – importance of connection to peers reiterated

Example from text (119)

N: What I'd like you to do literally is, is tell me which of these types of barrier is how you feel the school system can be. So there's different types of barriers. So this first one is like a roadworks barrier. Is that how the school system feels to you in terms of an obstacle? The next one is like a barrier where you have to go under it. The next one is like a flood that you've got to get through somehow. The next one is climbing wall: does school feel like a wall you've got to climb? The next one's like a high jump, where it's a does it feel like a hydrant that you've got to jump over? And the last one is a hole? Does it feel like a hole that you fall down? Which way of sort of describing the obstacles around school would you say fits?

D: Um ((leaning over table on her arms and looking sideways to R towards screen as M scrolls through the slides of barriers))

D: the hole

N: Can you tell me why it feels like a hole? In what way?

D: 33:34 Because when I started secondary school, as soon as I started it was hard for me um (1) (leaning on her arms on the table doodling)) So as soon as I took that step in secondary school, I fell down a hole and I can't get out

Mindfulness strategies help sometimes

Reluctance to state that anything has helped – perhaps the only things that really help is a change in the expectation about accessing school in the same way as everyone else – the school system and the wider education system needs to change to accommodate her?

Memories and photos

Again rejects that these help – perhaps again reluctance to say that anything fundamentally helps/ long-term – but then accepts that memories help to feel more positive – link to relationships

N: 33:48 So it feels like you went down a hole right in year seven?

D: 33:51 Yeah, first day first (unintell) second.

N: 33:55 And it's feels like you're sort of trying to clamber out ever since almost?

D: 34:00 I'm just (.) ((looking directly at screen, neutral face)) I can't get out. I've just sort of given up in a way ((looks down to doodling))

Example from text (123)

N: And how do you feel that, I think I've got some of the ideas around this already, but how would you feel, how do you feel that you respond to that? To being in the hole? How how do you respond?

D: 37:51 Um, (.) ((glanced at screen)) I've tried to get out the hole lots of times before, ((looking at hands as manipulates something she's holding)), I just, nothing ever seems to work. So just ((slight shake of head, and glance at screen)) given up

N: 37:58 Okay. And tell me about how when you say you've tried lots of times before, what sorts of things have you done would you say, to try and get yourself out?

D: 38:14 Um (5) Tried different strategies in class ((head up, looking straight ahead)) tried going into different classes ((slight

Thinking about school only being a phase – one part of life

D rejects this quickly

This idea feeds into the dismissive things that people say to try to chivvy her through/ into school. She is left feeling that school is still; something she has to get through – it's her immediate problem and thinking that it will pass does not help her to get out of the hole.

What would help her get out of the hole is if school changed – and she is feels hopelessness about this as a solution.

Other people's perspectives being imposed on her – and her rejection of these – emphasised by her tone, words, non-verbal actions.

See School section – challenges that school represents are all-encompassing – D is unable to think of anything that actually helps her to cope with it – the challenges presented by school do not go away -they form the basis of all her difficulty (and anxiety?)

shake of head)), erm (2)
dunno ((looks down))
N: 38:26 So is it generally things that other people have suggested to people at school have suggested that you try? ((D coughs and nods)) Yeah. And have, do they work at all for any, any time? Have they worked temporarily even?

M: 38:43 They have worked temporarily a bit in year 8 ((D coughs)) So when it was before they changed it all again, the curriculum, actually, that, she was just settling into it all. And she got used to her form class with her form group, and was quite happy going up, going into school and getting up and enjoying the social side of it and seemed quite happy and quite confident with it.

Example from text (129)
N: 43:33 Okay. Um, When we talked last time, we talked a bit about the things that you had in your basket that help you as well, the resources and things um, are any of those things that have helped you overcome these sorts of obstacles in the past? So we talked about mindfulness type things, being able to take your mind off things. Are those strategies that have helped in the past?

D: 43:59 Er, Sometimes they help ((looking at screen, screws up face a bit, looks down))

Example from text (130)

N: What about looking at memories and photos? How have those helped in the past?

D: 44:23 Um, (6) ((scowls and shakes head, still looking down)) they haven't ready helped, they just, Yeah, I just like looking through ((looks to screen)) what I've done and (1) [recapping everything]

M: 44:29 [positive] positive memories help (unintell) doesn't it? Nostalgia.

N: 44:36 does it help you feel a bit more positive when you look at those ..

D: Yeah ((looking at hands on table in front of her))

Example from text (131)

N: Maybe it reminds you that there's more to life than just school. (4) Does that help thinking about school in context that it's only one bit of your life? Does that ever help you?

D: No ((slight laugh))

N: No, does it, why not?

D: 45:07 Because people are just like 'it's just one lesson. It's just one, one thing to do one more week to get through' ((doodling, moving head slightly as talks)) (4)

N: 45:19 it still feels...

D: 45:21 that's just not how I feel – like school's school still school. ((doodling)) No matter how long I have left of it, no matter how long I'm in for or what, what lesson I've got, sat next to somebody I know, it's

<p><u>school. It's never gonna change.</u></p> <p>N: 45:41 So it feels like it's all encompassing. It doesn't feel like there's any way out?</p> <p>D: Yeah.</p> <p>Example from text (136)</p>		
<p>Example from text (120)</p> <p>N: 34:06 Okay, and are there any times where you've managed to climb out of that hole in the past? Is there anything that's got you out or do you feel you're still clambering out of it?</p> <p>(unintell interaction between M and D) ((coughs)) (6) erm, (5) coughs</p> <p>M: 34:48 I think kind of, <u>when we had the break and everyone was off</u> because D sort of went off before everybody else and when, with COVID, <u>that kind of put everyone on an equal playing field so it wasn't just D who wasn't in school.</u> And I think <u>when it went to going back</u> actually, <u>everyone was feeling anxious and nervous about going back, everyone had been off for a period of time and, you know, people weren't all at the same um ability and stuff because of what you know, work some people are doing at home and some people aren't – it kind of levelled the playing field a bit</u> to get back in. And <u>at that point D was calmer and happier and more</u></p>	<p>Subcategory: Impact of Covid</p> <p>Looking for exceptions to when school system has felt like being trapped in a hole</p> <p>M replies after a conversation with D – D asks M to respond – not feeling well. M suggests that home schooling felt better for D because everyone was in the same situation and then returning to school all YP were feeling anxious – levelled the playing field: Calmer, more positive, happier</p> <p>Expectation – letting people down again?</p> <p>Then summer holidays increased anxiety and changes made at school: moving of class groupings.</p>	

<p><u>positive</u>, just had, you know, I think, <u>time off over the summer</u>, just makes it, you know, that time away, unfortunately <u>brings back some of those sort of anxieties and fears around going back in and</u> (unintell) <u>the expectation</u>. And <u>they made a lot of changes towards the end of year eight</u> didn't they and then <u>they moved them into</u>, almost into <u>year nine</u>. So <u>they started a new curriculum, and they move them around in sets, so D wasn't with the people that she'd got familiar with</u>, and had finally settled in with, and then (unintell) <u>all those changes</u> just kind of <u>made a lot harder again for D</u> and <u>it's</u></p> <p>N: Yeah</p> <p>M: <u>hard to go back this year, because she's not in classes with friends</u>, and she's not, you know (2)</p>		
Principal sentences	Overarching Category: Future Identity	Comments
<p>Example from text (32)</p> <p>N: 30:21 And what about life in general?</p> <p>D: 30:26 Um, I kind of <u>just take each day as it comes</u>, like, <u>I already have my plan plan out for like what I want to do</u> ((looking towards screen, slight smile)) <u>after secondary school</u>. ((looks down again))</p> <p>N: 30:34 And, and would you say you quite hopeful and optimistic about that? Your future?</p>	<p>Subcategory: Positive future</p> <p><i>When mentioned plan for the future after secondary – looked directly at screen and smiled – positive about this stage of life – makes an evaluative statement to reinforce this and slight laugh for her last sentence indicates this too.</i></p> <p>Self-belief: Wondered if 'taking each day as it comes' and 'wanting the best for myself' are ideas that</p>	<p>Comments relate across subcategories</p>

D: 30:38 Yeah. ((nods)) very hopeful about that ((smiles, slight laugh, looking down at doodling)).

Example from text (72)

N: So thinking about things that are going to be important to you in the future D. So either events, places, aspirations, any of those things, really.

D: 1:10:57 ((doodling)) I definitely want (.) to have a family. ((glanced at screen))

Example from text (73)

D:Ermm (1) ((doodling)) I want to like have a job that I enjoy, not just one where it's like ((looks round at mum)) sitting in an office and ((doodling)) working like dad does. ((smiles))

N: Yeah. Have you got any ideas?

D: 1:11:13 Yeah. ((moves in seat, looks at screen, slight laugh, puts L arm over back of chair))

Example from text (74)

N: 1:11:15 What sort of thing?

D: 1:11:16 So (1) my first option is to work with animals. ((tilting head to R, looking at screen, serious face)) Erm ((looking down))

Example from text (75)

And then there's a flight attendant ((slight shake of head and shrug)), model ((looks at screen, slightly shakes head, then looks back down)),

Example from text (76)

D: Nurse, all sorts of things

parents have shared in the past. Optimistic about own future life - emphasis

Having a family – relational aspect – significance of being connected to family

Work – not sitting in office – activity aspect and enjoyment aspect

Working with animals
Working with Animals – significance of animals to D

Nursing – not as much emphasis on this – is it a suggestion that others have made? Added on the end before 'all sorts of things' as if not central to D.

Educational context – more hopeful
Future

<p>N: 1:11:26 Yeah. Brilliant. It's good to have a few ideas.</p> <p>D: A backup a backup backup ((looking at cat on knee? –slight laugh, looks at screen)).</p> <p>Example from text (78)</p> <p>N: 1:12:00 In terms of achievements before you leave school? Is there anything...?</p> <p>D: ((looking at cat on knee)) I <u>want to</u> (1) <u>be able to go to</u> (.) <u>my</u> (.) ((glances at screen)) er <u>dream college</u>.</p> <p>N 1:12:10 Oh, right. Okay. That's good to have a dream college in mind.</p> <p>D: ((slight laugh))</p> <p>Example from text (79)</p> <p>D: <u>Four GCSEs</u> ((glances from cat to screen))</p> <p>Example from text (80)</p> <p>N: What about places you'd like to visit in the future or spend time in?</p> <p>D: 1:12:33 I <u>definitely want to go on holiday</u> (looking down at cat)) like big, (1) <u>like, girls holidays with all my friends</u>.</p> <p>N: Yeah.</p> <p>D: Yeah, <u>definitely want to go to America at some point</u>.</p> <p>N: 1:12:45 Is that more likely to be with family?</p> <p>D: 1:12:49 Er (1) <u>I'm not sure actually, it might be with friends or family</u>.</p> <p>Example from text (81)</p> <p>N 1:12:56 Anything else? (1) erm (2) Where do you see yourself living? Or?</p> <p>D: 1:13:06 Um, (1) I mean, ((looking to screen)) <u>I don't particularly want to live in</u></p>	<p>Holidays with friends – independence; developing and maintaining friendships – emphasis 'definitely'</p> <p>Suggestion of USA with family only partially accepted – emphasis on friends</p> <p>Honesty: admits would like nice house but tempered with:</p> <p>Realistic perspective: Not putting too much pressure on herself in terms of a highly-paid career?</p> <p>Demonstrates consideration given to these aspects of the future/ identity – who she wants to be and who she sees herself as</p> <p>Driving</p> <p>Emphasis – asserting independence</p> <p>people in the future: Partner</p>	
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<p>like a big house (.) <u>well I do, obviously</u> ((looking away from screen and back again as talks, slight laugh, head tilts to R)). But erm, like, <u>realistically, I want to live in like, a nice house, nice area</u> ((slight shrug))</p> <p>Example from text (83) D: 1:13:30 <u>I definitely want to pass my (.) driving licence</u> ((looking at screen, smiling)). 100% ((looking down))</p> <p>Example from text (85) D: Yeah. ((Looks to screen, cat jumps from her knee)) <u>I want someone who makes me laugh</u> ((slight laugh, looking down, smiling))</p>	<p>Humour is important in a relationship</p>	
<p>Example from text (136) D: 49:52 Um, (.) I guess, <u>in the future, things I'm mainly worried about like bills</u> ((puts up thumb as if starting to count out)) <u>where I'm going to live, how I'm going to live, if I'm gonna be alright</u>. Things like that.</p> <p>N: 50:07 And what's what's making you feel? Those those worries? What are they? What are the actual obstacles that are?</p> <p>D: 50:17 Um, ((clicking penpoint in and out by gently banging it on the table with L hand; looking at pen in hand, head resting on R hand with elbow on the table, neutral/ disengaged face)</p> <p>Because <u>I'm already finding it hard as, as a teenager, (.)</u> ((moving pen around in L hand; looking at pen in hand, head resting on R</p>	<p>Subcategory: Future Concerns</p> <p>Obstacles identified by D: bills</p> <p>Where will live</p> <p>Finding it hard being a teenager so worried that life will get harder – and that school and college are in the way – everything else hinges on getting through these.</p>	

hand with elbow on the table, neutral face))
so I don't really want to think about what adulthood's like ((clicking penpoint in and out by pressing it on the table with L hand; looking at screen then pen in hand, head resting on R hand with elbow on the table, smiling))
N: 50:27 So it's sort of getting to those points, is it? Sort of thinking, I don't know how I'm going to get there, because you've got to get through school, through college, all of that first?
D: Yeah ((hands moving tablecloth on lap, looking down))
N: Yeah. So it's sort of coming back down to school and college really?
D: Yeah (doodling, both elbows resting on table))
N: Everything, it sounds like everything's hinging on those (1) in your mind.
D: Yeah.

Appendix 22: Categorical-Form Table: Alex

In my analysis, I have tried to avoid making too many assumptions, but wish to emphasise that my own culture, language, experience and expectations may have affected the interpretations I have made.

Episode 126
<p>N: and um, being kind A: Yeah ((nods head and looks at camera)) <u>That's important to me.</u> N: Say that again A: <u>That's really important to me</u> ((looking slightly L of camera, chewing)) N: Yeah and um, it does often get rid of obstacles as well when you're er kind to people. Have you noticed that? Perhaps something you've noticed? A: Um, <u>depends who and what the situation</u> but <u>yeah</u> ((looking down then forwards again, jiggling in seat)) N: Yeah. Give me a time when it's helped A: <u>Can't think more specifically</u> but <u>if you're nice to people they're always going to be nice back</u> ((looking away and then back towards camera))</p>
Episode 116
<p>N: And I'm wondering if there's things that you found that help in that situation so I know some people for example find it helps when they just have a short time that they've got to be focused, maybe 15 minutes and then they can go to stretch their legs or something like that? A: Not really ((looking down and to the R)) I, <u>I don't find anything</u> N: You haven't found anything like that? A: <u>No</u> ((looks up to screen, chewing, breathes in, sits back in chair stretching arms out and down to side; bending arms and putting hands behind head)) N: I've noticed that when we've been talking that you do different things to try and stay focused which I really appreciate you trying to do ((Smile, quick breath out as if semi-laugh, sits forward again and brings arms to knees)) in our conversation, so I know that you, you know you do a lot of stretching and you move around don't you jiggle and you... A: <u>I fidget a lot</u> ((looking at camera, slight smile)) N: fiddle with your pen and um, and but those things, they presumably help then do they? A: <u>Keep moving</u>, like, <u>I can't not sit down without tapping my foot</u>, ((looking at camera and then down at foot and back to camera)) N: Mmm. ((banging chair legs on floor)) and in lessons and things does it help to get up and move around or, or do you just need to be (.) A: I, I ((looking downwards)) <u>normally just do that</u>, yeah ((looks to camera)) or <u>start having a walk</u>. N: Yeah. So that's something that helps, it, that helps you overcome those obstacles to being distracted then A: <u>Yeah</u> ((looking up to R and then forwards to R)) N: The other thing I thought is one of the reasons I gave you that paper, I, I suggested you had a paper and pen is that for some people it does help to doodle or A: Ah! ((Nods fervently and looks at camera)) <u>I was writing, I was drawing</u> (smiles) like you know <u>when I had that paper and pen</u> right, <u>the whole things was covered in pictures</u> N: I wondered [yeah] A: [yeah]</p>
Episodes 130-136
<p>A: [I, I] <u>don't think it's too important</u> [to be honest] N: [OK] A: I, I, Cos <u>the way I see it is when I got told I had it</u> ((looking up to R and then at camera)) <u>I'm the exact same person that I was before I got told that I had it.</u> It don't change me as a person ((looks to L)), <u>A: it just changes the label on my</u> ((looks slightly to R and downwards)) <u>head.</u> ((looks down and to the L)) <u>It just changes what other people think about you instead of what you think about yourself</u> ((looks upwards)) and then it'll change what, depending on what <u>type of person someone is,</u> ((still looking upwards)) <u>it'll change what they</u> ((looking up to R)) <u>think about themselves</u> as well because of <u>what other people think about them because of,</u> it's unrealistic cos they're the exact same person as they were before. N: That seems a really sensible way of thinking about it to me. So for you it's not made much difference because you don't change your mind about how you see yourself based on other people's views anyway? A: <u>No</u> ((looks to R and turns head to R, then back to front then looks down)) N: Did, ((chair legs banging)) Has it been a label that makes sense to you in any way or do you think it's just, do you think it's not really very helpful? A: I think it's just a word ((rocks back in chair and looks directly at camera – mouth set, jiggles R knee)) <u>Bunch of letters</u> ((looks to L, chewing, shakes head, shrugs)) <u>don't [make any]</u> N: [yeah] A: <u>difference to me.</u> [I ju..] ((looking forwards and slightly downwards)) N: [yeah] A: even ((shrugs, shakes head and looks to L)) <u>it makes no difference to me</u> ((looks upwards, chews)) <u>I can't do anything about it</u> ((Looks up and to R)) <u>so I just get on.</u> N: Mm. N: It doesn't sound to me as though you've made that anything to do with your sense of self? It's a bit...[irrelevant] A: Mm N: to the way you see yourself? A: Well ((chewing, looking downwards and then raising head as speaks, looking slightly downwards to R)) <u>it depends how you let it affect you</u> ((jiggling R knee throughout, then looks directly at camera, chewing)) N: Mm</p>

A: Because some people will take it as ((looks up to R)) like what everybody sees me as this kid with a label on my head of I've got something wrong with my brain, but ((still looking up to R)) they haven't, they've been like that the whole time, nothing's changed now that you've told that you've got something, nothing, being told ((looking up and eyes to L)) that you've got ADHD doesn't change what goes on in your brain. It works the same. ((chewing, looks back to front))

N: and you said something interesting then, do you think that, so that label just refers to a cluster of ways of thinking doesn't it? That [and]

A: [Mm]

N: are those ways of thinking about a problem anyway? Are they, something wrong with your brain [or is it]

A: [No]

N: just a different [way of thinking?]

A: [It is] ((eyes looking to L)) I, I don't think it ((head and eyes to L)) should be seen as something that's wrong with you, I think it should be seen ((head and eyes back to front)) as something different ((nods and then head to R))

N: Yeah, well you've shown me that you know and you obviously know this yourself, that all of your strengths mean that the way that your brain works actually offers you lots of positives

A Yeah, yeah ((sits up in chair, looks to R, chair legs bang)) it all depends on how you let it affect you ((leans forwards and looks at camera, rocks forwards and then back in seat and looks to R, then leans back in chair, looks to R, arms down and behind, arches back, chewing, looks to camera))

N: Yeah, and I mean, you probably already know lots of people with a similar label who've gone on to achieve all sorts of great things because their brains work like [that. And actually]

A: [Yeah but I always think] I know loads of people who have let it ((looking at screen)) affect them in the wrong way ((leans forwards onto knees, chair legs bang, looks to camera)) and it's ((looking downwards)) negative to them ((shrugs, looking downwards)) it just depends on the specific type of person and how their head works ((still looking down to R; looks back to camera))

A: Yeah they are ((looks to camera and then downwards, chair legs bang)) I don't think there should be a label for one way of someone, that someone's brain works, I think that everyone's brain works differently. ((chewing and looking downwards))

N: Mm

A: I don't think it should be seen as a negative having something like ADHD or having ASD because it's not, it's just a different way of thinking. ((looking downwards throughout))

N: Mm. I agree with you.

A: Then when people get a label put on their head it puts ideas into their head that they are different to everyone and it's bad for people's self esteem. ((shrugs, looks upwards towards camera, slightly below it)) I mean I'm lucky I'm not, like that, ((light shrug, shakes head, looks towards camera)) I don't really care what people think of me anyway, so, yeah ((looks downwards))

Investigating Cognitive Skills

In episode 126, Alex demonstrates high-level rational thinking by making comments relating to abstract general concepts: if you're nice to people they're always going to be nice back and by avoiding unsubstantiated generalisations: depends who and what the situation but yeah. He identifies some of his own values, in this case, kindness and what this means for him: That's really important to me, where 'really' is an intensifier used to expand the sentence when he repeats it, to emphasise the significance of his message. He adds more emphasis to this through his non-verbal communication, by nodding and looking directly at the camera. This is significant as throughout the narrative, Alex is keen to promote self-reliance as an important aspect of his identity, yet here he demonstrates that kindness and connection are also important aspects of his identity and that despite experiences of being misjudged and rejected, he still believes that people have the capacity for justice: if you're nice to people they're always going to be nice back. The way that Alex looks away as he says this might indicate some uncertainty about this but then the way he looks straight back at the camera might indicate his determination to believe or hope that this could be true. Alex communicates at a metacognitive, abstract level, rather than simply giving examples without making sense of them: Can't think more specifically.

In episode 116, A takes responsibility for his actions: I fidget a lot; I can't not sit down without tapping my foot; I was writing, I was drawing (smiles) like you know when I had that paper and pen right, the whole things was covered in pictures Alex enjoys explaining how he overcomes being distracted, which is one of the challenges he faces to being successful in school. At first he is reluctant to engage on this subject which might indicate his negativity towards the challenges he faces in the school environment, but once he is encouraged to talk about specific personal examples, he becomes much more responsive and animated, smiling, interrupting in his enthusiasm to respond, nodding, leaning forwards in his seat and looking directly at the camera.

In episodes 130-136 (see Appendices 1 and 2), when Alex talks about the diagnosis of ADHD that he was given, again he demonstrates the ability to make substantiated generalisations relating to metacognitive, abstract general concepts. He directly criticises the view held by ‘some people’ of believing him to have ‘something wrong with (his) brain’. His criticism is well-considered and he explains that the diagnosis ‘doesn’t change what goes on in your brain’, using the third person to speak on behalf of others:

Because some people will take it as ((looks up to R)) like what everybody sees me as this kid with a label on my head of I’ve got something wrong with my brain, but ((still looking up to R)) they haven’t, they’ve been like that the whole time, nothing’s changed now that you’ve told that you’ve got something, nothing, being told ((looking up and eyes to L)) that you’ve got ADHD doesn’t change what goes on in your brain. It works the same. ((chewing, looks back to front))

Alex moves between first person and third person as he alternates between talking specifically about his own experience and making generalisations about how the diagnosis affects other people. Later in the same exchange, he substantiates his claims by specifically talking about people he knows who have been given the diagnosis, also demonstrating his ability to hold in mind several perspectives at the same time:

A: [Yeah but I always think] I know loads of people who have let it ((looking at screen)) affect them in the wrong way ((leans forwards onto knees, chair legs bang, looks to camera)) and it’s ((looking downwards)) negative to them ((shrugs, looking downwards)) it just depends on the specific type of person and how their head works ((still looking down to R; (looks back to camera))

The direct criticism Alex makes of the people he knows who have allowed the diagnosis ‘affect them in the wrong way’, is softened by his clarification that ‘the wrong way’ means ‘it’s negative to them’; his restraint here might indicate empathy for the group of YP who have been given the diagnosis of ADHD and an awareness of the struggle they may have in coming to terms with this. Although Alex does not really evaluate his criticism, he demonstrates an ability to hold different perspectives in mind and is able to see beyond the concreteness and immediacy of a situation to explain that: it just depends on the specific type of person and how their head works

Alex appears to make an implicit criticism of the people in power who give diagnoses of ADHD to others, which can be inferred from the phrase ‘it’s bad for people’s self-esteem’, which he says as he shrugs his shoulders, which could indicate that he dismisses the diagnosis or the response that some people have to it:

A: Then when people get a label put on their head it puts ideas into their head that they are different to everyone and it’s bad for people’s self esteem. ((shrugs, looks upwards towards camera, slightly below it)) I mean I’m lucky I’m not, like that, ((light shrug, shakes head, looks towards camera)) I don’t really care what people think of me anyway, so, yeah ((looks downwards))

There are many occasions during my conversations with Alex when he demonstrates detachment from authority, which ties in with a central aspect of his identity: self-reliance, inducing him to reject the influence of others and to form his own opinions. Rather than simply giving examples of occasions when he or other people have been judged by others, he synthesises his understanding and shares some of the meaning he has made of his experiences. In the episode above, he restates self-reliance and autonomy as a strongly held value by saying that he is lucky not to be affected by other people’s opinions of him and asserts his over-arching view that this is based on the fact that: I don’t really care what people think of me anyway. Although it is true that Alex’s criticism may not prove that he has completely disassociated himself from people in authority, it seems that having developed a strong sense of self-reliance as central to his identity, could have been an important protective factor for Alex.

Investigating Emotional Content

Episode 116-117 is the focus of analysis. Alex's linguistic expression within the sjuzet is investigated including lexical, grammatical and structural aspects contributing to the emotional content of his discourse, alongside consideration of paralinguistic aspects such as pitch, tone and intonation and non-verbal aspects such as facial expression, body posture and movement.

Alex conveys his disinterest in talking about being distracted and his desire to shut the dialogue down through his choice of lexical items: 'not really'; 'I don't find anything'; 'No'. This links to the school experience and medical discourse themes, which have negative connotations for him.

Once specific examples of strategies that he uses were suggested to him, Alex becomes more interested and conveys this through positive lexical choices such as: 'yeah' which he repeats seven times to indicate agreement and engagement, 'Ah!', and intensifiers such as; 'I'm **always** like that' and 'definitely'. Alex's choice of vocabulary also emphasises his interest: 'the **whole** thing was **covered** in pictures'. It seems that Alex's positive responses were linked to him feeling noticed and valued and communicated a desire to connect once he felt understood. Alex's pleasure to engage demonstrates the importance of connection to him and relates to the theme of connection and care; the joy in having been understood and accepted relates to the justice and fairness theme. At a structural level, there are more interruptions, repetitions, agrammatical sentences, false starts and fillers such as 'like, right', which can be interpreted as a consequence of his enthusiasm to express himself and to be heard:

'I, I normally just do that, yeah'

'I was writing, I was drawing like you know when I had that paper and pen right'

'Keep moving, like, I can't not sit down without tapping my foot'

'[I, I, I'm always like that]'

In the following episode:

'people'll be like 'you're not listening are you?' ((looking downwards)) and I, I'll just tell them everything they just said'

the use of the adverb 'just' as a deintensifier, actually has the opposite effect, of intensifying or emphasising the significance of Alex being able to retell what had been said; there is almost a hint of sarcasm, that he ('just' or) simply did something, which had the effect of disproving the assumptions made about him by people in authority, in this case in school. This linguistic detail helps to support several of the themes that emerge from Alex's narrative, such as: justice in relation to Alex's strong emotions about being misjudged. Alex acknowledges that he 'fidgets' a lot and is 'always moving' but resists the idea that being active necessarily means not listening, which links with his resistance to accept the assumptions conveyed by a diagnosis of ADHD, (which he explains in 130-136). Alex's pleasure at disproving the implicit accusation made by adults in school supports the theme

of justice and relates to his disconnection from school and links with his self-reliance, as he feels self-assured from having been vindicated in the face of doubt.

In this episode, Alex also seems to convey satisfaction that his listening skills have been recognised and appreciated through his tone of voice, facial expression and body language. His intonation pattern is more varied, expressing active engagement and delight, in contrast to the flat intonation pattern at the start of 116, indicating disinterest and even dejection. When talking about helpful strategies and his listening skills, Alex looks directly at the camera, leans forward, smiles, nods and emphasises what he was saying about always needing to move, by looking at his foot tapping as we talk and then looking back at the camera, all conveying his pleasure, enthusiasm and desire to connect. This contrasts with his non-verbal communication at the start of 116, when he looked away more often from the camera, inhaled deeply, rocked on his chair, stretched and leant back with his hands behind his head, all conveying disinterest, reduced engagement and disconnection.

Appendix 23: Categorical-Form Table: Ben

Two episodes from the conversation I had with B and his mum have been selected for categorical-form analysis, based on B's level of involvement and the length of his responses, since B did not participate in the Road Conditions of Life session. The first is the traumatic hospital experience (11) which B chose not to explain in detail but is clearly a significant event leading to a diagnosis of PTSD and anxiety and is analysed mostly in relation to emotional content. The second is an episode (34) in which B talks about the impact of school and how this led to him losing connection with his parents which reinforced for B the importance of connection to promote well-being, which is mostly analysed for cognitive skills.

In my analysis, I have tried to avoid making too many assumptions, but wish to emphasise that my own culture, language, experience and expectations may have affected the interpretations I have made.

Table 6: The episode selected for categorical-form analysis

Episode 11
<p>B: Well. ((looks at M smiling, M nods vigorously)) Yeah, ((looks to L)) <u>I don't really want to go into detail or anything, [because it's hard]</u> ((looks down slightly to L, to front))</p> <p>N: [Mm]</p> <p>B: <u>it's not not nice to speak about</u>, but what year was it? ((looks to M)) 20...?</p> <p>M: 2017 ((M has a very serious expression))</p> <p>B: <u>I went in for a food challenge, ((looking to L, neutral face)) and it all went a bit wrong. I think that triggered a lot of stuff. ((looks to M))</u></p> <p>N: And was that at school then B?</p> <p>B: Er, No, it was (.) it was like um, ((looking upwards to L, neutral face))</p> <p>M: at hospital ((quietly to B))</p> <p>B: <u>it was at hospital ((raises head upwards and eyes looking skyward)) and it was to see if I could eat baked egg, ((looks back to L)) because I'm allergic to egg. ((glances to screen, then down to L))</u></p> <p>N: Oh, okay.</p> <p>B: <u>Yeah.</u></p> <p>N: So it's allergy related thing?</p> <p>B: <u>Yeah, yeah</u> ((looks down to L neutral face))</p> <p>N: Mm. And you (.) you didn't and (.) something (.) it (.) it was (.) it wasn't very nice for some reason?</p> <p>B: <u>Yeah.</u> ((looking to L neutral face))</p> <p>N: Yeah. Okay. So, so don't go into that. (1) But (.) but how did it change things for you afterwards would you say? What, what do you think you felt like afterwards, after that event?</p> <p>B: <u>Well, I ended up having to go to CAMHS ((moves head up and down again for emphasis, still looking to L)) which then I was diagnosed with PTSD ((turns head for emphasis towards screen briefly as says this)) and (3) anxiety ((looks to M))</u></p> <p>N: Mm.</p> <p>B: So</p> <p>N: Yes. Yeah Okay. And (2) so that sounds like that was a significant time for you? ((nods)) Yeah. And so, what year would you have been in four years ago?</p> <p>B: 7?</p> <p>N: Yes, so that just coincided with you going to secondary school as well. ((nods)) Yeah. So did you find secondary school...? How did you feel about that? Um, in year seven? So apart from the hospital side?</p> <p>M: I think it was year 8 actually, B</p> <p>B: <u>Year 8, yeah</u></p> <p>N: Yeah, OK. So did it change how you felt about school?</p> <p>B: <u>I definitely became a lot more anxious about stuff.</u> ((looks towards M)) Especially anything to do with medical stuff. ((looks to screen, neutral face, slight nods as talks))</p>
Episode 34
<p>N: So what about this one, vitality, zest, passion and energy.</p> <p>B: <u>I think so</u> but</p> <p>M: Yeah</p> <p>N: Are you quite enthusiastic the way you approach things?</p> <p>B: <u>Yeah. What are you looking at me like that for?</u> ((laughing as looks at M, with R hand raised for emphasis. Then looks to screen))</p> <p>M: No reason! I just thought you might say 'depending on what it is'.</p> <p>B: Well, <u>yeah, depending on what it is</u>, obviously. ((smiles, hands to head, looks upwards, rubs face)) But I'd say yeah, <u>I try to be</u> ((looks at M))</p>

M: Mm
 B: I definitely wasn't optimistic about stuff previously. ((shaking head, looking to L))
 M: No
 B: I'd never looked at something in a good way. ((rubs face with L hand, looks L)) Ever ((laughs, looks to screen))
 N: When was that, B? When did that go from and to?
 B: Secondary school. ((looks L)) All of it.
 N: When you started secondary school?
 B: I didn't want to go to school. ((looks at M)) No, when I started, I think it was all right. ((Looks L)) And then it slowly went down and down and down. It's just... there's so much work, ((emphasis on 'so'))
 N: Mm
 B: the days were eight till five, half five, ((looking at M then screen))
 N: Oh, gosh.
 B: ((slight laugh)) Got home for about, what, six? Oh it was horrific. And on a Saturday. ((rubs nose, smiling))
 N: Oh, goodness!
 B: Oh, it was, I had one day off ((looks at M)) It was, oh, God, ((looking down, shaking head))
 N: [And that's]
 M: [So it was an]
 N: Sorry
 M: It was an independent school, that was why, he did get longer holidays, but they were long days.
 N: Mm. So it sounds like that drained you a little bit. You felt quite drained from that.
 B: Well, yeah. You know (looking at M), I was just home, straight on my computer, ((shaking head as talks, looks at screen then to front, then to M)) didn't even speak to my mum or dad. Pretty much. The only time I came down was for food and whatnot. ((looking at M)) Which was bad. ((emphasis on 'bad')) Really. Looking back at it.
 N: Why do you think it was bad, for you? I mean, I can see why it was bad for your mum and dad, but...
 B: Because I lost connection with my mum and dad really didn't I? I didn't speak to you much. At all. I think. Yeah, I think it was just a bit, bit rubbish. Really. And I just felt a bit lonely.
 N: Aah
 B: It was sort of my own doing. ((Looking at M, then to L then to screen)) Cos I just didn't...do you know what I mean? I just didn't spend time with you. Got home, went straight upstairs and didn't come down.
 N: You're very wise to be able to see that that's what happened. Because I think a lot of people that age do the same thing actually. What would you say to them? In that position? What would you say would help if you if you could speak to those people?
 B: Um, Spend time with your family really ((slight laugh, looking ahead then to M)). Because ultimately, ((looking to L)) it's like, being on your own constantly's not gonna help. I think, I don't know. ((looking to M))
 N: It seems like it's a bit of a catch 22 when you're in it, because you feel like you've got no energy left, so you just want to go upstairs to the bedroom on your own.
 B: Mm. But you do have energy left, you just don't realise. ((Looking down, nods head as talks)) Because if you just, like even just have like a meal with your parents or just, you know, makes you feel a bit more socialised, I ((looking to L)) I guess, a bit more – I can't explain it, it's difficult to explain.
 M: You're explaining it really well

Investigating Cognitive Skills

B demonstrates exceptional high-level rational thinking which is unsurprising as reflectivity, rational thinking and relational skills have been identified as one of B's identity themes.

B makes many comments relating to abstract general concepts, rather than giving lists of unsupported examples to convey his opinions, for example, he explains that he used to come in from school and go straight up to his room:

Which was bad. ((emphasis on 'bad')) Really. Looking back at it, showing his ability to self-reflect and form an opinion.

B is able to engage on a metacognitive level; he is able to think beyond the immediacy of the situation and can explain how this period made him feel and what he learnt from it:

Spend time with your family really ((slight laugh, looking ahead then to M)). Because ultimately, ((looking to L)) it's like, being on your own constantly's not gonna help.

He is able to take responsibility for his own actions, saying: It was sort of my own doing and qualifies any criticism he makes, in this case he makes an indirect criticism of school, but reflects on this and substantiates it by providing more information:

I didn't want to go to school. ((looks at M)) No, when I started, I think it was all right. ((Looks L)) And then it slowly went down and down and down.

B is able to hold in mind the perspectives of others as well as his own, in fact this is demonstrated throughout our conversations for example, when he responds to his mum's responses with empathy. In episode 34, he says: I just didn't spend time with you. Got home, went straight upstairs and didn't come down. B's sensitivity towards others is also demonstrated by the way he softens his opinion that people should spend more time with their families, by adding: I think, I don't know and continuing:

But you do have energy left, you just don't realise. ((Looking down, nods head as talks)) Because if you just, like even just have like a meal with your parents or just, you know, makes you feel a bit more socialised

Within this exchange, B identifies and overtly makes reference to the value he holds of being connected: being on your own constantly's not gonna help.

Investigating Emotional Content

In episode 11, B's choice of vocabulary clearly communicates the emotion contained in this experience; straight away, he states: I don't really want to go into detail or anything, [because it's hard] ((looks down slightly to L, to front))

He then directly refers to the emotions around this incident:

it's not not nice to speak about
and it all went a bit wrong. I think that triggered a lot of stuff
I was diagnosed with PTSD and (3) anxiety ((looks to M))
I definitely became a lot more anxious about stuff.

The three second pause before he says 'anxiety' and the way that B seems unable to say the word 'hospital' without a prompt from his mum reinforces the negativity surrounding this event. B sometimes uses intensifiers in this episode to indicate the magnitude of emotion that he experienced, for example: 'definitely'; 'a lot' (more anxious).

In episode 34, he uses 'never' and emphasises this with 'ever': I'd never looked at something in a good way. ((rubs face with L hand, looks L)) Ever

And uses 'so' as an intensifier: there's so much work

B talks about his school experience using repetition for emphasis: slowly went down and down and down.

His lexical choices in episode 34 clearly communicate the emotion he experienced:

Oh, it was horrific
It was, oh, God, ((looking down, shaking head))
it was just a bit, bit rubbish

Which was bad, the word bad is emphasised.

B's non-verbal cues also contribute to the intensity of his message about his school experience, for example looking down and shaking his head. B rarely looked at the screen through our conversations, tending to look to the left of the screen most of the time, in the direction of his mum but not directly at her. On the occasions that he did look directly at the screen, it seemed to be for emphasis or to convey ownership of his opinion or feeling. For example, in episode 34, he highlights the intensity of his negative feelings towards school: it was, Oh God, ((shaking head as talks, looks at screen then to front, then to M)) and in episode 11 he emphasised the

power of the diagnosis he was given: then I was diagnosed with PTSD ((turns head for emphasis towards screen briefly as says this))

In episode 11, B's description of the events is conveyed very carefully and he often uses de-intensifiers to minimise emotion, which may be because the experience was so traumatic that he is actively avoiding reconnecting with the intense feelings that were triggered at the time, for example:

The use of 'nice', (whilst the repetition of 'not' might better elucidate the emotion): it's not not nice to speak about; and 'a bit' which understates the changes that this event caused in his life: it all went a bit wrong.

Using the verb 'think' suggests uncertainty despite the impact of the event: I think that triggered...

Although B is extremely articulate, there are examples of times when there are false starts, hesitations and repetitions, which could perform one of several functions for B: it could indicate the level of emotion associated with the events, or that he is uncertain or reluctant to put his view forward, which could link to humility or reduced confidence, or suggest that he is experiencing anxiety during the conversation with me as a stranger:

I ((looking to L)) I guess, a bit more – I can't explain it, it's difficult to explain.

Because if you just, like even just have like a meal with your parents or just, you know, makes you feel a bit more socialised, I ((looking to L)) I guess, a bit more – I can't explain it, it's difficult to explain.

Appendix 24: Categorical-Form Table: Cal

Two episodes from the conversation I had with Cal were selected for categorical-form analysis, based on his level of involvement and evidence of high-level rational thinking. The first, although not part of the Road Conditions of Life part of the BoL process was selected as it does help to illuminate Cal's response to being judged by those in power.

In my analysis, I have tried to avoid making too many assumptions, but wish to emphasise that my own culture, language, experience and expectations may have affected the interpretations I have made.

Table 9: The episodes selected for categorical-form analysis

Episode 30
<p>N: Okay, what about this one? This one says leadership. Are you a good leader? ((nods)) So, can you give me an example of when you've been a really good leader?</p> <p>C: <u>When I'm on my game. I was literally told by these people that I'm a good leader.</u> ((leans forward and then looks at camera and then to slightly to the right))</p> <p>N: Do you have good ideas or do you persuade people to do things or do you show people how to do things? What is it that makes you a good leader?</p> <p>C: <u>I'm persuasive</u>, I am ((looking down at bag in his hands, slightly sneering facial expression))</p> <p>N: I missed what you said then C, sorry,</p> <p>C: <u>I'm mega persuasive</u>, I am</p> <p>N: Yeah, that's a really good skill then. (2)</p> <p>C: Not really cos <u>people can use it as revenge and power thing</u> ((looking at the bag in his hands, slightly slower speech for emphasis and drama, slight creaky voice))</p>
Episode 72
<p>N: So let's think about in what way is it (school) a challenge?</p> <p>C: <u>It's not a challenge! It's a Problem</u> ((looking at camera, left hand in front of mouth))</p> <p>N: Say it again</p> <p>C: <u>It was a problem, not a challenge.</u> ((leaning back and putting right arm bent behind head))</p> <p>N: Okay? You prefer the word problem. So tell me how it's a problem because I already know a little bit you but you, you just [tell] me now,</p> <p>C: <u>[ruined] my life</u> ((looking up to right)) <u>they kicked me out of school for about two years.</u></p> <p>N: Mm</p> <p>C: <u>There's plenty more but it'd take all day to say</u> ((set expression, gaze to right, left arm moves up, then both arms bent behind head and leans back))</p> <p>N: And it sounds like when you talk about school, [it makes]</p> <p>C: <u>[they lie about me an all]</u></p> <p>N: Pardon? Say it again C?</p> <p>C: <u>They lie a lot</u> (leaning back on arms behind head)</p> <p>N: [So yeah, you]</p> <p>C: [Like <u>they say</u> that I threatened kids and teachers like ((still leaning on arms, looking to right))</p> <p>N: [Yeah] so er</p> <p>C: [(unintell)]</p> <p>N: Sorry, C I can't always hear you.</p> <p>C: Well, it's supposed, <u>school is supposed to be for help</u> ((pushing self up on sofa and sitting the the right end of it under duvet, looking at camera throughout)) yeah, <u>saying that I abuse and threaten teachers, how does that help?</u></p> <p>N: Okay, so you feel like that they they lie? You feel like that they reject [you].</p> <p>C: <u>[I don't feel like they lie], I know they lie</u> Miss ((looks away to right))</p> <p>N: Um, And it feels like they're unfair because they misjudge you. So they they accuse you of things that you don't feel that you've done. Is that right?</p> <p>C: <u>Well I have no friends because of them</u> ((leaning head right back on sofa now, with arms away from back of head))</p>

Investigating Cognitive Skills

Although there are many examples when Cal appears to get caught up in the immediacy of a situation, making generalisation and strong criticisms without always backing these up in a well-considered way, there are also examples of high-level rational thinking in Cal's dialogue.

Cal sometimes presents a series of examples relating to a strong emotion, without always expressing metacognitive awareness and making sense of his experience. For example, when he says that *school ruined his life*, followed by, *they lie* (72), in quick succession, he is voicing his anger and indignance rather than conveying clearly what happened and why his condemnation and feelings are justified.

Episode 30: However, Cal is able to communicate at a metacognitive level, and with encouragement he acknowledges his creative/ constructive self and identifies some of his own values, for instance, he tells me that he is a good leader because he is persuasive and provides evidence for this in the form of acknowledgment from an online gamer (30) which demonstrates a level of insight and self-awareness. Following this comment, Cal tells me that being persuasive is not always highly regarded as it can be used in vengeance and to wield power. He does not fully explain what he means, but his tone of voice and facial expression indicate sarcasm and scorn which I took to mean that he had experienced accusations of having used persuasion to exert power and revenge. Cal often uses emotional expression to communicate his message, rather than relying on verbal language; in this case his contempt was aimed at people who had judged him and seems to be linked to developing autonomy to protect himself.

Episode 72: Cal argues that school is a problem and not a challenge (72) which I interpreted to be a way to position school as at fault, rather than it simply posing a challenge that Cal could be expected to overcome. Although he does not explain this, it provides an example of Cal's ability to express abstract general concepts, which may sometimes be overshadowed by his emotive language and emphatic non-verbal expression which he uses to convey the strength of his emotion. The fact that Cal does not often express well-considered criticism or a range of perspectives, could indicate his disconnection from those holding power. For example, when Cal tells me that he knows that people in school lie because of the accusations that have been made against him (see 24), he does not acknowledge any possible misunderstandings or differences in perspective that could underlie such accusations. Neither does he recognise any responsibility on his part, which might reflect his frustration and despair at having been unable to express his opinion effectively to people in power.

Investigating Emotional Content

Cal's strong emotions mostly about school, are expressed through his powerful lexical choices: [ruined] my life; they kicked me out of school. He uses the words: threaten, abuse, lie. He states that he knows that teachers lie about him when they accuse him of threatening pupils, he does not just think they do. Cal's choice of language indicates not only his certainty but also that he does not believe his actions to have been threatening (he was holding his belt and 'cracking' it), he cannot empathise with people who did perceive his actions to be threatening and therefore the only other possibility is that teachers shared his perspective and chose to lie. Cal emphasises his persuasiveness, by adding 'I am': I'm persuasive I am, and then by reiterating: I'm mega persuasive, I am, which seems to indicate pride about this.

Cal makes grammatical choices to make his point and convey emotion, for example he often uses rhetorical questions: saying that I abuse and threaten teachers, how does that help? This serves to place the responsibility on me to take the next turn in the conversation and to respond to the

emotion expressed, which is injustice: Cal says that he wanted to be supported but instead was misjudged and his sentence structure and lexical choices make this very clear and provide a protective function for him by signalling disconnection from the people he criticises, although this also prevents other people from connecting with him.

Cal effectively uses paralinguistic indicators of emotion; when he says: cos people can use it as revenge and power thing, he slows down his speech and uses creaky voice for emphasis and drama which has the effect of conveying scorn about the idea that he would have used persuasion to wield power. His emphatic and angry tone, particularly throughout (72), indicates his frustration and sense of injustice.

Cal uses non-verbal communication extremely successfully to convey emotion. He looks at the camera at key points, often to reinforce his message: Well, it's supposed, school is supposed to be for help ((pushing himself up on sofa and sitting to the right end of it under duvet, looking at camera throughout)), or to convey pride, for example when he says that people had told him is a good leader, he leans forward and looks at the camera. At other times, Cal sits back from the camera or looks away. When he says: There's plenty more but it'd take all day to say, he leans back and puts his arms behind his head which seems to convey disconnection from the people he is talking about and a sense of resignation. Similarly, when he says: Well I have no friends because of them, he leans his head right back and puts his arms above his head which seems to convey blame and that Cal is dismissing them. At times, Cal's facial expression seems to convey anger, neutrality, dismissiveness or scorn towards the people he is talking about; he has disconnected from them.

Appendix 25: Categorical-Form Table: Dara

The episodes selected for categorical-form analysis

Episode 56
<p>D: <u>If I'm on a team, with people, (.) I don't necessarily get along with or I don't know, I won't be as open or as (1) myself in a way.</u> ((looking at screen, eyes moving to sides briefly and then back again as talking))</p> <p>M: I think as well um, you you <u>you excel more at individual sports, like the running, like er [riding]</u></p> <p>D: [horse riding]</p> <p>M: <u>Ice skating, It's almost more solo</u> ((D turns to screen and nods)) <u>and and it's about because I think D needs to control or wants or in a situation.</u></p> <p>D: Mm</p> <p>M: So when you're in a team</p> <p>D: <u>and singing,</u></p> <p>M: yeah, so it's much more kind of solo activity that you excel in more than team activities.</p> <p>D: (unintell) ((looking at mum))</p> <p>N: Yeah</p> <p>M: Yeah, but I do think again <u>like D just said actually that when she used to play football at primary school matches because she knew her peers so well, she could manage that situation better whereas I think when it's (.) team sport currently at secondary where she doesn't know everybody as well and they don't know her, she finds that [much harder]</u></p> <p>D: <u>[there's a] certain way to be a secondary school [whereas at primary school]</u></p> <p>N: [yeah, yeah]</p> <p>M: [Mm]</p> <p>D: <u>like you're childish you're crazy, you (.)</u> ((waving arms around as talking, moving forwards and backwards in seat, looking round at mum then back again)) <u>play fortnight,</u> ((leaning forward and touching something out of camera)) <u>I can't say Roblox cos I still play Roblox but</u> ((looks at screen, laughs, leans back)) <u>it's a good escape Roblox is</u> ((looking down smiling))</p> <p>N: and in terms of sport with um, you know the the teamwork thing is it about fearing letting people down worrying about letting people down if you're in a team.</p> <p>D: Um ((slight laugh, turns head to look at mum)) I got <u>I remember um (.) sports day</u> ((looking upwards as thinking and then back to screen)) <u>in year eight,</u> erm (1) <u>and I had my injured knee</u> ((smiling as looking at screen)) <u>and um I did</u> ((looking down, smiling then back to screen as talking)) <u>well attempted to do 1500 metres and (.)</u> and ((words drawn out as talking)) <u>erm (.) my knee just went after 800. So I like collapsed on the floor</u> ((serious face, looking at screen)) <u>I couldn't like breathe or anything and I just, (.)</u> ((smiling)) <u>I was crying but everyone thought it was</u> ((shrugs L shoulder)) <u>because I was in pain, but I was just</u> like, No, no, no, <u>I've let you all down because</u></p> <p>N: [Aw]</p> <p>D: [like I] <u>promised them all that I'd do it</u> um (2) ((sucks in between teeth))</p> <p>N: So you put a lot of pressure on yourself?</p> <p>D: ((Nodding, looking at screen)) <u>I put a lot</u> (emphasis) <u>of pressure on myself</u> yeah ((slight laugh, head tilted to R))</p> <p>N Yeah. (2) ((D head down, doodling))</p>
Episode 45
<p>D: [Um] (1) ((spoon handle to face, rolling it between both hands, looking up to L of screen)) <u>I (.) struggle (.) with (.) being</u> ((looking to R of screen)) <u>too much</u> ((raises eyebrows)) <u>sometimes</u> ((looks at screen)) <u>I can be a lot</u> ((smiles)) <u>I know I can</u> ((laughs)) <u>I'm well aware of that</u> ((Laughs, looking at screen)).</p> <p>N: Yeah.</p> <p>D: But at the same time, ((Looking up to L of screen, eyes moving to L as speaks)) <u>if someone can't handle my craziness, like, that's just (.) who I am.</u> ((slight smile, looks slightly below screen)) <u>[I can't help it]</u> ((looks down at doodling, slight laugh))</p> <p>N: [(Unintell)] Yeah, that's a good way of thinking about it</p> <p>D: <u>I've always thought that</u> ((turns head round slightly towards mum)) <u>ever since I was little, like, if someone doesn't like me</u> ((turning head back towards screen, looking slightly to the R of screen)) <u>the way I am</u> ((looks down)) <u>I'm not going to change it for that one person.</u></p> <p>N: No.</p> <p>M: You need to be yourself as well, [you can't]</p> <p>D: [Yeah exactly]</p> <p>M: [(unintell)]</p> <p>D: [I've made] <u>I've made loads of friends the way I am</u></p> <p>N: Yes, [exactly.]</p> <p>D: <u>[So if that one] person</u> ((shifting in seat slightly turning towards mum)) <u>can't accept it then that's their fault</u> ((shifting in seat turning back to screen, looking down))</p> <p>N: Yeah ((Laugh))</p> <p>D: <u>Not mine</u> ((touches nose with L hand, shifts in seat, looking down and to L of screen))</p>

Investigating Cognitive Skills

In episode 45, D communicates at a metacognitive level, explaining how she might be perceived by others by saying that she 'can be a lot', by which she might mean that she can be boisterous, direct and spirited. She presents the opinion that she must be true to herself regardless of whether people dislike it, saying that it is a view she has held for a long time and she substantiates her opinion by explaining that she has plenty of friends who accept her as she is. D's high-level rational thinking is apparent: she can hold in mind the perspectives of others and her direct criticism of people who are unable to accept for herself, is restrained, well-considered and based on her deeply held value of authenticity. The episode demonstrates the importance of honesty and trust as a foundation for D's relationships and her ongoing journey to develop self-belief and relinquish the burden of other people's expectations.

Investigating Emotional Content

In episode 56, D introduces the idea of not being open or 'herself', to express the difficulty she has and pressure she feels when she has to collaborate with people she does not know well; the pauses may indicate her searching for the right words, and the way she looks at the screen but then quickly looks away to each side seem to indicate the challenge of revealing her experience.

D nods directly at the screen to emphasise her agreement with the idea presented by her mum that she has more control and less accountability with solo activities. D interrupts her mum, suggesting 'horse-riding' and then speaks over her mum again, when she says, *there's a certain way to be at secondary school*, which seems to indicate her agreement with what her mum is saying: that D was more confident when participating in a team at primary school with peers she knew well.

D uses non-verbal and paralinguistic communicative strategies to express how much she enjoyed the primary school environment; the adjectives chosen are 'crazy' and 'childish' which illustrate the freedom she had to be whoever she wanted to be there. She moves her arms around wildly and rocks in her seat, her facial expression is enthusiastic, her intonation is dynamic, the pace is fast and she emphasises principal words to animate her speech; all of which evoke an impression of a younger, lively child. This seems to mirror the enthusiasm she felt in primary school, in contrast to the unhappiness she experiences in secondary.

The account that follows describing D's race and injury is much more sombre in tone: D speaks more slowly, calmly, quietly, there are more pauses, hesitations and fillers (erm, um) and she elongates her words. She changes her eye gaze as she talks, moving from looking directly at the screen, away from it, and towards her mum, perhaps for reassurance and her facial expression oscillates between neutral and smiling, perhaps smiling helps to regulate her emotion and continue the story. As she reaches the part where she lay on the floor crying, she has a fixed, serious expression and the repetition of 'No, no, no' emphasises the misery she feels believing that she let her team down. The emotion throughout this episode reinforces the importance of connection for D and the pressure she experiences of not letting people down.

At the beginning of episode 45, D hesitates as she talks; there is a short pause between most words which seems to convey emotion as well as emphasis. As she says that she can be, 'too much', D raises her eyebrows which could indicate that she is slightly surprised or disbelieving that people should judge her in this way. D looks intermittently at the screen as she is talking and begins to smile as she finishes speaking, which may be a way of diffusing the emotion tied up with her disclosure or could indicate that she does not subscribe to this perception of her.

Later in episode 45, D looks towards her mum, perhaps for reassurance, just before stating that if people do not accept her as she is then it is their fault and not hers. D also looks at her mum when she tells me that she has had this view since she was little, which could indicate that it has been encouraged by her mum since she was young. As she finishes speaking, D touches her nose, shifts in her seat and looks down, all of which appear to convey discomfort, despite the self-assured words. D's self-belief/ ability to manage expectations is not yet well-established and she often experiences pressure linked to people's expectations and anxiety relating to letting people down. I interpreted the disparity between D's words and her non-verbal communication as evidence that D's parents are working hard to encourage D's self-belief and that whilst she has integrated their advice and ideas into her own thinking, her emotional experience of self-belief is still emergent.

Appendix 26: Critical Analysis Notes: Alex

Linked to his interest in watching and playing sport, Alex recognises personal strengths that he is able to demonstrate in sporting contexts, such as interacting well with others (48), being an effective communicator (46), a good leader which he describes as being able to listen to other people's ideas and make effective decisions based on these (57) and being able to self-regulate by using sport to calm himself (60, 120).

There is a contrast here with the way in which sport provides a context in which Alex can experience success (109) and the lack of opportunity in the school context that he seems to feel there is in which to demonstrate his strengths or develop skills that are important to him (55, 93). The sporting identity which Alex has created with the support of family (and perhaps even school settings in the past although he does not acknowledge this), has an important social function for him in terms of creating opportunities for connection with key people as well as providing an important psychological function for him in terms of providing positive identity constructs which position him as a leader, a good communicator, a friend, an admired family member, a good listener and someone in control of his emotions. It is not surprising that his sporting identity is central for Alex and has almost certainly been actively encouraged/ curated by his parents, as it allows him to be in control in ways that do not seem possible for him in educational contexts; he has agency, his strengths can be demonstrated and are valued and he enjoys connection with others.

Alex does not mention school unless a question relates directly to his experience of it and all of his comments about his school experience are negative or at best neutral. The medical discourse around ADHD, which includes impulsivity, reduced focus and high activity level (41, 116, 54, 49) reflects some of the challenges or obstacles within the school context that Alex offered in response to questions within the BoL framework. He talks about being impulsive and taking risks linked to having no fear and jumping to decisions (51) and sometimes linked to feeling angry. He explains how anger can get in the way of thinking rationally and can cause him to make decisions that he would not make when he is 'normal' (50) but that it is important to him not to act recklessly as he does not want to do things that he regrets, which highlights the significance of close relationships and connection, despite his efforts to understate this due to the sense of self that he has developed based on self-reliance (58, 108).

Things that make Alex experience anger are when people are unfair or unkind towards people he cares about (89), which again illustrates the importance of close relationships to him (21, 72). Alex acknowledges that playing sport can sometimes result in decisions that he perceives as unfair and can cause him to feel anger, but also describes how anger gets in the way of achieving at school (89).

Being excluded had a significant impact on Alex's identity position and left him struggling to move away from the subject positioning imposed on him by people in power in the school context. He has managed this by developing a strong sense of self-reliance so that he is able to minimise the support and influence of others (53) by playing down the significance of close relationships with family and friends (13, 22) and reducing the influence of other people on his opinions (58) and actions (112).

Having stated that adults have not supported or helped him manage the challenges he experiences in school (29, 72), he describes a limited range of ways that he can overcome being distracted: telling himself to focus (87) which is rarely effective, by having a walk, fidgeting, doodling or moving around (116), (Alex was observed to stretch, yawn, doodle, shuffle, tap and rock on his chair almost continually throughout the conversations). Unlike sports settings, the school setting does not provide an environment in which Alex can effectively manage distractions which negatively affects his sense of self in the school context. However, Alex has also thought about goals for his future which also serve an important psychological function of contributing to his positive identity and incorporating his strengths and values. Alex's future plans include travelling (71) to tie in with his interest in sports and being active as well as his desire to be independent and self-reliant (70). He also wants to set up his own business related to engineering which links to his creative strength and as he repeats his interest in engineering, he smiles, sits back in his chair and looks directly at the camera to add emphasis (37).

Although Alex describes challenges that he experiences resulting from acting impulsively (41), needing to keep moving (116), being distracted (54) and managing his emotions (49), he does not overtly link these to the diagnosis of ADHD that he was given. It seems that he accepts these aspects of himself as part of his identity but does not accept them as existing within a 'disorder' (135), but instead experiences them as challenges within certain contexts, but as insignificant or even as strengths in other contexts (59). Alex explicitly rejects the ADHD diagnosis as affecting his identity and conveys a sense that it has been imposed on him (134) explaining that although it affects other people's opinions of him, it does not need to define him (133) and that he has made a personal decision not to be affected by it (131, 136). He articulately describes how the diagnosis can reduce people's self-esteem as a result of changing other people's opinions and expectations about them (132), but that he has not allowed this to happen (134).

Alex articulates the importance to him of justice and identifies with listening to other people's opinions (57) and being able to appreciate their perspectives (53) which underpins a sense of self which includes being fair (61). He experiences anger when he witnesses people being unfair (89). Unfairness and situations when he has not been given a voice (93), when he has been misunderstood and misjudged (117) and when people have failed to carry out their promises (93) have all contributed to Alex finding ways to take back power from those who could hurt him. Alex has achieved this through developing an identity built on self-reliance which performs an important psychological function for him, as it helps him to feel resistant to becoming vulnerable through its expression in terms of actively disconnecting from people, keeping his feelings to himself (56), disregarding other people's expectations (79) or opinions of him (45, 128) and through holding other people to account, before showing them kindness (68), forgiveness (62), openness (67) or gratitude (63).

Appendix 27: Critical Analysis Notes: Ben

Identity construction is strongly influenced by social factors including expectations and values held by family and community and at the same time can serve social functions. Ben's parents have provided a broad range of enabling experiences for him which serve to establish a more positive and hopeful narrative for him, for example: climbing (29), laser clay pigeon shooting (4); airsoft (54) which is an important hobby for Ben and supports connection with his friends; travelling to Australia (2) which provided exciting experiences

for Ben and enabled him to appreciate a different perspective; holidays in Norfolk (3), which provide a source of peaceful relaxation for him away from anxiety-provoking situations as well as connection with family friends. These experiences are interwoven to create a positive and privileged narrative which contributes to Ben's identity construct of being empowered and also have a social function for Ben in helping to him to manage the challenges he faces from experiencing anxiety in social situations.

Ben's parents have had an active role in reinforcing Ben's strengths and values to support him to recognise these which is something he finds difficult, (19). Ben resists the attribution of having a lot of knowledge (23), perhaps this is because he did not feel knowledgeable within the school context. However, the knowledge he has gained through his broad range of interests is highlighted by his mum which seems to serve several purposes for Ben: he is encouraged to appreciate his knowledge, to use this recognition to develop a more empowering sense of self and to feel valued. This is important for Ben as he often makes reference to things that he used to do, such as climbing, being sociable, going to the park (10), going skating (12), with a sense of regret through non-verbal and paralinguistic cues such as shaking his head, looking downwards and having a sad facial expression.

Ben is supported to develop a positive sense of self in various ways. He has an achievable route planned out to join the police which fulfils a social function for him in meeting society's expectation of having an identified career path and promotes a positive sense of self for him, (63). Ben's parents ongoing commitment to reinforce positive aspects of his identity has an important psychological function for Ben, who overtly refers to feeling lucky (40).

Secondary school seems to have had a harmful impact on Ben's sense of self. The stress he experienced in school clearly had a negative effect on his capacity and motivation to engage with peers, (10). The hospital trauma and ongoing anxiety that Ben experiences has affected his sense of self within an educational context, leading to a disempowered narrative, (9). This appears to have been reinforced by not having been given opportunities to succeed at school; Ben's mum states that his strengths were not recognised and that there was a lack of trust that he would be able to succeed (31). Ben does not overtly pick up on his mum's frustration that the diagnosis of ADHD limited people's expectations about what he could achieve in school and instead emphasises the leadership opportunities he was given in cadets.

The traumatic medical event caused Ben to become more anxious at school (12). This may have exacerbated the difficulties he experienced with attention control, (29) and these factors may have combined to impact Ben's ability to engage and succeed at school which is likely to have led to increased frustration and stress which as Ben overtly states, resulted in emotional dysregulation and lack of self-control (25).

Ben experiences tension between his emotional responses at these times and the positive aspects of his identity such as sensitivity, empathy, rational thinking, kindness, connection, humour and reflectivity which ultimately make him less optimistic and undermine his preferred sense of self (34). However, Ben is able to recognise how he can use positive aspects of his identity to overcome some of the challenges he faces, which creates

psychological strength, for example, he told me that he had used his courage to overcome anxiety, (37).

Connection with his parents and family culture through humour (34) and shared narratives serves an important function for Ben, helping him feel known and safe, (30). Ben states the importance of connection, explaining that when he is connected, he does not feel lonely and he feels more positive (34).

Appendix 28: Critical Analysis Notes: Cal

Cal's longest conversational turns consist of the retelling of specific experiences of injustice which preoccupy him and he returns to them several times. These specific accounts are at the forefront of his mind and form his predominant narrative (30, 72).

Cal experiences success through gaming and through rebuilding things that he takes to pieces, but currently does not receive much kudos from these activities. His interest in rebuilding is not entirely valued at home and there is no outlet for him to demonstrate his gaming skills or mechanic skills. Within the educational context in particular, Cal experiences a lack of opportunity to demonstrate and develop skills that are important to him which means that these strengths do not perform a strong social function for him and the effect of the social and educational systems is to undermine this aspect of his identity.

Cal's home context provides a place for him to experience acceptance and validation and strengthens the Connected Self aspect of his identity. His connection with the dogs provides an additional way for Cal to connect with his mum and the family culture and allows him to feel unconditional love. Both the relationship with his younger brother and nephew provide Cal with an opportunity to reinforce a more connected, responsible and nurturing sense of self. However, Cal's home context also presents challenges for Cal; his perceived rejection by his dad may have negatively affected his sense of connection and acceptance as well as strengthening his Protective Self which seems to have caused him to respond by withdrawing completely and resisting the possibility of reconnection.

Cal does not currently appear to have contact with any friends; he used to go out on his bike with peers which provided an important social function for him, but this aspect of connection has been disrupted as he does not live nearby friends from school and no longer sees them there. Cal blames school for positioning him as a victim of his exclusion which has led to isolation and strengthened his autonomous/ protective identity by adding to the anger and resentment he feels. In the absence of resources to cope with this and without a strong affirming sense of self to draw on, Cal has no recourse but to bolster his protective identity which serves to make him less vulnerable by pushing people in school further away and preventing connection.

Cal's narrative positions him both as a victim but also as powerful and autonomous, choosing to disconnect from those who have exerted power over him. The psychological function of his protective self is to resist feeling threatened and vulnerable. This aspect of his identity allows him to re-establish power but at the cost of resisting relationships and relinquishing the experience of success, as it is judged within the education system.

In relation to ADHD, Cal is positioned as powerless, stating that he can't manage his anger 'because of the ADHD' (80) and has little understanding of the medical discourse relating to it. He does not yet appear to have been supported to think about what the diagnosis means to him and it does not provide a helpful psychological function for him. This might be an important role for Cal's AP, the EPS and his family: to encourage him to make sense of the diagnosis that he has been given, so that he may find a way to be empowered rather than limited by it.

The family system also has an important role in helping to strengthen the positive narrative of Cal as a mechanic and by explicitly valuing his other skills, values and strengths so that he can draw on these in future. Cal needs support from the people closest to him to research and plan his chosen route so that he can achieve success in college and eventually in the workplace. There is also a role for his current and prospective educational settings to strengthen Cal's positive future identity and sense of purpose beyond school.

Cal's Future Self performs a significant psychological function for him by providing a possibility for the development of a more positive identity and one which can be valued and reinforced within social and educational discourses. Cal is resilient and optimistic enough to fully expect to increase his range of strengths and skills in the future and his goal of becoming a mechanic serves to boost his preferred identity and provides the potential to develop a strong sense of purpose and validation within the systems he operates within.

Appendix 29: Critical Analysis Notes: Dara

Dara's animal-lover self is promoted by her parents who recognise the psychological function that pets provide for her. They have enabled this aspect of Dara's identity by giving her access to horse-riding and by getting cats and are soon to get a puppy (19) as they are aware that animals help her to self-regulate and this is an important skill for life.

The Animal-lover identity is powerful for Dara as it is distinct from the medical and educational discourses; her identity in relation to animals is protected, she has control over maintaining it so this aspect of her identity provides Dara with agency. There is a lovely co-constructed narrative between Dara and her mum about Dara's passion for insects (54): it is full of laughter, interruptions, talking over each other and adopting voices to animate the story. This memory is significant as it serves to strengthen Dara's animal-lover narrative and gives her power and purpose.

The educational context has impacted on Dara's Connected Self in relation to connection to peers: Whilst connection was supported in primary school, for example when Dara was a play monitor in Year 6 (55), once she reached secondary, Dara felt isolated as she only had one friend at the same school (23, 134). If Dara can sit with friends, she can be more successful in school (100). In relation to connection with adults in school, Dara eloquently explains the sort of teacher with whom she can build an effective relationship: someone who is not strict, is flexible, has a sense of humour and understands how she needs to learn (95). The lack of secure relationships with adults at school means that Dara does not believe anyone understands how she feels (122); she is unable to have a voice without a trusted relationship.

The way Dara talks about EF difficulties and the diagnosis of ADHD suggests that a lot of effort and dialogue has taken place, to help her explore what the diagnosis of ADHD means and how to make sense of it which has an important psychological function for her as she has been able to accept the diagnosis as a helpful explanation, saying, 'it's definitely what makes me me sometimes' (138).

Dara has high expectations of herself (48) and there are several examples of her mum reframing the negative things she says about herself to reinforce the more positive aspects. For example, when Dara is not interested in an activity, she finds it difficult to engage and identifies this as being stubborn (108), which carries an implication of blame. Dara's mum reframes this as a lack of self-belief and subsequent reluctance to expose herself to possible failure.

Dara explains how being cajoled can make her feel that she is not being listened to or taken seriously (115). She gives an example of when her dad tries to cajole her to engage with school which makes her feel that her feelings are being undermined. Dara's mum says that she sometimes pressurises Dara to be more sociable but realises that this adds to her stress in the same way. These examples undermine Dara's Assured Self, as if people put pressure on her she becomes anxious about letting them down, particularly if the focus is something she feels unable to achieve. Dara reconceptualises this as wanting to make her parents proud but it still creates a sense of pressure for her that causes anxiety in case she lets them down (110).

Dara's positionality in relation to school seems completely hopeless and disempowered; she is unable to succeed at school; she tells me that there does not seem to be anything she can do herself to make things better; strategies implemented only work temporarily (123); she is reluctant to consider how her strengths and skills can help because she has no power to change the expectations or the way the system operates (129) and the challenges that school represents are all-encompassing. Dara describes it as being in a deep hole (119) unable to do anything to get out. She strongly resists thinking about Year 10 and 11 being a short phase (131) as this stance undermines the monumental struggle that she still has to face.

Appendix 30: Example of a Letter sent to YP to summarise their sessions

Dear X,

Thank you so much for agreeing to meet with me for the two Bicycle of Life sessions. I really enjoyed meeting with you and finding out about your ideas, opinions and your sense of self.

I have written a summary of the things you told me about in this letter, which I hope you find interesting and helpful. If there is anything that I have got wrong or that I have left out, please let me know so that I can correct it, by emailing me at: XX

You told me that some of the important places and events in your life up until now are:

Home
Primary School
Holidays: Portugal, Skegness
Local park
The estate where you live
Rugby
Taikwondo
Scouts
The XXX AP
XXX AP

You told me that some of the significant people in your life are:

Mum
T
M
E
Nanan
Uncle L
Uncle B
Helen from Primary School
M
Your dogs: Tora and Bert

Important aspects of your identity that came through from our initial conversation included:

- Your connection to your family, particularly your mum
- Your interest in motorbikes and the significance of this in relation to your future
- Feeling accepted and feeling that you belong
- Having supportive relationships with people who know you well and value you

With some help from your mum, you were able to tell me about some of your strengths and values:

Creativity and engineering: You like taking things apart and building things. It is an important part of your identity that you see yourself working as a motorbike mechanic. You also like the idea of stripping motorbikes down when they cannot be fixed. You enjoy cooking.

Knowledge: You are skilled at understanding how motorbikes work and how they are put together. You have a good understanding of the technology needed for gaming.

Persistence: Being persistent is an important part of your sense of self; you and your mum told me that you never give up when something is important to you. We talked about you continuing to go to school despite the challenges and problems you have faced and that this has needed you to be persistent.

Loyalty: You are clearly very loyal to your family and about your dogs and this came across as something that is an important aspect of your sense of self.

Curiosity: You told me that you try new foods and your mum said that you are always keen to go to new places. Being curious didn't seem to be an aspect of your identity that you had thought about, but it is something that seems to drive you to try new things.

Quick reflexes: You are really good at gaming which requires having fast reactions.

Emotional control: You told me that you believe that you sometimes manage to control your strong emotions at school but maybe it does not feel that other people realise this.

Sense of humour: You have a cheeky sense of humour which I could see when I was watching you talk to your mum. You sometimes express ideas that are important to you and your strong emotions using a sarcastic sense of humour. You smiled when you talked about your sense of humour and it is clearly an important aspect of your identity.

Wisdom: Your mum said that she sometimes asks you what you think about something and she values your ideas.

Problem-solving: You don't seem to appreciate how good you are at problem-solving! You can think about how to approach practical tasks such as taking something apart or building something, and you know what to do when you are gaming. Being good at problem-solving is an important aspect of who you are, but I wondered if you appreciate it as part of your identity.

Cautiousness; being sensible: Although you told me that you do not consider yourself to be sensible, you also said that you would stay away from dangerous situations. Perhaps being cautious is not an aspect of your identity that you focus on at the moment.

Leadership: You identify as being a good leader and you told me that people who you game with have said that you are good at leading. You said that you can persuade people to do things and your mum agreed.

Loving and being loved: You are a loving and caring person which came across in the way you talk to your mum and the way you are with your dogs, and this is an important value to you. Your family are important to you and you especially appreciate your mum's love, concern and care for you.

Kindness and generosity: You do kind things for your mum, such as baking things for her and you told me that you buy things for your brother. It seems that being kind and generous is an important part of your identity.

Appreciation of beauty: You were very clear that you liked animals when we talked about nature, so appreciating nature seemed to be important to your sense of self.

Courage: Your mum said that she thinks you are brave; you have tried some extreme sports such as indoor skydiving. Being brave and courageous came across as being an important part of your sense of self.

Fairness and justice: You have a very strong sense of justice in relation to how you feel you are treated which is very important in the way you think about your own identity.

Vivacity, enthusiasm, being active: You said that gaming was something that you felt enthusiastic about. Your mum said that you always have a lot of energy which you agreed with and it seems that this must be an important part of your sense of self.

Gratitude: It was clear that having a sense of gratitude is an important aspect of identity for you. You said that you know that you don't always demonstrate it but that you are grateful for lots of things such as your mum, brothers, your sister, dogs, bikes and your house.

Humility: You don't always seem to appreciate your strengths and values; it seems that you can't always see your strengths or talk about them but I was not sure if being humble is an aspect of your sense of self that you recognise.

Integrity and honesty: Your mum described you as being genuine and that 'what you see is what you get'. It seemed that this is a strength that you identify with.

Some of the important places, events and ambitions to you in the future include:

- Getting your driving licence
- Doing an apprenticeship at college
- Working as a motorbike mechanic and stripping down bikes
- Going on holidays
- Spending time with your family
- Continuing at XXXX AP and XXXX AP
- Spending time with friends

Some of the resources and supports that you can use in the future:

- Words of advice from your mum

Hugs and comfort from your mum
Getting comfort from being at home and snuggling up on the sofa
Gaming as something that relaxes you
Being with your dogs
Walking your dogs

The journey towards your goals and ambitions:

We talked about the problems that you have faced on your journey towards your goals and ambitions and how your strengths and values might help you with these.

You talked about your goal to get onto an apprenticeship to become a motorbike mechanic. You see school as being a problem that gets in the way of you succeeding with this.

You said that not being able to attend school is a problem because it might stop you going to college and getting an apprenticeship.

You said that you do not trust that you are wanted in school.

You said that not being able to attend school has prevented you having contact with your friends and that because of this you feel lonely.

You said that sometimes learning skills such as concentration, thinking and remembering might have been a problem for you when you were in school and that you think you didn't have enough help to be successful with your learning when you were at school. You are worried that you have missed a lot of learning because you have been out of school and that you have a lot to catch up with and this makes it harder for you to feel positive about learning at school.

You felt that people in school hold all the power and make all the decisions about you which affect your future. You chose to think about school being like a hole that you fall into (rather than a barrier to go round, a hurdle to jump over, a mountain to climb or a flood to wade through). This seems to show that you feel powerless and stuck in relation to school.

You said that some of the problems that you have with school are:

- Adults in school have misjudged you, made assumptions and accused you of things that you have not done.
- Being unable to be heard or to make your opinions and views known.
- Adults in school do not trust you and you feel that this is unfair.
- Your own strong emotions such as feeling angry can be problematic and how you respond to people at school when you feel angry.

- ADHD: You said that the reason you have difficulty in managing your anger is because of ADHD.

You do not see your family or friendships as problematic.

We talked about how your strengths, values and resources have sometimes helped you to deal with some of these problems in the past, for example:

- Your resilience to keep attending school despite the problems that school represents to you
- Your courage to go back to school after periods of not being there and despite feeling that people do not understand you
- Your persistence to engage with school despite feeling rejected
- The confidence you have to voice your opinions
- Your humour and sarcasm as a way of protecting yourself from the negative messages you receive
- Feeling loved and valued at home has given you strength and meaning in your life

You were keen to point out that there would be more strengths to add to your list of strengths and values in the future.

Whenever we were talking, you seemed to use movement and fiddling with objects to help you to stay focused and to listen. Fiddling with an object can help you and this could be discussed with adults at school so that people do not think you are being rude or not listening.

It seems that strong emotions such as anger can get in the way of how you get on with others and can sometimes get in the way of your learning. It seems that when you feel other emotions such as being lonely, hurt or feeling overwhelmed, these might come out as anger.

Being loved and loving is an aspect of your identity that you value and you told me that it was important to you to communicate how grateful you are about the things you have, such as your home and your family. I wondered whether some of your strengths such as your loyalty, lovingness and gratitude might be hidden from those who are outside your family. Maybe other people do not appreciate these values and strengths in you?

I hope that the Bicycle of Life process has helped you to recognise some of your strengths and values and helped you to have a more positive and powerful sense of yourself. I hope that it might help you to remember that you have used your strengths to get through challenging times in the past, and that those experiences can give you confidence and optimism for the future.

I very much enjoyed talking with you X and hope to see you again soon,