



**The experiences of consultees in Mentalization Based Consultations (MBC):
A Narrative Inquiry.**

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Abstract

Mentalization theory (Fonagy & Target, 1997) has been adapted into an applied, originally clinical use. It is described as the ability to keep the mind in mind; appreciating ones' own and others' needs, motivations, thoughts and feelings rather than conceiving others through unappreciative narratives that may lead to relational rupture. It may be of pertinence for Education & Child Psychologists (ECPs) when appreciating the dyadic relationships between adults and children where stressful situations may limit this capacity.

With the applied use of Mentalization in education relatively sparse, Mentalization Based Consultations (MBCs) were developed to explore whether more a psychological experience would be more helpful for consultees in stressful work-based situations.

This study details participant consultees' experience of MBCs over 2 session (Pilot Study) and 3 sessions (Main Study) as an opportunity to explore their experiences of working closely with a child with Social, Emotional & Mental Health (SEMH) needs and Autism. 4 levels of analysis were completed. An Analysis of Narrative; searching for potential shifts in mentalization over 3 MBC sessions; A Narrative Process Coding System (NPCS; Angus & Hardkte, 1994) to appreciate the structure of narrative over sessions; A Narrative Analysis of Voice (adapted from Brown & Gilligan, 1993) and finally a Narrative Analysis of a summary interview based upon Buttina (2015).

Analysis suggested that MBC may allow ECPs to understand a richer understanding of consultees positioning. Consultees appear to develop what may be described as their meta-cognitive abilities, to reflect and adapt to needs more confidently and apply this to more than one child. It was appreciated as containing and restorative relative to the stress they experienced at work. 2/3 sessions of MBC did not seem to facilitate readiness for longer-term change. Prolonged consultative involvement is therefore proposed for staff working with complex needs.

Dedications & Thanks

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1. Introduction: Positioning & axiology

This section explores my positioning as a researcher, from both my personal, experiential influences and perspectives, as well as ideologies to which I am more hypothetically aligned.

1.1 Personal Positioning

My chief motivation for applying to become an Education & Child Psychologist (ECP) relates directly to this research and my previous roles prior ECP training. Leaving the Primary Classroom in 2015, I spent the intervening years as an Advisory Teacher for a Local Authority specifically to support children considered to have Social, Emotional & Mental Health (SEMH) needs of whom, often were in complex social and school circumstances. I was fortunate that in this time I was able to combine study and experience (an MSc in Applied Clinical Psychology) and began my training in 3rd Wave Cognitive Behavioural Therapy for Children and Young Persons (CYPs) to develop therapeutic skills. These experiences have significantly influenced my choice of study and my positioning:

- Anecdotally I was struck, when working alongside school staff, that meetings which were less structured and allowed for staff to share, more openly, their needs (often very emotionally) in a contained manner were perhaps more meaningful than structured problem orientated/ solution seeking ones. I began to wonder about the importance of addressing the emotional experiences of staff rather than examining 'strategies' to change behaviour or the professional's behaviour.
- Increasing my therapeutic skills when working with CYP seemed to bring richer qualities to interactions (such as containment and validation), which seemed to support the enhancement of greater self-knowledge and change.

Prior to this, I greatly enjoyed classroom practice and was also considered to have good 'behaviour management skills.' However, my perception was that I had some but largely relied upon my relationships with children. It was important to me and the children I taught to have fun in the classroom. On reflection, I wondered if this attitude supports the development of a responsive community, which made 'behaviour management' easier as people felt safe, valued and hopeful. Sadly though, these elements were not core-elements of my teacher training scheme.

From this I wondered whether relational and therapeutically informed skills may have more yield for people in our presence than processes that focus on problems and exception hunting, where the quality of relationships or feeling within them may not be explicitly explored. I hope that by studying this in more detail, with myself immersed

subjectively within it (as a consultant-researcher), my practice will become more informed too.

1.2 Ontological Positioning

My philosophical views strongly influence my thoughts about how knowledge can be conceived scientifically. My views align to ‘Cosmic Nihilism,’ (Crosby, 1998) that the universe is a physical space, the nature of which is effectively unintelligible to human beings. Ultimately, one day it will end when all energy ceases to travel across its ever-increasing, incomprehensible vastness (Cox & Cohen, 2014). There is no hidden meaning to this structure; it is indifferent to those within it who may be considered sentient or conscious. It will, eventually become hostile when the essentials for maintaining life are no longer available. Any meaning the universe has, is imposed upon it by those considered sentient within it.

Unlike nihilism, cosmic nihilism places more emphasis collectively on humanity’s experience rather than the individuals’ and therefore provides scope for expressiveness... In answer to that ultimate question, “What is the meaning of life?” The answer is likely to be in the question: meaning. Those in the universe who are sentient and observe it are free to draw their own meanings onto it – painting ideas on to a dark, endless canvas. It is the pessimism within this view that may actively push sentient beings towards finding meaning.

This stance has profound implications for what it is to be human and endeavours such as this (research), that we make, create and refine meaning which is laid upon our experience of the universe or ‘the world.’ As these meanings are paradoxically both meaningful and meaningless, there are no singular truths that science will find. Potentially, further possible ‘*truths*’ may lie beyond the limits of human consciousness, the presence of which may be an evolutionary mirage that only allows glimpses and versions of reality from a unique, solely, human perspective (Humphrey, 2012).

In keeping with this philosophy, for this piece of research, an ontological position that aligns closely is a Narrative perspective, where the subjectivity of *meaning* is central (Bruner, 1991; Crossley, 2000). This acknowledges that various sciences and ‘ologies’ are stories that attempt to add meanings to all below the night sky. These stories are meaningful and are likely to serve an important psychological need: to make meaning (Morgan, 2000).

It should be acknowledged that the Mentalization discourse is adopted as part of this study (whose evidence base initially stems from realism), will be studied as what I conceptualise as a ‘sub-narrative’, the application of which may be useful in schools (*figure 1, below*). Despite the discrepancies in Mentalization’s scientific genesis, it provides a model of how information and meaning is shared between people through relationships, a phenomenon which is of interest to me.

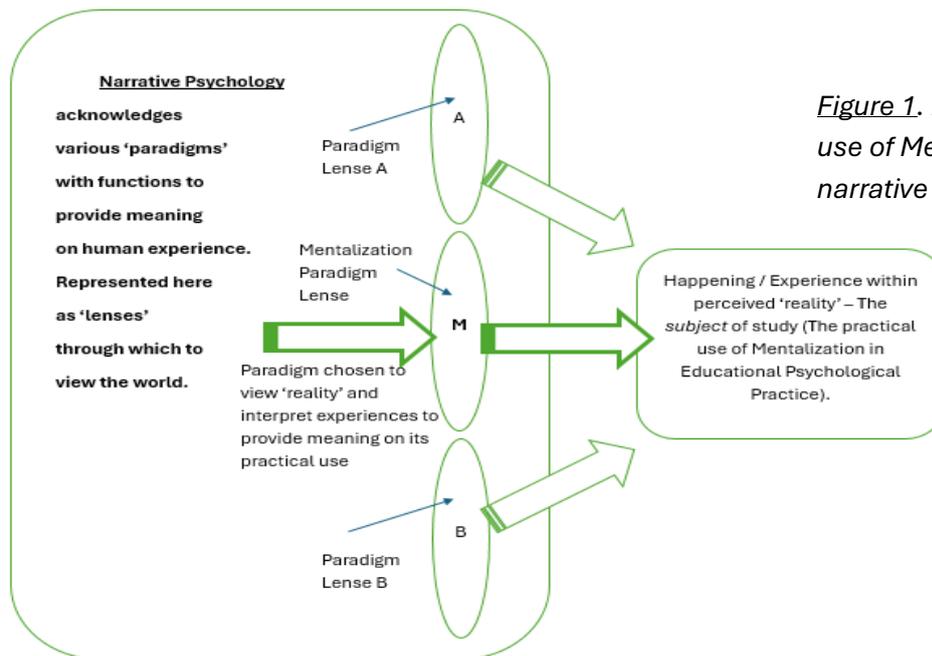


Figure 1. Demonstrating the use of Mentalization as a sub-narrative within this study.

2. Literature Review

This section explores different areas connected to my research concerning theoretical perspectives related to dyadic relationships including mentalization as well as to provide a contextual understanding regarding Teaching Assistants (as participants) and consultation in the UK context.

2.1 Socialization & Intersubjectivity

A convergence is emerging across several psychologically interested disciplines, that relational and social experiences are fundamental to our existence (Cappas, Andres-Hyman & Davison, 2005; Watt, 2003). Central to the majority of these discourses is the role of adults and the care they provide in holistic child development:

- Evolutionary Psychologists pose that humans pass the majority of information through cultural, mimetic inheritance, requiring us to organise into systems (such as families); Blackmore (2001), Humphrey (2012).
- Social neuroscience & epigenetics: relationships are critical in stress tolerance, regulation and executive functioning: Biven & Panksepp (2012), Cozzolino (2013), Meaney, (2010), McCrory (2017; 2019), Perry (2008; 2009), Shonkoff & Garner, (2012), Van Der Kolk (2014).
- Psychology and applied therapeutic practice: people construct their sense of self and world from early relational experiences: Hughes (2006), Liotti (2004), Liotti & Gilbert (2011) & Young, Klosko & Weishaar (2006).
- Research into infant-parent dyads: Fahlberg (1994), Tronick & Beeghly (2011) and social constructive perspectives (Berger & Luckman, 1966) underlines the importance of these interactions in forming self and social meanings.

Various paradigms have attempted to cast light on the child-parental/carer dyad important in socialization. A range of terminologies are used in attempt to elucidate this human experience; Rhythmicity (Ciccone, 2013), Intersubjectivity (Travarthen & Aitken, 2001), Intersubjective Co-regulation (Hughes, 2013), Mind-mindedness (Hughes, Aldercotte & Foley, 2017), Relational Safety (Porges & Dana, 2018), Attunement and Radical Empathy (Ratcliffe, 2002; 2012), Bion's concept of Reverie (Sampolahti & Laitila, 2023) as well as Reflective Functioning and Mentalization (Fonagy & Target, 2003). Arguably, *Intersubjectivity* has become a word used beyond its initial theoretical terminology, but across paradigms to describe the experience of one in relation to others (Thompson, 2005).

Born as neonates (Humphrey, 2012; Sagan, 1977) children must learn a whole raft of skills and knowledge to navigate the world around them socially and intellectually (Lewis & Rudolph, 2014). They must also negotiate their own, inner experiences (Tronick & Beeghly, 2011). Conducive, intersubjective dyads are said to support the emergence of executive functioning, reflective and metacognitive skills as part of neurocognitive development (Panksepp & Biven, 2012; Perry, 2008; 2009; Ringel, 2011; Siegal, 2012); their affect regulation, self-awareness and relatedness to others (Briere, 2007; Ehrenthal et al; 2018) and latterly, the experience of a meaningful and productive psychological healthy life (Young, Klosko & Weishaar, 2006). Bernier, Carson & Whipple (2010) refer to this process between and within the dyad as 'co-regulation,' with parent/carers mediating both affective and cognitive development of the child. This must be done in a loving, secure physical and social environment (Alisic et al, 2014; Gerhardt, 2004; Perry & Szalavitz, 2006; Silver, 2013) without such, concepts such as Developmental Trauma have been reified (Hughes, Hudson & Golding, 2019; Streeck-Fischer & Van Der Kolk, 2000) to appreciate the disconnectedness and distress children may experience in where abuse and neglect have replaced love and empathy (Treisman, 2017; Van Der Kolk, 2015).

2.2 The Importance of Intersubjectivity: Relationships in Educational Settings.

Relationship building and repair has become a central facet in clinical and therapeutic practice to support people with adverse or confused life experiences, irrespective of the mode of therapeutic intervention (Cozzolino, 2010;2013; Coutinho, Decety & Silva, 2014; Jones & Pulos, 1993). Hughes & Golding (2012) explain that within the supportive practices that mitigate unconducive, relationally traumatic dyads, acceptance, curiosity, empathy and playfulness must take centre stage as part of the intersubjective relationship. Cameron & Maginn (2008) implore caring professionals to act with Authentic Warmth to replicate this developmental need, whereas other practitioners emphasise the need for practitioners to foster 'Relational Safety' (Porges & Dana, 2018, p120) so that stress and defensive systems can be lowered, and opportunities for change, learning and growth to appear.

Equally, there is a solid body of evidence in education that emphasizes the importance of relationships (often referred to as Teacher-Student Relationships [TSRs]) for effective classroom management (relating to children demonstrating expected behaviours) and educational achievement (Opdenakker, Mualan & Den Brok, 2011; Wentzel, 2012). Notably, interventions such as Nurture Groups (Cooper & Whitebread, 2007) and whole school approaches such as Restorative Practice (Cremin & Bevington, 2017) have emerged across educational settings to promote the importance of empathetic, relational practice as part of community-building that aim to foster more conducive learning and working spaces. Newman & Clare (2016) stress that understanding the learning and mental health needs can only be understood in cultural and social contexts; thus relationships within school are of critical value in an ECPs formulation.

TSRs also appear to be important in identify formation, of further importance when learners transition (O’Riordan, 2015). It plays a role to mediate classroom misbehaviour without the use of punitive means (Mowat, 2010; Yuan & Che, 2012) and support the autonomy and confidence of learners (Wubbels & Brekelmans, 2005).

More intriguingly, TSGs appear part of what some psychologists refer to as an intersubjective system that ‘feedbacks’ upon itself (Orange, 2009; Stolorow, 2013). Jederlund & Von Rosen (2022) recently concluded that TSRs were integral in perceived student-teacher support, increased learner self-efficacy and greater on task self-regulation. Furthermore, Li, Bergin & Olsen (2022) discussed that positive TSRs may be part of a dynamic that leads to better teaching practices. Teachers become more invested and likely to scaffold, support, check-in and provide more constructive feedback. I wonder if this demonstrates a teacher ‘holding children in mind’ in reference to Bion’s psychodynamic containment (Mizen, 2009). Does though, the teacher experience *what it might be like* for the child and provide reflexive support? The possible intersubjectivities between the learner and adult were not explored, nor the psychological changes as part of these transactions. Frymier & Houser (2000) did however, explicitly refer to psychodynamics in their research, stating that positive TSRs provide ‘Ego support’ (p216), where the teacher promotes the confidence of learners in relation to the emotional vulnerabilities that they may encounter with challenge. What cannot be discerned through the literature specifically is whether these supportive attributes of teachers are part of professional behaviours that make *good teaching* or part of an interpersonal quality that they value (Aldrup, Carstensen & Klusman, 2022).

2.3 Critique of TSR studies.

Despite the wealth of research, studies of TSRs are troubling. This is exemplified with Goktas & Kaya’s (2023) robust study of 17 meta-analyses. They were able to draw statistical distinctions between positive TSRs and positive outcomes but could not comment on the quality of relationships or possible psychological processes within them. TSRs can be considered a rather nebulous term in literature. Reviewing over 40

studies, Aldrup, Carstensen & Klusman (2022) noted that TSRs may have different interests per research paper (e.g. one emphasising motivation, one behaviour management styles). Interestingly, despite the wealth of research suggesting positive outcomes of TSRs, Aldrup, Carstensen & Klusman (2022) further noted there is no clear link between teacher empathy (as a quality of TSRs) and the degree to which students might feel supported. It is likely that this phenomenon (empathy) is present but not substantiated in methodologies within the literature that explore a more nuanced effect of this intersubjective quality.

These studies appear to demonstrate mutually beneficial effects of TSRs (academic achievement and teacher wellbeing) but do not explicitly mention student wellbeing as a marker of 'success.' Nor do they appreciate the tautology of their research. Do TSRs cause better results or are they a result of it? A point exemplified by Silver & Zinsser's (2020) research regarding the sensitivity of children in the quality of the intersubjective experience. Of 124 correspondent teachers, those experiencing greater levels of stress and depression were more likely to request the removal of children from their learning environment on a long-term basis. They concluded that their general experience of stress was affecting their capacity to respond to the needs of certain children. Considering Bronfenbrenner's (1986) model where various interactive factors may influence an individual; there are several factors which may be elevating both positive and negative TSRs yet may remain difficult to extrapolate within these studies. The term TSR may significantly underestimate the complexity of a multi-faceted social-psychological experience.

Constructionist minded studies may offer greater elucidation. Sheffield & Morgan (2016) explored the perceptions of children and young people (CYP) identified as having SEMH needs. They suggested that strengths and difficulties were interdependent in the perception held relationally between themselves and teachers. Equally, Stanbridge & Mercer (2022) concluded that the language used (as the expression of thought) by teachers supporting children with SEMH needs had an important place in the framing and response to those needs: the way the language constructs thoughts about the child and how the child is therefore symbolised and seen. In both studies, the language used to construct a child had ramifications on the quality of the relationship and actions within the learning space and ultimately, the experience of the child and their needs. Those studying intersubjectivity as a phenomenological interaction, such as Thompson (2005), place an emphasis on the use of language (both internally and externally) used to construct and signify the other.

In this section all the documented studies suggest that relationships are important in school, but the clarity of research into TSRs may not adequately grasp adults' intersubjective position of children and vice-versa. This may not be helpful when trying to apply science practically. The way adults feel, think, represent and signify the child to

themselves and others within that system, the language used to do this is only starting to be explored more comprehensively. Due to this, as I will argue below, a more nuanced discourse may have utility when applied to consider adult-child dyads both in family, clinical and, specifically for this research, school settings.

2.4 The Concept of Mentalization

Mentalization has emerged to become a prominent theory and application within the last 20-25 years (Midgley & Vrouva, 2014). It has been described as “A form of imaginative mental activity, namely processing and interpreting human behaviour in terms of intentional states,” (Fonagy et al, 2002, p16). The ability to mentalize is said to allow us to make sense of ourselves and others in reference to subjective states of mind as well as behaviour (Target & Fonagy, 1997). The theory has emerged from three fields of psychology and potentially could be considered a robust discourse, drawing upon developmental cognitive neuroscience, attachment theory and primarily, psychodynamic theory (Fonagy & Alison, 2014; Koster, 2017). Mentalization as an ability is considered essential in forming lasting and fulfilling, reciprocal relationships as well as supporting oneself (and others) in affect regulation, considered important when existing harmoniously within social groups (Hagelquist, 2017).

Confusingly, Mentalization’s scope as a theory and application has broadened so much, that the word has become to be representative of elements of the theory and practice. Hopefully, this subsection will attempt to clarify the broadness of these definitions regarding theory and use as the term ‘Mentalization’ can refer to the quality of a relationship, a therapeutic intervention, intra and interpersonal socio-emotional and cognitive capabilities as well as the homonymous theory which encapsulates all of the above (Target & Fonagy, 2002; Bateman & Fonagy, 2009, Lysaker et al, 2021). Before delineating these meanings, I shall firstly clarify that during this research the term Mentalization (capitalised), is a noun, referring to the theory of Mentalization whereas with uncapitalized use (‘mentalization’), a verb, referring to the act of using what are considered mentalizing capacities.

History and initial applications

Historically, Mentalization as a theory emerged hand in hand as part of a treatment approach for people with recurring and significant needs, initially conceptualized as ‘Personality Disorders’ (Bateman & Fonagy; 2004, 2009) that is typically referred to as Mentalization Based Treatment (MBT). It was developed in response to clinicians who considered that people who had experienced relational difficulties in childhood including strained attachments with caregivers appeared to have difficulties appreciating their own and others positioning making it challenging for them to be self-compassionate or empathetic to others (Midgely et al, 2021). This was problematic for them, as it often left *patients* feeling detached and unfulfilled in relationships or experiencing significant

difficulties in regulating their moods or acting upon impulse. Clinicians perceived that it was difficulties in these areas that were causing difficulties in day-to-day functioning rather than symptoms associated to categorically described illnesses such as anxiety, mania or depression for example (Midgley et al 2017).

Mentalization therefore claims a strong evidence base in the mental health services as MBT is considered effective as a support for people with difficulties in affect regulation and relationship forming; (Bateman & Fonagy, 2009; Midgley & Vrouva, 2012). Its scope has diversified towards children and adolescents (Muller & Midgley, 2015; Roussov & Fonagy, 2012) as well as systemic engagement (Bateman et al, 2019). However, Midgley, Sretcher & Slead's (2021) meta-analysis suggested that the diversity of Mentalization's applications has made it hard to determine its successes (finding 29 variants). They note that such a range of practice within its application has made it hard to appreciate its effectiveness as diminished fidelity of the intervention has repercussion in terms of quality assuring the approach and it as a subject of study.

More recently, Mentalization has been applied as an intervention in schools (Bak, 2012) (discussed in section 2.6) as part of systemic projects and a therapeutic intervention, although this appears to be relatively less established than its clinical application. Its emergent role in education, arguably, makes this study of increased interest with an appreciation of use and purpose not fully implemented into a coherent approach.

Mentalization Theory; the Dimensions of Mentalization

Integral to the theory of mentalization are 4 dimensions of mentalizing or thinking styles. These shift the theory's propositions beyond cogno-centric ideologies of child development such as Theory of Mind (Baron-Cohen, 2001; Frith, 1994) and modulation theories of cognitive development (Karmiloff-Smith, 1992). Mentalization as a theory, acknowledges the ability for both affective and cognitive psychological appraisal, not just of oneself, but others too. Unlike Wundt's theory of Introspection (Valerie, 2015), Mentalization acknowledges the mind's creative ability to consider oneself but place us in the minds of others and consider ourselves through their eyes and their mind through ours. This then, allows scope for humans to consider intentional states of other people beyond surface behaviour which is a more immediate source of information, to forming more robust interpretations of their needs or actions.

It is claimed that the multi-faceted construct of mentalization, "... gives shape to a psychological form of self-consciousness" (Guerini, Marraffa & Paloscia, 2015, p3), conceptualised into 4 dimensions (see figure below). It is said that this allows us to consider our own needs and attitude with greater insight, considered essential in therapeutic or processes of change; Ludeman, Raburg & Sylke (2021).

Figure 2. The Four Domains/Dimensions to mentalizing displaying the 4 hypothesised dimensions to Mentalization. Inspired by Hagelquist (2017).

Affective / Cognitive Are we attuning to our thoughts, feelings, sensation experiences or both?	External / Internal Are we focusing on behaviour or the possible conditions inside?
Implicit / Explicit Are we putting mental effort into understanding a situation or is it more automatic?	Self / Other Is focus upon ourselves or another?

Hagelquist (2017) states that a balance is required between and within these dimensions which is essential in our ability to perceive autonomy (and self-control); regulating oneself and providing the basis to form and sustain meaningful relationships. This is bestowed by mentalization's capacity to negotiate ourselves through complex social world (Ensink et al, 2014; Ringel, 2011). The culmination of these is that we can then build a coherent sense of self. (Fonagy, Gergely & Target (2007).

It is acknowledged that we do not need to be mentalizing all of the time: thinking deeply in a multi-faceted manner about other people would be time consuming and draining (wang & Huang, 2024); nor, the continual analysing of another person may not be helpful relationally either (Hagelquist, 2017). Instead, it is claimed that when we are familiar with other people such as family members and friends, most of the time we do not need to mentalize their positioning and intentions as we are so familiar with them, we may know implicitly what they are likely to be thinking, feeling, need and may act (Hagelquist, 2017). However, there are times when the actions and needs of others may confuse us and, in these moments, we may be quick to form non-mentalizing narratives or perspectives of them that could become detrimental to them or the relationship in which we are situated. At times of confusion or challenge, we may need to be more explicit in our thinking, putting effort into trying to appreciate the others' position (e.g. a child that has suddenly become very angry with no obvious reason). It is in these moments that mentalizing oneself in relation to another and vice versa, can be protective to the quality of a relationship, but also support the regulatory function the other person too (Fonagy, 2003; Volkert, 2022) At times this use of mentalizing may be referred to as Reflective Functioning (Target & Fonagy, 1997) to acknowledge the effort one might use into a more reflexive stance towards another person. Reflective Functioning may be required by therapists towards their patients; parents towards their children or any situation where one or two people have experienced a confusion or challenge in understanding anothers' behaviours, intentions and needs; Allen, Fonagy & Bateman (2008); Ludeman, Raburg, & Sylke (2021).

Rather importantly, it is these four dimensions that people in therapeutic roles are encouraged to be mindful of and foster; that they must mentalize both themselves and the client within the change process otherwise, it is believed, the client may not adopt a mentalized stance themselves, limiting their capacity to arrive at new meanings, interpretation and skills. (Allen, Fonagy & Bateman, 2008).

Mentalization and Mentalization failure.

As mentioned, there are times it is claimed, when we are not required to mentalize as relationships or interactions may be smooth and predictable. However, there are times when we may feel confusion or challenge wherein we may shift to non-mentalizing or pre-mentalizing states or stances of mentalization failure (Gagliardini et al, 2020; Hagelquist, 2017). It is alleged that we are more prone to these ‘failures’ when experiencing stress that relates to a situation we are in, or if experiencing stress in a more enduring manner. Fonagy (2003) has conceptualised these into four main areas as presented in the figure below. Non mentalized stances have also been referred to as hypo mentalization, where someone may not place much explicit effort to appreciate the position, needs, motivations, thoughts and feelings of another person as well as hyper mentalization (similar to pseudo mentalizing), where people may elaborate expansively about another person’s psychological states to a point that is definitive and all knowing, restricting the integration of new information (Yang & Huang, 2024). The table below exemplifies the predominantly agreed forms of non-mentalizing.

Figure 3. “Pre-Mentalization States” / “Mentalization Failures”

Teleological	Psychic-Equivalence	Pretend Mode	Pseudo-Mentalizing
Mental states become relate to the actions of others rather than what they might be thinking, feeling or saying. E.g. My friend didn’t share his crisps with me, he hates me vs. He must be really hungry!	Reality and mental states begin to merge as the internal affects and cognitions present the outside world. E.g. “You know I don’t like it when you don’t tidy up... you do this on purpose to upset me.” Vs. He can’t possibly know this irritates me.	People may appear to be thinking something more helpful regarding someone else, but they struggle to transfer this into their actions and outside world.	This may sound and look like Mentalizing (as one may be interested in another state of mind) but people may draw simplified conclusions or appear certain that this is how another is, rather than being open to uncertain reasons.

Figure 3. Demonstrating non-mentalizing states of mind. Inspired by Hagelquist (2017) & Uzar, Dmitrzak-Weglarz & Sloprien (2023).

Mentalization Theory & Epistemic Trust; a developmental perspective

Experiencing non-mentalizing and mentalizing are claimed to be critical parts of child development in the way the foster the ability to inter and intrapersonal insight one

might need in social situations; Fonagy, (2003). Yang & Huang (2024). Where other theories might claim that our experiences affect our genetic expression (Colich et al, 2020; Huang, 2011) or our neurological architecture and stress responses (McCrory et al; 2019; Perry, 2009), Mentalization purposefully states that there must be psychological interface between the external and internal worlds of experience which cause the experiences to then affect us and become meaningful.

Fonagy (2003) argues that mentalization involves a psychological appraisal system that acts as an interface between the internal and external worlds of experience. a meaning making capacitor which evaluates a situation and what it was like and means to us. This mentalizing capacity is developed and fostered, chiefly, through an empathetic interlocutor (Liotti & Gilbert, 2010); the scaffolding, revising and narration of experience affectively and cognitively is critical to positive wellbeing and conducive interpersonal relationships. It is theorised that the Interpersonal Interpretative Mechanism (IIM) operates from infancy which helps us to form both affective and cognitive meaning but only through the intentions of parents/carers towards and with us (Fonagy, 2003). This idea (that we psychologically appraise events rather than them simply effect our nervous system) is supported by instances where strong cultural narratives appear to mitigate stress responses (Muldoon & Lowe, 2012).

Mentalization develops through the IMM more comprehensively when parent/carers are actively engaged in a dialogical meaning making process that scaffolds both the emotional and cognitive understanding the child/infant and others. Fonagy suggests that through a process of mirroring, a child has their emotional expression contained and re-presented to them by their care givers, who acknowledge their child's emotional state. Whilst the ontological validity of IMM in relation to mirroring has been criticised (Koster, 2017; Liljenfors & Lundh, 2015), it is believed that parent/carers mirror infants affective states to them in a 'marked' (clear) and 'congruent' (good fit) fashion, synchronising the dyadic experience (Liljenfors & Lundh, 2015, p43.) Parents/carers that 'keep the mind in mind' e.g. wonder if their baby's cries are because they are cold rather than 'irritating' will connect a baby's internal experience to a meaningful external interaction; furthermore, these moments provide words (cognitive scaffolds) that describe that inner experience and enrich it's meaning (Fahlberg, 1994).

In acknowledging and referencing this, the adult supports a mediated emotional response (co-regulation) whilst also providing a language to couple the emotional experiencing to cognitions with supportive constructions in the form of labelled feelings (Fonagy, 2003). Where children are likely to develop useful mentalizing abilities, parent/carers are said to regularly engage in narrative self-construction with them from infancy, which might involve imaging others' feelings or labelling their needs on the basis of their actions (Guerini, Marraffa & Paloscia, 2015). Gradually, the child can come to know their own mind and the mind of others so that they are more successful at

negotiating social dynamics and regulating their own needs whilst being mindful to others' too.

This perspective is critical in Mentalization Theory, which presents a strong paradigm within developmental psychology, as the capacity to mentalize (to know one's own needs, mind and image those of others') develops in the context of relationships of which mentalization is a feature. As children develop alongside continued support, they derive meaning from the world and build a 'representative world' (Jurist, 2010, p291). This is contributed to by parent/carers who continue to support children in developing coherent narratives of their experience. Work by Favez (2003) and Gertesch Bettens, Favez & Stern (2003) suggests that children of parents who support their children to reflect upon their experience and create a coherent narrative of it (rather than appraising their performance, even if done so positively), tend to have more mentalizing abilities; exemplifying the importance of having one's experience scaffolded. This echoes the notion that the meaning of situations, not physical and practical aspects of events may be more important for psychological development.

Children who are afforded a lovingly, nurturing and mentalizing experiences in childhood with their key caregivers are said to develop Epistemic Trust (Schoder-Pfeifer, 2018; Volkert, 2022). Campbell et al's (2021, p2) definition of epistemic trust is "the capacity of the individual to consider the knowledge that is conveyed by others as significant, relevant to the self, and generalizable to other contexts." This effectively makes the child an open system (Hagelquist, 2017) whereby they are able to appreciate the perspectives of others and integrate new information and act upon another person's ideas, values, needs and suggestions.

Fonagy's asserts that our ability to develop our interpersonal appraisal skills are relatively fragile as they are dependent upon care givers responsiveness to children. Fonagy (2003) has discussed the psychopathological development of interpersonal and intrapersonal difficulties (using, specifically, the term developmental psychopathology). When mentalizing opportunities have been restricted in carer-infant dyads, where abuse for example may have been present, this is apparently notable in cases of abuse and neglect; Ensink et al (2014); Midgley et al (2021); Yang & Huang, (2024). Other research suggests that constructs such as Attention Deficit / Hyperactivity Disorder (ADHD) may demonstrate reduced reflexive functioning and mentalizing abilities, raising the possibility that commonly diagnosed childhood 'disorders' may be connected to the experience of mentalization one may reciprocate to and from care givers (Cavallina et al, 2014).

Personal Positioning on Mentalization

It is important as a researcher declare my positioning now that further examination of Mentalization has been afforded in my writing. Mentalization draws upon several established branches of psychology (Attachment theory; Cognitive Neuroscience and Psychodynamics) so appears to me perhaps robust through its eclectic and more holistic appreciation of the human condition.

As a human who was raised within the intersubjective relationships of a family, I believe I have experienced something that Mentalization might be describing; I was supported to think about my actions, thoughts and feelings as well as others and have done this with my own children, appearing to be potentially scaffolding their internal world when responding to, matching their affective responses and providing a cognitive commentary as a narrative to that experience. Why else do we parent if we don't believe that we can change and support our children's development?

Despite my inclinations that consider Mentalization a useful theory and application, I hold reservations. It was initially conceived to support 'Personality Disorder' a term that I consider discompassionate and places intervention upon a perceived personal difference, hinting at deficiency rather than the systemic and potentially traumatic factors which brought that individual to that point. It does not abide well with my practice-based approach which tries to align to the Power Threat Meaning Framework (BPS, 2018). However, considering this, the theory does state that dyads and the quality to a relationship are significant rather than the attributes of individuals.

When delving deeper into the theory, I consider problematic issues with the Interpretative Interpersonal Mechanism which alleges that infants inherently *know* when a parent is matching their internal mood or not. How can a baby appreciate the sincerity and fitness of their parents' intentions if require to be taught it? This tautology within the theory is something I believe needs refining. Generally, however, as a theory that can be used practically, it provides a useful narratives to interpret experiences and how we might orientate to others if we accept or borrow the idea that we can (in the four dimensions) refine our thinking to develop our mentalizing capacity to appear more skilled at appreciating ourselves and others in times of stress or confusion.

It is for these reasons that I consider Mentalization a narrative and reasonable description of intra and inter psychological process although not definitive and conclusive of human experience.

2.5 Why should Mentalization be of interest to ECPs?

Because Mentalization places such as strong emphasis on the role of adults in developing the operationalized function to mentalize, the theory would be pertinent to appreciate children's needs from a systemic and dyadic perspective. Nisponska (2022) believes that mentalizing allows us to consider more than our own perspective, to be affectively and cognitively open, therefore providing the prerequisites for learning to take place. A core effect of a mentalizing relationship and/or capacities is Epistemic Trust (defined above), which Nisponska (2022) sees as essential in education experiences. This is the disposition to accept imparted knowledge and help from others when trusting them, critical to the learning process within schools. Without trust, Hagelquist (2017) proposes that a child's mentalizing processes are relatively closed, making it more difficult to support them in adapting behaviour and being open to new learning experiences (Nisponska, 2022). Studying the applied use of Mentalization in school settings, may therefore be advantageous.

When examining Mentalization further, studies suggest that it may have a significant role in what has been categorised as SEMH needs. Blodgett & Lanigan (2018) used a robust sample that suggested children who had experienced Adverse Childhood Experience (ACEs) inclusive of neglect, physical and emotional abuse (where it may be implied child-parent/carer dyads that were stressful or ruptured), school success measured in three areas: attendance, academic achievement and behaviour in school. Children experience increased stress, showing greater difficulties across the three areas of measurement. Whilst not explicit, it can be inferred that children's readiness for learning appeared to be affected by their experiences. As Trickery et al (2014) suggest, ACEs may be more likely to affect a child when there is an absence of supportive adult relationship that may mediate, insulate and regulate stress and subsequent stress responses.

The argued importance Mentalization places in developing trust and regulating oneself implicates difficulties conceptualised as Attention Deficit/ Hyperactivity Disorder (where a lower Reflective Functioning is alleged); Cavallina et al (2015). Furthermore, children who have experienced significant trauma, with adverse or stressed parental dyads, may have inhibited mentalizing capacities where difficulties in concentration, self-regulating, forming and managing friendships, struggling to relinquish autonomy (e.g. follow teacher instructions) may be present (Skuse & Matthews, 2015). They then become more dependent upon being in the company of mentalizing adults. Both Porges & Dana (2022) and Van Der Kolk's (2016) nuanced appreciation of interpersonal trauma suggests that children who have experienced maltreatment and abuse (assumably in non-mentalizing relationships) effectively become stuck in recurrent patterns of behaviour as though they are not able to integrate new knowledge and experiences as they have come to see the outside world as mistrusting. Mentalization practice, therefore, may be one way in which trusting relationships could be established to support holistic learning.

Responses to childhood trauma may appear analogous to some SEMH needs which without support, may act as a barrier to learning (as described in the SEND Code of Practice, DfE, 2015). With SEMH needs considered to be increasing in the UK (DfE, 2023), the applied use of mentalization in school-based consultations (the proposition of this research) may be beneficial as the Mentalization model may be able to punctuate school systems in a more nuanced and supportive manner, specifically mindful SEMH needs.

As children progress towards adolescence and adulthood, lower mentalizing function is strongly linked to significant mental health needs which has previously been referred to as Personality Disorder (Solanki & Kaur, 2023). This is relevant when considering early intervention aimed at preventing or reducing the severity / prevalence of SEMH needs or future distress (Perry, 2008; SEND Code of Practice, 2015). But it may also be noteworthy when considering staff's needs when supporting children with SEMH needs.

A body of literature emphasises the role of co-regulation in the socialisation of children with SEMH needs, whereby the close proximity and availability of an adult is considered an important part of provision (semh.co.uk, 2023). Bomber (2007, p68) refers to this as a 'key adult' whose role is often to provide emotional containment and co-regulation.

It is important to consider, that when working with difficulties where emotional dysregulation and behaviours-that-challenge are experienced, staff will feel the transmission of distress (Gerhardt, 2014; Fonagy, 2002; Hughes, 2006). This has been referred to as Secondary Trauma or Secondary Traumatic Stress (Oberg, Carrol & Macmahon, 2023), Vicarious Trauma (Branson, 2019) or Compassion Fatigue (Rozmiarek & Crepeau-Hobson, 2022) as an attempt to conceptualise the phenomena where those in caring roles are affected by trying to meet the needs of someone who may be communicating distress. Van Dermoot, Lipsky & Burke (2005, p6) describe it as the "...experience of being affected by others' pain," and characterised by emotional exhaustion, off-centredness and negative thoughts and feelings which we colloquially call burn out. Our awareness of this risk suggests we should be obligated to minimise burn out in educational settings (Oberg, Carrol & Macmahon, 2023). Furthermore, psychodynamically, the professional under threat may then engage in defences such as projection (Alison & Fonagy, 2014) and cyclical patterns between the child and adult can then emerge which limit growth (Grimmer, 2013).

Twelow, Fonagy & Sacco (2012, p187) frame children who appear to challenge professionals and schooling systems as 'symptoms of a pathological social system.' They explain that when professionals are stressed, the ability to mentalize is suspended or significantly reduced. In these moments or within certain relational exchanges, we may revert to pre-mentalizing states (how we formed the world as a young child). There is a risk that children who do not socialise within mentalizing systems (with mentalizing adults), then they may inhibit pre-mentalizing states which may become problematic as people approach adulthood and the complexity of multifaceted relationships.

These apparent pre/non-mentalizing states where adults may *fail* to mentalize children's needs concerning behaviour for example may become problematic because they are exemplified and represented affectively as well as cognitively through language. As mentioned above, Stanbridge & Mercer (2022) demonstrated how children with SEMH needs have their needs and very being constructed by teaching staff. Relating this to Mentalization theory, stress appears to affect the way in which we mentalize, that then influences the level of understanding we use to construct another, either forming thin narratives (which are less conducive; McGeer, 2005) or ones that are more representative of what person might be experiencing. If we are not able to mentalize with another person more fully, they may not be able to develop and demonstrate their mentalizing skills either (Bateman & Fonagy, 2009). Adults as carers and professionals are said to need time to appreciate their own mentalizing skills, so that they can identify when they most require it and when they find it most challenging to do so. Yet, as Silver & Zinsser's (2020) study suggests, teachers experiencing stress demonstrate have less capacity to support SEMH needs, which may signify (in the Mentalization narrative) a loss of this capacity in relationships with certain children. Volkert et al (2022, p7) rather eloquently explains that supporting the stress of professionals to support a return to a mentalizing stance can shift gaze from a 'Projecting Beam' (p6) to an 'Illuminating Beam' (p6) where practitioners can focus with greater appreciation to a child's needs and then respond more in a more functional, effective, purposeful manner. As a result of this, the relational experience between the child and adult is enhanced.

In light of these arguments and research, it gives more credence to this research proposition: explicitly applying mentalization practice in schools may be supportive for staff who are experiencing stress, challenge, confusion or relational rupture and who may need enhanced support to improve the quality of child-staff relationships. As Mentalization Theory suggest, this capacity reduces when experiencing behaviours that confuse and challenge us, which may lead to unhelpful responses from adults and lead to less helpful dynamics within relationships critical for learning.

2.6 Applications of Mentalization in Education

A Mentalization based approach may be an effective strategy where school staff are experiencing stressed relationships and interactions which inhibits their capacity to form open narratives about a child's needs, rather than canalised, limited ones (Nisponska, 2022). Twemlow, Fonagy & Sacco (2012) express that the systemic pressures upon staff in schools (which also lower their time to reflect on their relational practice), may be transferred and projected as blame upon the child who is considered too 'challenging' as though the accumulative stresses of their work experience become embodied and projected within the child-teacher relationship.

The application and evidence based for Mentalization's use in education is relatively sparse although encouraging. Gershby, Cohen & Poria (2023) developed a Mentalization informed parental intervention. Their aim was to support parents in creating a more conducive space for completing homework tasks which were often fraught. In this instance parents were given the opportunity to consider their own frustrations, mental states and goals as well as their child's before engaging in that activity. They reported that the enhanced relational dynamic was conducive to better homework engagement and outcomes.

Attempts to foster the space for enhanced mentalization in school have been made, largely through whole-school approaches. Malberg, Stafler & Geater's (2012)'s 'Primary Years Project' aimed to develop a school system's ability to appreciate the emotional needs of children. This concluded that actively using a mentalized stance in school settings (through the use of therapeutic supervision) to teachers as well as training appeared to support children in developing their mentalization skills. Interrogation of results sheds a problematic light. Firstly, the Goodman's Strengths and Difficulties Questionnaire was used as a measure of improvement. These are rather short-itemed scales with only opportunity to score 0, 1 or 2. Furthermore, these scales were developed to enquire into the likelihood that children may develop Attention Deficit/ Hyperactivity Disorder (ADHD) or Oppositional Defiance Disorder (ODD). This is highly problematic as ADHD and ODD are constructs separate to that of Mentalization, arguably diametrically opposite to it, yet used in its measurement within this study. Mitchel's (1999) argument concerning the premise of Quantitative Objectionism suggests that there may be naiveties when employing numerical data collection pegged to psychological markers if separate constructions become construed together as in this case. The scientific validity becomes inferred, incorrectly from mathematical credence that is indifferent to psychological concepts. Furthermore, the validity of these medicalised constructs continues to be disputed considering the role of relationships psychological development (Saul, 2014; Van Der Kolk, 2016). Nor, did the study make concerted attempts to capture the subjective change in the relational qualities.

The Thoughts in Mind (TiM) Project has been developed as a broad Mentalization based intervention across whole school systems, across several countries; Bak (2012), Valle et al (2016). Bak's action research (2012) predominantly used psychoeducation to support staff members appreciation of children's needs so that they might be able to empathise with 'the others' mental state. However, within Bak's study the content of the psychoeducation element included a large proportion of neuroscience, which may inadvertently position the problem from a transactional model to a with-in child model (Lewis, 2014). Furthermore, whilst Mentalization draws upon cognitive neuroscience, the bulk of its stated theory is intersubjective and psychodynamic. One could question the fidelity to Mentalization if Bak's participants were educated in a different discourse, questioning the role Mentalization played in this work. There is evidence from cultural

and interpersonal neuroscience, that experiencing changed relationships within a conducive environment may change neural architecture of the brain (Shonkoff, 2012; Shonkoff & Phillips, 2000), but this would deviate from appreciating the coherence between mentalization in applied use and as a theoretical construct.

Valle et al's (2016) evaluation of the TiM was hopeful for the application of Mentalization based practice in schools. They observed that children's active bystander behaviour increased, becoming more helpful at playtimes for example when other children needed help or care. This inferred that children may have been sensing greater responsibility and empathy. Despite the positive effects in observations, the majority of data was quantitative and problematic. Part of the positive findings came from increased scores by children on false belief tasks (where children must consider a perspective from others' points of view). However (see figure 3, above), a hypothesised part of child development is to be able to play with this skill prior to applying it: Pretend Mode (Hagelquist, 2017). It is possible that children's scores on false belief tasks referenced an enhanced ability in Pretend Mode, but with the skill not fully operationalized.

Valle's study centred on providing 'Mentalization' through training to staff as a form of psychoeducation making it hard to discern the extent to which staff were using, widening or in what instances, were applying mentalizing skills.

A recent study by Eppler-Wolff, Martin & Homayoonfar (2019) enquired into the effects of consultative-supervisory meetings between psychologists and teachers. This study was multi-layered and also involved introducing more socio-emotional learning to the curriculum to support children for explicit mentalizing. They concluded that the consultative aspect of research might have been the most influential. One strength of their research related to the flexibility in consultation meetings where any pertinent issues might be talked through referencing the psychodynamic effect of this e.g. a teacher coping with bereavement and how this might be projected within the classroom. Whilst a very bold study with positive conclusions about the effect on the broader systems and influences within school, relatively little was reported on the quality of the mentalizing relationship between adults and children. Equally, the reflexiveness of the consultations meant that mentalization was not adhered to specifically, as other issues may emerge where different psychological paradigms were used to explore the experiences of the staff member.

More recent research by Martin et al (2021), also employed the use of consultants and curriculum development in New York schools. Teachers, as consultees, had opportunities to discuss children's welfare, behaviours and emotional needs. An encouraging finding was that teachers were very positive about the opportunity to think critically about their role in the emotional experiences of children and this seemed linked to their efficacy and confidence to meet children's needs independently (with less need for consultation). However, there were doubts as to whether teachers had developed a

wider repertoire of relational skills. It appeared they were applying these as a useful professional behaviour rather than an attitude, casting doubt on whether they were holding children in mind and mentalizing their needs as part of a cultural shift. Martin's et al's findings suggest the former as teacher's core beliefs around SEMH needs and the assumed motivations of certain children remained unchanged. A critical conclusion of theirs was for future research to place greater emphasis on the consultant-teacher relationship so that change can occur at a deeper, sustainable and more transformative level. This is what this current piece of research intends to appreciate; the extent to which mentalization capacities might be supported through a consultation which actively tries to promote mentalized constructions that adults represent children by.

2.7 Consultative work of ECPs

Consultation is regarded as one of 5 key aspects of ECP professional activities (Currie, 2002) and an essential professional competency where psychologists must "...understand the theoretical basis of, and the variety of approaches to consultation..." (HCPC, 2015, 13.38, p17). Consultation has been defined as a "voluntary, collaborative, non-supervisory approach, established to aid the functioning of a system and its interrelated parts," (Wagner, 2000, p11), yet there is no singularly defined or adopted definition as suggested by Jones & Atkinson (2021), who regard it as an approach to affect the lives and learning experiences of children by proxy.

Consultation is considered a dynamic activity to find solutions for work-based issues (Crothers, 2020). Leadbetter (2006, p20) notes that consultation tends to have several 'specific orientations' with various forms of consultation available which may relate to the purpose and structure of the meeting too. This may include mental health consultation (Al-Khatib & Norris, 2015; Caplan, Caplan & Ercul, 1995), process consultation (Rockwood, 1993) group consultation (Muchenje & Kelly, 2021), graphically supported consultations (Carpenter et al, 2023; Michling & Schmidt, 2017; Turner & Gulliford, 2020), serial (with adults and children separately [Hobbs, Todd & Taylor, 2000]), behavioural (Luiselli, 2002) and one of the more frequently used approaches, Solution Focused (Stobie et al, 2005).

The consultative approach, whereby individuals or groups may meet with an ECP is considered an effective approach. Hayes & Stringer (2016) consider that it can increase team work and the communication within settings, particularly in relation to behavioural concerns. Crothers et al (2008) and Wagner (2008) believe that it is important in teachers developing their skills and confidence when managing problematic situations.

Consultation in the UK amongst ECPs

From the 1990s and 2000s consultation in the UK has been dominated by what is considered a Wagnerian approach: Jones & Atkinson (2021a), Larney (2003). Patsy Wagner (1995; 2000; 2016) proposed that ECPs could make effective use of their time

consulting with teachers, parents and other relevant stakeholders so that adjustments and minor alterations to the systems around the child can, potentially bring about meaningful change rather than producing routine, technical reports. This approach is said to be still a popular orientation to consultation for ECPs to this day, largely due to the increased notoriety the approach received during the 1990s and 2000s (Jones & Atkinson, 2021a).

A recent and scoping review of UK Educational Psychology Services' delivery models (Royle & Atkinson, 2025) concluded that UK service delivery models were predominantly consultative, but there were services that tended to offer schools with assessments and then a report or were a Statutory Service only (whereby ECPs sole purpose was to engage with assessments, without consultation). Reviewing ECP service consultation policies, Royle & Atkinson (2025) found a homogeneity across these services where the aim of the consultative approach was to upskill and empower school-based staff, increase confidence in the adults around a child and also increase the consultees' awareness of research and relevant psychological models so that they might understand and have increased motivation towards supporting a particular problem.

Lea & Woods' (2017) research attempted to appreciate the use of consultation in the UK, noting that socio-political and economic pressures on ECPs' and their services, meant that ECPs may feel obliged to offer more *tangible* services to schools (such as assessments) rather than consultation around children where the purchased outcomes of ECPs time may not be immediately measurable. Fallon, Woods and Rooney (2010) remind us that irrespective of debates on the role of ECPs, the ECPs operationalised efforts and functions may be limited by the context of local, national, social and political needs. They argue that ECPs may implicitly conform to these needs whilst in Local Government service, including the wider authorities' political and economic aims and other necessities. This may limit the ECP's offer of consultation and lead to confusion about professional identity relating to their function. Consultation therefore is not a totally universal practice.

Closer inspection of consultation in the UK paints a less coherent picture. Kennedy, Friederickson & Monsen (2008) suggested that 70% of consultant psychologists adopted an approximate problem-solving cycle during consultation, aligned to the Wagnerian approach, questioning what the other 3 in 10 psychologists might do when they consult? Further confusion about the use of consultation in the UK has been suggested by Leadbetter (2006), who questions the assertion that the Wagnerian approach is the dominant manner in which ECPs orientate towards cases and consultations. In fact, Leadbetter acknowledges that the Wagnerian approach was initially adopted but years later, the lack of clarity accompanying it (concerning the more nuanced aspects of consultation) was missing. Within the last decade, Farrell & Woods (2015) suggested that consultative approaches, such as Wagner's had not actually been widely adopted (p2).

They consider this to be related to the pressure on ECPs to provide cognitive assessments but also too, the pressure of expectation that ECPs operate as experts rather than a facilitator. Accompanying this was also a lack of confidence from ECPs in what skills they required to provide useful consultations and the degree to which they could offer this from their own repertoire of skills.

It is clear from these studies alone, that a discrepancy around the use of consultation in the UK exists and therefore continues to be worthy of further understanding through continued research of which this research can contribute to.

Consultation approaches, orientations, frameworks, theory and critique

What might be referred simply as consultation may in fact refer a ECP's endeavours to a range of theories, approaches and professional practice frameworks. This section will consider more deeply the connection between the theory and practice of consultation.

The approach to consultation is important, as Dowling and Osborne (1994) share, as where and problem is positioned and how it is defined will affect the outcomes surrounding it. Lewis (2014) neatly summaries how psychological theories surrounding children may be broadly classified into either (i) status/trait, (ii) interactionist or (iii) transactional models. Status models would have us believe that a medical or highly individualised atypical difference is present (within a child) whereas the latter, open the possibility of intersubjective influences of humans interacting with one another which may mediate or exacerbate 'problems.' In light of Dowling and Osborne's systemic stance, the psychological theories which we align to may therefore either empower or disempower a situation if they do not reflect the needs of those present.

Aligned to this, Wagner's approach hoped to "...offer a more useful, egalitarian, less instrumental, individualistic form of educational psychology" (Wagner, 2000, p11) and in doing so suggested that ECPs inform their consultative approach from the fields of Symbolic Interactionism, Systems thinking (from family therapy), Personal Construct Psychology and Social Constructionism. In doing so, consultation should be a collaborative space in which new meanings might emerge. For Wagner, paradoxically, the ECP, who may be considered an expert, is not present to divulge answers and solutions but facilitate a process of change (Wagner, 2000, p12). Consultation as an experiential activity, Wagner (2016) claims, should be based upon 4 principles; the ECPs consultative approach should be constructive, transparent (so consultees are aware of what is occurring and why), self-reflexive (ECPs must reflect to respond to changing and challenging contexts) and finally the comprehensive principle – that everything a psychologist does it consultative.

Between 1970s-90s, Edgar Schein invested significant thought into the process of consultation (Rockwell, 1993; Serrat, 2018) which influenced the practice suggested by

Wagner. Schein's Process Consultation model (Schein, 1990) considers that consultants may be experts, but by positioning themselves in this manner, they may make assumptions about the context and nature of the problem that consultees bring. They run the risk of offering solutions that are not feasible within the current skills, culture or organisational capacity that consultees may experience. The positioning of the ECP is therefore considered central to the consultative process. Schein (1990) suggested that there will be times when consultees will need the consultant to provide some expert knowledge, to add clarity or definition, but their chief aim is to be facilitatory rather than didactic. As the consultant is effectively a visitor, momentarily part of the consultees' context, their role is to provide a punctuation to the system, so that change may be caused which it is suggested, becomes impactful for the child elsewhere in the system (Dowling & Osborne, 1994). It appears that in the UK, a broader less constricted approach to consultation is favoured compared to, for example the USA, where ECPs (or school psychologists) may use specific, linear and arguably more prescriptive forms of approach to a problem (Luiselli, 2002).

For Wagner, rather than having specific approaches to consultation which may limit the scope of that work, a facilitatory process is considered more helpful for the varied and complex situations where an ECP may find themselves (Wagner, 2000). The fluidity associated with this practice becomes all the more important but arguably challenging for ECPs as they then have to balance the theory espoused (documented discourses) with the theory-in-use (how this relates to the situation), adapting their positioning and approach accordingly to the evolving context in which they find themselves; Kennedy, Frederickson & Monsen (2008, p2).

Crothers et al (2020) suggest that the consultative approach commonly used in the UK may be influenced by Adlerian Consultation principles whereby the consultee is seen as the problem holder to which the consultant creates a space for them to consider their problem from different perspectives – the consultant is not responsible for the problem or to find solutions. This type of approach, when used in trying to support a child's behaviour may also attempt to focus on the attitude of the consultee so that they may be more accepting for example, rather than finding specific strategies related to that behaviour.

Specific consultative approaches do nevertheless exist in spite of the apparent Wagnerian dominance (Crothers et al, 2020). Historically, different consultative orientations have emerged which Farrell and Woods (2015) have summarised as: Interactional/ Systemic, Mental Health, Behavioural, Problem Solving which deviated slightly from Wagner's (2000) suggested four main models: Mental Health, Behavioural, Process and finally Advocacy Consultation. Over the years, the offer and type of consultation has continued to diversify but, as Leadbetter (2006, p20) states, the 'specific orientations' may take various forms but their selection for the consultative task

must be reflective of the purpose and structure to the consultation meeting. This diversity now includes, but not definitively: the re-emergence of mental health consultation (Al-Khatib & Norris, 2015; Caplan, Caplan & Ercul, 1995), group consultation (Muchenje & Kelly, 2021), graphically supported consultations (Carpenter et al, 2023; Michling & Schmidt, 2017; Turner & Gulliford, 2020), serial (with adults and children separately [Hobbs, Todd & Taylor, 2000]).

What has become a dominant orientation to ECP consultation in the UK has been the Solution Focused approach (Crothers et al, 2020; Stobie et al, 2005). This heralds from De Shazer & Berg's Solution Focused Brief Therapy which was designed to specifically consider the *here and now* when trying to facilitate change with a focus on solution building rather than problem solving where participants or clients may become entrenched in negative ways of perceiving (Crothers et al, 2020). It was intended that shifting from a problem saturated perspective to solution focused one that is more hopeful as cognitive endeavours are eased towards considering a preferred future and making the changes to achieve this. This was seen as helpful for ECPs (Crothers et al, 2020) as it allows a concise and purposeful form of working in time-limited conditions, fostering the systemic punctuation as argued by Dowling & Osborne (1994).

The Solution Focused approach emphasises that it is not problem solving, it is about accessing more helpful and hopeful futures. Yet, in spite of this, the 'problem solving' language and narrative to ECP consultations appears to still dominant. Kennedy, Friederickson & Monsen (2008), Larney's (2003) and Royle & Atkinson (2025) for example use the term 'problem solving' to describe ECPs consultative approaches which calls into question the fidelity to and deviation from the solution focused approach.

Consultation as a professional behaviour does not sit in isolation, but the context of other ECP practice. In offering consultation, the ECP is implored to work in a collaborative manner, but with the expectation they may undergo aspects of work (such as individual assessment) that may further appreciate the needs of the child within context (Doveston & Keenaghan, 2010). Doveston & Keenaghan (2010) further suggest that consultation should include reviews and assessments which align to the SEND Code of Practice (2015) where there is an assessment (of the situation), planning is provided for the system to adapted towards, these are undertaken as actions and the effectiveness of which is then reviewed.

To guide ECPs through these wider complexities Professional Practice Frameworks have emerged that consider how ECPs might gather information, support the forming of new meaning, plan changes collaboratively and review these efforts. Annan et al (2013) shares that the ECPs efforts that may culminate in consultation(s) require rigorous structure to conceptualise the complexities of problems that consultees bring. A large body of research regarding consultation has tried to appreciate the global structures are often referred to Problem Solving Frameworks (Annan et al, 2013; Gamerson & Rydderch,

2008; Monsen et al, 1998; Woolfson, 2008). These have sought to establish a supportive map for consulting ECPs to navigate through a problem, allowing them to facilitate consultees to consider the many different dimensions of an issue in order to find their most appropriate solutions. Some of these models include linear steps (Monsen et al, 1998) or the COMOIRA (the Constructionist Model of Informed and Reasoned Action; Gamerson & Rydderch, 2008), 8 dimensions of consideration that can be attended to in a non-linear manner. With this it is suggested that ECPs explore relevant hypotheses, gauge the intention for change (and the ability to do so), reframe issues and reconstruct them before facilitating and evaluating change through review processes. This tends to begin, although does not have to, with the clarification and construction of key issues the consultees aspire to change (Gamerson & Rhydderch, 2008). Yet despite the emphasis of these models, they have recently drawn critique. Sedgewick (2019) worries that early career psychologists may not receive the guidance in the interpersonal skills which consultation may require as these are not made explicit within these frameworks. For Sedgewick, these broader frameworks of approach which may influence the consultative process do not appear to acknowledge the macro (rather than micro) aspects of consultation.

Relational and Psychodynamic aspects to consultation

In keeping with Sedgewick's (2021) concerns Nolan & Moreland (2014) suggest that the success of consultation may not be the adherence to a problem-solving model but also the relational qualities within them such as empathetic questioning, deep listening, wondering and curiosity in questioning for example. The interpersonal dynamic is therefore an important aspect to consultation which could be overlooked by a process led approaches. This facet, the intra and interpersonal dynamics to consultation form part of the consideration for this research in trying to appreciate its role in consultative spaces.

Zafeiriou & Gulliford (2020) surmised that sustained change in professional behaviours was more pronounced when consultees were able to re-appraise situations within an emotionally containing and validating context. Hogg, Hart & Collins (2014), Noell et al (2005), O'Farrell & Kinsella (2018) all note the importance of consultation in raising adult confidence and lowering anxieties around a problem; with these affective features appearing distinct parts of the problem. Kruger et al (2009) found that teacher containment extended post-consultation as follow-up emails seemed greatly received, suggesting to the teacher that both themselves and the situation were continued to be held in mind and therefore still important. This research suggests that professional behaviours (from ECPs) have psychodynamic resonance and importance in the possibility and longevity of change.

Hylander's (2012) research has questioned the supportiveness of structured process models, suggesting that the effectiveness of consultation may be due to the dynamics

within the consultation process, not the process itself. Hylander goes on to question what makes a successful consultation... is it that there are do-able outcomes and strategies for staff to follow or, as Hylander leans towards, is the 'problem' reconceived and represented differently by the consultee allowing them to approach it differently? Hylander (2012), working in Sweden, was able to afford consultees more time (visiting weekly, over 5-6 weeks) which is considered necessary in this change process.

Concerning the relational and psychodynamic aspects of psychology in applied practice, Pellegrini (2010) suggests that as ECPs are often trained with relatively little afforded to psychodynamic theory and practice. This could mean that more nuanced transactional elements to problems may then seem less noticeable or important to the ECP orientation or problem-solving process that they have adopted. There are also suggestions that introducing subjective elements to practice may bring scepticism to those who may see it as unscientific (Fox, 2003; Sedgewick & Stothard, 2021). This issue may be equally compounded by recent changes to ways of working, where schools become customers to psychologists who may then feel obliged to relate to them on customer-client basis rather than what might be more psychologically optimal (Lee & Woods, 2017). This may shift an ECPs consultation towards the use of more tangible strategies as outcomes of meetings.

There have though been consultative approaches that attempt to involve psychodynamic principles so that consultative process is more mindful of the consultees' positioning. In the UK, Farouk (2004) developed a process consultation model similar to what might be considered the Wagnerian approach, mindful of systems theory, but was also mindful of psychodynamic theory whereby group consultations (which ECPs typically engage in, for example with a parent, teacher, SENDCo., and teaching assistant) may have systemic cultures or dynamics that inhibit the effective engagement of all participants. Farouk (2004) states that beliefs and values of the group and individuals are active which gives rise to the possibility of psychodynamic tensions within the consultative process. This consideration gives further credence to the role of Mentalizing in consultation and the purpose of this research.

Consultative models which solely explore the restructuring and solving of problems by a step-by-step process may be problematic with other aspects of psychology which Farouk appears to have considered. Wakins & Hill (2000) describe consultations being full of a multiplicity of roles and relations which is exemplified in Muchenje & Kelly's (2021) analysis of group consultations where it appeared that the effectiveness of consultation may also relate to who is not in the room. Referring to social validation theory (as explained by Hillman, Fowlie & MacDonald, 2023), consultees may form new understandings of problems but once returning to the pre-existing systems, norms and values within the school, their new narrative for the problem may not be congruent with more dominant pre-existing narratives. This then may become problematic if they lack

the power to challenge those narratives as it may create exclusion or tension within the workplace. The presence and power of interpersonal influences appears potent upon the success of consultation.

Mattan & Ischerwood (2009) concluded that consultees may often begin consultative processes expecting and requesting what Mattan & Ischerwood called cognitive ideas (to appraise a situation and find solutions). But strikingly, they also concluded that consultees actually found the emotional processes of consultation the most important such as being listening to or having their ideas and experiences affirmed. The influence of inter and intrapersonal needs, therefore, appears to be an important aspect of consultation as it forms part of the consultees' wider experience. This though does not appear widely established in the literature. This research, aligning to Mentalization which is mindful of intra and interpersonal dynamics being part of *the problem* may provide further opportunity to consider these aspects within the consultative efforts of ECPs.

Closer consideration of Mentalization theory and practice with the established solution orientated approaches may hint at schism concerning what *best practice* of approach might be in consultative practice. Gagliardini et al (2020) argue that by seeking resolutions to problems, practitioners facilitating change (such as therapists and consultants) may focus upon behavioural change and not the meanings associated with situations or experiences. They argue that forms of discussion or intervention that attend to the practical aspects of a problem may display teleological forms of thinking and therefore are potentially non-mentalizing thus leading to the possibility that the consulted 'problem' may re-occur. Without providing psychological attention to the meanings and emotions associated with the experiences of distress, challenge and difficulty as part of the problematic experience, teleological (non-mentalizing) ways of thinking may therefore, not lead to lasting change. It is considered that the client may not have experienced a more embodied consideration of a problem and may hold towards *the problem* the same sentiments, with only a momentary change in behaviour elapsing superficially. The problem however is likely to resurface, as the meaningful and emotional dimension to the problem remain. The proposition of this (my) research is to attempt to appreciate what may occur if emotional, meaning-making and relational aspects to problem as more actively considered. Echoing this, research suggests that addressing affective as well as cognitive dimensions to a problem may be useful. Young's Schema Theory (Young, 2006) discusses how our behavioural *decisions* are a construct of embodied experiences that are both affective as much as they are cognitive. One might think around a problem but there may be feelings to navigate too. Research intrigued by relational dynamics suggests it's transformative importance in the change process.

Recent research suggests that addressing affective as well as cognitive dimensions to a problem may be useful. Young's Schema Theory (Young, 2006) discusses how our behavioural *decisions* are a construct of embodied experiences that are both affective as

much as they are cognitive. One might think around a problem but there may be feelings to navigate too. Research intrigued by relational dynamics suggests it's transformative importance in the change process. It is this premise that also gives scope to the presence of this (my) research, an approach to consultation that may specifically allow exploration of meaning and feelings, not just finding solutions, what would the reception of that be by those experiencing it?

Despite this, consultation-practice remains relatively unexplored from a relational point of view. Crothers (2020) suggests that one aim of psychologists is the "... increased functioning of care givers," (p121), so why does consultation not seek to further facilitate the relational experiences of care giving in school? Pellegrini (2010) suggests that as ECPs are often trained with relatively little afforded to psychodynamic theory and practice. This could mean that more nuanced transactional elements to problems may then seem less noticeable or important to the ECP's orientation or problem-solving process that they have adopted. There are also suggestions that introducing subjective elements to practice may bring scepticism to those who may see it as unscientific (Fox, 2003; Sedgewick & Stothard, 2021). This issue may be equally compounded by recent changes to ways of working, where schools become customers to psychologists who may then feel obliged to relate to them on customer-client basis rather than what might be more psychologically optimal (Lee & Woods, 2017). This may shift an ECPs consultation towards the use of more tangible strategies as outcomes of meetings.

O'Farrell & Kinsella (2018) keen to explore the perceptions of the consultation process, noted that children were often left out of both the evaluative (in research) and practical (day-to-day) based areas of consultation research. In a sense, the critical dyadic element of social emotional development does not appear to be a central feature to most consultative approaches despite recent research suggesting that adult consultees benefit greatly from the emotionally containing features of it.

Specific, therapeutically informed approaches to consultation

This piece of research tries to directly apply therapeutically informed approaches and theory into the consultative space. It branches away from solution orientated models to focus more on the psychodynamic elements of experience, where supporting the meaning of an adult's relational experiences with a child might alter their interpretation, form new meanings and enhance the relational experience. Consultative approaches in ECPs work have involved therapeutic models and approaches being adopted as the process of change.

Motivational interviewing's (MI) use in ECPs' consultations has been evaluated by Jones & Atkinson (2021b) with a number of benefits. MI appeared to fit neatly with what was considered the ECP's role and ethos. The use of MI was believed to enable greater participant reflection and encouraged ethical process by ensuring that the consultation's

goals still focused on benefitting the CYP. They did however note issues. Chiefly, ECPs felt uncertain and nervous of applying a new set of skills and consulting ECPs also felt that more time was needed, limiting what they perceived was its effectiveness.

Davis (2014) employed the use of mindfulness in consultations, paradoxically, suggesting that venturing from structural consultation processes that seek to find 'problems' to remedy may hold more efficiency. Re-purposed consultation, that provides a space and time for mindfulness may enhance thinking and problem-solving. Davis argues that the increased time and space for reflection and creativity may allow the emergence of solutions from less directive means. This suggests validity to my research topic which attempts to explore consultation informed by different psychological paradigms that do not necessarily emphasise the need to find solutions.

2.8 The Experiences of Teaching Assistants

The participants within this study were both teaching assistants, making an understanding of their collective experience and positioning integral to the research and consultative process.

Teaching Assistants (TAs) are staff in school who work in an extremely diverse role. Also known as Learning Support Assistants (LSAs) and less frequently as Classroom Assistants (CRAs) (Cockcroft & Atkinson, 2015), they perform several roles in school that have diversified and broadened over the years. They are often required to support teachers in the administrative and day-to-day management of classrooms, take charge of small groups of children or work closely with children with SEND. In this sense, the term 'assistant' (defined as '*a person who ranks below a senior person*' [Oxford Languages, 2025]), does not appear to illustrate the growing responsibility, importance and challenge to their role. Nor does the government's basic definition of their job description that "TAs support teachers in the classroom help children with reading, writing and learning activities." (National Careers Service, 2025).

Teaching support staff in the UK are expected to adhere to specific Professional Standards (Department for Education, 2016) which concern competency in the areas of professional and personal conduct; knowledge and understanding; teaching and learning as well as working with others. The Department for Children, School and Families completed robust research to appreciate the role and impact of TAs in the 2000s outlined in the 'DISS' (Deployment and Impact of Support Staff in Schools, Blatchford et al, 2004; 2009). The DISS suggests that TAs play a role in lowering teacher stress through reducing their workload which can impact on their levels of perceived stress. Teacher job satisfaction was also reported to have significantly improved when working alongside a TA who might offer both teaching and administrative support. This report also outlined the importance on TAs concerning their impact upon pupils for both learning and behaviour, as TAs were able to offer specialist help to the teacher and classroom by

providing individualised approaches to learning and behaviour that improved pupil attitudes and motivation, critically when supporting children with SEND. However, the report also clouds the deployment of TAs noting that in terms of English and Mathematics, more focused TA support did not guarantee enhanced progress.

Other educational support agencies, such as the Educational Endowment Foundation (EEF) continue to offer frameworks for schools to ‘Make the best use of teaching assistants,’ (EEF, 2016; 2025). These suggest that role of the TA is to enable all pupils access high quality teaching but also offer scaffolded learning that enhances children’s independence. The EEF recommend that TAs might also deliver interventions for SEND children which must be evidence-based and that they will require preparation and training to be effectively deployed. MITA (Maximising the Impact of Teaching Assistants) are another body that monitor the effectiveness of TA use in school and suggest recommendations. Recently, (MITA, 2024) raised concerns that teaching assistants are becoming asked more regularly to deliver lessons which is the perfunctory role of teachers, with a suggestion that this may be related to economical needs both locally and nationally.

These frameworks and recommendations suggest that the TAs role is valued but also varied which may allude to the role being confusing and challenging at times. More specific research into the experiences of TAs appears to suggest this too. Research suggests that they may work increasingly longer hours by offering pre-school care or after school clubs as well as being present to support children at lunch and breaktimes (Lehtinen et al, 2021). TAs may also be performing other tasks too; Higher Level TAs (HLTAs) may be responsible for teaching whole-classes whilst others may be working towards professionally recognised accreditations as Level 2 or Level 3 TAs which are linked to their pay and conditions. A body of TAs may also be completing foundation degrees as part of their professional and personal development, with many aspiring to become teachers. Coupled to this, they may also be required to offer more specialised programmes of support and intervention (Greigg & Mackay, 2015), with this being considered a more effective means to improve children’s attainment (Farrel et al, 2010).

It appears that experiences of TAs are multifaceted and richer than the definition of ‘assistant’ may suggest above. A body of research suggests that support staff experience frustrations and welcome the need for training opportunities to support their ability to perform their tasks (Cockroft & Atkinson, 2015). DfE (2024) summarise this shift by stating that TA responsibilities have increased significantly beyond ‘traditional activities of maintaining classroom spaces and preparing resources’ (p4). They suggest that the increase in teacher duties related to safeguarding, GDPR and issues in teacher recruitment place more responsibilities on TAs. They too, are often responsible to implement the outcomes of EHCPs, which may require specific and nuanced approaches (Cockroft & Atkinson, 2015).

Echoing this, Cowdry, (2012) suggests that TAs require more specific subject knowledge but also, having to work increasingly more closely with SEND and specific medical needs which may impact upon learning such as Autism, Attention Deficit / Hyperactivity Disorder or Prader-Willi Syndrome for example (McConkey & Abott, 2011). McConkey & Abott (2011) also specify that TAs, in working with complex needs also experience other tensions such as not being involved in whole school planning and tend to be best placed to support pastoral and emotional needs of children, which may bring stresses too. TAs have also voiced that they can feel undervalued and have lower than hoped esteem from senior leadership who may not appreciate the complexities and stressors to their role (Hammet & Burton, 2005).

The experience of TAs appears impactful from both local, school systems and political contexts. Lewis (2025) suggest that their deployment has seen significant shift between 2010-2020 as government values and material, economic resources become more or less available. Houssart (2013) gleaned the voice of TAs who may, with little warning, be required to cover absent teachers for example, which in the case of mathematics was considered daunting. Houssart also heard that TAs may rely upon relationships for 'behaviour management,' which when placed in whole-class scenarios as the learning lead, can be a source of challenge when not knowing who they are teaching. To this point, McKenzie (2011) heard stories of TAs who were frustrated by policy and practice expectations appearing incompatible with their role often being both physically and emotionally demanding. The TAs working with McKenzie shared that they were often given aspirational expectations, without the means to achieve them and whilst loving their job, it was nevertheless challenging appearing to exist with a guilt that their offer and their best felt as though it was not enough for some children.

Marquis & Martino (2021) have explored the TA role in relation to behaviour management and their social location. Some support staff feel that their position in school, being hierarchical, may present an intersectionality about them to others where they command less respect in the classroom, making the establishment of conducive behaviour for learning and collaboration a challenge for them.

In summary, it appears that TA role has evolved substantially over the years, arguably with increased expectations but with a sense that there are less resources available to 'work with.' TAs appear to be working with more varied and complex needs and may be required to action specialised ways of working or intervention to support students with SEND. They may also inhabit climates where they may be unexpectedly required to fulfil teaching roles which appear daunting and stressful at times. In spite of these may skills and duties they work towards, they can also feel they lack the positioning in school and can feel undervalued in their efforts which at times is compounded by top-down policies and expectations that do not appreciate the nature of their role and the children/ learners they support.

2.9 Section Summary: context and research opportunities

The literature review is indicative of several aspects of research. Firstly, SEMH needs appear to be increasingly more identified in the UK, with narratives of burn out and stress amongst school staff increasing too. As my study will specifically, involve Teaching Assistants, their position in school appears to be complex experience with several tensions which seem to relate to the increased expectation to support SEND but also, requiring on a moment's notice to facilitate teaching of whole groups, not just interventions, as teacher vacancies remain an issue.

These narratives situate themselves amongst Mentalization Theory and Practice, which expresses how increased levels of stress can lead to breakdowns in the quality of relationships which appear critical in establishing trust and therefore accepting new information from others, critical to the learning process in schools. This is important as children develop their intra and interpersonal skills in the context of intersubjective relationships, whereby their thoughts and feelings are scaffolded through co-regulated experiences. Whilst consultation in the UK obviously is relational, it may not explicitly appreciate the criticality of these child-adult dyads which may be so transformative developmental and also in relation to SEND such as SEMH needs.

Consultation within the UK appears to predominantly involve the seeking of solutions in relation to which, Mentalization offers a paradigm shift. There is a body of research and theory that explains (sections 2.4 and 2.7) that consultee's needs, experiences, feelings and thoughts may embody meaning and motivate future actions as core aspects of a problem dimension, especially within interpersonal relationships. Without support, transforming this aspect of a problem may persist or remain recurrent.

Studying whether specific focus upon these aspects, rather than trying to find behavioural solutions and modifications to work based practices, may be beneficial when appreciating if there is mileage in adopting a consultative approach that engages with greater focus on the stresses within the child-adult dyad between a staff member and learner. Furthermore, and more generally, Mentalization Based Practice is becoming and increasingly established approach in mental health, but with significance to developmental psychology, studying its application further in education (where it remains emergent), may be advantageous too. From the literature review, it is these summaries that make indicative my study.

3. Methodology

This section details the research questions, aims, positionality and reflexivity electing my methodological decisions. It addresses the dualism of my role as a consultant-researcher and the participants being consultee-participants.

3.1 Overview

Due to my active involvement and dynamic position within the research, various intersubjectivities were present which could not be ignored, but explored and accepted as central to the approach. My presence and activity influenced the research and therefore required mindfulness throughout. Accepting this likelihood from the offset, required me to adopt a methodology that would be congruent with the activity of consultation; that new meanings are co-constructive linguistically through a shared experience. This research aimed to appreciate the practical use of MBC and the experience of consultees of it. These were narrowed to four main investigative questions (which are elaborated further in section 3.6):

- How does mentalization appear and shift in Mentalized Based Consultation (MBC) dialogue?
- To What extent does MBC provide a reflexive opportunity for meaning making?
- What different *voices* emerge during MBC and what experiences do they share?
- What is the experience of participant-consultees in MBC?

Consideration to the methodological approach in investigating these questions is outlined below.

3.2 Epistemological & Ontological Positioning

As stated in chapter 1, my personal ontological positioning is one of cosmic nihilism; that we (humans) readily engaged in the paradoxical activity of mapping meaning into a meaningless universe. This rejects the objectivism and materialism of the natural sciences, of which cosmology, ironically is one.

A core element of my positioning also stems from my therapeutic inclinations and views developed in my practice in my previous roles including applied therapeutically informed practice. When working with people seeking support regarding their mental health, one may need to understand their reason for seeking help and the context in which they seek it. Wade & Baker (1977) noted that professionals involved in therapeutic assessment at the beginning of an intervention may deposit their trust away from the assessment results towards their own judgment and intuition. In qualitative, narrative research, Frank (2011, p43) refers to a similarity – *phronesis*. *Phronesis* is considered as a practical wisdom can be gained to researchers through their accumulative analytic experiences, drawing upon their understanding of their own subjectivities and experiences which support their analysis. In Frank's eyes, the researcher's subjectivities may be regarded as

an asset to the research. Equally, Mitchel's (1999; 2009) arguments, related to Quantitative Objectionism extend to the use of paper and pen methods of testing such as questionnaires. Questionnaires, for example, from two people can produce the same scores yet through very different item scoring paths. The eventual number suggests a similarity between the two people, yet their experiences are evidently different. Furthermore, what I might consider 5/5 anxiety, may be very different to yours... it is on this basis that my ontology and epistemology also deviates from quantitative methods due to the fallacy of truth number may lure us to.

This study, perhaps peculiarly, involves layers of ontological and epistemological stances. Both intersubjective and intrasubjective processes have been reified as 'Mentalization,' considered a demonstratable psychological concept and phenomena as suggested by Fonagy (2003). By using it in consultation, creating experiential phenomena for interpretation, may further confuse the ontology surrounding mentalization. The peculiarity is that mentalization's evidence base is largely realist; based upon widespread analysis of numerical values generated through questionnaire or similar post-intervention measurements (Bateman & Fonagy, 2003; Fonagy et al 2009). This appears to contrast with Mentalization's theoretical attempt to describe the nuanced subjectivities of human interaction. One could argue that Mentalization leans towards critical realism; that whilst we cannot find a biological entity of mentalization in the brain, there are qualities between people which are classifiable and, some claim, allude to a 'real' intersubjective process between people and how minds work (Fonagy, 2003; Fonagy & Target, 1997).

Yet these deterministic, quasi-factual entities that Mentalization theory claims are said to provide the potential for transformative change within relationships, largely by the way in which people come to appreciate the mind of others through an invisible, unquantifiable process. The inter-relational subjectivities which Mentalization suggests, incline it theoretically towards phenomenological and semiotic branches of science where the experience and quality of human interaction is noteworthy. This may be a vestige of Mentalization's embryonic stages forming from the psychoanalytic discipline where respect for the traditional evidence positivist science values was considered lacking (Comer, 2015).

Due to the 'messiness' of ontologies within the discourses mentioned in this work, it seems that a logical interpretation to provide coherency and congruence is that of Narrative theory. Narrative theory holds that reality is stored and shared within units of language, typically built into stories, which are dialogical and social in their presence Bruner (1991); Ntinda (2019). Reality can be considered a social construction where experience is sculpted by the words made available to us by others who experience the world too (Favez et al 2003; Morgan, 2000). In this social constructive sense, there is no

single reality, but several which match the polyphonic voices of the many people who experience the world's multiple facets (Moon & Blackman, 2014).

At this point, Mentalization maybe a convenient and useful sub-narrative to describe a possible story regarding human interaction, child development and mental health. Yet it does not in my view, hold exclusivity to the claim it makes on the whole of how people are and come to be. Fonagy (2003, p12) conceives Mentalization as an appraisal mechanism which internalizes the outside world into as an inner experience. From this the psychological interpretation of experience, which can be processed both cognitively and linguistically as we mentalize, can affect how we feel and sense. Therefore, our interpretations (stories) can become embodied and act as barriers or emancipators towards providing care.

I am though, as a carer/parent myself, positioned to believe (I purposefully say believe, as I can never truly 'know'), narratives which suggest the importance of child-rearing as a co-constructing endeavour between the child and carers (Bernier, Whipple & Carson, 2010). Mentalization, for this research, has been adopted for its theoretical language to help describe that belief. Where Mentalization overlaps with Narrative approaches is that clinically, it requires those working therapeutically to hear the stories that people hold of others (and themselves) and how they position and construct other people in relation to themselves (Avdi, 2008; Volkert, 2022). The sculpting and shaping of this to a narrative theorist may suggest a 'thinness' or 'thickness' (McGeer, 2009, p527) that is the degree to which their personhood is appreciated and understood. Comparably in psychodynamic language, are we able to mentalize the other person and see them holistically or has our capacity failed and formed, shallow, less helpful ways of understanding them which leads to relational rupture? With this rupture there is the potential risk of narrowing possibilities within our relationships too. Very recently, the complementary nature of mentalization and narrative as separate but appreciative overlapping therapies and theories has been considered and put to applied use. Frolli et al (2023) agrees that the hypothesised mentalizing process of an individual is intertwined with Bruner's concepts on narrative storying: there is a strong emphasis on autobiographical narratives that resonate on interpreting current experience.

It is in the listening and interpretation of narrative and the emergent linguistic devices people use to represent others that may indicate their level of mentalization. In this sense, the narrative to which one is described converges with the depth of thought we might exercise about another person that Mentalization theory proposes. Superimposing importance of storying people in both of these approaches can, to some degree, reconcile the positivist elements of Mentalization and its evidence base with the explicitly subjective socially constructive ontology of 'Narrative' and intersubjective relationships at the heart of Mentalization theory.

3.3 Credence and Quality in Qualitative Research

Arguably, social science researchers are beset by cultural biases that emphasise the importance on tangible, physical and biological reasons for human behaviour and meaning which have become both culturally dominant models and narratives (Bennet, 2010). As part of this, a hierarchy of evidence is said to exist which attempts to gauge the significance of a study's method and therefore its validity. According to Evans (2003), several hierarchies have been developed particularly when considering psychology in healthcare. These suggest gold standard studies which are 'excellent' (Evans, 2003, p 79) such as systematic reviews; studies which are 'good' (such as randomised control trials) eventually leading to 'poor' studies of scientific merit such as 'case studies.' My study could be categorised as the later as it investigates the experience of participant's experience in a series of consultations with myself.

However, these hierarchies are based on the notion that humans are mainly homogenous, where the careful manipulation of variables to cause a difference *must* mean the variable has importance. En masse participation ('excellent') studies and reviews (as mentioned above) do not enquire deeply into the experiences of people, or the individual meaning drawn through experience (Williq, 2001). From a narrative perspective this is important for practice (where we engage with individual characteristics, needs or wishes) because less storied or less dominant narratives of experience may remain marginalised and at the same time, the authors of those stories may remain at the periphery of our understanding. If psychology is used in an emancipatory manner (Williams, 2022), then seeking less heard stories can be empowering.

As my study enquires into the individual experiences and meaning drawn from a participant engaging as a consultee in an MBC (Mentalization Based Consultation), and latterly, a follow-up summative session with a second participant, my research could be criticised for lacking the en masse participant data generating that Evans (2003) sees as beneficial for the purposes of generalizing findings. However, a strength would be to glean a greater quality to psychological experience rather than statistical data which may lack opportunity for deeper psychological interpretation.

Hinshelwood (2010) has written and researched extensively on investigations into psychodynamic and analytic experiences; of which Mentalization is positioned. Hinshelwood provides credence to case-study research or research with one/two participants, summarised as:

- Randomised control trials neglect the quality and nuances of relationship between doctor/patient or consultant/consultee and the experiences within the transitional period within the intervention (not just start and end points).

- The study of meanings and experience is hermeneutic; a different scientific approach is therefore necessary.
- Meaning and experiences are subjective and cannot be effectively explored quantitatively.
- If scientific theories can be falsified by *one example* to the contrary, then one case can provide new meaning and knowledge. Columbus for example confirmed the existence of the Americas and the sphericity of Earth; it did not require several repeated journeys and trials.
- Exploring the subjectivity of another's experience, allows us to ask questions beyond binary conceptions of whether something is good or bad, useful or not.

In this research, meaning and experience are crucial areas of interest. This is primarily because part of the method requires the applied use of Mentalization, a psychodynamic and attachment-based theory. Mentalization is concerned with how we perceive others by the way we conceive their mind. It allows us to develop representations of others, which if limited can be unhelpful in human systems such as families and school as restrictive representations can be transferred towards the other by altering the quality of interaction (Hagelquist, 2017; Volkert et al 2022). The aim of this study is to consider the use of MBC; whether it supports the development of mentalizing states in participants who may then form more robust and supportive representations of children they support (hopefully, for a collective benefit to them and the child). It is also concerned with what this is then like as an experiential process for school staff.

Attempts have been made to quantify Mentalization including The Reflective Functioning scale (Katznelson, 2014), The Mentalization Scale (Dimitrijevic et al, 2018) and The Multidimensional Mentalizing Questionnaire (Gori et al, 2021). Yet my adherence to a qualitative enquiry is largely due to my ontological position and the problematic issues mentioned in the introduction section concerning the measurement of mentalizing through paper and pen methods.

Firstly, Mentalization theory proposes we can inhabit a 'pretend mode' where we can play with mentalizing skills but are not ready to apply them. Secondly, a questionnaire can be completed with consultees/participant/clients in pseudo-mentalizing (non-mentalizing) states. This mode is close to mentalizing and may be able to allow people to provide 'mentalizing answers.' Thirdly, as Mitchel (1999) points out, the same overall score can be generated on questionnaires but through very different route. In this sense en masse questionnaire testing would not support meaning to be developed around those discrepancies which may be of scientific and practical interest.

Distancing myself from quantitative methods meant I made adjustments to promote the legitimacy of my study. Quantitative research relies upon reliability and validity which relate to repeatability (Robson, 2002). These are typically replaced with fidelity, transparency and credibility in qualitative research (McAllum, 2019).

Arguably, the first credence that comes to my research is that this is an under-researched area of applied psychology in educational settings. It is also a contemporary issue (Tracy, 2010) and as it relates to SEMH needs and the child represented also had a diagnosis of Autism, the outcomes may be of applied use. This is of contemporary importance as research suggests that SEMH needs are becoming an increasingly larger category of SEND (Gov.uk, 2023a), with an increase in the likelihood exclusion increasing too (Gov.uk, 2023b). Furthermore, children with neurodivergent needs are increasingly more excluded from school settings for mental health needs related to emotional based school absence (Hamilton, 2024).

Secondly, it's method includes the notion that people are the experts of their own experience (Flanagan, Zeleke & Hood, 2015). Researchers can enhance legitimacy through offering transparency which can include drawing upon the participant to verify or comment upon the findings of the researcher- relating to their position of 'expert' – this can also be achieved through approaching other independent researchers to discuss analytical coding processes so a researcher's subjectivities may convalesce (Phoenix et al 2016). This is pertinent to narrative inquiry as the narrative that comes from the participants is at danger of becoming *owned* by the researcher and their subjectivities may skew the fidelity of the experience studied (Connelley & Clandinin, 1990).

The integrity of quantitative research can be promoted by adopting safeguards that make transparent the subjectivities of researchers and their experiences. Actively accounting for these subjectivities was a critical part of my reflective role as a researcher and how this improves the quality of research.

3.4 Choosing a methodological approach

Primarily my research was action research based; inquiring into the experiences of applying mentalization within consultations which sought to facilitate change over a series of weeks. Cohen, Manion & Morrison (2000, p226) describe action research as 'a personal attempt... to understand, improve and report practice...' However, as part of this involved a fluid, reflexive and reflective element especially within the consultations. Whilst there had been some structure to consultations, the research ultimately required responsiveness to the consultee: an unknown situation. In this sense, there was a Flexible Design as there were elements within the study that were changeable to the 'here and now' circumstances of consultation. This flexible aspect of research could be considered in keeping with Carter & Little's (2007) observation "A reflexive researcher actively adopts a theory of knowledge. A less reflexive researcher implicitly adopts a theory of knowledge," (p1319). In this respect, I strived to be explicitly aware of 'me' within the research so that my reflexive stance and immersed subjectivity could be viewed as potentially advantageous. This method naturally required me to adopt an interpretivist, subjective means of analysis and method to suit the subjective nature of my involvement.

One of the first decisions I was required to make was how to orientate my methodology to one that aligned with my post-structuralist, interpretivist perceptions. Both a narrative approach and Interpretative Phenomenological Analysis (IPA) were considered.

Narrative has been described by Davy (2010) as a means people use to hold representations of the current and anticipated world. Stories told and heard become psychological tools that can be used to interpret and influence the world. Importantly, they provide meaning as there is an 'interrelationship between individual narratives and... culture,' (Davy, 2010, p155).

IPA, like Narrative approaches, requires its own orientation to enquiry beyond that of data analysis (Griffin & May, 2012). Williq's (2001) description of IPA would have made it applicable to my study as it too appreciates an individual's experiences whilst appreciating the subjectivities of the researcher too. However, Williq (2001) shares that whilst IPA is mindful of the subjective complexities in research, its method has limitations. These are summarised as:

- Language: IPA relies on language to access participants' experiences, but language may construct reality rather than just describe it. It may not be fully representative of what was experienced.
- IPA tends to focus solely on the experience that is being researched; connections to 'things' 'out in the world' may not fall under the scope of the research, meaning that the availability to create other, wider meanings can be limited.
- Additionally, I would argue that the reliance on semi-structured interviews and therefore introducing a structure to appreciate experience creates an impositional quality, where the researcher's interests could become more important than the participants' who may not be as free to share things.

Kimberley (2022) developed a methodology where both IPA and Narrative techniques were combined citing that a strength of the narrative component was that it appreciated the values and cultural dispositions of participants, which is supportive of a movement within the discipline of psychology away from colonialism and oppressive practice (Williams, 2022).

Reflection Box: My chief reasons for adopting a narrative inquiry.

My decision to use a narrative orientated was based on:

- Therapeutic practitioners may look to seek shifts between mentalizing and non-mentalizing narratives which may be indicative of a state of mind (Hagelquist, 2017; Volkert et al, 2022). This explicitly refers to the importance of narrative as mentalizing the mind of another requires us to represent them internally. That representation to varying degrees may or may not be wholly representative of their personhood.
- Avdi (2008) shares that in psychodynamic research, it can be typical to compare narrative and mentalizing content across sessions (similar to my consultation method).
- Griffin & May (2012) compared how participants' experiences analysed through IPA and narrative analysis diverge. IPA may appear to canalise understanding by slightly restricting focus to experience of study and place less emphasis on context. I did not wish to limit the potential of analysis.

In keeping with systemic practice and mindful of Brofenbrenner's (1986) ecological systems model, limiting the potential of meaning making from wider contextual considerations would not be pertinent to our practice, as are practitioners we accept the multiple factors of influence upon experience. That real-life examples of social validation theory's assertion (that consultees are influenced by factors beyond the consultation room) would mean it would be prudent to be open to narratives whose genesis may not be actually within the consultation (Muchenje & Kelly, 2021).

3.5 Narrative Orientated Inquiry

Bruner (1991) is often considered the 'father' of narrative approaches which have widened into therapy (Morgan, 2000; White, 2005) and theory (Ntinda, 2019). It also branched into a family of research orientations - there is no singular form of narrative research (Riessman, 2005). The narrative approach generally questions the objectivity and singularity of 'truth' and knowledge. Instead it suggests that meaning is encoded symbolically into words which form stories that provide a representation of existence through a process of dialogic co-construction with others (Crossley, 2000). In this sense, not only may language represent reality, but it also constructs it. This is both culturally and experientially mediated: knowledge therefore is relative and contingent to the perspectives and dispositions we have both personally and culturally (Bruner, 1991). Instead of a singular discoverable truth, Narrative suggests that worldly knowledge is at least pluralistic.

Narrative is also referred to as an organising principle (Crossley, 2000) making it not only an approach but, arguably a critical facet of humanness. Crossley's suggestion stems from consideration that our communicative efforts are meaning laden and temporal - that we speak in a way that provides sequence, cause and meaning. It effectively means

that our sense of self and others is organised into ways we can convey meaning. A benefit of a narrative approach is that it allows us to appreciate this construction; how narratives are developed and maintained as well as how the narrative language devices can shine a light towards human experience (Bamberg, 2010).

Riessman (2005) explains how a narrative approach to data interpretation can be used to understand the experience and meaning through thematic, structural, interactional and

Reflection/ Decision Box

I was aware that a typical form of narrative approach would not be suitable due to the psychodynamic employment of Mentalization theory and that I was not simply encouraging a story. I then started to consider how research of therapy sessions using psychodynamic & analytical theory was conducted as this too was deeply interpretive and subjective due to the involvement of the therapist with client. This type of research may therefore, be analogous to mine in that it responds not only to the dynamic of two people, but respects their interactions in the movement of meaning over several interactions (akin to weekly session like my research).

performative elements of what was told and how it was told. Typically, narrative inquiry requires a general question, asked to invite a rich story from a participant of their experiences related to a particular issue of interest to the researcher (Fehrer, 2011; Andersen & Kilpatrick, 2016).

However, my research detaches from this typical approach as the majority of my research tries to understand the narratives from MBCs where dialogue may

canalise and focus into more specific areas of work-related talk to the consultee. Equally, my active presence in the MBCs made the process more dynamic and reflexive as I was not simply interested in gathering an understanding but actively engaged in developing new meanings with a consultee. I was, explicitly, part of the semiotic dialogue. Due to this, a suitable narrative approach was considered.

Angus & Hardtke (1994) consider therapeutic encounters ‘a co-constructive narrative engagement’ (p191) with similarities to consultative processes that attempt to co-construct new meanings. Avdi (2008) shares that Mentalizing may be a chief interest of therapists engaged in psychoanalytic modalities, who are trying to glean the quality of mentalization across sessions in relation to a dyadic and dialogic relationship. This research chiefly studied *the talk* from week to week. In this respect, my study became more concerned with *narrative voice* (Woodcock, 2016) that may allude to human experience, departing from Riessman’s (2005) categories of analysis. It began to lean more towards to being informed from research concerning therapeutic analysis by narratives means which appreciate more reciprocal styles of dialogue.

Elliott & Greenberg (1997) consider ‘voice’ as critically important when trying to appreciate another’s’ experience or personhood. This is because they see *words* are the closest descriptor of our experience, therefore analysing words may allow us to connect

inner and outer worlds of experience together (Leiman, 2002). To practitioners and researchers using narrative, attuning to voice is a complex affair due to the interpretations we may make. One interpretation may lead to another and so forth, steering us to constructions that we have made, not necessarily the participant. Leiman (2002, p224) considers that words act as ‘depositories of meaning’ – that a word is potentially symbolic of several meanings and alluding to the position, beliefs and values that a person may have or their experiences within a wider social context. Elliot & Greenberg (1997) refer to people having ‘multivocality’ – that words may represent several *voices* that refer to several conflicting or sympathetic elements of the self, which Miller Mair would refer to as the *community of self* (Procter, 2011, p19). In appreciating the voices of the participant-consultee, their position and context can be understood with greater narrative richness, rather than a more static interpretation of what they said.

In this sense, experience is not just presented through a singular voice, but rather our words are representative of several layers of congruent (‘harmony’) and opposing elements of self (‘dissonance’) in relation to experience (Gilligan & Eddy, 2021, p146). These may defer to different values, personal histories or wider, influential societal narratives (Frank, 2011). In this study, appreciating the voices of two participants was therefore more expansive than one would initially consider: there are potentially more voices than people. Exploring voice and its pluralism, opens wider possibilities of meaning towards how something was experienced and possibly why. Frank (2011) clarifies that the multiple voices heard refer to the way in which the stories we tell are often contextual to the person we are in conversation with (‘polyphony,’ p35), but also ‘heteroglossia,’ (p35) which is the societal influence upon our voices, such as genre and language use which can be considered by the researcher as to whether there are other important influences within the participant’s context.

As Narrative Orientated Inquiry acknowledges the multi-faceted self to be understood within a context or story, it provides advantage over other methods when working with a small number of participants. It allows one participant to be representative of different viewpoints or stories that may reflect upon the different circumstances they find themselves in. This then allows for greater appreciation of their personhood and wider experience. For the application of MBC in this study, appreciating ‘voice’ would critically allow the participants’ context to be acknowledged and help understand the applied use of mentalization and their experience of it in both a broader and nuanced fashion.

3.6 Design & Procedure

This section outlines both the consultation involvement as an intervention, how it was conceived and delivered whilst also examining the method of data collection and analysis following the MBCs.

The intervention & inviting narratives

This section hopes to explain the intricacies of my involvement as a consultant-researcher. In conceiving, reading and planning my consultative approach, I was mindful of several areas coalescing together for my involvement to be ethical and purposeful.

The paragraphs below will help to explain the ‘braids,’ ‘pillars’ or ‘strands’ I tried to adhere to before, during and after the MBCs. Appendices 2c & 4, concern my reflexivity and reflections as part of the MBC processes, to refine my thinking, evidencing my acknowledgment of the nuances an immerse research method brings, but also refining and considering my actions as the MBC progressed.

Put simply, my role as a practitioner and researcher meant I had to be receptive to the importance of ethical research, trying to encourage useful data (to make the process worthwhile), whilst at the same time trying to co-construct meaning that required interpersonal and consultative skills. In doing all of this, I also had to ensure that Mentalization theory and practice was used to ensure that there was a connection between what I was studying and what I was doing!

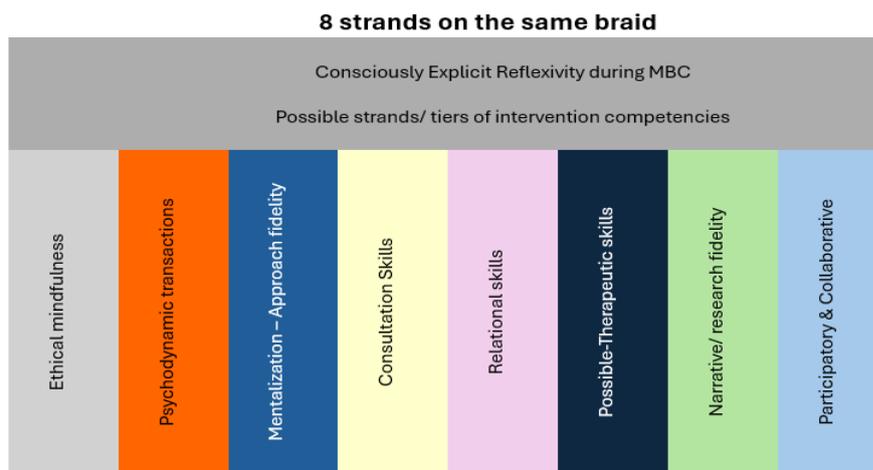


Figure 4 Graphic to represent the possible tiers/ strands of competency and reflexivity demonstrated during the MBCs.

Relating to Figure 4 (above, which attempts to capture my approach to and during the MBCs), in the follow points allude to the tier/strands the figure above (Left to right). These points act as an introduction and will be visited in greater detail later in this section.

1. I had to maintain ethical mindfulness (Thuram, 2015). As there was a chance that sessions might deviate in discussion, I had to maintain that my questioning and focus of the sessions remained within the initial boundaries of the research proposal. Ethical mindfulness also extends to the emotional protection of myself and the participant; what questions would be helpful to them? What would be helpful to the MBC process? When does this become intrusive and unhelpful? I had to be alert to this.
2. Psychodynamic transitions: I also had to be alert to the possible transactions between myself and the participant that may be influencing or discouraging certain

behaviours. For example, was the consultee comfortable? Did they give answers that I didn't expect? Did this trouble me? How did I communicate this through body language? Was there anything they may have been transferring or myself vice-versa?

3. I also had to be mindful that whilst the consultations were reflexive to the needs of the participant; for research purposes they required some fidelity to mentalization as a theory and practice. Therefore, I had to be alert to moments of discussion that when off-tangent and resist falling into other modalities e.g. Cognitive behaviour interpretations. Without this faithfulness, I would not be able to hold-heartedly say "This was mentalization" and what was being studied was the role of this applied theory.
4. I was also mindful of using typical consultation skills; not being expert led, allowing them to bring examples or discuss situations of importance to them as consultee-participants. This included contracting the purpose of sessions, active listening, constructing questions, paraphrasing and summarising for example in support of identifying the consultee's problem.
5. Overlapping with point 4, I was needed to use relational skills, including active listening as well as building a rapport with the participants. This required me to consider when to be more open as a person, such as revealing elements of my own personhood (such as experiences as a teacher or parent), to invite trust by suggesting my own vulnerabilities or attitudes at different times that might align with theirs.
6. I also required to use quasi-therapeutic skills. This sometimes required 'containing' the participant's responses or be containing of my reaction to them, to create a non-judgemental stance. This also extended to being a self-observer and monitoring my own needs and reactions during the interactions and regulating those, such as interjecting. An influence in this section was the operation of 'critical empathy' (Leake, 2019, p238)– that when building a rapport with someone, we understand the draw backs of becoming too immersed the participant's experience. Critical empathy allows a boundary to our psychological space which allow us to remain distinguished from what is theirs and what is ours in a transaction. Almost like a meta-cognitive skill, it brings the researcher the benefit of greater awareness of different subjectivities and open mindedness to the perspectives shared.
7. I also needed to ensure that I was faithful to the narrative researcher whose questions may be more open; Andersen & Kilpatrick, 2016) and mentalization which may require more discriminate forms of questioning as it seeks to appreciate relationships and feelings for example. This meant that I had to be alert to MBC as a process of change, but also an object of study where the voice/s of the participant needed to have prevalence. I tried to balance questioning to allow space for narrative to materialise, but also times of more back-and-forth dialogue in relation to specific topics that were semiotic and had the potential for new perspectives to develop for the participant about the CYP.

8. Finally, I was also mindful of my research being participatory and aligning towards critical psychology (Williams, 2022) and de-colonial (DECP, 2023) meaning that it moves from an expert laden approach of 'doing to' a person but working 'with' (Watchel, 2005). This supports anti-oppressive psychology; where people who work with us feel supported and liberated to share what is important to them not what they think is important to us. Rather crucially, this also enhances the quality of the research (Harvey, 2018). A chief way this was achieved in the MBCs was by asking "What are your hopes... what would you like to think about this week... would this be a helpful question... which of these ideas do you want to go away and try?" This approach may also enhance the agency of the consultee, not purely ethically related.

Construction and Content of the MBC Intervention

Ethos and approach of the MBCs. The consultations were designed to be 'Mentalization Based.' This meant that specific elements of mentalization practice were introduced; techniques and activities were developed to support adults working with a child in stressful situations. The MBCs were initially given consideration through planning and the outcomes of the pilot study. These were informed by Mentalization Practice guidebooks including Hagelquist (2017) and Mentalization Based Treatment guidelines (Volkert et al, 2022). Despite the planning (relating to psychoeducation elements), they were required to be reflexive and responsive to the needs of the consultee in 'the moment' or stories that were shared by the participant-consultee which may have been pertinent and relevant to them and their role. The sessions for the study 'proper' were also informed from the pilot study; a discussion with Lisa and me on what she felt was supportive and less so. In this sense, they aligned with the suggestions of Schein (1990) and White (1995), that the role of the consultant is to facilitate space for consultees and support the collaborative construction of new meanings.

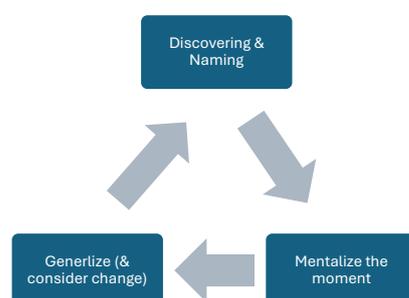
The aim of the MBCs was to facilitate a mentalizing space so that reflexivity in the consultee could allow new meaning to be developed. MBCs also required support for the participant as a school-based practitioner to become more aware of their mentalizing skills and times when these are more necessary. In this sense, there were times when the consultant role required moments of 'expertise,' to punctuate the understanding of the consultee. Fonagy & Bateman (2007, p33) describe the facilitative process (in Mentalization Based Treatment) as to "...focus on the mental states in oneself." This was done by using questioning techniques that support the exploration of oneself and of oneself in relation to another. These were specifically minded considering the thoughts, feelings, attitudes and context of another, so that their behaviour and motivations could be reinterpreted or become more robust and mindful of another's needs and experiences. Such techniques were used by inviting the participant-consultee to consider moments of with the child/learner that they found challenging for deeper

reflection as well as moments to the contrary, to consider other narratives about the child/learner than might contrast to the way they might think or feel about them.

A principle of Mentalization Based Practice is not to seek solutions and practical outcomes for problems but to appreciate the problem from several domains (Gagliardini et al, 2020). This involves specifically, facilitating space on how a ‘problem’ or relational experience with a child might feel, might be embodied or alters the thoughts and actions that are undertaken towards them based upon the narrative constructions that might be held of them (Frolli et al, 2024).

The ethos of the MBCs was not to specifically search for solutions to identified problems (which may be more typical in solution focused approaches) but to supportively allow a consultee-participant to Mentalize and explore their thoughts and feelings around a child then consider the child’s thoughts and feelings too. This meant that questioning techniques often inquired towards the feelings and thoughts of their experience whilst using questions to help them consider the perspectives and needs from the child’s point of view. It also meant providing space to consider; their own and the child’s needs, new perspectives and story them into a more robust picture rather than a non-mentalizing stance where a child may be held with very narrow, thin descriptions which don’t fully represent their experience and needs. Prior to this though, it was important that questions were asked that might identify whether the participant-consultee felt things were frustrating, challenging or problematic; thus identifying a problem-situation for deeper exploration. Under Mentalization theory, it is the stressful situations where non-mentalizing is more and so too relational rupture. Finding and examining these experiences together (consultant and consultee) was the chief ambition of the MBCS.

Conversations were largely unplanned as topics may venture to areas of pertinence for the consultee. This had to be allowed as Narrative based researchers may not know what answers they will receive and where dialogue may venture (Hollway & Jefferson, 2011). This meant that role of the consultant-researcher required reflexiveness which too aligns to the me as consultant mentalizing the consultees’ needs and positioning. To provide structure but also flexibility whilst adhering to Mentalization Based Practice’s (MBP), 3 principles of mentalization based interventions were used as a guiding process. Hagelquist (2017) describes The Mentalization Loop, a guiding process in Mentalization Based Treatment-Families (MBT-F) that required me as the consultant-researcher to listen to the consultee’s stories and consider moments where thin, limited descriptions represented the child so that deeper exploration might support what is considered a mentalized stance by the consultee-participant.



*Image 1. The Mentalization Loop.
Image adapted from Hagelquist
(2017, p81)*

Role of the consultant in MBC. The MBT-F loop guided me to support the exploration of moments of increased meaning making where the naming of feelings and extricating possible thoughts about these moments may mentalize the moment more fully. During the MBCs, the consultative role required monitoring dialogue and considering viewpoints the consultee-participant had about themselves or the child from other perspectives that may lead to appreciating different motivates for behaviour. This might be based upon moments and interactions with the child that may have been confusing in the first instance (and considered non-mentalizing).

The role of myself as consultant, therefore, was to actively listen to stories that may involve challenge (which may include a degree of emotional challenge) and support the mentalization and thickening of these examples to find new meaning around the possible reasons for behaviour and needs, encouraging fresher ways of working when these occur. These instances of dialogue also included the consideration of change. As part of dialogue, discussion also included what thoughts and feelings the consultee may have in response to a child and how these may help or hinder the situation too.

More plainly, my role as the consultant was to support the consultee to consider situations that had been confusing or challenging for them when mentalization might *fail*; Hagelquist, 2017, p24) examine that experience in more detail with reference to their own and the child's mental states and support them to find new meanings that may be applied in the future or make sense of past events.

Part of my role was also to embody the mentalized stance; to emotionally hold and contain the consultee (Shaldon et al, 2022), demonstrate curiosity and respect when they may have shared narratives that appeared at odds with my own values. This approach was conceived to allow opportunities to consider things from a mentalizing perspective but were done in a manner attuning to the readiness of that the participant-consultee at any moment. For example, if they were sharing a story of high emotional intensity, they would need myself to be emotionally responsive rather than use it purely as a point of re-education or psychoeducation. This element of the intervention placed greater considerations onto my role; trying to foster a mentalizing position in the consultee whilst maintain one in myself (Fonagy, 2003). This matching technique is often used considered appropriate in attuning during therapeutic work to prevent these moments becoming potentially disconnecting for the client and psychologist (Countinho, Decety & Silver, 2014; Hughes, 2012).

For more information, see Appendix 3a & 4 for reflexive notes on the development of the sessions and the decisions made between and during sessions to inform reflexive practice.

The Use of Psychoeducation. The MBCs were initially planned to be semi-structured, though 'semi' is a misnomer given that they were only partially structured with

psychoeducation and largely allowed for dialogic exploration. It was partially/semi-structured in the sense that specific elements of Mentalization theory and practice would be introduced through psychoeducation which may act as an interpretive lens for the consultee to us consider their own or the child's needs and experiences. (see *Appendices; 1h, 2a, 2b, 3b, 3d, for the resources shared and rationale for doing so*).

Psychoeducation is considered an important part of any Mentalization Based intervention. Fonagy & Bateman (2009) consider that people engaging in a space that attempts to facilitate mentalization are better to do so if provided instruction on what mentalizing is, so that they understand it better, why it is important to them as well as an approach and that we all must work on these abilities at times.

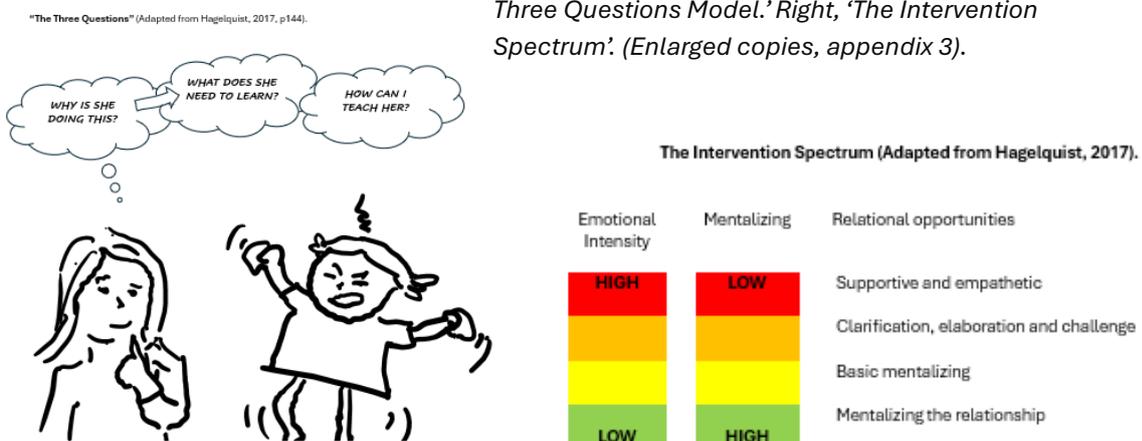
Like other Mentalization based interventions, these MBCs also involved elements of psychoeducation so that consultees were more aware of the psychological skills they might be able to use but also provide a useful language to reference and interpret their experiences by (Bak, 2012).

In summary, to support the mentalized approach, some Psychoeducation elements were planned for use in the MBC from specific to mentalization theory. The aim of this use was to:

- Help participant-consultees to be more aware of the theory and the aims of taking a mentalized consultation stance
- Use it as a framework for purposeful reflection and interpretation of experience
- To explicitly broaden thinking styles about themselves and another person in line with exercises (pictured below) to guide conversation.

In addition to this, psychoeducation was also used as a consultative tool by myself when conversation appeared to be drifting; to anchor it back to consider an experience in a deeper and more meaningful way.

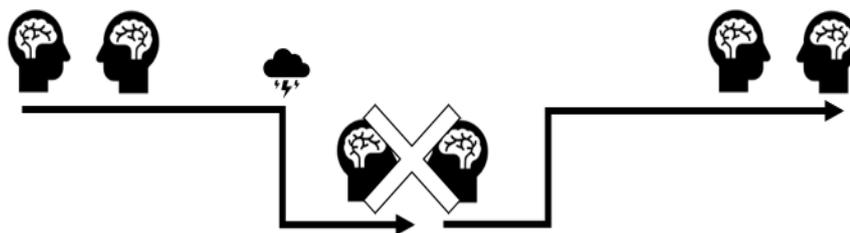
Images 2&3 Copies of resources shared in MBC; left, 'The Three Questions Model.' Right, 'The Intervention Spectrum'. (Enlarged copies, appendix 3).



These elements of Mentalization theory-in-practice were used to support and exemplify ideas in dialogue with the participant, allowing further exploration and understanding of their experience. The Intervention Spectrum for example, was used in discussion about how and when it might be best to support a child (in this case Chloe), when they are more emotionally distraught, whilst also recognising that this too may have a reciprocal impact upon adults' emotional and behavioural responses too. The 3 questions model was used when conversation appeared to demonstrate that Sheena or Lisa were confused by a behaviour, and that deeper (mentalized) thought through 3 basic questions may be used to expand meanings of experience and support the formation of more useful responses in these moments. These were also used in discussion about how such approaches might be used day to day.

The Image below, a copy of a handout (Appendix 3c), was also provided to support understanding of Mentalization Theory, as well as times we might not be mentalizing our, or another's needs. This was used to help Sheena and Lisa become more mindful of when they might not be mentalizing, and explicit approaches then can take to notice and change this. Discussion around this also involved the use of real-life examples to make it more tangible.

Mentalization & Mentalization 'failure' (or short-cuts) / Early forms of Mentalization



Looking at the 4 types of 'mentalization failure' or 'short-cuts'... think about times when you've noticed yourself doing this.

Teleological	Psychic-Equivalence	Pretend Mode	Pseudo-Mentalizing
Mental states become relate to the actions of others rather than what they might be thinking, feeling or saying. E.g. My friend didn't share his crisps with me, he hates me vs. He must be <u>really</u> hungry!	Reality and mental states begin to merge as the internal affects and cognitions present the outside world. E.g. "You know I don't like it when you don't tidy up... you do this on purpose to upset me." Vs. He can't possibly know this irritates me.	People may appear to be thinking something more helpful regarding someone else, but they struggle to transfer this into their actions and outside world.	This may sound and look like Mentalizing (as one may be interested in another state of mind) but people may draw simplified conclusions or appear certain that this is how another is, rather than being open to uncertain reasons.

Image 4. Resource shared in MBC, appendix 3).

Whilst these materials were prepared to support dialogue where necessary, they were also returned to within or in following sessions to support the use of mentalization in practice for both Sheena and Lisa.

However, there were times when conversation brought about the need for other models of frameworks to help appreciate ideas, needs or form new interpretations. At these times sketching was completed, for example a basic Cognitive Behavioural Model – to

exemplifying different dimensions to consider other than behaviour and the relative stress of a child or the adults' and the need to adjust activities accordingly (see Appendix 3). Due to the reflexive nature of sessions, other parts of discussion were aided through other graphically supported explanations too. These included the Window of Tolerance and Stress Tanks; Appendix 3d) which did not necessarily align to Mentalization or were planned as psychoeducation, but I considered helpful 'in that moment,' for consultee's making sense of their or child's experience.

The use of Psychoeducation also had benefits methodologically too:

1. Firstly, that there was a focus on applying mentalization within the consultations- I was metacognitively prepared for the sessions in that I would be able to consider what elements might be of use of the participant if a moment in discussion arose.
2. Secondly, this would help to ensure a fidelity to the study; that Mentalization theory and techniques were being deployed so that I could the study could report to study what it was making claim to and not a deviated form of consultation.

However, the term 'semi-structured' suggests a half-and-half affair whereas in reality, the majority of the consultations were divergent from structure and reflexive with small portions that brought discussion towards key elements Mentalizing theory and practice. *(The specific elements of the theory introduced can be seen in Appendices 2 & 3, which details an initial plan).*

The initially planned MBC was adapted from the pilot study (See Appendix 2) and the need for reflexivity meant that a high level of pre-planned structure was not necessitated or always appropriate (for a summary of the content of the sessions see Appendix 3). It spanned 3 consecutive school weeks (with a ½ term break between sessions 2 and 3). A 'follow up' sessions the following ½ term (6-8 weeks later) was also made with the pilot participant.

This had two functions: Initially, to offer consultation to the participant-consultee in the applied use of mentalization in their practice and finally, to offer a summative session allowing them to reflect-back on their involvement which had methodological benefits as to how they would evaluate their experience of the MBCs.

All of the sessions were designed to allow for reflexivity such as orientating discussion to the interests and needs of the participant-consultee, but still were orientated to promote faithfulness to Mentalization based practice through questioning strategies that referenced thoughts, feelings, motivation and needs from their own and the child's perspectives so that new, more comprehensive meanings of shared experience might be constructed. Reflexivity was supported by myself listening over each session prior to the next session so that I could be alert to needs to things of significance that could be returned to if needed. *These reflections were recorded as part of my reflexivity screens (Appendix, 4).*

Between the sessions. The time between the sessions was equally important for both me and the participant-consultees. For myself in the consultant role, it provided opportunity for reflection (as seen in Appendix 4). This allowed me to consider my own experience of the consultation experience and my performance; was it collaborative? Too Mentalization theory led? Was there enough support to facilitate mentalizing stances from the participants? Where there times when I perhaps had stopped mentalizing their needs and experience and hence was not providing the most conducive space possible? It allowed me to review questions that I asked; what the responses were; surprises, recursive themes and absences that perhaps needed more discussion in the following sessions whilst also considering how this might be made conducive for them in practice – how might using mentalization work and be useful in such instances? To do this, I spent time listening to the session before the next MBC: developing questions that I think might support more collaborative and mentalizing conversations, whilst also considering if there were any areas of Mentalization theory (such as aspects of psychoeducation) that might be useful to discuss in the next session and scaffold their understanding.

Participants & Recruitment

My study included 2 participants who were recruited through a purposive recruitment strategy (Robson, 2002): school SENDCo's were provided with a flyer to generate possible interest in the study (Appendix 1e). If they were keen, they were then able to request additional information on the study (Appendix 1f-h) to see whether they had any staff, children/parents who may like to participate and potentially benefit from involvement in the study. This was primarily done through email.

- The first information pack was specifically for parents, who could consider their ascent to allow their child to be potentially discussed as part of any professional conversations.
- The second information pack was specifically for school staff, who could consider their consent to participate.

Table 1. Breakdown of participant involvement in the study

<i>Date</i>	<i>Participant 1: 'Sheena' (Study 'Proper') MBCs recorded</i>	<i>Participant 2: 'Lisa' (Pilot Study). MBCs not recorded</i>
05.09.24	Pre-consent Information Meeting: Sheena Absent (illness)	Pre-consent Information Meeting
16.09.24	Rescheduled Pre-consent Information Meeting	Pilot session 1.
23.09.24		Pilot session 2. (Planned Final MBC)
07.10.24	Session 1.	
14.10.24	Session 2.	
21.10.24	School's ½ term	
28.10.24	Session 3. (Planned Final MBC)	
09.12.24		Summative Session (Recorded)

Jan'25	Planned Summative Session (Participant withdrew prior to this stage, Dec'24).	
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My study included 2 active participants: 'Sheena' and 'Lisa' (both chosen pseudonyms). Lisa & Sheena were invited to an 'information meeting' prior to deciding whether they wished to participate in the study. They both worked with the same child 'Chloe' (a 14-year-old girl who turned 15 prior to the end of the study, with SEMH needs [described in an Educational Health and Care Plan] and a diagnosis of Autistic Spectrum Disorder. The rationale for this would be that it would provide consistency of approach for Chloe and both staff shared they were challenged by some of the needs present.

Deciding who would be the 'pilot' or 'proper' participant was purely done due to time scales; Sheena was absent from the proposed information meeting due to illness (which was re-arranged for her), which was the chief reason why Lisa became the pilot participant – so it could begin quicker.

Chloe's parents were also invited to have an opportunity to meet myself but were confident to provide ascent with the information packs provided.

'Sheena' described herself as a Teaching Assistant at a City-based secondary school. Sheena was between the ages of 35-44 and a mother. Sheena identified as a practicing Muslim and had come to the UK at a young age, with English as part of her bilingual language skills. Sheena participated in the planned MBC (3 sessions) but did not complete the summative session due to a change of work circumstances.

Lisa described herself as a Teaching Assistant with primary experience, who had come to the UK from East Africa, having had a what she described as a relatively privileged childhood there. She was educated to degree level and hoped to re-train as a teacher and described herself as being in her 40s.

It was a stipulation of the research that prospective participants work with a child who was considered to have SEMH needs for around 50% of their working week, so that conversation would be able to focus upon that experience. This would be so a school-based relationship could be implied as my study was interested in the role of key adults (Bomber, 2007, p68) supporting children with SEND. Sheena and Lisa worked Chloe for 2 ½ days a week each (50% of the time). By the end of the research, neither Sheena nor Lisa were working with Chloe, alternating their supportive roles in early-mid December 2024 and re-allocated within the school's staff deployment system.

The Contribution of Participants

Lisa and Sheena contributed to the study in different ways, supporting the method's 4 analytical phases. Lisa and Sheena were initially interested in participating in the study following recruitment flyers being sent to schools' SENDCos. Lisa and Sheena

were then provided with additional information on the study by email and invited to an information meeting to glean further information and have the opportunities to ask questions before deciding to participate.

The research questions required that MBCs (over 3 consecutive school weeks) would be recorded for analysis and then, a summative interview would be completed several weeks (a school term later). The study also required a pilot participant to be involved, crucially, to engage in two MBCs so the MBC format could be adjusted relative to the consultee-pilot participants experience. When Lisa and Sheena were invited to participant and receive information, roles between 'pilot' and 'proper' study participants were not agreed between themselves or ourselves.

In this study, Lisa opted to be the pilot participant (this was due to Sheena being absent, due to illness, from the first information meeting which originally was expected to be a joint meeting and latterly, repeated for Sheena a week later). This logistical occurrence being the reason why Lisa was the pilot participant. From the onset, that the information meeting, it was clear to both Sheena and Lisa that involvement in the study was optional (with they being provided with, and discussing, their rights as potential participants). It was shared with both Lisa and Sheena, that whilst one participant was required for the MBCs, a participant was also required for the summative, evaluative interview several weeks later. Initially, Sheena had intended and consented to do this but latterly withdrew to changes in work circumstances. Lisa, who was aware that she was also able to contribute to this part of the study (having also received the relevant information concerning participant rights at the prior to the pilot study beginning) obliged and consented.

Lisa's role was fundamental. She participated in two consecutive MBC sessions over 2 school weeks (1 week apart). This originally was designed, as explained to Lisa in the information meeting, to support the development of the MBCs. Lisa participated in a consultative process that involved questioning styles akin to mentalization styles and an exploration of her experiences that she felt were pertinent to her role in supporting Chloe at school. These sessions also involved the use of psychoeducation as part of the MBCs. Following each session, specific time (around 5-10 minutes) to reflect on the session(s) and decide which bits were more or less helpful for Lisa, thus contributing to what elements of MBC might be more or less useful moving forward for the study proper.

Once the pilot study had been completed and Sheena had provided informed consent (having attended a reorganised information questions/answers meeting), the MBCs with Sheena began. This involved three sessions over three consecutive school weeks. These were recorded for the first 3 phases of analysis related to the research questions (mentioned in this section of thesis).

Following the withdrawal of Sheena before a summative interview could be completed, as mentioned, Lisa then participated (with informed consent) in a 50-60 minute narrative interview to appreciate her experiences of the MBCs she had experienced. Lisa was re-informed of her participation rights prior to this, when her involvement of this section was discussed as well as at the start of the interview. This interview was recorded for further analysis.

At the end of the study, both Sheena and Lisa were contacted for further de-briefing as well as to discuss their interpretation of the findings and my interpretation, allowing opportunity for their meaning to weave into the study, but also check that my interpretations were reflective of their experience. Sheena responded and expressed her gratitude in the experience, and she was happy for me to proceed without checking over my interpretations. Lisa did not respond but it was understood that a change of work circumstance may have made her contact details had changed.

Ethics

My research adhered to the British Psychological Society's (2021) code of human research ethics and its principles, that there should be respect for autonomy, privacy and dignity; scientific integrity, social responsibility as well as maximising benefits whilst minimising harm (p6).

This study required a dynamic approach to ethics throughout the duration of the study due to the immersed relational interactions over a number of weeks. As Hollway & Jefferson (2011) explain, researchers cannot not always pre-plan what a participant will do or say and must be responsive in an ethically appropriate manner. Due to this, safeguards needed to be extended to participants and myself upon various levels. A range of issues related to ethical practice were identified and referred to in my application for ethical approval (See Appendix 1a for letter granting ethical approval and Appendix 1 for my application which details the ethical complexities more thoroughly).

Haverkamp (2005) neatly summarises that our ethical responsibilities adhere both before, during and after the study; that consent is an ongoing process. She reminds us that ethical obligations also extend to how we represent participants when the study is written. In this sense, ethics is a dynamic entity, not a static concept that is developed at the start of study.

My ethical considerations encompassed:

- Ascent and consent relating to participants
- The participatory and dynamic tone of research and their treatment within it (Ethical Mindfulness, Thuram, 2015).
- The analysis, dissemination and representation of data at the end of the study.

Informed Consent & Ascent. As part of seeking both consent and ascent (from school-staff and parents respectively), I hoped to proceed with transparency. Both parents and staff were invited to a ‘information, question and answers meeting’ with me prior to deciding whether to provide consent, although only school-staff attended. This was in addition to the ‘information packs’ mentioned in the section above (3.6.2).

Reflection Box: Key ethical decisions

It was important to ask for ascent from parents to mitigate any situations where they may inadvertently find out psychological advice had been sought regarding their child, without their know. This could undermine both their trust in her setting and the psychological profession.

With parents providing consent, it potentially privileged their access to data. The nature of consultation sessions meant that a consultee (school-based participant) may disclose something that was more personally sensitive. So it was important to give them rights of redacting such things.

Ethical Mindfulness. Ethical Mindfulness is a term used by Thuram (2015) that suggest researchers should monitor the exchanges between themselves and the participant(s) to assess the benefit of that exchange and any discomfort in doing so. For example, even the suggestion of hope that change will come as part of therapy or consultation can be an ethical issue if that *promised* change does not come (Dembo & Clemens, 2013). I was sure to iterate that our work together was ‘exploratory’ and that it would be really helpful to find out what might be helpful and what isn’t placing the participant as an expert but also acknowledging that what might happen has not proven success, alleviating any possible pressure a participant may feel for it to work. Ethical Mindfulness requires us to acknowledge bidirectional influences, akin to reflexivity, such as interpersonal impressions and positioning of oneself towards the other. It was also important to build a rapport with the participant, so they felt at ease in our company. Relational warmth as Harvey (2018) claims is ethically important to allow the participant to feel at ease in an unusual, potentially revealing series of interactions.

Ethical Mindfulness in my study was not a static concept. Harvey (2018) claims that as knowledge is created within dialogic exchanges, the quality of research can be enhanced by rapport, when the participant feels respected and at ease. Stromme et al (2010) shared that from a psychodynamic perspective, creating an emotionally safe space for research interviews is ethically important, it also enhances the quality of data as the rapport may allow a participants’ defences and apprehensions to lower: different stories may then be shared. A difficulty of this approach was that working with children can be emotionally demanding, researchers can become confidants who then may be

inadvertently needed to contain participants shifting ethical consideration to the needs of the researcher themselves (Harvey, 2018). To be mindful of this ethical concern, I engaged in a relational-centred approach whilst also liaising with my research supervisor to share and reflect upon my experiences. Equally, as mentioned below (Reflexivity section 3.6.4), journaling became an important way to reflect upon ‘the relationship’ being created from an ethical perspective. As Harvey explains, we may need to give a part of ourselves to the participant such as reveal aspects of ourselves, to make ourselves vulnerable to show that the dynamic of power within the relationship has relative equity. An example of this in my study was providing personal accounts as a father of times when mentalization was working and when it wasn’t; providing a real-life example and how the different styles of mentalizing looked and lead to different outcomes. Ethical mindfulness then was the constant reflexivity between myself and them; how vulnerable do I make myself to help them feel at ease? How vulnerable do they become to satisfy a research aim?

Ethically I required myself to regard the relationship reflexively at all times. As Eide & Kahn (2008) remind researchers, the participant was ultimately there for me. They need interactions with them to feel authentic, interested and hopefully enabling. They raise that the relationship can form mistaken therapeutic tones, where forms of dependency in the researcher may evolve. However, Eide and Kahn also ask “What is the ethical responsibility of the researcher to the participant and the relationship that has been built?” (p201). By mentioning the short-term nature of the involvement and setting clear expectations in meeting times, I hoped to set boundaries upon that relationship. Equally, by adhering to a more participatory feel of research it may create possible equity in the perceived power/expertise meaning I would be less of a ‘hero’ to the participant. Gergen (2015) suggests that relational ethics in therapeutic instances akin to a series of MBCs where participants reflect on themselves, can be balanced by supporting the client to think about those not present, so they are not the object of consideration. This needed to be considered to manage the responsibilities between one another once the relational dynamics emerged. Within the MBCs, this was done regularly, through questioning techniques to consider the CYP’s needs and perspectives.

Finally, on the dynamic aspect of ethical mindfulness, I heeded Courtney’s (2023) advice on Action Research ethics. These included informed consent, anonymity and confidentiality but more dynamically: equitable treatment, avoiding harm, transparency and honesty. I believe that open and honest participatory nature of my research fulltime these values. From the off, I provided and question and answers, information session and regularly re-asserted the interest of the study during MBCs. By offering options for the participants of what to discuss, I was trying to elevate their sense of autonomy and value, making the experience hopefully empowering and validating.

Reflexivity & reflective, subjective safeguards

According to Oliver (2005) reflexive and reflective practice is a critical aspect of qualitative research as researchers are also people who cannot be easily extricated from their cultural and socialised experiences and biases. Oliver (2005) sees reflexivity as the conscious thinking behind the choices that we must make when facing decision points in practice and research. In raising these, we can also raise the accountability and responsibility of our actions and thus the trustworthiness of our research. Annink's (2016) wisdom that 'reflexivity emphasizes an awareness of the researcher's own presence in the research process, with the aim of improving the quality of the research' (p3). This was extremely pertinent in my research. My research was mindful of Berger's (2015) words, that researchers must remain alert to minimising the projecting of their own experience(s) and prevent this becoming the lens through which they see and interpret the participants' experience. There was therefore a danger that my presence, positioning and subjectivities could easily skew the creation and interpretation of data. Cruz (2015) helps to explain how this can be minimized. The use of journaling and focused reflection can help us become more self-reflexive when required as concentrated reflection can support our implicit, un-fully formed subjective thoughts transfer to more conscious, explicit subjectivities that we can notice and be mindful of when with participants and consider data. Berger (2015) re-iterates the role of journaling to help mitigate our influential roles in research but extends that to implore we use repeated reviews of interactions and data; peer consultation to gain other perspective, and like Cruz (2015) maintain a report log (journal) to create moments for deeper thought about one's experience and its impact. In this research I used journaling (handwritten notes) which I then transferred into an electronic document (Appendix 4) within a week of 'that thought/experience' so that I was trying to provide myself with greater depth of reflection surrounding the experience and raise my self-awareness for future encounters. I also used supervision with my thesis supervisor to discuss my interpretations and experience as well as joining a group of other Trainee ECP researcher using a similar, interpretative analysis techniques to share both meanings from my experience too. This allowed me to be more thoughtful, considerate and qualified in my thoughts, preventing me for seeing things from a narrower perspective and attuning to other possibilities.

Turner (2020) suggests that it is now common for qualitative researchers to keep reflexive diaries or self-reflection journals. Deggs & Hernandez (2018) suggest that field notes can have enhanced value for immersive researchers whose subjectivities may be implicit as well as explicit, where some positions that may influence interactions, may not be fully conscious forms of subjectivity and therefore run-the-risk of having greater influence on the participant's engagement for example. Journaling can therefore act as a subjective safeguard. For myself, it provided the opportunity to move implicitly musings towards more explicit tangible constructs of experience that I could be more mindful of come the next research interaction or consultation

My reflexive journal – in practice.

I combined several researchers' journaling techniques to inform both my consultation practice and the quality of the research.

1. I jotted down ideas in my research journal (paper & pen method) which could involve phrases or key words of significance to me during or following the event based upon Phillippi & Lauderdale (2018, p385).
2. This was mindful of Eloquin's (2021) consideration for consulting psychologist; to notice and interpret ours and their tensions and feelings which may hold greater meaning or significance.
3. Annik (2016) was concerned with how journaling could be useful in cross cultural contexts (in my experience, both pilot study and proper stud participants were of a different cultural heritage to mine; white-British). I ensured my Reflexivity screen had a cross cultural section so record anything that I thought could be a language or cultural misunderstanding or greater cultural significance
4. I used Tucket & Stewart's (2004) adaptation of the Primary Field Journal Format to record observational, theoretical and methodological notes (p111), which supported me to refine my thinking around what I experienced, what I did (it's effect) and considerations around theory in practice.

This was important as by increasing my reflectivity, I was also, in theory increasing my capacity to mentalize later, when with the participants, a capacity which can be lost if we are with someone needing containment (Bateman & Fonagy, 2008). This was all the more important as containment is often needed to be facilitated during processes of change (Shaldon et al, 2022).

Outcomes of Pilot Study

The Pilot study was incredibly useful to refine my approach of how to present and Mentalization based style of consultation. This was based upon my own reflexive experiences and interpretations of them, but also explicit discussion with Lisa at the end of her two sessions. Our discussion was captured as part of my reflexive journal (Appendix 2) and can be seen in as part of the consideration of planning notes for sessions with Sheena (Appendix 3a). The main outcomes are summarised as:

Lisa shared that the first session seemed a little too theory led, so I reduced my visuals and the pace of information which adhered to Mentalization theory. Moving forward, only alluding to key aspects of the theory (the four domains, mentalization failure, the intervention spectrum and the three questions model) were used. Lisa found session 2, with less psychoeducation more fluid, with the more theory laden aspects of session 1 (as it used psychoeducation to attempt and foster the consultees alignment and awareness of mentalization theory and practice, it uses and purpose) possibility stifling

dialogue or being potentially too confusing or overwhelming. In allowing this reflective, collaborative space with Lisa to consider the sessions, the streamlining of psychoeducation appeared to be the most useful aspect. She found some aspects of the theoretical considerations very illuminating, but the volume too much. This directly filtered into adapting the MBCs for Sheena. Lisa found my approach personable and comforting but also to a degree, with a supportive level of challenge which she felt had supported her to think through things differently and attempt day to day at school.

See Appendix 2 for more details of the reflexivity of the Pilot sessions and Appendix 3a for how this informed the first session of the study with Sheena.

Research questions

The intention of this research was to appreciate the use of Mentalization Based Consultations in educational contexts and how these are experienced. A premise of mentalization based interventions is that they enhance the mentalizing capacity of those participating in them, which was part of the intention of the MBCs (with this, according to the literature in section 2), related to improvements in stress management and enhanced relational qualities. More specifically, the study concerned itself with whether mentalization skills appear to shift during and following MBCs (relating to question 1, table below).

Positioning myself as a narrative researcher, I accepted that solely trying to consider mentalization shifts may limit attention to other important facets of the consultation experience, so the study also concerned itself with a second research question, “to what extent does MBC provide a reflexive opportunity for meaning making?” (Question 2) This would allow an understanding beyond the mentalization paradigm allowing greater appreciation of the MBC experience. These two questions would allow an evaluative understanding of MBC and its use in the consultative context within schools.

Acknowledged in section 2, that the role of the Teaching Assistant is diverse and multifaceted, an appreciation of MBC in context of the participants’ (as Teaching Assistants) role and experience of MBC in relation to their wider context, might help to further appreciate the application and use of MBC. In this investigation, appreciating the multivocality of ‘voices’ that might emerge from a participant-consultee was considered too. This formed investigative question 3 (table below).

Finally, it was important to appreciate the wider experiences of what it was like participating in MBCs from a summative perspective, allowing consideration to the wider experience beyond the positioning of a Teaching Assistant and the Mentalization Narrative. These four areas of consideration meant that the studies design fell into four methodological phases.

Due to design of my method, some of these could be asked explicitly through narrative interviewing styles, where broader open questions are asked to invite rich descriptions of experience (Kilpatrick, 2016). This was applicable to the summative session which Lisa participated in. However, the MBCs, requiring a more responsive form of researcher-consultant involvement meant that questioning was used to facilitate hypothesised opportunities for mentalized thought. This conflicted with typical narrative interviewing (Fehrer, 2011), so a more nuanced form of analysis was required for the MBC sessions and the summative interview. This meant that the four research questions would require distinct forms of analysis.

3.7 Transcription and Analysis Techniques

In order to enquire into the role and experiences of Mentalization based practice in education, four layers of analysis were used providing a distinct form of analysis for the session transcripts and a summative interview. This was mindful of Wong & Breheny's

Table 2. Summary of Research Questions and the corresponding Methodological phase.

Research Question	4 Methodological Phases	Purpose
How does mentalization appear and shift in Mentalization Based Consultation (MBC) dialogue?	1) Analysis of Narrative using mentalization categories	To appreciate the extent to which a participant may be mentalizing of their own and a child/learner's needs. To evaluate the extent to which this specific consultation approach can support the shift of mentalizing attributes, skills and thought over several sessions. This would analyse MBC within sessions and support an understanding of change across sessions.
To what extent does MBC provide a reflexive opportunity for meaning making?	2) Narrative Process Coding System	To appreciate how MBC supports reflexivity and meaning making (demonstrated in narrative construction) in a consultee-participant and whether this demonstrates change over a number of sessions. This would analyse MBC within sessions and support an understanding of change across sessions. It would allow the meaning making process to be understood beyond a purely mentalizing narrative
What different voices emerge during MBC; what experiences do they share?	3) Analysis of 'Voice'	To appreciate the contextual experience of a consultee-participant as facilitated by MBC. To appreciate whether these voices transform over MBC sessions in relation to dialogic co-construction with a consultant. This would support analysis and understanding of a participant-consultee's position and context of working in wider school setting and the context of which of the MBC experience sits and how MBC might be supportive or understood in this wider context.
What is the experience of participant-consultees of MBC?	4) Summative, Narrative Thematic Analysis	To appreciate the experiences of participant-consultees who have experienced MBC and provide an evaluate understanding to the holistic experience of MBC for TAs in a school context. This would require opportunity for an overall reflection of experience, making an interview of the total experience appropriate (rather than within session analysis).

(2018) advice, that narrative stories can represent several meanings and situated across several societal and personal contexts therefore one single form of analysis may be unlikely to re-tell this multiplicity.

There is no singular way to complete a narrative analysis, instead, the role of the researcher is to retell the told (Kim, 2016). Researchers agree that narrative research requires analysis of text which must be transcribed (Buttina, 2015; Frank, 2011; Kim, 2016) but also listened to (Gilligan & Eddy, 2021; Woodcock 2016).

Sessions were recorded with Otter AI. This produces a rough transcript which did not accurately record what was said (mis hearing words) and omitting whole sections. It did however allow names to be changed prior to recording, so it would automatically swap any spoke names to ensure the written copies of anonymised. The recorded transcript was then emailed and transferred into a word document. Each raw transcript was fully transcribed by me listening to the entire session twice and correcting errors, adding missing sections which were in the audio recording and accounting for pauses. Transcription followed Buttina's (2015) method of placing the session's transcript into a table with columns to the right-hand side which allowed for analysis.

Table 3: summarizing the analysis methods used.

	Mentalization Based Consultations (with Sheena)	Summative Interview (with Lisa)
Type of Analysis required	Analysis of talk across sessions Analysis of talk during/within sessions	Analysis of what was told
Why?	To appreciate changes in narrative and talk which may allude to mentalizing stance (more or less) and the role of MBC. Understanding the polyphonic voice of participants which may allude to their experience of MBCs and the context of this within wider systems such as school or other societal 'norms'	To appreciate the experiences of a participant-consultee who has engaged in MBCs.
Type of Analysis undertaken	Analysis of Narrative (Which Mentalizing 'types' were/not present) Narrative Process Coding System (NPCS) Narrative Analysis of 'Voice' during the sessions to appreciate the similarities and differences of participants experience.	Thematic Narrative Analysis
Why?	Because a narrative interview could not be used due to the dynamic nature of sessions. So appreciating semiotic/meaning making change was implicit within and across sessions.	Because a narrative interview could be completed to review an experience. Questions therefore could explicitly be used to invite these descriptions.

Research Phase 1 – Mentalization Analysis of Narrative

- Research Question: How does Mentalization appear and shift in MBC dialogue?
- Approach: Analysis of Narrative using Mentalization categories and domains.

The first method of analysis was based upon Avdi's (2008) suggestion of the role of narrative methods when analysing psychodynamic intervention/therapeutic sessions (MBCs), where clients' narratives can be analysed within and across sessions to indicate psychological change. I chose this because consultation and therapeutic-intervention share similarities; they are active, dynamic processes that attempt to facilitate change: it was critical therefore to appreciate the possible narrative changes across sessions therefore. This first method simply took the different dimensions proposed in Mentalization (Fonagy, 2003):

- Implicit/ explicit (automatic or controlled, deeper focused thought)
- Self/other (is the focus on our own or another's mental state)
- Internal/external (is the focus on behaviour or possible internal)
- Cognitive/affective (does speech allude to someone's thoughts concerned with the feelings, desires and need or is it related to assumptions, goals, thoughts and cognitive state of mind), Hagelquist (2017, p52).

There were also additional codes to signal moments of possible non-mentalization:

- Pretend Mode (mental states may not be transferred to reality, thoughts may be intellectual and appear to be considerate of another, but lack emotional resonance: Hagelquist [2017, p57]).
- Psychic equivalence: where someone may believe what they think is reality or the truth of the matter
- Teleological state: where mental states may be demonstrated by actions rather than thoughts (spoken or not). Equally, other's needs and motivations may be interpreted superficially, through their actions.
- Pseudomentalization: a state that may appear like mentalization as interest is demonstrated, but certainty may be demonstrated about knowing someone else. This closes the potential for thought and new meanings.

Hagelquist (2017).

Finally, transcripts were read to find examples of possible mentalization, which is considered a more balanced collection of the categories of thought (above: internal/external etc...) but where there is scope of doubt in our understanding of someone else. In this instance the narrative representing them is equivocal – whilst not conclusive, it signifies an openness when representing another through thought (Hagelquist, 2017). Sections of transcript with multiple, balanced forms for mentalization appearing apparent were considered 'Mentalizing' and may also include for example, questions and doubts, shifting towards more open hypothesis of others rather than closed limited described.

This deviates from typical narrative analysis as the coding process was pre-determined (Kim, 2016; Riessman, 2005) but this felt necessary in relation to the research questions.

Polkinghorne (1988) distinguishes between Analysis of Narrative (AoN) and Narrative Analysis (NA). The first collects storied accounts for its data, the second produces the storied accounts from the data. In a sense, this level of analysis was an AoN as it took stories within the data and analysed their content.

All the sessions had transcripts coded against these theorised mentalization-narrative descriptors; using different colours to represent these different dimensions. These extracts of text were then collected as examples of mentalized or non-mentalized patterns of adult-child description that could provide a summary or both the quantity and quality of the style of thinking displaying in each session so that a new narrative of the stories between the sessions could emerge. These examples of mentalizing and non-mentalizing subtypes were accumulated per session into a grid which allows for inter-session comparison to glean any possible narrative shift.

Reflection Box: This level of analysis was rather simplistic in that there were elements of dialogue that were meaningful to the participant by its presence but not under scrutiny at his point. The narrative coding system and analysis of voice were necessary to find richer stories, rather than purely narratives about a child, essentially; ‘non-mentalizing’ stories still hold meaning. Due to this a second and third layers were important factor to explore things of interest to the participant, not me – as there appeared times when analysing text purely to mentalizing descriptors, the subtleties of what was being said was not being fully appreciated.

Research Phase 2 – Analysis of Reflexivity and Narrative structure using the Narrative Process Coding System

- Research Question: To what extent does MBC provide a reflexive opportunity for meaning making across and within sessions?
- Approach: Narrative Process Coding System.

The Narrative Process Coding System (NPCS, Angus & Hardkte, 1994; Angus et al, 2012) was used as the second level of analysis as it was purposely developed to enquire into intervention sessions to appreciate the reflexive construction of new meanings. In this sense, it would add another layer to the analysis that could elucidate the role of MBC in meaning making development; adding further depth to simply screening for possible mentalization types. This was beneficial as meaning could be represented beyond the mentalizing narrative and it’s domains used to code transcripts. NPCS pays close attention to narrative organization. This study employed the tenants of NPCS:

1. Topic segments were identified in the transcripts. These were of no less that ten lines and required me to attend to the content of dialogue. Angus et al (2012) note that topics tend to curtail when researcher/therapist/consultants ask new

questions or the participant's story deviates to new areas of discussion involving different places, people or events. Transcripts were divided into 'Topic segments' which allowed further NPCCS analysis

2. Within these topics, I was then able to search for types of utterance which were 'External, internal and reflexive sequence subtypes,' (Angus et al 2012, p56). These, respectively, relate to the style of narrative being shared either: storytelling (external), the emotional resonance of that story on the participant (internal) and then the meaning making from appraisals they have made from sharing and reflecting back on those stories (reflexive). I felt paying attention to these narrative-subtypes monitored the types of meaning being shared and whether there was an increase in reflexive thinking during and over the sessions, which MBC hopes for, was possible. This analysed then, not the content of narrative but the style it was constructed. This would help to wonder whether MBC fosters semiotic change.

In completing this form of analysis to consider the narrative movement across and between sessions, the individual session transcripts were analysed separately so that an interpretation of that experience, which was unique to the others, could be understood in its context as a first, second or final session. A secondary benefit of this was to provide a subject fail-safe, due to my invested role as a consultant-researcher; that I might incline myself to over or under interpreting meaning making revision in the mentalization analysis, so this provided additional checks and clarity to the meaning making analysis purely from a mentalized perspective in phase 1.

Research Phase 3 – Analysis of Reflexivity and Narrative structure using the Narrative Process Coding System

- Research Question: What different voices emerging during MBC; what experiences do they share?
- Approach: Narrative Analysis of 'Voice'

Angus et al (2012) make it clear that NPCCS should always reserve space to enquire beyond the narrative structure, to appreciate additional meanings. Mindful of this, a final layer of analysis for the 3 MBCs transcripts with Sheena ventured from the more specific forms of analysis to those which would be more appreciative of the wider narrative meanings. This extended beyond the psychodynamics of the self to the wider contexts the participant exists within (Ntinda, 2019).

This level of analysis looked for the semiotic (meaning) within the transcripts and whether these pertained to different voices within the participant so that their experience could be better understood. Leiman (2002) refers to words as the 'depositories of meaning' (p3), suggesting that word choice can be potentially deeply illuminating in appreciating

someone's experience and position whereas Gilligan & Eddy (2021) share that voice is both embodied and an instrument of the psyche (p145). By taking this approach, it would allow deeper insight into Sheena's positioning in context as a teaching assistant within a wider context and system, which in turn, would allow MBC to be appreciated in context too.

This analysis was based heavily on Brown & Gilligan's (1993) study, where 'voice' was of particular interest as locating the speaker in the narrative which can connect a researcher to a richer understanding of meaning. Attention therefore needed to appreciate not just what was said, but how it was said, appreciating the performative aspects of Narrative that Riessman (2005) brings attention to.

Adhering to the needs to re-experience the narratives orally; Brown & Gilligan (1993), Creswell et al (2007) and Kim (2016), I listened twice and re-read the transcripts three times in total before beginning an explicit analysis as they both suggest that recursive visiting of narratives is critical to explore multiple meanings. Creswell et al (2007) refers to this a spiral of understanding the description, classifying (finding similarities) and interpretation which then repeats to find deeper meaning, which hopefully, my recursive reviewing and deliberation did.

Having listened to the stories, I shifted attention the transcripts to 'trace' voice through across the sessions, noting words, themes and interpretation next to the transcript in an adjacent column. As part of this, as Brown & Gilligan (1993, p15) suggest attuning to: Recurring words, images, metaphors, emotional resonances, contradictions, inconsistencies, revisions, absences and shifts in sound.

This level of analysis was more practically guided by Hollway & Jefferson's (2011) four core questions when exploring narrative data:

1. What do we notice? (also supplemented by Woodcock's [2016]), What surprises us?
2. Why do we notice what we notice? (adding significance to our perception)
3. How can we interpret what we notice? (what theories or paradigms will we draw upon?)
4. How can we know that our interpretation is the 'right' one? (How can we used reflexivity to challenge the theories we have employed to interpret experience?)

It is at this point that my reflexivity and journal was important, acknowledging alongside data coding, my reflections (as suggested by Kim, 2016). Equally, throughout, I heeded Hollway & Jefferson's (2011) suggestion to always maintain a consideration for the 'whole' data set and wider contexts rather than fragmenting data into small parts of unrelated meaning. Josselson (2006) claims that narrative research is interpretative at every point as we do not stand outside of the research, but within it therefore we start to understand participants' stories long before we even come to read data. Due to this, it was important that my journal and narrative analysis of the transcription also had space to note my own reflections. As Kim (2016) suggests, this would help my 'narrative smoothing' (p191) - to what extent I may re-story the told stories by participants and under what of my own psychological circumstances I do this. It allowed me to acknowledge my positioning and psychological frame in which I was making the analysis - the context which can help interpretation later.

Reflection Box: I had decided upon trying to appreciate 'voice' rather than 'themes' because I do not consider people to be a collection of themes (that can could appear rather reductionist and contrary to socially constructive interpretivism). People can be regarded a 'community of self' (Procter, 2011) where the multiplicity of voice is accepted to part of who we are (we are not a singular entity). Procter (2011), description of Miller Mair's conception of the community of self, appears more in keeping with everyday human experience. Other therapeutic practitioners and theorists, such as Young (2006) conceptualise how different 'voices' can emerge in different situations to reflect different needs and experience people have had in the past. felt looking for 'voice' was emancipatory, as it looks at connecting to a person rather than data as an impersonal 'theme.' This was important to me during the process; to maintain the connection, rapport and respect to the participant when my interaction 'with them' is purely around words in text which may appear de-personalised.

Furthermore, I opted for this less structured method (compared to using the Listening Guide, [Brown & Gilligan, 1993] which is voice centred for example) as I had already used the NPCCS and did not wish to limit my scope for noticing and interpreting sub-narratives within the data.

It was hoped that by having 4 levels of analysis, then the subjectivities inherent within the study which may emerge during analysis may be tempered. Different analytic approaches may story data differently, giving rise to different possibilities and interpretations from myself. This may perhaps, help me in avoiding very channelled, singular interpretations which may not be fully representative of the experience.

Research Phase 4 – Summative Narrative Analysis

- Research Question: What is/are the experience of participant-consultees of MBC in context to their wider roles with school settings?
- Approach: Thematic Narrative Analysis (using Narrative Interview)

A final analysis, a Thematic Narrative Analysis (Bamberg, 2010; Riesmann, 2005) was used to appreciate Lisa's experience of her time in the MBCs as part of the pilot study. This considered a 'reflecting back' on experience through an invitation to specifically do so by interview rather than inferring the experience and use of MBC through other implicit and more subjective means where discreet aspects of language might be over analysed. In this instance, a transcript of Lisa's 'summative narrative interview' was analysed. An interview was considered the best tool as it would provide a reflective opportunity of her experience firsthand. The purpose of this was to appreciate the experience of MBC in context, but from a reflective participant able to look back in sum of their experience. This would allow opportunity for a wider evaluative appreciation of its use in the context of a TA, consultee and within school setting. This form of analysis was more traditional to narrative analysis as suggested by Connelley & Clandinin (1990) where I broadened what was said in reference to the wider context of possible experience, burrowed deeper into it and then restored it to present its significance. This was based upon Buttina's (2015) narrative thematic analysis which coded and then themed codes from a transcript. Like Buttina (2015) suggest, sentences and segments are coded and condensed by similarity to around 8 themes (which I also the number produced in this study). In doing so, the experience, use and purposes of MBC from a specific point of reflection could be understood, rather than appreciating more discreet, nuances aspects of experience seen in phases 1 and 3. This was beneficial as it allowed a more specific opportunity for a consultee-participant (Lisa) to reflect on experience and bring a first-hand knowledge, rather than it becoming inferred through other analytic means almost on her behalf. It involved using a narrative interview, as proposed by Andersen & Kilpatrick (2016) where initially broad, general questions were asked to invite a story from the participant's viewpoint, sharing what might be pertinent to them, not the research. There was then space for the researcher (myself) to ask follow up questions to refine meaning and understanding in areas where there might be interest or to seek more clarity.

3.8 Section Summary

The methodology involves the use of a specifically developed MBC based upon mentalization based practice. This is to explore the research questions concerning the use and experience of a mentalization consultation approach amongst education-based staff. Due to the apparent similarities between how mentalization process may form embodied narratives or be contingent on environmental stressors, a narrative approach to data analysis and inquiry was used as this is congruent in appreciating how narratives may be constructed, formed and used.

In this study, four chief investigative questions were asked:

1. Does MBC lead to changes in mentalizing skills?
2. Does MBC provide a reflexive opportunity to revise narrative and enhance meaning making?

3. What are the experiences of MBC embodied through the voice of participant-consultee as to that relate to both MBC and MBC in context to their role in an educational context? What might this inform us about MBC and the role of TAs?
4. What are the general experiences of participant-consultees following a series of MBCs? How did they perceive and appraise it?

Coupled to these four methodological phases were used. First, an Analysis of the Narrative, sought to appreciate the nature of mentalizing within and across sessions. Second, the NPCCS was used to appreciate the narrative structures consultee-participants used and whether this saw increased reflexivity over time, possibly facilitated by MBC. This also acted as a 'fail-safe' towards the first phase; that it might draw either supportive or distinct conclusions to phase one, mitigating any subjective interpretations made initially.

A third phases delved more deeply into the experiences of TAs that emerged dialogically in MBC. This allowed examination of the role MBC might play in appreciating the needs and positioning in the wider contexts surrounding TAs and consultants. Finally, a Thematic Analysis through a summative interview was used to appreciate the whole process following its use. This was employed to glean a deeper appreciation of its use in context from a more evaluative perspective.

4. Analysis

This chapter concerns a written overview of the analysis of transcripts from audio recordings. It will detail four phases of analysis regarding the 3 sessions of MBC with 'Sheena,' followed by a separate summative narrative interview with Lisa who was initially the pilot-participant and her experiences of the process (Appendix 5). As Buttina (2015) states, analysis does not happen once the data has been collected but is a dynamic process which occurs at all stages of the research experience by the researcher. This section draws upon analysis of transcripts (Appendix 5, which have also been annotated with notes that refer to the Appendix 4; the reflexivity screens made during the prior to and during the MBCs).

Findings will be presented firstly, of the three sessions of MBC with Sheena, then the summative interview with 'Lisa' of her overall experiences of MBC. These will relate to the four methodological and analytical phases linked to the chief research questions that try to appreciate:

- Phase 1: Possible moments of mentalization within and across MBC sessions
- Phase 2: The narrative structure within and across sessions
- Phase 3: The 'voices' invited or offered within and across the sessions
- Phase 4: A presentation of a Thematic Narrative Analysis based upon the summative interview and the 'themes' explored within this.

A critical evaluation of these 4 forms of analysis will form part of the discussion in the next chapter.

This is done to support enquiry into the chief concerns of this study:

- How does mentalization appears and shift on MBC dialogue?
- To what extent does MBC provide a reflexive opportunity for meaning making across and within sessions?
- What different voices emerge during MBC; what experiences do they share?
- What is the experience of participant-consultees of MBC?

These questions may support an appreciation of the role MBC might have in ECP practice when supporting children, learners and adults.

To support the reporting of the analysis, transcripts were segmented into topic segments using the NPCCS. Where there are brackets (2,4); 2 relates to the session number, 4 to the topic segment visible in the relevant appendix).

4.1 Phase 1. Analysis of Narrative: Possible Mentalization across consultations

The first phase of analysis was mainly concerned with “How does mentalization appear and shift in Mentalization Based Consultation dialogue?” It enquired directly into whether a mentalized positioning may be facilitated with the consultee as part of the MBCs. This could be interpreted as the degree to which the consultee-participant voiced balanced descriptions of a child. Specifically, this referred to whether narratives about the child (or the consultee) were:

- Externally or internally focused (behavioural observations or consideration about what might be happening mentally)
- Self or child-focused (does the consultee talk about the child, themselves or themselves in relation to the child?)
- Implicit or explicit (is thought controlled and deeper [explicit] or more automatic and potentially less nuanced?)
- Affective or cognitively focused (does the consultee refer to the potential thoughts and feelings of the child or themselves).
- The apparent balance of these dimensions of mentalization.

Critically, a robust form of mentalization is when all these areas are balanced (Hagelquist, 2017). What may be interpreted as mentalization are remarks, narratives and their written counterpart recorded for analysis interweaving more of these thinking styles (external, internal, self, other, affective, cognitive). They may also demonstrate greater psychological flexibility regarding the self and other where language becomes less definite and imposing to more open and curious. There are also times when mental states are referred to, though if this is done implicitly (automatically) without deeper consideration around a confusing aspect of another’s mental life, then this could be considered pseudo-mentalizing (Fonagy, 2003); appearing as mentalizing, but not as it may supply narratives suggesting a deeper consideration of thought, but these may have a degree of superficiality. These may be unopen to change or hint at other narratives e.g. diagnostic label as short cuts in thinking, Hagelquist, 2017). When mentalization might be considered operational and *visible is* through the use of language representing thought and affective processes. This may be through pauses (where thinking becomes more explicit) and the use of conditional language where possibilities rather than finite descriptions are provided (Hagelquist, 2017). Mentalization, in Hagelquist’s view can be considered keeping the mind open rather than closing hypotheses about another’s life, thoughts, feelings, motivations and behaviour.

Session synopsis

Whilst this is not a quantitative study, the table below provides an initial glimpse of possible changes in narratives and content of discussion during the sessions. It is important to note that these remarks may have been made in a context with other types

of mentalized thought, e.g. a focus on external behaviour could be both non-mentalizing- “she runs off...” or mentalizing - “she hides, because she might be scared.”

Table 5. Demonstrating possible forms of thinking styles & mentalization across session 1-3 (Summarised from Appendices 5a-c).

Mentalization style & thinking focus	Session No.		
	1 st	2 nd	3 rd
other; external (behaviour)	54	37	30
other; internal	16	24	28
Self; internal, cognitive	13	9	13
Self; internal, affective	7	5	8
Self; external (behaviour)	6	9	11
Possible non-mentalizing, including pseudo mentalizing	20	12/13	5
Possible Mentalizing; including explicit forms of thinking about self/other.	5/6	11/12	24

Notes:

Colours relate to those ones used as part of the coding system on MBC transcripts to aid the reader's cross referencing (Appendix 5a-c). N.B. All these numbers are approximates based upon my interpretation of the type of thinking represented in phrases spoken during and across the 3 sessions. These are coded in Appendices 5a-c respectively. They reference a possible number of times that type of thinking may have occurred based upon what was said.

Referring to *externally* focused remarks towards the *other*, these nearly halved across the sessions. These often refer to the behaviour of the ‘other’ and may not indicate consideration of the mental state of the child. Whilst this is neither a ‘good’ or ‘bad’ form of mentalization, a strong emphasis on the external behaviours of another person suggests a lack of enquiry into the another’s mental state (emotions, thoughts, feelings, experiences and motivation). This may also demonstrate implicit forms of thinking, where automatic assumptions are applied to consider the *other*’s personhood and could be considered limiting (Fonagy 2003). It suggests non-mentalizing.

A synopsis of session one suggests that there was a predominant focus on the external presentation of the child, with significantly less thought given to their internal state. Furthermore, the 20 possible examples of pseudo mentalizing further suggest that the consultee was not demonstrating mindfulness towards the child’s needs.

As the sessions together increased, the dominance on externally focused aspects of the *other* diminished to 37 remarks/phrases (MBC2) and then to 30 (MBC3). At this time, Pseudo mentalizing decreased from 20 possible remarks/phrases which storied the child to 5. In the same period, moments of mentalized thought (interfered through the written transcript) appeared to double each week from 6 (week 1) to 12 (week 2) to 24 (week 3). It appears that over the session, the type of thinking used to conceive the child, represent and story them became more balanced. This brief synopsis, although it abstains from the quality of those conversations (which will be explored in the section below), does, superficially suggest that the quality of perceiving the child in relation to the *self* changes over the sessions, possibly as part of a facilitatory process to mentalize.

Closer analysis of remarks/phrases in the sessions

Analysis of session 1 (Appendix 5a) suggests that there was a relatively large proportion of phrases used to describe the personhood of the child from a purely externalised perspective.

“She doesn’t want to write her answers (1,3)	“She... doesn’t go to lessons (1,4)
“She’s got hardly any friends, no one in school, at home.” (1,6)	“She walked out...” (1,8)
“She just screams... does these random things...” (1,11)	“She keeps getting her phone out” (1,8)
“She can’t be encouraged.” (1,11)	“She doesn’t co-operate” (1,8)
“She doesn’t think.” (1,11)	“She doesn’t care about anyone’s feelings.” (1,11)
(How do you think it affects her day, what feelings is she carrying about?) “hate sometimes. She fates people. Resents them. (1,12)	“She doesn’t care; she doesn’t have emotion.” (1,11)
She denies everything. (1,16)	“She can’t be bothered to do it.” (1,12)
	“I think she can’t be bothered.” (1,13)
	“She doesn’t want to do the work.” (1,13)
	“She doesn’t think she’s at fault.” (1,20)
	“She controls what she says.” (1,20)

Box 1. Examples of possible non-mentalizing utterances

N.B Brackets: The left number refers to the session number; the right number to the narrative topic; visible in the appendix 5a).

This box reiterates the strong focus on external referenced phrases towards the other. Whilst external phraseology can be part of a mentalized stance (e.g. “She gets really scared, so I think she feels the need to hide.”), without expansion to the internal world and feelings for example, a balanced form of thinking is not clear which may otherwise possibly represent mentalization. These examples suggest that there was little expansion provided to explore Chloe’s needs. “She doesn’t want to write her answers” (session 1, topic 3) is externally focused but was not expanded to think *why?* and appreciate Chloe’s needs more.

Equally, other statements, “She doesn’t co-operate” (1,8), “She doesn’t care about anyone’s feelings (1, 11) and “She doesn’t care; she doesn’t have emotion,” suggest narrowed perspectives on Chloe’s needs and describe her, interpretatively, in a negative manner. There is an absoluteness, which may deny aspects of Chloe’s personhood or other aspects of her to emerge and be storied.

The unequivocal nature of these more finite descriptions suggests that mentalization was not active at these stages and for large parts of the first session. Furthermore, “She can’t be bothered to do it” (1,12) was a recursive phrase (*can’t be bothered*) throughout session 1 and parts of session 2 (Appendices 5a, 5b) to describe Chloe’s engagement. It was not provided with a caveat e.g. “At times, she’s looks like she can’t be bothered.” In this (my) example “At times” would acknowledge that Chloe has different aspects to herself and “she looks like” would provide doubt about the trueness of Chloe’s nature, suggesting an open mindedness and curiosity. Eventually in MBC3, Sheena changed this position to considered that Chloe might be bored (Appendix 5c), suggesting a different reason for her

behaviour that is transactional and dependent upon the environment. ‘Can’t be bothered’ may be interpreted as a motivational issue: feeling bored may be related to the impact of environmental stimuli, placing the *fault* for the problem away from Chloe.

Other examples of more closed narratives and possible non-mentalizing are exemplified in Box 2. Not only did it appear that Chloe was initially storied in a closed and negative manner, other societal narratives appeared to be borrowed to represent her personhood. Yet these may not have been able to provide the understanding of Chloe’s personhood on a deeper level.

The examples in Box 2 suggest possible pseudo mentalizing where rationale and reasoning may be adopted to understand the mind of another but may still be finite. Therefore more limiting perspectives appear to be present that prevents further exploration and may reduce a sense of connectedness to that person (Chloe).

Box 2. Examples of possible non-mentalizing phraseology through ‘closed’ narratives

<p>“Depressed. She seems depressed.” (1,5) “There’s a lot of things going on insider her head. I think she need therapy. I think she’s got schizophrenia.” “I’m sure Chloe will have some sort of anger problem.” (1,12)</p>	<p>“I think she might need counselling...but even then, she won’t co-operate.” (1,10). “Basically, I think it all boils down to what happens at home... I don’t know what home life is like...” (1,11) “I don’t think she’s received any love.” (1,15) “I think she was probably, she probably wasn’t given much love as a child.” (1,15)</p>
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Other narratives about the importance of a good home life are explored but not expanded on. Rather contradictory comments are made which suggests it’s “All” about home life, but little is known about home (1,11). When mentalizing, we may have increased agency and commitment to find out more information, there may be a more active sculpting of hypotheses concerning a person or situation. In this sense it would move the adult’s thought from a state of passivity into activity. Arguably, the examples in Box 2 may suggest clipped, closed cognitive short cuts were being used. Despite this, it is declared that Chloe may not have “received any love” (1,15). Therefore, truly understanding and knowing what Chloe’s life and experiences are like, is not understood but nevertheless forms part of a hypothesis which is used to represent her internally by Sheena. These hypotheses are built with unclear evidence and seem to link to wider narratives about the impact of care in child rearing. These representations are suggested to be totally fundamental in Chloe’s needs with the words “**All boils** down to what happens at home.” (1,11). (Bold Italics, my emphasis).

In spite of the certainty that Chloe’s needs relate to homelife opposing medicalised narratives are adopted “I think she’s got schizophrenia” (1,9) suggesting that there is not a cohesive way of appreciating Chloe’s needs. The adoption of schizophrenia, which still carries social stigma and often misunderstood in the UK (Cadge, Connor & Greenfield,

2018) may also demonstrate that Sheena is trying to find almost ready-made narratives to understand Chloe without deeper consideration of Chloe's needs. Furthermore, the negative stigmatisation of Schizophrenia, that appears to be suggested rather negatively, may suggest that Sheena sees Chloe with a degree of negatively and possibly danger too. This may create a distancing within the relationship and possibly shifts the responsibility too, for meeting her needs - if they are assumed to be both complex and medical. Medicalised language has been previously considered to lower the agency of education staff in orientating to children's needs, shifting the way in which they can conceptualise a need and how to support it (Maturo, 2013).

This extract from session 1 (below, from Appendix 5.1) may suggest how over emphasising on the external characteristics of a child, may inhibit more useful ways of understanding their needs.

Sheena: I think she might need umm... counselling or something. Yeah, counselling, yeah, just, but even then, she'll won't co-operate I don't think that's what she needs. There's a lot of things going on inside her head. Yeah, I think she's needs I think... therapy. I think she's got that... is it... schizo... schizophrenia... I think she's for got that...

Paul: Really...

Sheena: she does talk a lot to herself. I see her talking to herself. I see her laughing to herself, and she's whispering all the time, yeah, I think she's got something.

Paul: Has she got a diagnosis?

Sheena: I don't know... I think so? I think so ...someone... who said it? A lot of the TA (teaching assistants) have mentioned that she's got schizo... schiz... how do you spell it?

Paul: was it autism?

Sheena: She's got that as well. I think so.

Image 5.
Extract from
MBC1
(Appendix 5a)

This moment draws upon medical narratives of Autism and Schizophrenia to indicate Chloe's needs without thickening them. Within it, are again possibly negatively intended caveats "She needs counselling... she won't co-operate..." The statement "There's a lot of things going on in her head..." is not justified further. This section was coded red to suggest my interpretation of possible pseudo-mentalizing, where language might be adopted that suggest deeper thought such as the knowledge that goes with a diagnostic category, but may have a degree of superficiality – that Chloe 'has' these medical issues effectively 'closes' the case and with-it, discussion and wider consideration of her needs. From a Lacanian perspective (Bailly, 2012), it appears that the words Autism and Schizophrenia are used to signify an understanding of Chloe's needs without it being explicit what these might signify and mean for Chloe or to Sheena. During MBC1, possible pseudo mentalizing was a relatively frequent feature of thought/ dialogue.

The possible non-mentalizing stance of Sheena may also be considered in the contradictory statements and responses to myself trying to foster a mentalizing stance with questions that encouraged deeper consideration of Chloe's needs (see box above).

My interpretation at the time (Appendix 4) was that Sheena was defensive; either by being questioned or seemingly *forced* through my encouragement to re-experience Chloe differently which she may not have been ready for. This poses further questions about ECP consultations and whether Sheena and I were fortunate that there was enhanced space (following MBCs) to return to and more deeply explore points of pertinence. This may no doubt, support a more robust formulation of the situation.

The first example in the table was part of a long passage where Sheena described an incident in school and that Chloe was at risk of being hurt by other children taking retribution out towards her (Appendix 5a). When questioned further “How do you think... she was feeling?” (Paul, Appendix 5a, session 1, topic 1), the response circumvented the question to either address Sheena’s thoughts or Chloe’s behaviour (external factors) again. My interpretation that there was a ‘negating of questions’ aimed to facilitate greater understanding of Chloe’s internal experiences (to foster a greater mentalized stance) further exemplifies a possible non-mentalizing stance. Instead, it is possible that Sheena was not emotionally attuned to Chloe at this point and therefore not available to interpret her needs and respond accordingly.

Box 3. Examples of possible non-mentalizing utterances through contradictions or declining opportunities to consider the first utterance more deeply.

“There was an incident on Friday... she’s got a lot of enemies now... I was quite scared for her... I was really scared for her... everything is going well for her...” (Session 1, Topic 1).

“She doesn’t go to lessons, she been to a few...” (1,4)

“She doesn’t concentrate... she does for, like twenty minutes” (1,3)

“She minds her business... she gives them dirty looks.” (1,2)

“She turns and says, ‘Just shut up and leave me alone.’ They keep on... then she just starts walking of... (How does Chloe feel when that’s happening?) Sometimes she laughs. She finds it funny.” (1,9)

“She denies everything... but she admits that she’s taken it, but then she’s got an innocent excuse.” (1,16).

Reflection Box. I was acutely aware of my own discomfort in MBC1. It clashed with some of my own ideals: hearing deficit narratives of Chloe (which at times I interpreted as personal). I was aware of my own positioning, perhaps internally becoming defensive; sensing myself as different to Sheena in some way. I was worried that in spite of these narratives ‘playing into my hands’ (that I was in-the-moment interpreting a possible lack of Mentalization to build upon), that this seemed marked and perhaps too much for me to support – would discussing this become a source of conflict within the consultation? Balancing this, with what I left I needed to be as a consultant-researcher (The 8 braids I mentioned in methodology, above), I was aware of the difficult nature of the position I was in – actively concentrating on Sheena and also myself. I was aware of my own passivity in MBC1, which perhaps was because Sheena needed time to talk, but was it that in this moment, had I lost the capacity to mentalize which Bateman & Fonagy (2012) suggest is likely for professionals working with clients?

Writing at this point now, analysing the data; had I already decided that Sheena was non-mentalizing? I *felt* this weeks ago, so am I able to draw new insights against the narrative of my own experience? I **like** mentalization theory, I **like** working relationally, I **am** invested in this research... so was I unconsciously destined to interpret MBC1 in this way, so that I could elucidate the potential of MBC?

Possible shifts in mentalized thought

As the MBC sessions progressed, the stories shared by Sheena appeared to become more mindful of Chloe’s possible internal world with more contextual appreciation provided for Chloe’s needs rather than wider, general, medicalised ones.

In the passage below, Sheena’s thinking appeared to become multifaceted. There are references to external focused thought (Green), which were dominant in session 1. Yet these become more consistently coupled with internally focused thought towards Chloe (as the *other*), coded in yellow. The blue sections suggest an unequivocal nature to the uttered thought. Phrases like “I think” are used which appear to create a distinction between Sheena’s perception and Chloe’s needs. In this sense the use of “I think” qualifies the statement as being a version of reality owned by Sheena, rather than an absolute statement more frequently used in session 1. Equally, words such as “Maybe” and “Probably” also indicate the room for doubt; that Sheena’s story and representation of Chloe is changeable and psychologically flexible which demonstrates the openness allegedly perceived to be part of a mentalized stance.

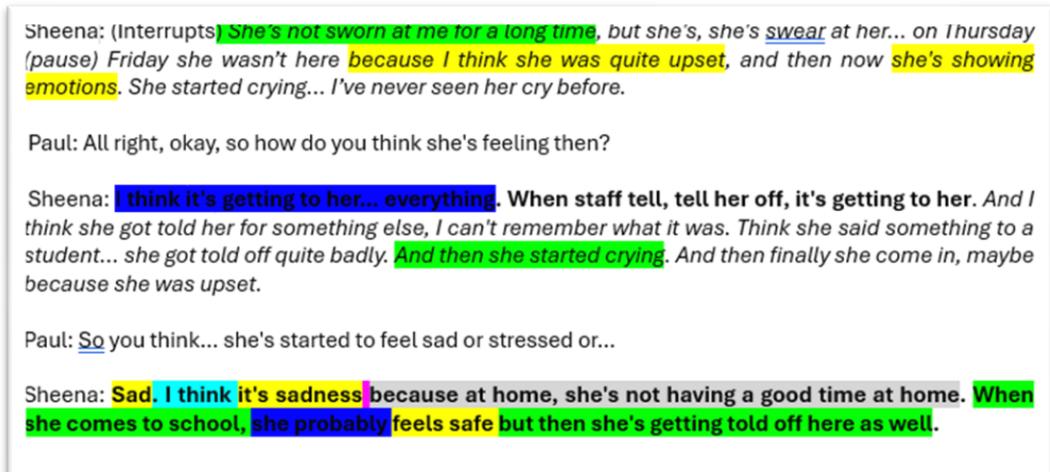


Image 6. Extract from MBC2 (Appendix 5b)

This type of storying may acknowledge that Chloe's emotional world may be based upon contextual factors - "She's not having a good time at home" as well as transactional factors - "She's getting told off here as well." It appears to appreciate the complexity of Chloe's position; that school is a 'safe place' for her, but that can seem under threat, with that being inferred as a source of emotional difficulty for Chloe. This deviates from the closed narratives from session 1 and the medicalised narratives adopted by Sheena to possibly support her meaning of the situation.

Box 4. Quotes from MBC session 2 (Appendix 5b), referring to Chloe's emotional experiences.

"She's not having a good time at home." She was quiet upset, she's showing emotions...

"She started to feel anxious..." (2, 11)

"When she comes to school, she probably feels safe" (2, 1)

"That's why, I think that's why she's been crying, last week. She probably feels like, home, I'm getting this treatment and come to school and I'm learning like this. Maybe she not realizing what she's doing, like her because..." (2, 10).

The extract above, and the shift towards acknowledging Chloe's internal life, often absent in session 1 (examples in Box 4) demonstrate a possible shift to what might be considered mentalizing. In session 2, Chloe's emotional world was considered with greater focus. This involved mentalizing opportunities focusing upon *affect* (light blue), the *other's internal world* (yellow) as well as external states/behaviours (green). This variety suggests a more balanced way of thinking about others. These extracts (as part of a conversation about Chloe's participation in Drama (Appendix 5b, session 2, topic 12) may demonstrate a contingent and equivocal nature of thought through the words 'probably' and 'a bit' which shift from finite and absolute statements previously mentioned. Furthermore, Chloe's abstention from participating in a lesson moves from commonly shared "she can't be bothered," from session 1 and session 2 (topic 3, Appendix 5b) to consider how Chloe's possible needs, skills and emotional experience interact with her motivation. Hylander's (2012) study of Consultee-Centred Consultation discusses that *turnings* can occur for the consultee where conceptualising problems and people may undergo

change. It is possible that the MBC was providing this space for Sheena, although this did not appear to be explicit for Sheena (she did not declare she was thinking differently for example). *Perhaps a failing on my part, that would have been in keeping with Mentalization would have been to make these observations of change with her.*

Sheena (Interrupts) **Maybe she thinks she can't do it?** Like it's hard and **maybe she can't.**
 Paul: What does that mean to her if she thinks she can't do it?
 Sheena: **Probably thinks she's not gonna be good enough.** Good... *ummm....* **feels a bit embarrassed.**

Image 7. Extract from MBC3 (Appendix 5b)

Sheena: **Because in drama, you got to perform, performing just in front of a few people. I don't think he likes that.**
 Paul: **So she doesn't like performing. So what is it that performing might bring?**
 Sheena: **So she started to feel anxious, maybe in front of other children, because quite public in performing.** (Pause) **because... I don't know why she won't because she's quite good... a character.** *eah,*

Image 8. Extract from MBC3 (Appendix 5b)

Another occurrence in the MBCs, possibly in session 2, was how Sheena's contradictory statements seemed to become 'owned by her.' In session 1, contradictory statements appeared, these then seemed to deviate to more controlled, explicit mentalized thought about Chloe's needs. In this example (below), Sheena begins to talk about something Chloe can't do as though about to present an absolute fact about her needs but then qualifies it from her own experience.

Sheena: *She can't... when she has double lessons. She can't sit for two lessons, I mean, she did one time in English, yeah. Its like she knows what, what's going on, yeah, it all goes in ahead, because she's very clever. I've never known someone so clever... Takes it all in... and in erm that English lesson, I think English on (pause) Tuesday, double English and she done so well. It's like, she had to write descriptions of erm... the pictures there. Mr. name of staff gave this picture on the board and her words, the words that she used again... and everyone was so impressed; He was like, shocked.*

Image 9. Extract from MBC2 (Appendix 5b)

This contradiction appears conscious from Sheena as though critically appraising what she is saying in the moment to present balanced and fairer representations rather than a closed, fixed narrative of deficit. During the MBCs there was active discussion between us about keeping our models of understanding *the other* more open. Critically, this and other examples in MBC3 (Appendix 5b) may demonstrate a more consciously aware and selective form of thinking from Sheena analogous to the hypothesised controlled or explicit dimension of mentalizing.

Within this extract, Sheena connects to a positive experience and begins to share Chloe's skills and strengths, rarely seen in the first MBC. Additionally, positive stories emerge in

topics 2, 3, 6 and 7 of MBC2 (Appendix 5b) with Sheena also declaring that she misses her (“I do miss her...” MBC2, Topic 2). These refer to Chloe’s strengths, skills and qualities that appear to thicken Chloe’s personhood, notably different to those that emerged in MBC1.

Despite these changes, MBC2 still appeared to see missed opportunities when Sheena was invited, to have deeper thought about her responses to Chloe.

When asked “How did she seem; what was her mood like? (MBC2, Appendix 5b), Sheena began to discuss what lessons Chloe went to. In topics 8 and 9 (MBC2, Appendix 5b) Sheena does not reference her own emotional intensity (as part of the Mentalization model we had discussed) with her responses becoming incompatible with the question (see image 6).

Paul: **So what happens to your emotional intensity at that point?** You know, she's like, I'm not doing that. Stop talking to me.

Sheena: I say to her... "I'm gonna log you," and she **says** "Go one, log me then." And then it's how much can you log her as well isn't it?

Image 10.
Extract from
MBC2
(Appendix 5b)

MBC3 saw other changes from MBC2. One of which appeared to be more reflexive thought about Sheena’s attitudes towards Chloe; almost from a meta-cognitive perspective.

Sheena: **Maybe, when** it's kind of (pause)... in the moment. Like when it's happened, when its happened when she does all these things... **Name of child** does all these... "Not going lessons" and "leave m alone," walks off... and then, straight away **I think** "She's just being (...) oh, spoilt. **Then when I think about** t, like maybe few minutes later, an hour later, and **I think about** **maybe in um**... another lesson or a home, and I'm "Ah, maybe it's because of this? She's, um (...) **she's just feeling rushed**, not havin a good day, **but we don't know us, what it is, what's the real truth?** What's behind it all? **Maybe she's umm** (...) **maybe she wants to learn**, but she's (...) something is (...) like erm (...) **maybe here's some students in there or something. And I think, yeah, it's, maybe it's a bigger, more hippo** **cture than, just what I think**

Image 11. Extract from
MBC3 (Appendix 5c)

In this extract (above, MBC3, topic 9), Sheena critically reflects upon herself and seems to appreciate that ‘in the moment’ with Chloe she may have an emotional reaction that is not representative of what she may actually think or experience. She reflects back to share “I think she’s just being spoilt... but when I think about it, a few minutes later...” which suggests she mentalizes about Chloe when away from her physical presence.

Interestingly, this extract is predominantly dark blue, coded as such for equivocal language which represents a possible openness. Again, not only does this contrast significantly from MBC1, but also MBC2. In this section, Sheena pauses regularly, asking questions of herself and presents several hypotheses or counter narratives for Chloe’s

needs. In creating this openness and not imposing her view as a definite mental state for Chloe which may otherwise be considered Psychic Equivalence (Hagelquist, (2017), Sheena appears to accept that Chloe’s mind is unknowable. This may suggest more controlled, explicit thought (mentalizing) may be occurring in an attempt to become closer to the possibilities of Chloe’s experience. Suggesting that Chloe ‘wants to learn’ is a new narrative to the recursive ‘she can’t be bothered’ narrative regularly voiced in MBC1 and sections of MBC2. For me, a striking phrase involves the use of the word *truth* (“But we don’t know... what it is, what’s the real truth.”) For myself as a researcher being mindful of ontologies and epistemologies that may present knowledge as singular, definitive truths or subjective stories, Sheena’s possible mentalizing appears to be a shift in thinking about knowledge of Chloe. Sheena here, may be accepting that openness, and not knowing may be more productive day to day rather than an imposed ‘truth’ that defines Chloe’s needs in totality such as her earlier description of schizophrenia (Appendix 5a). In this sense, Sheena’s ontological positioning of Chloe’s needs shift.

Nor was this potential shift a ‘one off.’ This extract from session 3, topic 10 (below) again sees Sheena acknowledge that she had considered Chloe to be ‘defiant,’ but is able to reflect that word may not be a helpful way to encapsulate Chloe’s needs and expresses deeper thought “... but that I think, maybe... what are the reasons behind this?” In this instance, Sheena is not providing answers, but again keeping her hypotheses open rather than closed- suggesting an active mentalized stance and an example of it in operation. Within this extract are also long pauses. Session 1 (Appendix 5a) saw Sheena talk very quickly, even missing questions through interruption. At this point in MBC3, Sheena was actively pausing, talking and searching for words, possibly trying to enhance the realistic nature of her experiences through striving for a more dutiful accuracy to the word used and shared.

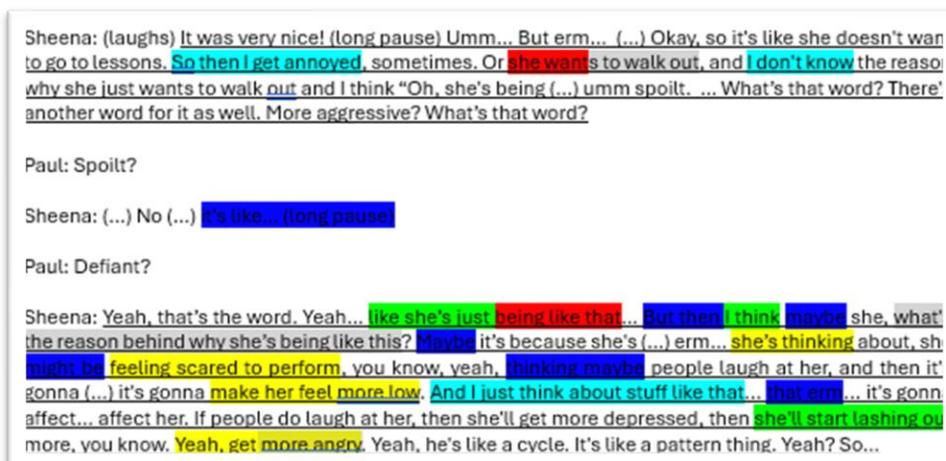


Image 12.
Extract from
MBC3
(Appendix 5c)

If Sheena’s contemplative word searching (seen in his extract) was for her to find a truer representation of her experience that she wanted to share and talk over, it may indicate two things: 1. That Sheena’s controlled thought was perhaps an example of Mentalization

and 2., Sheena was valuing and trusting in the consultative experience, by trying to bring and make stories as realistic to her experience as possible.

This possible openness in MBC3 then appears to transfer to Sheena herself. In MB3 Sheena becomes more expansive of how Chloe affects her, referencing her own anxieties around Chloe's behaviour (session 3, topic 13) and her annoyance when initially experiencing some behaviours too (session 3, topic 9). In MBC3, the quality of discussion around Sheena's emotional responses to Chloe's behaviour starts to emerge, which in Mentalization theory, is an important part of an adult-child dyad.

Summary of Phase 1

In response to the research question "How does mentalization appear and shift in MBC dialogue?" This analysis suggests that what might be considered mentalized thought shifts across sessions and is demonstrably different within sessions.

It appears that as the sessions progressed thinking styles about the situation and child became more faceted, with different dimensions of mentalized thought emerging. Contrasting the initial session with sessions two and three, there appeared to be less concentration on one type of thinking style. Initially, Chloe as the child, appeared to be conceived with limited perspectives with there appearing to be a dominant way in which to describe or perceive the problem and Chloe. Initially, Chloe's needs appeared to be represented externally, with little elaboration of her needs. In fact, when her needs were given greater thought, these were detached from Chloe's interactions with staff as medicalised narratives were used to appraise and provide an explanation for Chloe's needs rather than a more considered exploration of her mental states, aspirations and frustrations for example.

What initially appeared to be a concentration of one, dominant type of mentalization-thinking domain gave way to more varied ways of perceiving the situation or Chloe's needs (considering internal, external, emotional, cognitive aspects for example related to both the self and other). Gradually, by session 3, Sheena made herself more present within these dialogues, suggesting that the varied ways of thinking being used. This suggested an employment of more mentalization dimensions, allowing Sheena to be more self-critical and reflective in Chloe's needs too. The situations had started to become understood dynamically and transactionally, rather than as a status or difference solely located within Chloe that was not changeable.

These balanced, multi-facet forms of thought, aligning to several domains of mentalization types appeared to progress over time. Perhaps this was due to the facilitative and collaborative process of MBC that fostered and encouraged (through psychoeducation) both implicit and explicit thinking from different perspectives. In this sense, it appeared that the consultee was aligning to the psychoeducation that Mentalization Theory considers the four domains/dimensions of mentalizing. Whether

this was active (conscious and explicit) or more implicit, is not discernible with this form of analysis and will require others forms of analysis to appreciate this shift.

4.2 Phase 2: Narrative Structure Across Consultations – the Narrative Process Coding System.

This phase concerned itself with trying to appreciate “To what extent does MBC provide a reflexive opportunity for meaning making across sessions?” In support of this, The Narrative Processes Coding System (NPCS, Angus & Hardtke, 1994) was used to consider the overall structure of Sheena’s shared narrative across the three sessions, MBCs1-3. The NPCS was initially developed to analyse talk across therapy sessions to appreciate a client moving between external narratives sequences (ENS), internal narrative sequences (INS) and reflexive narrative sequence (RNS). By appreciating the more global structure of narrative shared by participants, the NPCS allowed this research to appreciate the extent to which reflexivity and meaning making may occur within MBCs. This allowed appreciate to the extent to which this may have become a more dominant dialogical style in the MBCs, allowing us to consider the depth to which MBCs shift thinking, narrative and dialogical content.

ENS tend to ‘pitch’ the context for a story and provide detail about a situation. INS then refer back to the storyteller, how this made them think, feel or behave for example and RNS is the new meaning that the reflective experience of revisiting a story may create; what it means now. It was useful in this study as an attempt to appreciate whether MBC can support enhanced moments of reflexivity that may not be understood as a form of mentalization. Whereas the first level of analysis enquired more explicitly into how Chloe was storied and whether this may relate to a mentalized stance, NPCS looks at the experience more generally, from Sheena’s perspective as an activity in potential meaning making.

Table 4. demonstrating the general type of narrative structure per topic across 3 MBC sessions (Summarising NPCS analysis, Appendices 5a-c)

	MBC1	MBC2	MBC3
Topic Segment No.	Dominant Type of Narrative Sequence (External, Internal or Reflexive)		
1	External	Reflexive	External
2	External	Internal	Reflexive
3	External	External	RNS, ENS, INS
4	External	External	Reflexive
5	Internal	External	External
6	External	Reflexive	RNS, INS, ENS
7	External	n/a	RNS, INS, ENS
8	External	ENS, RNS	INS, ENS
9	External	ENS, RNS	INS, RNS
10	External	ENS, RNS	INS, RNS

11	External	External	External
12	External	ENS, RNS	ENS, RNS
13	External	ENS, RNS	ENS, INS, RNS
14	External	Reflexive	Internal
15	ENS, INS, RNS	Reflexive	ENS, RNS
16	External	No further topics in MBC2.	No further topics in MBC3.
17	ENS, RNS		
18	ENS, RNS		
19	External		

This table summarizes the narrative structure within the MBCs from analysis of the sessions' transcripts (Appendices 5a-c).

Whilst the 'dominant type of narrative' sequence may exclude elements of reflexivity or internal focus for example, this is in keeping with the technique (Angus et al, 2012), where a section of speech is segmented into topics (on the basis of what the content is about) and further segmented into being ENS, INS or RNS. Where I have deviated from this is when topics have contained a blend of different narrative sequence to appreciate topics where no dominant sequence appears to emerge. In most cases for example, a topic segment may include small parts of one, but more part of a different type of sequence. Where these have shared dominance, they are reported as a shared code e.g. RNS, INS, ENS.

Interpretation of topic segments & narrative sequences

MBC1's narrative sequences appear congruent with the analysis of the Mentalization Analysis. The majority of MBC1 shared external narrative sequences, with Sheena telling stories and sharing her experiences. With there being a small number of topics referencing internal and reflexive narrative sequences, it suggests that little reflection was completed. Furthermore, the greater number of topics in MBC1 could be interpreted as conversation switching more often, with less time afforded to contemplate a subject and therefore reflect upon it.

Typically, according to Angus & Hardkte (1994) & Angus et al (2012), sessions are likely to see shifts between external, internal and reflexive narrative sequences; where what has happened (external), is interpreted from a personal (internal) perspective and may undergo re-interpretation to enhance a person's sense of meaning (reflexive narrative sequence). Considering this, in MBC1 there appeared to be limited time for interpreting things from an internal position and reconsidering its meaning suggesting that the stories presented are relatively static with little interpretation made.

The importance of this is potentially significant but by no means clear. MBC1 appeared to be marked by a lack of mentalization, but is this related to a need for a consultee to share their experiences through externalising narrative sequences? If so, descriptions of other people might be provided in a manner that are more detached from the self.

In context, MBC2 appeared to begin with Sheena relatively reflexive, with the first two topics severed to explore internal states and appraising the situation. Is this more reflective stance due to the opportunity Sheena had to share a strongly externalised narrative during MBC1: had she set the scene to then move on from?

Considering MBC2 and MBC3's narrative sequences, they involve much more RNS with MBC1 appearing very static in the type of narrative being shared. My interpretation of MBC1 as an active member of it (see *reflexivity notes, Appendix 4*) was that Sheena was potentially defensive with my questions often feeling to me, circumvented. However, the marked change in MBC2 may note that she felt more at ease and possibly more contained, more validated and less judged if sharing certain things. Notably, what is missing in both MBC1 and MBC2 other than a few occurrences, are clear Internal Narrative Sequences where Sheena reflects upon her own needs, responses and interpretations. These are allegedly critical to mentalization theory & practice (Fonagy, 2003; Volkert et al 2022). Arguably, MBC3 saw the most statements from Sheena that may represent a Mentalizing stance. Considering the NPCS, it may be that once the Internal Narrative Sequences emerged which included self-referential thoughts, then the Mentalizing stance may be enhanced. This may be as oneself then becomes incorporated into the story of experience as it appeared until this point, INS was relatively absent until MBC3.

A different perspective of the NPCS analysis is that the 3 sessions themselves mimic what may occur in a single session; that externalised narrative sharing is necessary to progress to internal and reflexive modes of re-consideration. Firstly, one must have space to share 'what happened' – the external narrative. That Sheena was able to do this in session 1, may effectively mean the 3 sessions were like a protracted singular session, with session 1 required to provide space for the external narrative sequences.

For Sheena, the sole participant in this aspect of study, it may be 3 sessions were required for her to be more open with myself, about her thoughts, feelings and experiences. This may iterate the need for trust and familiarity for consultees.

Summary of Phase 2

In answer to the research questions concerning whether or not MBCs provide a reflective space that allows meaning making to occur, this analysis tool is supportive.

It suggests that over each session, reflexive thought increases in its dominance within narratives structures and topics discussed. Initially, the narrative content chiefly appeared to be structured in an external manner; with stories often relating to Chloe with little space for reflection or reference to Sheena herself. This may have suggested a degree of detachment, with the majority of topics shared being external or that the 'problem' was not seen transactionally, but solely located within the child, Chloe. Over the 3 weeks, more reflexive narrative content emerged, with increased elements within

the structure with which Sheena discussed. This suggested that the external aspects of stories had emotional or cognitive resonance, impact and therefore meaning. Session 3 of the MBCs, the final session, appeared to suggest that narrative topics were structured in a manner that attend externally (to Chloe or other events), internally (what impact or resonance they had on Sheena) and reflexively (that interpretations were voiced or constructed that revised Sheena's meaning).

Whilst this forms of analysis could be argued to be relatively crude (that it superficially appreciates someone's narratives more distally in terms of its structure than exact content), it itself stories that over the course of 3 weeks of MBC, narratives structures about another person and situation become more reflective. They also suggest that session 1, which was chiefly external in narrative composition may have needed to be so for a psychological purpose, possibly to heard and contained. Furthermore, this suggests that MBCs allow for narrative content shift where consultees can consider how the situation affects them and allows space for the revision and formation of new meanings. In Sheena experience, it seems that a longer period was required for narrative topics to focus upon herself and her own needs. This may indicate that a rapport and trust is needed between a consultant and consultee for more reflexive revisions to occur.

The findings from this phase also support the findings from phase 1, the Mentalization Analysis of Narrative; that structures and content were initially heavily externally focused, before becoming more balanced and varied.

4.3 Phase 3. Narrative Analysis of 'Voice' across the sessions

The final analysis of the 3 MBCs was to appreciate the emergent voices of Sheena. This was useful as it would appreciate different narratives that were potentially important beyond that of Mentalization but also, appreciate Sheena's experiences as a consultee within MBCs as well as a consultee within the wider context of a school organisation. Illustration 1, below shows a diagrammatic version of Appendix 5j (the collected voices of Sheena as 'traced' through MBCs1-3 [Appendices 5d-f]).

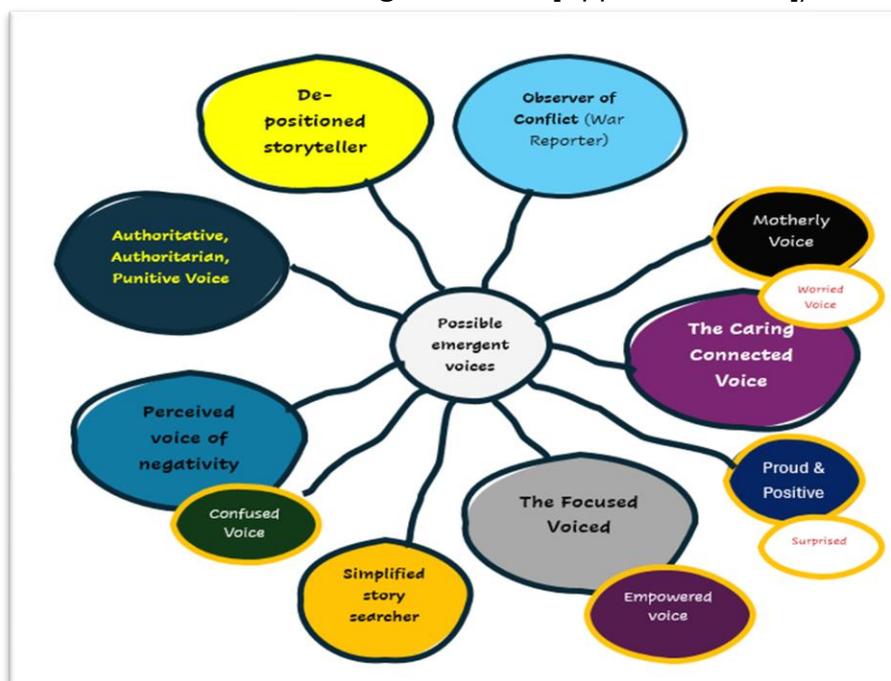


Illustration 1.
Conceptual map of traced 'voices' emergent from Sheena over 3MBCs (from third analysis technique, Appendix 5d-f & 5j).

The aim of this phase was to appreciate Sheena's person hood more, which may support understanding of MBC to be made in relation to the context of a participant in reference to their role with a school setting and as a consultee.

In reference to Brown & Gilligan (1993), these voices help to locate the speaker within narratives, to connect to their personhood and experience. It involved tracing voice across the three MBCs, recording words and my interpretation of them. A voice might become a conceivable unifying entity when there are recurring words, images, metaphors, emotions being conveyed. Equally inconsistencies, contradictions, revisions and absences were also noted to appreciate 'voice.' This also included shifts in sounds such as cadences, inflections which may denote an emphasis to what was said.

Below is a brief description of each of these 'voices.' These voices, represented diagrammatically (Illustration 1), are also done so in reference to their relative size; that some 'voices' were more prominent than others, with some voices overlapping visually to acknowledge a possible similarity or relationship between them. The naming is inspired from Young, Klosko, & Weishaar (2006) and Bell (2022) who have tried to conceptualise different entities of voice and personality structure in Schema Therapy through similar names and diagrammatically, through bubble-like images of size and proximity.

De-positioned storyteller

This voice was immediately noticed by me, reflexively, during the MBC1 (Appendices 4 & 5j). The session initiated with a monologue of Chloe's recent behaviours; a story emerging about Chloe's behaviour towards other children. This story saw Sheena 'de-positioned' rarely referencing herself with pronouns and calling upon other members of staff within the story as actors. Her positioning in this sense was removed, appearing disconnected from events and from Chloe.

This voice was quick and fast paced as though desperate to talk. It seemed to present worries and possible ruptures that suggested Sheena's position beyond the MBCs as being potentially disempowered.

"They kept picking on her... I've written it all down and given it to Miss..."
 "She swore at me in front of the whole class... in front of everyone..."
 "You can hear her from down the corridor sometimes."
 "I feel useless."

These quotes from MBC1 indicate Sheena's explicitly sense of disempowerment, uselessness. Describing Chloe's needs from 'down the corridor' rather than close and at hand from a relational, interactive experience may suggest a disconnectedness from Chloe at times. Furthermore, they may indicate Sheena's disempowerment being witnessed by others with repetition of the public nature of one incident - "in front of the whole class... in front of everyone." It could also be interpreted that Sheena's

powerlessness is similar to that of a victim of a crime, with the repeated emphasis added to convince the listener.

Later this voice evolved to share physical features of supporting a child with SEND, the regular movement from place to place in school (recursively discussed in MBCs1-3), perhaps leading to a sense of further disconnection and alienation. At times Chloe appears to be the protagonist in this movement. Sheena recalled a moment of peace and enjoyment for herself (MBC3, Appendix 5j) as an English class she was supporting Chloe in was watching *An Inspector Calls*:

"I'm enjoying that lesson... we're watching An Inspector Calls. And I love that (laugh) And she just walks off. And I'm like, can't you just sit here and just watch it, you know, you don't need to do no work, you just need watch it, the teacher's telling you to watch it."

(MBC1, Appendix 5j)

Eventually, following this moment of enjoyment, Sheena then needs to escort rather follow Chloe to a quieter, less eventful area in school which Sheena seems to find unstimulating. With Chloe recognised as having SEMH needs and an Autism diagnosis, Sheena appears to implicitly express frustration at the incongruencies between her own needs and Chloe's neurodiverse needs though this is not certain. In making this leap, I am perhaps mentalizing too, keeping an open mind to the unknown. It appears interesting that Sheena's words do not directly voice this frustration, possibly indicating a further lack of power or confusion to what her own needs were. It is possible, that through the intersubjective process, my difficulty and tentativeness analysis of this point has transferred through projection from the shared experience, when I may have sensed Sheena's frustration or confusion. Midgley & Fonagy (2014) express that this exchanging is possible when sharing moments of non-mentalizing with another person. In MBC3 (Appendix 5f), Sheena refers for the first time of feelings of annoyance at work; taking nearly three hours to acknowledge or voice these feelings/ issues.

What might be insightful from this voice is a note about phones use. Sheena appears to regularly experience being in different parts of the school, disconnected from classrooms with Chloe as a pair. Chloe, appearing to need down time, leaves a lesson with Sheena who appears to experience possible boredom:

"I just got a textbook and started copying the words out and started reading... um, the textbook because I'm not gonna sit for two hours and do nothing – we're not even allowed on our phones or anything..."

(MBC1, Appendix 5j)

This quote (MBC3) may suggest that Sheena experiences periods of uncertainty and not knowing what to do when working with Chloe, and possibly, may not feel valued. The phrase “We’re not allowed on our phones...” may suggest that Sheena feels like a child, with rules placed upon her, similar to a child. This may aid the sense of voiced uselessness which she tries to alleviate through a copying task. The backdrop of this may also be an uncertainty of how to work with Chloe at these times with Sheena appearing lost; unable to challenge and motivate Chloe and uncertain how to occupy herself.

It appeared to be this voice that brought narratives of power within school and being ‘done to.’ Sheena retold a sorry of a boy she once supported who, on ‘going to the toilet’ punched another child...

“I felt really like, oh, I’m not to blame, not in the blame, not blaming me. I said, “Yeah, but you got to understand that I gave that... I didn’t know this would happen.” I felt they were blaming me... I didn’t get trouble, but I felt like it was my responsibility, yeah, yeah. That’s why I just follow them wherever they go...” (MBC1, Appendix 5)

At this point, the de-positioned storyteller recounts a more actively involved story of power... she appeared to be powerless and unheard by the teacher who was blaming her for the actions of another child. This voice, possibly, starts to reveal the authoritarian expectations within school and the control that limits her freedom and motivates her to become more vigilant of other children - “That’s why I just follow them...”. Her decision to follow them maybe the result of an interaction with authority and the responsibility that goes with her position which has appeared as a blurred, unclearly defined entity. Further thought can go to the word ‘just’ and what purpose does it serve? Does it position Sheena as having a menial task that belittles her position and supports a narrative of disempowerment? Does it suggest a tension that Sheena experiences, she doesn’t agree with limiting children’s freedoms, or does not like the disconnection that goes with ‘following’ rather than walking with? Perhaps the word ‘just’ is used to create dissonance from that experience.

Reflection Box.

Reflecting on this part of the analysis, it appears that my interpretations have become less certain and more tentative e.g. ‘What might be...’ (page 89). At this point I am unsure if I am possibly adopting a mentalizing stance during analysis (to keep hypothesis open about Sheena’s mind) which is respectful in not assuming to know the mind of another or whether my lack of certainty reflects a transference from Sheena’s own position (Eloquin, 2021).

Observer of Conflict

Another prominent voice is the ‘War Reporter;’ who is an observer of conflict. Some of this conflict overlaps with Sheena’s possible de-positioned and disempowered voice which acknowledges the day-to-day conflicts of being a Teaching Assistant. In MBC2 Sheena shares:

“She doesn’t like me being foll... following her or sitting next to her. So, I always sit away from her.” (MBC1, Appendix 5j)

Sheena appears to have navigated the conflict to a useful compromise, but her role as a TA to be ‘responsible’ contrasts with the needs of learners like Chloe, who may appear to be wanting autonomy or require physical space to feel safe. This could then further suggest that Chloe’s and Sheena’s needs may have times of incompatibility; Sheena may need connection and acceptance of Chloe, who she sees a motherly element to (see later discussion) whereas Chloe may seek space and autonomy. Equally, when asked to forge a conducive, mentalizing relationship with an older child who is in search of autonomy, having a TA impede that by being present may create conflict. In MBC1,2 and 3, Sheena shared stories of having to walk behind Chloe to lessons, so that Chloe may feel that space.

The observer of conflict discusses Chloe in relation to her peers and Sheena with spats, arguments, disagreements and as first mentioned in MBC1, threats of physical harm. This voice holds a prominence in the dialogue and may suggest that Sheena regularly feels vulnerable and observes conflict within the environment. Linking this to the voice above, there may also be experiences and worries of *systemic violence* (Cremin & Bevington, 2017) beyond the observance of harm between children. Sheena appears to experience conflict in a multifaceted manner; through possible organisational hierarchies of enforcement and acts of harm between people.

Authoritative, Authoritarian, Punitive Voice

A contrasting voice to Sheena’s more inhibited and less active voiced self (in the two voice above) is that of what appears to be a voice that tries to establish. This voice was identified through a lack of expression, a relatively fast paced voice which seemed detached from varying pitch and tone. This voice acknowledged conflict with Chloe, but unlike those above, engages in the conflict – questioning Chloe or even issuing reprimands:

“No... I can’t leave you alone...”
 “I say to her... ‘I’m gonna log you’.”
 “If you’re rude... I’ll give you a C2 as well...”
 “She needs like anyone... some sort of punishment, not punishment... but they’re scared to do it again...”

Appendix 5j

I have chosen these quotes from this voice (see Appendix 5.10) to exemplify a change in Sheena's positioning. Earlier it was mentioned that Sheena appreciates Chloe needs space, but then 'Can't leave her alone...' demonstrating conflict but a more active position within this, asserting her position and role to Chloe. There are also threats of punitive reprisal for Chloe's presumed *behaviour* and that punishment (which is momentarily doubted) or some kind of consequence is needed.

Further utterance from this voice suggests that it holds views on managing children's behaviour in school:

"They're... they're not scared of their parents as well. Like when teachers say "I'm gonna have a give you a strike" they say "Go one then..." They're not scared or maybe not scared but maybe not disciplined at home."

(MBC1, Appendix 5j)

In this quote the concept of fear ('they're not scared of their parents as well') presents itself as a narrative in *children today* being out of control and control being needed to re-exert dominance and compliance over them through punitive means. That children are 'not disciplined at home' appears to align to behaviourist ideologies about punishment and external reinforcers, deviating from relational and more holistic ways of understanding behaviour. There are then remarks that retribution may come by violent means.

"...if she carries on like this, she's gonna be beaten up outside they're going to batter her" (MBC1, Appendix 5j)

Curiously, this quote is not qualified with an affective appraisal or expression of empathy. For example, "They're going to batter her... which would be awful." When the Authoritarian, punitive voice speaks, it appears to search for consequences for actions. Interpreting this further, it may circle back towards a sense of disempowerment; that power has to be physical and visible. Considering Nathanson's Compass of Shame often used in restorative practice, one might *attack* others when feeling overwhelmed and disempowered (Williams, 2019). Watchel's (2012) Social Discipline Window also acknowledges that when a sense of care is removed from authoritative ways of working with children an authoritarian practice is left. Appreciating why this voice emerges with an absence of care is curious and may not be ethically dutiful to discuss further here as it may unfairly misrepresent Sheena's personhood. However, one possible suggestion she offered may be below:

"Then I said that she needs to be put you know, she needs to be logged, but they didn't do it, I think. I think she's not disciplined as much like that, so she's getting away with it..." MBC 1, Appendix 5j)

In this quote the Authoritarian voice seeks consequence but does not do it with autonomy. Instead, it defers to other adults within the system who then fail to act. This aspect of this voice is closely linked to the de-positioned storyteller, who appears to doubt responsibility (see Appendix 5d-f & 5j, for further commentary on these interpretations). It may be that in a system that requests responsibility but with complex relational working relationships with children (Chloe wanting autonomy), frustrations manifest that psychodynamically maybe projected outwardly to others, with punitive 'logging' systems a legitimate way of doing this. Actions and systems that cause harm or violate the liberty of others may be a systemic way of transferring the harm one perceives for themselves conceived through dynamic systems theories (Bartle & Eloquin, 2021; Lawlor & Sher, 2022; Orange, 2009) In this respect, does Sheena experience forms of oppressiveness that she wants to extricate herself from and communicate? Alternatively, another interpretation may come from the Foucauldian perspective of the Panopticon; how coercive power within systems that seek behavioural control may effectively embody itself into individuals in those systems to maintain the need for surveillance (Ball, Haggerty & Lyon, 2012). Is this voice an embodiment of this organizational desire?

Perceived voice of negativity

Becoming less prominent was a voice of perceived negativity which could be critical and absolute about Chloe's needs. Rather intriguingly, this voice diminished across the MBCs and lost prominence. This voice was pacy and snappy; it might interject to get its view heard and issue short statements about Chloe's needs about what she cannot and will not do.

Simplified storyteller

The simplified storyteller, similar to the negative voice above seemed to be a vocally clipped voice, fast paced but also thinning in its narratives. It seemed to search for quick answers and fell back on wider, societal narratives about SEND, Autism, Schizophrenia and Teenagers. At times it would issue ideas for Chloe's improvement being related to maturation with further detail or exploration of Chloe's experience (e.g. Chloe's perceived improvements were because she was attributed to her being in Year 10 and therefore older than Year 9). This suggests a possible belief in a narrative concerning natural maturation which would be absolving of the adult role as a caregiver. Adolescents, arguably a time of emerging complexity from the conceptions childhood to adulthood appears diminished to a rather simplified, biological understanding.

The Caring Connected Voice (Including motherly & worried voice)

This voice was incredibly prominent and seemed to compete in session 1 and 2 with contradictory voices. This voice was multi-faceted which may suggest from my own humility, a need for greater analysis or that 'care' is a complex entity. This voice seemed connected to Chloe; it referenced Chloe's feelings and Sheena's feelings towards Chloe.

It varied in tone unlike other voices; high pitched (with laughter) and at times deeper and sorrowful, these verbal contrasts arguably made it relatively distinguishable. This voice also spoke of harm but restoration and value within the relationship:

"... You know, if you swear at me, we're not going to get anywhere. I'm trying to help you with your work. And then after this, this coffee thing started..." (MBC 1, Appendix 5j)

This voice shares Sheena's active nature (such as the setting up of coffee rituals as part of a meet and greet) which suggests her abilities in autonomous decision making within school. It shares how Sheena may hold Chloe in mind (Barratt & Kerman, 2001) as she goes shopping at weekends and buys food for their meet and greets. This voice demonstrates a proactiveness, a care, a connectedness to Chloe and a value to their relationships where Sheena actively shares at least twice that she misses Chloe when not working with her (Appendix 5a, 5c).

Unlike other voices that concern themselves with negativity, it sees past behaviour and appears curious when Chloe enters schools with a problem or difficulty that presents externally. What is curious about this voice is that it presents itself with dialogical accounts of being with Chloe, e.g. "I asked her... Did you not sleep well?" (MBC3, Appendix 5j). Is this re-enactment of stories an attempt to either reconnect to a lived experience where the connection was more enhanced rather than talking to me about it or is there re-scripting (Van Der Wijngaart, 2021) of some of these moments, to refine and strengthen a sense of preferred relationship?

A part of this voice was the conception of a twinned, yet smaller voice which was Sheena's 'Motherly Voice.' This voice, although quiet and possibly manifesting within the caring and connected voice was more distinct when Sheena spoke about her role as mother and how this paralleled her work with Chloe: "I've got a daughter aged 14 plus Chloe is 14..." (MBC1, Appendix 5j). When trying to interpret Chloe's needs, was Sheena falling back on her role as parent as a compass to guide her? ("I've got two teenagers... you just have to leave them..." MBC2, Appendix 5j).

Whilst she appeared to be using motherhood as a heuristic for supporting Chloe, there was no further expression or revelation about the similarities between Chloe and her daughters which may account for behaviours and feelings considered to be transference (Pellegrini, 2010). Arguably, this apparent lack of exploration may have been due to my questioning style adhering to an ethical mindfulness that shifted conversation from personal topics (which may have been a source of potential unease). In this sense, there may have been elements of Sheena's motherhood which although important to her, were unvoiced or implicit and not fully conscious.

Proud & positive voice

The proud and positive voice was a quieter voice but expressive. It shared Chloe's success and in doing so brought other actors into the stories such as different teachers who acknowledged or were surprised by Chloe's skills and efforts. Interpreting this, it was interesting that this voice brought in a 'third' person, perhaps in a role as a witness of Chloe's strengths and possibly to affirm to Sheena, Chloe's positive capabilities. This may serve to as a countering voice to the elements of their relationship (such as experiencing Chloe's behaviours that challenge Sheena) that may create a sense of disconnection from Chloe. This voice could also be effusive and just as 'absolute' as aspects of the non-mentalizing voice suggested earlier in this chapter: sharing "I've never known someone so clever." (Session 2, Appendix 5j).

The Contemplating Voice.

A more diminished voice in MBCs1-2, this became more prominent in MBC3, perhaps encouraged through the style of consultation to actively seek certain stories. This voice shared an understanding of Chloe: "She just gives you a look," (MBC3, Appendix 5j) which Mentalization analysis did not fully interpret. This voice appears to have a more implicit awareness of Chloe's needs; that Sheena can *just tell*, possibly down to an attuned, more attuned sense of Chloe's needs. This voice was also explorative and contemplative; it paused, thought, accepted the unease of not knowing. It spoke, like the Mentalized remarks (earlier in the chapter) with equivocal language, querying into Chloe's mind whilst accepting that one can never really know. This voice qualified itself and refrained itself from 'knowing' Chloe explicitly.

"she's thinking about, she might be feeling scared to perform, you know, yeah, thinking maybe people laugh at her, and then it's gonna (...) it's gonna make her feel more low." (MBC3, Appendix 5j)

"Some days, in the morning, she comes in and she's so agitated I guess... something's probably just happened. She's got... Maybe she's not had enough sleep, you know..."

"She probably thinks that (...) she probably thinks to herself "I'm not gonna pass my exams anyway, so why should I, why should I continue doing this?" And she probably thinks "So I've been, I've been to most of the lesson, like a third of the lesson, it doesn't matter, the last fifteen minutes; I've done most of it."

(MBC3, Appendix 5j)

(MBC3, Appendix 5j)

These three quotes, suggest a willingness to position herself inside Chloe both cognitively ("She probably thinks that...") and affectively ("She might be scared..."). In each example there is conditional and contingent wording 'probably' 'might' and 'maybe' which re-iterates Sheena's skills in conceiving a situation from open perspectives,

releasing herself from the need for a one size fits all narrative that the ‘Simplified Story-Teller’ may presume for example.

Being more analytical, it is curious that this voice was more emergent in MBC3 after several weeks of scaffolding and encouraging this type of thinking in the MBCs but also, the Care & Connected voice is virtually absent in MBC3. Is the prominence of the focused voice at the expense of the caring and connected voice or an evolution of it? It suggests that there may have been some sort of transformative occurrence in Sheena’s expressed self, as captured through the voices, that may indicate a different way of conceiving to Chloe, Chloe’s needs and her experiences.

The Focused voice appears to have the ability to re-connect to the past, and reconsider moments with Chloe where there has been conflict. In doing so, this voice remembers and connects to stories of repair and reconsideration.

Synopsis of ‘Voice’

Interpretation of the multivocality (Elliot & Greenberg (1997), of Sheena’s voice can aid an understanding of her positioning, her experience in context. Sheena appears to be caring and connected to Chloe, valuing the relationship but at times appears disconnected from her and her work when moving to and from different physical spaces around school that may provide quiet. It appears important for Sheena to be productive and purposeful perhaps related to a duty to be responsible which appears to be threatenable by powers within the perceived school hierarchy. This may impact upon Sheena’s relationship with Chloe, with a punitive voice emerging that seeks control and consequence, at odds with Sheena’s caring, motherly disposition. Throughout Sheena’s voice, there is a lack of reference to other members of staff; Sheena’s voices all appear isolated, and she may struggle to know when and how to defer responsibility for challenging moments with Chloe as result. In this sense the movement between being punitive and caring (in reference to the Social Discipline Window, below) may be due to a lack of guidance and understanding from a collegiate perspective (in terms of staff support and SEND information sharing systems), exemplified in Sheena’s belief that Chloe has schizophrenia. Sheena has constructed this view with other Teaching Assistants (MBC1, Appendix 5.1), with this narrative potentially powerful, but ‘unchecked’ by other staff members with knowledge of Chloe.



Figure 5. The Social Discipline Window (adapted from Wachtel, 2012).

In this sense, Sheena may be experiencing organisational neglect herself due to her position within the school setting and the experience of power within that role; both her power to do and be done to. This may be why Sheena works heuristically with Chloe, falling on back on her role as mother to inform and guide her, possibly in the absence of other available meanings and frameworks that could guide her. Sheena's motherly voice made this explicit, that she saw parallels between Chloe and her eldest daughter. Potentially, in the absence of any definitive support and guidance, Sheena may waver between different parts of the social discipline window as she has no clear compass to support Chloe: she appreciates care is important but also appears influenced by societal and possible organisational, behavioural narratives around discipline. Harper & Spellman (2014) note that tensions exists when people lack narratives that 'fit' their experience; Sheena may be experiencing this lack of narrative to guide her which may be further exemplified in the turning to diagnostic descriptions of Chloe's needs like schizophrenia.

The punitive, authoritarian voice may be an embodied voice of the 'organisation,' the school who have challenged Sheena on responsibility in reference to child behaviour before. Sheena may therefore feel threat and conflict in her role without the support to navigate Chloe's needs to a clear goal. Referencing this interpretation to the Mentalization Analysis of the MBCs, Sheena appeared to adopt a more mentalizing stance, broader and more coherent views towards MBC3 (seen in the 'Contemplating Voice') when working 'with' someone, myself.

My interpretations here may be in line with Argyris' (1977) theories of conflict arising within large organisations. They suggest conflicts and tensions can be negated by slowing down thought to check the assumptions we may be acting on. For our roles as school-based practitioners, like Sheena, to become more conducive, Argyris suggests that conversations are required to explore our needs, with these needing the features of openness, curiosity and a willingness to reflect on one's own role. Issues of power or oppression may also emerge in such conversation pertinent to their role. If these are voiced and become more explicit, it may allow the slightly more objectivity in how these experiences affect one's role day to day. The emergence and prominence of more measured voices from Sheena may align to this opportunity; to talk, reflect and re-consider MBCs appear to support this emergence.

Summary of Phase 3

The analysis detailed in this section attempted to appreciate the 'voices' that might emerged in MBCs dialogue. It appears that over the course of 3 MBCs, several distinct forms of voice emerge. The function of these voices will be discussed in later sections of this research, but the voices appeared to speak of different experiences, needs, motivation and aspirations. They suggest that a prolonged period of collaborative dialogue (that MBC may have offered) allows these voices to emerge, as some voices

could be heard week to week with others being more emergent as the weeks progress. Of note, the voices do differ and are not united in their storying (Otherwise they would not be analysed as being distinct). The voices that emerge through this analysis of MBC suggest emotional and cognitive tensions that relate to the relationships Sheena finds herself with Chloe, but also the wider impact of the systemic context of the school environment.

These voices suggest that consultees and TAs experience a rich tapestry of experience within schools, possibly feel the effects of having and not having power and feeling confused when there is a lack of communication and support to appreciate the needs of others. The variety of voice suggests that the TA consultee, in Sheena's predicament, may feel a range of tensions. For example, she may enjoy work at times, finding it purposeful but this may co-exist with a feeling of being undervalued or lacking autonomy. MBC as a function may allow space for these aspects of the TA and consultees experience to emerge and be understood.

4.4 Phase 4: Thematic Narrative Analysis of a summative narrative interview (post MBCs).

This final analysis was a Thematic Narrative Analysis based upon Buttina's (2015) method. The purpose of this was to evaluate 'Lisa's' summative experiences of MBC, which she did so in a Pilot study over 2 sessions. This would be to fulfil the aim of the final research question "What is the experience of participant-consultees of MBC." This analysis searched for an understanding of Lisa's experience and own evaluation of MBC to inform future practice. Both Sheena and Lisa worked with the same child, Chloe, with Lisa also revealing that she no longer supported Chloe.

Illustration 2. Image displaying the 8 themes interpreted through Narrative Thematic Analysis.

N.B. The colours used here correspond to those used as part of the coding process, visible in Appendix 5.12. (Transcript of the 'Summative' Narrative Interview with Lisa).



Analysis of the Narrative interview with Lisa suggested 86 ‘initial codes’ (Buttina 2015, p194) of interest which from the recorded session transcript (Appendix 5.11) which were collected (Appendix 5.13) and then sorted and condensed (Appendix 5.13) into 8 themes (as Buttina [2015] suggests 6-8 themes).

Exploration of the Themes. (please note, in this section brackets with numbers reference the code and corresponding quote within Appendices 5g, 5k & 5l).

Context of Role. Conveniently, Lisa provides a rich context for her experiences in which her MBC experience sit. She describes her Teaching Assistant (TA) Role as one with several challenges. There is the threat of regular verbal ‘abuse’ (35) which if people are ‘not careful’ may result in physical harm, suggesting the need for vigilance and a heightened awareness of vulnerability. Lisa suggests that being a TA is emotionally challenging, sharing examples of periods where she has felt overwhelmed to challenging emotional situations. Furthermore, Lisa shares stories of watching colleagues go through the same difficulties she has experienced (85) as though helpless to support them. Referring to her own difficulties, working with the emotional demands being 1:1 with Chloe and other children with complex needs, she shared:

“They could hear... they saw things... but I could not speak to anyone about it.”

(Appendix 5g, code 81).

Sheena appears to suggest that conflict and emotional difficulties are a tangible part of the job, they are observable but there appears to be inertia in supporting one another. This appears a more expansive part of this theme, suggesting a lack of collegiate support and containment from colleagues: “*There’s no one to talk to...*” (23); “*No one is asking you how you feel.*” (25).

Lisa later references the role of trust in her experiences; “*I didn’t trust people... (24)*” returning to this later, recursively, qualifying she felt people were “*talking behind my (her) back,*” (57) in reference to difficulties working with Chloe and if she reached out for help that would be a *bad* thing; an indictment on her skills.

Lisa also identified the power of narrative within her role:

“I didn’t (want to work with Chloe) because all you can hear is that people saying, oh, putting you with that student who wants to work with her, they all know that she is this and that, and then that doesn’t help you at all. And feeling that you have been giving the specific students is like a test for you, and to see your ability how to deal with a person”

(Appendix 5g, code 24)

In this quote Lisa nods to how ‘stories’ of Chloe (“*She is this and that*”) ‘*don’t help you at all*’ with preconceived narratives of how hard the work is and that people are perhaps

destined to fail. This seems to be part of another narrative around being tested by being placed with children with complex needs like Chloe, as though there are hidden, unspoken agendas in school adding to Lisa's sense of mistrust.

An interesting element of this theme was Lisa's appraisal that when focused on helping one student, it can be very challenging because there is a binary predicament; that if you do your best and that is your sole focus, then you can be left with a sense of failure (21). Young, Klosko, & Weishaar (2006) suggest that one of 5 core human needs is Productivity: a sense of agency and the ability to affect the world around you. Deci & Ryan (2000) Self-Determination Theory also promotes the importance to wellbeing that a sense of productivity and autonomy can bring. With limited resources to do this, when 1:1 is the sole focus, Lisa may experience reduced opportunities for productivity, with her sense of success pegged to another's. Lisa appears to doubt her efforts as worthwhile, as through her ability to change Chloe's needs is limited, which she may then internalise as a lack of her own agency.

School context & policy. Lisa's stories here appeared to mimic those above to some degree, but with reference perhaps to the systemic nature of the school organization. This example below re-iterates what seems like an importance to Lisa, to 'talk' but those systems do not appear available.

"We don't have a person like you here in school that you can feel like, you can talk about it, yeah? Make you feel better. Make you ready to start fresh tomorrow."

(Appendix 5g, code 26).

Furthermore, the phrase '*Like you*' may suggest that there are opportunities to talk, but these are tangibly different *felt* experiences. That my role was to foster a position of mentalizing and openness that was appreciative of the child's position in the context of the adult's. This may have meant Lisa is referencing the desire for more opportunities for holistic discussion that reference her own needs in the wider context of the child's. Or, that there were other qualities about our interactions that have not been explored.

Linked to other codes within the first theme, Lisa draws attention towards inconsistency of behaviour policy and staff approaches in school, later mentioning how this can be a challenge when sharing the support for a child as a 1:1 across the week as she and others do for Chloe. This sharing appears to give rise to instances of discrepancy where colleagues may say and do conflicting things. This example though may be more illuminating of Lisa's experiences:

"I either close my eyes and pretend I did not see the phone, yeah, and let it go smooth, or open my mouth and say to the student that, according to school policy not allow your phone in this building and get shouted at, oh, yeah. So sometimes you have to make that decision yourself, yeah. But not most of us doing that... Most of us we, we, just want the day to finish and go... go home. So, we definitely

let it that happen. We let a student have earphones, phones, games, because we wanted to finish in a peaceful way.”

It appears that Lisa has a conflict; she strives for consistency but may appear like a lone ranger in trying to implement what is asked of her regarding school expectations around behaviour. Intriguingly Lisa refers to peace and how TAs, inferred through ‘We,’ may adopt a flexibility with rules. This flexibility however does not speak of a relational tone (for example ‘*we do this so child knows we’re kind...*’) it appears more passive; that staff give in and ‘*let them have*’ to achieve less conflict. This made me consider the previous section and my interpretation of Sheena’s experience through the Social Discipline Window: that Lisa appears to see her choice between being Authoritarian and or being Permissive. Arguably, Mentalization practice, would align with the restorative medium between the two.

MBC & Wellbeing. This category spoke more to Lisa’s appreciation of the MBC and its link to wellbeing. It also spoke of Lisa’s attempt to restore balance in her wellbeing at times of. This linked to her context as a TA and the impact that has upon her too. Lisa acknowledges that the emotional demands of being TA for a child with complex needs can take their toll on her; that she could get “*Really, really down*” (79).

Box 5. Examples of quotes relating to MBC and wellbeing.

“So, if when I was sitting down with you, yeah, I get to talk about, like, now, yeah, to talk about and get it out of my chest. And that will make me feel better.” (27)

“...someone was interested. Someone wants to hear me, wants to help me emotionally. You know, you can... you. I felt like I can tell you...” (29)

“After that, when I get rid of all that thing out of my chest, it’s easier for me. It’s less, it weighs less than keeping things in your chest; So, it was really good - I really enjoyed that (30).

“...since October and I have to build all that thing all by myself. And it was really, really hard for me, because I did not have anyone to talk about how I feel.” (31)

“...Strategies that you help us with to help with our emotions, and also the same time you got to trust yourself... But you have a reason for that, (66)

“Having a person like you in this place will help a lot of us to overcome our mental health and emotion, whatever you call that challenge that we have every single day.” (84)

These examples appear to elevate the importance of talking to someone, in contrast to its absence in the themes first mentioned. MBC to Lisa appeared to be a validating experience - “*Someone was interested... someone wants to hear me...*” (29) but also containing one with things “*weigh(ing) less*” after our meetings (30). Without this, Lisa contrasts “*Since October,*” referencing the curtailment of our sessions, that things became difficult for her and eventually lead to her no longer working with Chloe. The last

selected quote references “*every single day*” (84), suggesting that what is preferred are regularly opportunities to share and vent emotions, worries, concerns and frustrations as part of a consultative process, rather than one-off or sporadic visits. Arguably this is important to consider when as ECPs we are meant to be considering and embedding our own relational practices. When storying this theme aside Lisa’s stories of stress and emotional hardship, there appears to a significance to the less tangible aspects of consultation; that Lisa felt heard - “*wants to hear me*”, (29) and her emotional experiences were not to be ignored, but significant to her and a significant part of the Mentalization Based Consultative process “... *wants to help me emotionally*,” (29).

When Lisa discusses MBC in relation to her emotional self, the focus of consultation being strategy and solution laden appears less important. Mentalization as an applied practice may require strategies being applied but it is also a relational quality. It appears that Lisa’s story begins to describe a relational quality of trust and containment that potentially allowed the emergence of other skills and ways of adding meaning to her lived experiences through the different stories voiced.

CPD Opportunity. Through Lisa’s narrative, a sub narrative emerged which appeared to see her experience of MBC appearing a CPD opportunity; “*I thought I could be a person that could help her...*” (22). Inside this theme was an expressed motivation to improve her skills and have greater trust in her abilities to support children. Within this appeared to be experiences of hope when trying new things “...*and I thought, oh, I’ve never tried this one, I’m gonna try this...*” (12). Lisa even voiced that she would also research and read away from work, around topics pertinent to the children’s needs she experiences (54), this positioned her further as a motivated adult, seeking change through being effective.

MBC & skill changes. Aside the ‘CPD’ opportunities appeared to be stories that could be themed to ‘skill changes’ that Lisa explicitly acknowledges on how MBC experiences have changed her practice. She seemed to be more consciously aware of bringing empathy into her work-based practice:

“Trying to put myself in a student shoes, and trying to understand their feelings, their emotions, and how I can help them.” (Appendix 5.12, Code 3).

Lisa’s story appeared to present examples of operationalisation of such skills, broadening the scope of thought to a child’s problems rather than thinning them:

“Maybe something happened. So I would tell myself, maybe something happened. So take it slow. Yeah, give it a time and take it slow. And I try to do that.”

(Appendix 5g, Code 15)

Box 6. examples illustrating skills perceived to have come from MBC experience.

“..because I put lots of questions for myself.” (41)

“...before I wouldn't - I would just think it's a job... you can ask yourself question and reflect back and plan what you're going to do next, what you're going to change next. So, I'm doing that. I never used to do that.” (46, 47)

“... And find strategies that can help you to overcome those kinds of feelings because they're useless - they used to make me really, really sad.” (56)

“... it did help me, because I never used to think that I can ask myself questions about how I feel, how the students feeling.” (69)

“... I even changed myself. I have even changed the way I speak to someone, just to make sure that the students understand that I am really, really trying to be helpful here.” (70)

“... the one thing that you really helped me is to evaluate myself, which I like that... I never, I never tried to evaluate myself.” (77)

These quotes illustrate skills and change that Lisa is more explicitly aware of having engaged and experienced MBC. There is a recursive element within this theme of ‘questioning’ and ‘evaluating’ oneself suggesting that Lisa is using what might be considered Meta-cognitive skills to appraise situations and be more reflexive. Lisa shared other examples of how she had changed, being more mindful of a child’s experiences and needs when they enter school in an agitated manner. It appears that the MBC experience may have facilitated or encouraged Lisa to be more curious of the situations she finds herself in with children but also be more aware of this at the same time. The reference to self-evaluation suggests that Lisa is aware of a shift internally about how she considers herself actively within the school setting: thinking more explicitly about herself in relation to children. Quote/Code 69 (box, above) may hint that Lisa had previously seen her role relatively procedurally; to try and support learning with emotions being separate maybe even a barrier to this – *In an earlier section (above), Lisa referenced how TAs try to get through the day peacefully with little conflict.* Yet quote 69 suggests a change to this position: “I can ask myself questions about how I feel, how the student’s feeling.” This suggests a more dyadically aware positioning being adopted from a role that may previously saw the TA role to encourage learning and task completion. It also hints at more confident standpoint – to be self-questioning and confront potential unease rather than dismiss it. Lisa appears to suggest she has embraced or is at least mindful of a psychodynamic, mentalized approach – she considers her own feelings and the child’s are perhaps meaningful and useful to her. Lisa may be referencing her own emotional experiences to appreciate the child’s for example, *“if I’m frustrated, perhaps the child is,”* – my example. Furthermore, it could be that Lisa is able to acknowledge her feelings and externalise them so that they are less impactful; that she is attuning to her emotional state so that she can appreciate how they may influence her approach to a child’s need and what this then means or creates between them. Whether Lisa uses her acknowledgement of her emotional needs, the noticing of them in situ suggests that Lisa is thinking more holistically about herself in response to the child; not that the child is an object detached from her creating problems for her role.

With this theme Lisa refers to some emotions as being 'useless.' Whilst I would position myself, from a psychodynamic perspective to say all emotions are meaningful sources of information (Cappas, Andres-Hyman & Davidson, 2005), Lisa may be making a distinction between emotions blocking her practice by making her feel certain things, perhaps feeling overwhelmed at times, but also being useful at times to appreciate the position of another: emotions becoming a multifaceted concept to her.

A final note in this section sees that there is potential conflict in trying to apply mentalizing skills and its tenants. Lisa had already suggested that she was no longer working with Chloe due at the emotional difficulties she experienced twinned with a sparse support network. This story may be thicker:

"...but every time the approach that I'm using to approach a student and make sure that she is okay today, and I'll try my best to put myself in her shoes. I felt like walking on an eggshell because I knew it's already in my head. It's already in there telling me that there will be something." (Appendix 5g)

Lisa here suggests she may be trying to apply a skill, operationalise empathy to understand, be mindful and adaptive for a learner, but the pre-existing narratives and experiences of that student act as some form of barrier. Lisa expresses that she is perhaps anxious when working with some children, possibly Chloe and that she appraises 'something' will happen which is assumed to be challenging. It seems that there is further internal conflict or dissonance from being able to apply Mentalized techniques when there are other counteractive theories about a child present in one's mind, possibly stories within the school setting.

Prolonged changes. Within Lisa's narrative, there appeared to be stories being told related to the longevity of the MBC experiences.

"It did work for a bit...it changed... disappeared after a few weeks..."

(Appendix 5g, code 7).

"It didn't last long... it went back to square one..."

(Appendix 5g, code 13).

"It came back. It felt really hard."

(Appendix 5g, code 19).

These quotes suggest that Lisa continued to experience difficulties at work; with the difficulties she associated with working with Chloe; the emotional frustrations and the difficulties compromising and negotiating with her re-appearing. Again, there is a slight emphasis towards feeling - "*It felt really hard,*" suggesting that an aspect Lisa found the most supportive of the MBCs was the emotion centred element of discussion, perhaps iterating MBCs emotionally containing features.

Whilst Lisa eventually stopped working with Chloe due to the emotional challenge entwined with the work, these statements need to be considered in context. Lisa only

received 2 MBCs (September) and months later, she perhaps felt unheard and unsupported. In the themes above, Lisa emphasised the importance of support and being heard, without this, things appear to have become recursive or stuck for her which will be explored further in discussion (next chapter).

Whilst the long-term continuation of Lisa maintaining a Mentalized stance did not appear operational day-to-day, there appears to be a residue of the work in the way she now thinks which she is generalising to work:

“You helped me to reflect myself (...) So whatever action I'm going to do with any students... I've got to think about to question myself before I came to any decision. So, it's like there always reason for someone to behave that way. So, I need to ask myself, 'What was the reason, what triggered that such behaviour?' and how them, how that thing makes me feel?

(Appendix 5g, Code 44)

The meaning that Lisa may have taken from MBC is to be self-critical; to strive for in the moment reflexivity *“I've got to think about to question myself before I come to any decision.”* She appears to wish to actively explore the ‘reasons’ behind behaviour rather than hang her hat on the most immediate options, which may be non-mentalizing. In this sense Lisa appears to have grasped Mentalization as position and operationalised ability which she is trying to use in appreciating both her needs coupled to the child’s. So why has this meant the relationship with Chloe broke down? Mentalization theory suggests that prior to mentalizing more fully and operationally, ‘in the moment’ we must play with the ideas in Pretend Mode. Effectively, what consultation may provide is a play pen for beginners. It may be that Lisa, starting off on this journey, required more time to reflect back on her experiences in a consultative context to stride the gap between pretend mode and mentalizing proper. Kolb (1984; cited by McLeod, 2024) offers strong arguments on the importance of reflection in learning, with these opportunities being a critical part of changing behaviour and interpreting new meanings when experiencing difficulties that we are trying to work through (Barker, Lencucha & Anderson, 2016). This may be applicable to Lisa; that she needed more scaffolding and support to carry her cognitive standpoint or ethos into more consistent action. Kolb’s experiential learning cycle asserts that when we learn new or abstract concepts such as being introduced to Mentalization as a workable theory in consultation, there would need to be tangible experience to reflect upon to support embedded practice and mastery. Her stories that have been themed related to the context of her role and the need for possible containment and to be heard, may mean that for her to continue to mentalize there requires a supportive almost supervisory structure in place that can extricate her feelings with her from her professional goals which appear, at times, to confront each other. Throughout various themes, Lisa has mentioned the desire to ‘help’ (Appendix 5g) children, but the emotional difficulties she had explored (themed as ‘Wellbeing’ related)

indicate an internal balancing act that appears to need continued support from someone who can facilitate a reflective experience.

MBC evaluation. Within the story shared by Lisa of her experiences in MBC her appraisal of MBC which seemed to be evaluative. Emphasis was placed upon understanding the feelings of children and how this relates to their behaviour, which initially felt *'difficult'* (Appendix 5g, code 5). Lisa tells a story of how she tried to *'apply strategies'* (Appendix 5g code 6) which as referenced in the code above where appraised as patchy in their success which may suggest Lisa's really value in MBC was its emotionally supportive echoed with *"Some of them didn't work to be honest,"* (Code 60).

The emphasis of MBC was not necessarily about using strategies, so linking this to points in the Wellbeing theme *"The strategies help us to help with our emotions... you've got to have a reason for that,"* (code 66) may suggest that the theoretical position of MBC which was explicit within the sessions as psychoeducation to the model provides a 'reason' for the consultee to justify shifting their professional gaze to the holistic needs of a child as well as themselves and privileging self-care: it is a dyadic orientation so both adult and child in relation to each other must be explored. That early theme on wellbeing seems to evaluate the importance of attending to oneself and emotional experience as a school practitioner rather than having things to try and do. The word 'reason' may allude to a different meaning too, that it legitimizes a new way of work and practice within the organisation. It may be that when practitioners like Lisa are considering changing their practice to meet the needs of individuals, which may clash with pre-existing norms of how adults should respond to children, they need a robust rationality to bolster not just their understanding of why, but their resolve as to why.

Lisa's appraisals were positive *"It's good that Paul is coming to see you"* (Appendix 5g, Code 59), *"I thought you were there to help me."* (Code 67). *"The one thing you really helped me is to evaluate myself, which I like that... I never tried that before."* (Code 76).

Lisa seems to suggest that whilst behaviour management strategies may have varied success, the self-reflection appeared more important to her as it appeared to become a sustained or aspired way of being she is trying to adopt. MBC seems valued; in her words *"Because if my emotional or my mental health is not good, how am I going to support..."* (Code 78). Lisa appears to qualify this further...

"... If you work with a very challenging student, and you really need to speak to someone before you go home about that... Then you see that if someone can help you or help each other, to plan... how they approach for tomorrow... instead you're coming in tomorrow and go, like (sighs) 'Oh, here again!'"

(Appendix 5g, code 49).

Lisa appears to share that to help the child, the adult must be emotionally prepared and supported as part of a team to avoid experiences becoming trapped in repeated cycles of unproductive and unrewarding responses. This possibly emphasises the importance of bringing the ‘self’ into the consultative space (Eloquin, 2021). These points reiterate interpretations for other themes that as well as possibly legitimising a containing space to discuss the relational aspects of working with a child. In this sense, MBC’s promotion of reflective and on-the-job meta-cognitive skills seems to be a valued aspect of the experience to improve daily experiences.

Improvements for MBC. Lisa also voiced how the MBC experience may be enhanced. Similar to the point above, Lisa suggests that meeting more regularly in this consultative process is needed to continue to navigate the emotional demands of work (50). Lisa felt it would have been useful for her to be observed with Chloe, which did not feature as part of the MBCs. This would be to “*Pick through (a) few things,*” (code 73). Here, Lisa seems to suggest that appreciating the nitty gritty of working, and the finer details of watching them as a dyad would be supportive; “*Ok... I saw this and this... I think we should do this and this.*” In this moment, Lisa adopts an imagined dialogue which seems to position the consultant as an expert (Schein, 1995); that I would watch, unpick and advise. This also appears compatible with the principles Video Interactive Guidance (VIG), which provides people opportunities to review their interactions from a relationship-based perspective (Doria et al, 2013). Whilst listening to Lisa at this point, I had started to consider Outsider Witnessing (White, 1995) possibly as a way to have her story validated by being watched and observed, making the MBC enterprise appear more real perhaps as it could be based upon live data. Oddly, shortly after this remark, Lisa shared a remark which directly references witnessing:

“So, I wanted that person to see Chloe, how she treats people, to witness that and help us. How are we going to overcome this kind of challenge?”

(Appendix 5g, Code 75).

Lisa uses the word witness here. Walther & Fox (2012) explore witnessing in narrative therapy as a desire for acknowledgement, so that stories and realities can become more visible to others. The constructive meaning of this word in therapeutic circles applied in this sense may suggest that Lisa is requesting her lived experience to be more fully understood and be emotionally held as part of this sharing. It is interesting that Lisa chose the word witness rather than ‘come and see,’ as though its choice was to demonstrate that watching someone is not understanding them. This may allude to Lisa’s position in school, and the role of working with a child considered to have complex needs; to feel believed, to be understood and have all the associated elements of that experience acknowledged, appreciated and perhaps valued as worthwhile and meaningful. Lisa may, within the system she experiences, be lacking these. Lisa has

previously said she felt heard and potentially validated, but being witnessed and acknowledged may be a feature of the MBC she did not necessarily experience.

As well as using the word ‘witness,’ Lisa also says ‘we.’ This may be indicative of several things. Does it demonstrate a shift from two singular people, the consultee and the consultant coming together to create a new, plural entity that shares and understands experience to help with challenge? Does it suggest a need for containment, or that Lisa is extending the potential of the consultant-consultee relationship that we had formed? This raises question about where the ‘problem’ sits and who it might sit with. It appears that Lisa’s preference is for a meaningful collaborative experience, perhaps suggesting one had formed and needed to continue. Rather than a psychologist facilitating a consultation for the consultee to think about their problems and leave it with them, there appears to be a relational resonance suggested here, that the psychologist-consultant can not be a passive, visitor to these spaces, but a containing agent of change whose skills and confidence may transfer to the consultee.

Summary of Phase 4.

Lisa’s narratives suggest a rich and varied evaluation. In reference to the research aim “What are the experiences of participant-consultees of MBC,” helpful inferences can be made. In summary, Lisa appears to indicate that MBCs were a helpful experience for her; they supported her reflective skills and have influenced her approach to other children weeks later, suggesting application of Mentalization as a skill. They also have limitations and areas in which MBC could become more valuable. The experiences of MBC appear to be emotionally validating; a trustworthy process that was valued and sought more of. This dynamic appeared to be greatly valued within the whole experience by Lisa suggesting a need for restorative processes when working in stressful situations.

Lisa’s narratives also indicate that MBC, like other consultation, might sit in a wider context of the school system from which the consultative experience cannot be easily detached from given its systemic nature. Lisa’s contextual narrative surrounding MBC suggests one of work-related tension and stress with organisational factors of which MBC might be a supportive aid in helping her and people like (such as teaching assistants) to be more emotionally ready for the difficulties they face.

Lisa’s narratives help to answer the questions surrounding the experience of MBC, but also the experience of MBC in the wider context of a teaching assistant in a larger school environment. In doing so, Lisa nods to other contextual factors and narratives that MBC and psychologists may need to be mindful of when facilitating consultative opportunities.

5. DISCUSSION

At this point the interpretations of the study must be storied back into the context from which they came (Connelly & Clandinin, 1990): both Lisa and Sheena felt unable to continue to work so closely with Chloe, changing their roles several weeks after the MBCs. The experiences of MBC, their experiences during and following, therefore can add to a rich picture of meaning and implications.

5.1 Summary of Findings

This study positions the consultees as having their own rich narratives that provide glimpses of their personhood. They experience a multi-faceted working environment with narratives and systems that are impactful upon them and their role as a 1-to-1 TA. Interpreting their 'voice' or the themes of which they spoke, they too are multi-faceted experiencing tensions as people both within themselves and their role. Perhaps a first finding is to suggest that MBC (and a more prolonged consultative involvement) helps the ECP to connect to a richer story of experience that can aid formulation.

As an experience, MBC was well received, considered positive in continued professional development (CPD). Consultees appreciated the longer involvement and appeared to hope for more. Analysis 4 (Thematic Narrative Analysis) suggested that MBC provided a space to appreciate the emotional experience of staff, partially aided by Mentalization theory and practice conceptualising this within its formulations of children's experience as a dyadic one. This was seen to be greatly beneficial to wellbeing, with issues and difficulties becoming recursive once the MBCs curtailed. This element of MBC was seen as tangibly different to other forms of professional-talk previously experienced. Aside from wellbeing, using an explicit psychological theory and practice (Mentalization) appeared useful for consultees to interpret their experiences and actions and those of a child's.

Was this more holistic approach to consultation of use? Consultees appeared to find it a validating experience, possibly promoting their value as professionals and their day-to-day resolve as for Lisa, it appeared a containing experience. Study of the 3 MBC sessions and a summative discussion regarding the pilot study demonstrated shifts in the thinking processes of adults, the narrative held to represent children, thinking styles and moments of reflective practice. It appeared to allow consultees to make new connections, new meaning and connect to previous examples of good practice or possibly re-script past interactions with children to an 'ideal' that they may then aspire to. MBCs appeared to foster what might be considered a greater mentalizing stance whilst there was still involvement from the consultant (myself). Coupled to how MBC may support wellbeing, it is plausible that MBC provides a restorative process which allows the consultee as a worker re-connect to themselves, their experience and needs through a containing experience. Referring back to Bion's theory related to work-based practices,

staff who experience powerful emotions at work may switch to a Basic Assumption Mentality, with their work behaviours influenced by strong emotions which may lead to negative thoughts. Alternatively, the Work Group Mentality is a hypothetical position where staff are able to work towards their own, others and organisational goals. MBC's exploration of adult emotions where necessary may support the shift from one of these mentalities to the other. It may stress the need for staff to experience containing and explorative consultations that are not restricted to problem naming and solution finding.

It was suggested that some of the mentalizing skills were still used by consultees; becoming more explicitly aware of times when they need to act with reflexivity, appreciating the child's position which they had not previously done. These skills appeared to have become generalised in use when working with other children in school.

These interpretations support the idea that by exploring staff experiences around supporting SEND can lead to changes in approach without the need to focus on solutions. Paradoxically, by not explicitly seeking to cause change, change occurs. This change appeared to occur in a manner that was beneficial and valued, supportive of the daily functioning of staff.

In this study, possibly with the curtailment of MBCs, professional capacity to maintain support for Chloe did not continue, but the mindset and approach did. This appears to suggest a different finding to Martin et al (2021) whose longer-term use of mentalization with their New York elementary schools-based project established changes in professional behaviour and not attitude. Why this was so is of interest and worthy of further research. Perhaps what is absent from these findings is the role in which the explicit use of Mentalization played in Lisa's and Sheena's approach. What is considered a mentalizing capacity for Sheena appeared to develop and so too for Lisa. Lisa however appeared to value the discussion and containing features of MBC; a perhaps more implicitly mentalizing approach. Analysis didn't seem to clearly discern the value in the explicit use of Mentalization. If I were to repeat or complete similar research, I would place more interest whether the MBC requires explicit use of Mentalization theory (used as psychoeducation in this piece of research) or where it may be fostered more implicitly by providing space that allows exploration of a situation in context to oneself and another.

Whilst there appear to be some positive inroads inferred from this research in terms of the relationship with Chloe, two (pilot study) and three (study proper) MBCs were not sufficient in operationalising the skills to create a sustained approach to support Chloe's needs. In mentalization theory, shifting to a mentalizing position may involve movement through a non-mentalizing stance 'Pretend Mode' (Fonagy, 2003) where adults can talk-the-talk but may not be consistent or aligned in their emotional responsiveness to their applied skills (behaviour) and 'walk' it. It appears that Mentalization is not something that can be quickly 'taught', but an invested experience between the consultant and consultee over a longer period. Contrasting to Martin et al's (2021) study, it seems that

MBC in this instance shifted mindset but not in a sustained manner whereas Martin et al's study suggested staff walked-the-walked without the mindset shift because it was apparently useful to do so. In this study, additional MBC may have supported a more confident and consistent applied approach of mentalizing day-to-day. But what is intriguing, if my inferences have accuracy, is that if an attitude shift occurred (whereas in other studies this appeared unclear), what were the experiences that supported this?

A finding congruent with this was the need for enhanced time with consultees as part of this journey to support more mindfulness of their own and child's needs and how these interact. This suggests the importance of Kolb's Reflective Learning Cycles (Barker, Lencucha & Anderson, 2016); that for adults to develop new meanings that may underpin changes in behaviour, they need experiences on which to reflect on. MBCs may have been providing this reflective space, which needed further opportunities for the meanings, skills and attitudes to embed into more consistent and confident working practices. From this, it can be inferred that consultees may need to greater support and consideration from ECPs to allow new approaches to become sustained and have longevity.

Supporting this point are findings from analysis 2 – the narrative structure within the MBCs. One interpretation was that MBC1, providing an apparently, non-mentalizing stance and predominantly externally voiced narratives (story telling rather than meaning making) may be that in certain situations, consultees need time to spew out; to be 'heard' or 'witnessed' (mentioned in analysis) and be contained. What may appear to be a static consultation; a storying of child with little reflection may be necessary as part of some of our consultative interactions which could otherwise naively considered *unproductive* if seen through a solution-focused lens. This may be considered as such because no tangible outcomes or agreements in changing strategy, approach or professional behaviours (solutions) were necessitated as part of this MBC other than to, importantly, voice and connect to stories.

One final point drawing upon several of the arguments above is that any newly constructed narratives appeared to sit, co-exist and possibly compete with those held within the school setting. Chloe for example was, whilst not clinically diagnosed as such, considered 'schizophrenic' by one TA whilst her other TA shared that the pre-conceived narratives of children were not helpful for her. These stories appear operational: they effect, influence and shape the thoughts and feelings of staff and may also influence their actions. Following the MBCs, Lisa shared the recursiveness of problematic experiences as though communicating an inert or circularity of some work-based problems: the old experiences, interpretations and stories re-arising. This leans towards how Social Verification Theory may be worthy of consideration when consulting (Hillman, Fowlie & MacDonald, 2022; Muchenje & Kelly, 2021); how dominant pre-existing, established and potentially powerful narratives and beliefs in a setting may be incongruent with new,

lonelier narratives formed by the consultee in an isolated space. These newly formed, fragile narratives may then appear not to take hold or cause tension that act as a barrier towards meaningful change. This may further suggest the need for staff like Lisa and Sheena to be further supported by systems and staff who can ally their values, promote and encourage their new skills. That narratives of 'schizophrenia' were established suggested that official lines of understanding and communicating needs within their setting were confused. It may be pertinent therefore, to consider MBC research into a variety of schools with different SEND and staff support systems so see which environments are most supportive for new approaches to germinate and become sustainable. It may be that the effectiveness of MBC is sensitive to the systemic and cultural dispositions of the school where it has occurred.

5.2 Implications for Practice

This section considers the findings of analysis and the research in context of school systems and the ECP role.

One size fit all?

The findings suggest that affording more time and more attention to the consultee as a person, not as a worker but a multifaceted narratively rich person was useful. It appeared so in supporting them to think and feel differently about themselves and child to ultimately, invest in new professional behaviours related to new attitudes towards the child and their needs. These MBCs sat with the wider narrative for a child with SEMH and Neurodivergent needs. MBC may increase the ECP offer for situations where they may be issues of Double Empathy (McGeer, 2002; Milton, 2012) or when working with Children in Care who present with complex, multifaceted needs where staff may require greater emotional support and psychological input to minimise the risk of vicarious trauma. Hughes & Baylin (2012) raise the concept of blocked care to describe how such pressures on those in caring roles can reduce their capacity to contain and offer more relationally conducive responses to a child's needs. This is an important consideration as Crothers et al (2020) suggest the role of consultation is to increase the capacity for care by professionals. MBC may present one example of approach that stresses the importance of alternatives to one-off solution focused consultative orientations that may not venture into the emotional and cognitive experiencing of consultees. Problem solving models may not explicitly acknowledge or give due attention to appreciate what we consider feelings and emotions as part of the problem dimension. Instead, they tend to largely require a rationale cognitive analysis which may appear limit the potency of a when giving consideration to a problem. Feelings and emotion form an integral part of the mentalization model, denying them as part of any solution focused or change process could be considered naïve in some contexts as they contribute to the storying by which a child is represented, thought of and felt.

This may make us question that in a world of rich, diverse psychological needs of children and staff, why there are not greater consultative varieties matched to the needs of

stakeholders which may too, hopefully extend to CYPs appropriate to their specific context. Some practitioners have wondered it is convenient to avert ones' gaze to the possibilities that may arise from considering emotions and psychodynamics as part of our approach given that all situations that ECPs may find themselves, there will be emotionally responses as part of the experience. (Kennedy & Eastwood, 2021).

This implication may be more pertinent considering the context of these MBCs; that Chloe had an Educational Health Care Plan (EHCP) referring to SEMH needs and the concept of Autism's influence on her other needs. Anecdotally having written and read 'a few,' EHCPs may stipulate the need for '*consistent approaches in support*' or support by *trusted, consistent adults*. In this instance, Chloe's close, consistent adult support was withdrawn and replaced. Whilst what consistent approach may look like and be considered is debated (Beacon School Support, 2024), Chloe's needs- in the areas of SEMH and ASD have other clearer narratives in psychological literature. Some SEMH needs, such as traumatic responses to adverse lived experiences and ASD are considered to both feature an Intolerance of Uncertainty (IU), a term that tries to describe how people may experience change and transitional periods as times of increased and possibly overwhelming stress (Barden, Fergus & Wu, 2013; Gu et al, 2020; Rodgers et al, 2019; Rodgers & Ofield, 2018). Approaches such as MBC may offer a least a two-fold form of sustainability: they may increase the capacity of staff to support children experiencing these needs which then leads to an enhanced consistency for the child they support. Whilst Chloe's experiences of MBC were not sought in this study, it is foreseeable how learners may benefit from MBC, they may be less likely to experience staffing changes which in the IU model are unsettling, especially if interpreted as a form of relational failure or rejection. Furthermore, if adults adopt a more reaching relational approach, children may then experience a more consistent day-to-day experience that may be more restorative and empathetic with reduced tension and conflict.

Returning to this context of this study where Chloe has an EHCP, where should our endeavours be in supporting with the implementation and after care of such a document? If children do not experience consistent approaches due to the tension staff experience, then is the EHCP being implemented in a sustained manner? Can consultative efforts like MBC, prolonged over a series of weeks or months, sustain the effective practice of a child with such needs that the EHCP declares? Are such forms of consultations therefore necessary when children have their needs considered to be enduring, so that an enduring adult approach to match those needs can mature with them over time?

A separate argument to consider before casting a clear-cut headline of the use of MBC, must acknowledge that the analysis of MBC1-3, MBC1 especially was intriguing. The Mentalization analysis (Appendix 5a) and 'Voice' Analysis (Appendix 5d) appeared to produce their own different stories. Being consistent to the applied use of Mentalization and narrative positioning of this research, does interpreting Sheena as a person

mentalizing or not mentalizing also diminish her personhood to a thin descriptive? The 'Voice' analysis provided more hopeful stories that demonstrated connectedness which weren't explicitly storied though the Mentalization analysis. Does this mean that using Mentalization as lens as a consultant, to reflect on and consider how consultees might experience internal worlds in relation to others is as enriching as we might hope? Instead, appreciating the emergent sympathetic and contradictory voices may nudge the consultant to the complexity in which school staff work; potentially thickening the picture and possibly helping us as ECPs to appreciate factors which inhibit mentalization or relationships. If time is not afforded to consider the consultee between sessions (as I did reflectively between my sessions to create these additional meanings; Appendix4), is there a trap for consultants: that the use of mentalization theory, despite its several dimensions, could be inadvertently used or seen by consultants as a binary concept which then reduces its ability to enrich situations and people?

It is important to extend the interpretivist stance of this research and also position it within de-colonial, anti-oppressive practices as well as critical psychology (Decolonial Psychology Editorial Collective, 2021; Winston, 2020). Sheena and Lisa both identified prominent aspects of their personhood with non-western culture with their heritages from South Asia and East Africa respectively: Where does MBC and Mentalization sit within a multi-cultural context?

Whilst this was not a primary or even subsidiary question or intention proposed in the research, Narrative Research requires the re-contextualising of meanings making this pertinent to our understanding and the fluid approach of MBC at times made cultural diversity, unexpectedly, a prominent topic during discussion (MBC1, Pilot Study; Appendix 4). With Mentalization heralding from Westernised Psychologies (WP), is it compatible, useful and sensitive for people whose cultural experiences differ from the consultee (myself) who is presenting a theory aligned to WP which may appear as a scientific truth? This is important because if so, then MBC may otherwise present a form of *epistemological oppression* (Sewell, 2015). Contemporary research in social neuroscience and linguistic structure suggests that emotions and feelings, once considered to be universal absolutes, may be more likely to be internalised experiences that are culturally constructed by the way societies encourage or discourage their display and reify the language used to define them, thus sculpting people's affective worlds (Lim, 2016; Neto & Mullet, 2014). Aival, Naveh, Rothschild-Yakar & Kurman (2019) and Jurist & Sosa (2019) have suggested that mentalization profiles can differ across cultures. It appears that cultural influences may be present that issue preferences in the extent to which people engage in affective, cognitive, internal or external modes of mentalizing. They explain that this may be related to cultures that may be considered more individualistic or collectivist and how these contexts may orientate individuals to be more

mindful of others or their own minds. Individualistic cultures, considered as those which are westernised, may place emphasis on internal, cognitive understandings whereas collectivist cultures may appreciate a greater unity between the concepts of cognition and affect, with these entities less distinct.

So, what does this mean when interpreting Sheena and Lisa's experiences from a culturally sensitive perspective? Perhaps MBCs run the risk of endowing a western ideology as a 'truth' on how the brain, mind and relationships function which may not be representative of Sheena or Lisa's understanding or culturally positioned folk-psychologies. An example of westernised psychology lies within that previous statement; that now Western researchers are starting to use the term BrainMind and MindBrain to appreciate that the brain and mind are not two separate entities which Western culture has conceptualised and storied for several centuries, but one – this is informed by social neuroscience and eastern philosophy; Panksepp & Biven (2014), Van Der Kolk (2016).

The cross-cultural research noted above suggests that mentalizing as an inter- and intrapersonal ability may not be fully universal, nor completely relativist, but an intermediary between the two. It is suggested that people across cultures engage in a similar (but not identical) inter- and intrapersonal mental functions, but the features of this may differ, dependent upon the norms, needs and expectations within that culture. Ironically, the term Universal (applying to all) has a prominent theory in evolution; applying to all species and people yet this emphasises the important of localism and adaptation to context. Could the differences in mentalization style, due to culture, possibly explain Sheena's apparent lowered levels of mentalizing I interpreted in MBC1? Was it that my approach to mentalization, to connected to affective aspects of experience was not as necessary as I perceived; was it that Sheena needed more opportunity to make cognitive connections to her experiences with Chloe? What is that Sheena was mentalizing in a manner that I was culturally blind to due to my predispositions of interpretating another's psychology in a distinct and categorical manner (as Mentalization proposes 4 dimensions to consider). If so, was distinguishing the terms affective and cognitive helpful for Sheena if coming from a linguistic and cultural tradition that may not try to categorise and make distinct these parts of human experience? Social neuroscience heavily suggests that emotions and thoughts are not physically separate, but expression of the same experiences as a part of a processing partnership (Cappas, Andres-Hyman & Davidson, 2005). Separating these is now considered a western narrative that may not be conceptually helpful in applied use and psychological practice (Damasio, 1994).

More critically, what was it like for Sheena, an Asian woman to share a space with myself, a white western male? Were there unspoken power dynamics imbued through our culturally positioned selves? Was this a potential reason why MBC1 with Sheena saw less

apparent mentalizing? Were possible dynamics of social positioning creating an unseen and unspoken imbalance of power which Sheena compensated for in the conversational dominance she appeared to present? This may have disrupted the initial building of trust, and the transference of more fluid ideas as opposed to more static, impermeable narratives about Chloe that were first seen.

Examining the MBCs in this study more critically from a cultural perspective suggests that the fluid approach I took provided opportunities of discussion that may otherwise be ignored if trying to adhere to a more linear solution focused discussion. In the Pilot MBCs with Lisa, we discussed her shock at some of the behaviours she experienced (only a brief synopsis of this is provided in Appendix 2c). As part of our discussion, Lisa started to appreciate that her cultural expectations of how children might be expected to in her primary cultural experiences in East Africa created tension when working with children in the UK, who she perceived as less respectful. Discussion afforded time for Lisa to appreciate how these values and expectations gave rise to emotional and cognitive responses, which she considered were not helpful for her in her role. Within this pilot MBC, Lisa's values were voiced and framed into a context which allowed her to reflect upon what she was experiencing. Understanding or developing a narrative to appreciate this experience, Lisa appeared more confident moving forward. Due to the twinning of Mentalization with narrative approaches as part of the research, the zoning in on this topic and allowing it space as a consultant (rather than to close down this avenue to focus more on Mentalization theory or solution-focused talk) may suggest the consultant can be more depositionsed (White, 1995). The intent is not to arrive at a predetermined destination in the meeting where solutions must be developed and recorded for future action, but to explore meaning relative to their context. This may further suggest the MBC used in this study was strongly conforming to narrative approaches regarding of the positioning of the consultant. This too, may emphasize not only the compatibility between Mentalization and Narrative as theoretical concepts (as recently explored by Frolli et al, [2024]), but also extend to MBC in practice.

The possibilities concerning the cultural positioning and discussions within the MBCs raise profound questions not just about Mentalization theory or consultation, but what occurs when applying knowledge cross culturally; that we cannot assume that theories and frameworks can be universally applied but may need consideration to the consultee's intersectionalities. Goforth (2020) shares that since the 1990s research has considered the culturally responsiveness to consultation and the need for cultural sensitivity in such situations. But in Lisa's experience with me, explicitly exploring culture became arguably a transformative moment. Further research in this area (explicitly exploring values and positioning) might be worthwhile; rather than being 'sensitive'

perhaps we need to be ‘embracing’ and what might this do in creating new meanings and practice?

Long-haul destinations: expect delays.

The apparent need for a longer-form of consultation raises other issues. Firstly, do ECPs need to consider a greater, more varied menu of consultative offers to schools as part of their involvement? Does this, perhaps like the scope of MBC begin to blur what is considered consultation, what is supervision and what is staff coaching? Certainly, greater thought and research may be required to examine the appropriateness and feasibility of hybrid consultative approaches. However, delivering this menu would not be without tensions. Lee & Woods (2017) suggest that the movement of ECP services to a traded offers means we may have to do what our *customers* ask; our time is a finite resource and delivering long-term, recurrent opportunities for professional growth on a case-by-case basis may not be manageable in the economic context of traded service offers. This type of approach may bring other pressures related to our time management. It may raise ethical tensions about which children we might have ordinarily worked with but in the future might not if we allocate more time to intensive working elsewhere.

Do we therefore need to consider how we can support systemic adaptations within schools to provide spaces similar to MBC, where people feel heard, validated, restored and able to adhere to a new framework of practice to inform their daily endeavours? Balint Groups have been used in health circles amongst professionals to enhance their care giving capacity as a restorative offer from a number of years. Farkas, Csukly & Fonagy (2024) have recently examined the function and purpose of these groups amongst psychological practitioners. They perceived that such groups provide the opportunity to discuss a variety of needs and experiences from seeking solutions to professional problems, but also voice emotional challenges as part of their work. Whilst this is not the aimed intention, Farkas, Csukly & Fonagy claim that these opportunities give space for mentalizing to occur, by appreciating other professionals’ points of view in reference to ones’ own – making a more robust hypotheses and narratives of their predicament. Considering this, it may be feasible to develop MBCs as a restorative group process which may be more economical and possible in the current climate. This would also open up the opportunity for future research.

Mentalizing groups seem a promising way forward but in a climate of sparse ECP availability as voiced at the House of Commons’ Education Select Committee, April 2025 (Twinkl.co.uk, 2025), developing such systems may need to ‘use’ consultants as leaders of these groups from within school systems, who may need to be neutral, receptive and non-judgement to that school-system otherwise pre-existing work dynamics may skew the quality of these groups’ potential. Sustaining this may bring further complications as these are specific skills and attitudes that may not be promoted explicitly from outside therapeutic and psychological disciplines. It maybe then, that ECPs can offer a

supportive role in developing and facilitating such systems to grow and become, eventually independently sustainable and effective.

Coupled to this are arguments referring to Kolb's assertion that reflection is a key element of an effective change process. In this sense, what is the long-term benefit of training, a core activity of ECPs (Farrell et al 2006) if there aren't opportunities to cyclically, reflect upon and refine practice afterwards? Whole-school training imparts knowledge and may allow the practice of some skills. This study however suggests that for new knowledge to be useful, reflective spaces are necessary. Paulo Friere (Lawton, 2022) refers to how individuals can move through a process of 'conscientization' whereby there is shift from "passive, naïve understandings of self, other and world to more critical and active understandings, of moving from partialized or focalized views of reality to a more total and contextual view of reality," (p50). With Frierean concepts like this appearing similar to mentalizing, suggesting that to move to a more contextual view of reality and apply knowledge in to practice (praxis) we need cyclical opportunities to do so and reflect upon these. In light of this, ECPs may therefore need to consider what 'after care' or processes schools can use post-training to facilitate the longevity of change which appears contingent to support and reflective spaces. Using the narrative of mentalization – we may need to support staff from 'Pretend Mode' where new ideas are contemplated, to make sense in their experience reality.

Psychodynamics: a seat at the top table?

For Educational and Child Psychology in general, this study is but one example of the applied use of psychodynamically informed approaches. They are regarded to be on the periphery of our profession's chief models of approach (Pellegrini, 2010) as may be considered by some to lack scientific rigour. However, as Hinshelwood (2012) reminds us, Columbus' trip to the Americas 'proved' its existence; it did not need several repeatable tests with variables changed each time! Will it still be there if we use blue sails? More critically, adopting a more de-colonial perspective of Hinshelwood's critique, the Americas did not require westerners to *prove* their existence to them, they existed without western interference. Depressingly, western interference had deleterious effects upon native culture, history, health and survival. Extrapolating this further, Hinshelwood's somewhat clumsy point about exploration and repeatability teaches that things in this world can *exist* without being observed. That may not sit well with the essentialism of western, scientific realists, but by their own terminologies this is a 'rational' and 'logical' assumption to conclude.

The richness of voice and the transformation within those voices as part of MBC may re-emphasize the role Psychodynamic and relational approaches have in our daily activities. MBC allowed interpretations that were useful to guide practice. In this instance, it was taken from theory to an active form of use through the MBCs- with the changes in thought sustained by consultees who whereas applying or attempting to apply behaviour

management strategies in perhaps a dispassionate manner did not. This may challenge the influential, yet arguably simplistic and emotionally sterilised ideologies promoted by some Educational Advisors such as Tom Bennett (Bennett, 2017). MBC appears to be a meaningful and potent approach for consultees and admittedly, myself as a consultant. It can find it a creative means to explore the depth of a situation; referring to adult emotions as a source of information within consultation to aid formulations and construct new meanings which in turn lead to a fresh possibilities and enhanced potentials from our involvement.

But this may be a radical suggestion as a further implication of this, is what does it mean to be an ECP? What does it mean about the knowledge and interpretations trainee ECPs might require as part of doctorate training programmes? What power does that issue an ECP if imbued with specialised knowledge that is hidden to others and analysed in mental secrecy that psychodynamics may lead us to? What tensions would this create in a profession where practitioners seek emancipatory practice? What tension might be borne by introducing psychodynamic knowledge more explicitly between those professionals whose concept of psychology is a science informed by precise data or a scientific practice appreciative of the hermeneutic interpretation of experience?

Narrative Psychology too?

According to Harper & Spellman (2014) problems and tensions in people's lives arise when the available stories, meanings or narratives, do not resonate or appear compatible with their experience of their reality. MBC offered Mentalization as a narrative, a linguistic framework with which to interpret their experiences and make sense of it and potentially, re-position themselves and their approach to the problem or third parties discussed. However, some of my initial arguments in this section refer to the possible fragility of the new narratives sculpted and formed in MBC and the need for prolonged or ECP or consultative support. Citing Social Validation theory above, ECPs may need to pay greater attention to how we can support new meanings and narratives of situations, that may be helpful for the consultee to continue to thrive in spite of dominant narratives that may challenge the new narrative or the resolve of the narrative-holder. This is certainly an area where future research could be completed; not necessarily developing solutions with a consultee but explicitly exploring how their new ideas might work for them, their setting, what challenges they may face and what they can do to feel their new, more hopeful or useful narratives can continue to feel relevant and purposeful.

Exposing our values; exposing ourselves.

If a mentalization informed, holistic and relational experience is used as a form of consultation, we need to be prepared as practitioners to contain consultees who may bring emotional or complex relational dynamics to consultation. If we were to offer a longer form of involvement, we may need to sit with increased discomfort of experience

which may arise from contradictions with the new complexities we find, uncertainties and the realisation there are no quick fixes.

With the longer-involvement appearing to allow narratives to be encouraged that appeared negative about a child; but apparently necessary within the MBC process (seen by External Narrative Sequence dominance and static, negative narratives in MBC1), we must be prepared for that too. My own reflection was that MBC1 voiced stories that clashed with my values in the way children might be spoken about that I felt like challenging... I felt defensive. But this, I subsequently interpreted would have been unhelpful. For ECPs, we may need to purposefully invite or provide a non-judgemental space for such stories that may be critical in the journey of a consultee towards new meanings. In practice, interrupting or trying to prevent the voicing of negative or even distressing narratives about children in consultation may actually be an unhelpful action; it could be seen as short-termism. With this, we may have to sit with situations that we find uncomfortable and cause us tension as a necessary part of consultation.

As part of this research, between sessions, I engaged in explicit and implicit thought of Sheena and Lisa's needs and positioning whilst reflecting upon myself from several theoretic positions, perhaps embodying the Mentalizing stance (Appendix 4). This rich psychological approach for me was invigorating, appeared helpful for the consultees, but is it sustainable under the current demands placed on ECPs time? It also came to encroach my thoughts more than my other ECP consultative experiences did. There were and may remain emotional and cognitive costs to containing others and skills required in doing this. Adopting an approach such as this, whilst rich as a psychological experience may limit our capacity in other ways.

Mauvaise Foi? (Bad Faith?)

The difficulties and tensions ECPs face have been partially mentioned above. Do these possible tensions we face shift us towards ideas such as Bion's basic assumption mentality as mentioned above too? Do we need to think more critically about ourselves as profession? Satre conceptualises individuals working as either with authenticity (working towards their values) or working with 'bad faith,' (Reynolds, 2022). Bad Faith can be considered a self-deception, that despite alternatives or new evidence, we may continue with our old practices for convenience or sense of ease. The need for relational practice is established within education, however, do our collective consultative efforts allow consultees to connect to a relational experience in a way MBC might? Are we engaged in collective cognitive avoidance? MBC may not suggest anything new; that the representations consultees hold of children are malleable, not static: they are open to revision. As a profession that adheres to social constructionism and the fluidity of knowledge, should we do more for our consultative approaches to credit and venerate this positioning but allowing both space AND time to facilitate this change? By suggesting that the world is socially constructive but only offering small opportunities for staff to revise their theories and practice around children are we acting blindly or consciously

turning our gaze from uncomfortable reflections upon our practice? Do we need to become more self-assured and suggestive of what our practice might need to look like in certain situations if faced with complex situations around SEMH needs and staff burnout or adhere to the commercial trading narrative ‘the customer is always right’ and that may align with a persistent regurgitation of assess: consultant: report: review: end involvement. If we are aware that the emotional experiences of staff may be part of the ‘problem dimension’ but does not open up these avenues are we acting in bad faith? Unpicking this more through research; the skills need to support this unpacking and whether this is always ethical or appropriate for staff to experience is a context picture that needs further thought from evidence.

The ‘Voices’ of consultees

The third methodological phrase of this study sought to appreciate the positioning of consultees in relation to MBCs, allowing their experience to be understood in a wider context beyond the MBC itself. This would help to appreciate the contexts in which MBC might be situated.

As a research design, this allowed an enhanced insight into both the experiences of TAs but also consultation in a manner that tried to appreciate the endeavours of consultants beyond evaluative understandings. Studies that may concentrate their interests purely in the utility and effectiveness of an intervention or approach may struggle to appreciate the people that we (in consulting roles) might work with.

Listening to Sheena’s voice several conclusions can be made. On a meta-level, the 3 MBCs she experienced appear to facilitate a richness of stories and variety to the voices. This analysis presented Sheena with an inherent significance and richness of her personhood that suggest that both the Teaching Assistant and consultee have a complex positioning that may affect their role in school. Sheena’s voices were varied, demonstrating harmonies and discrepancies with one another suggesting that she, in her role, experiences tension and conflicted duties that may be linked to possible personal values. The tensions appeared to relate to the way she may experience power through possible limitations on her agency and autonomy within her role. This seems to agree with conclusions in other studies (such as McKenzie, 2011) perhaps, about the doubt TAs have over how valued they feel within a school system and the respect that goes with their position. At times Sheena appeared to lack power and agency, which might be a troubling experience when tasked with the responsibility for a learner with complex needs, where the role implies that *change* must occur either in their behaviour or knowledge and skills by what might be considered *achievement*.

At times, Sheena’s voice appeared to embody societal and organizational expectations and needs, coming through as a more authoritarian voice. This voice appeared to make assumptions about how children might behave and seek consequence almost punitively.

I wonder if this was a form of anger and frustration from her holistic work experience which become projected on to the child as focal point. This notion adheres to assumptions Twemlow, Fonagy & Alison (2014) suggest, whereby projections of systemic frustration become almost anthropomorphised towards individuals who become sources and recipients of that frustration. This is noteworthy when trying to appreciate dyads between adults and children in school systems. At times Sheena appears confused by a lack of communication supporting her to understand Chloe's needs in an official manner. Her voices also seemed lonely, rarely speaking of support and staff camaraderie. Instead, in finding her own narratives to possibly validate her experience it may hint that in confused, potentially alienating settings, staff tensions are more likely to become embodied and projected within close working relationships (with children). This appeared to conflict with some of her own values around care and the importance and esteem to which she might hold her relationship with Chloe which appear to bring in strong maternal voices and messages. These discrepancies, of care for Chloe but frustration too might be considered a source of tension, possibly interpreted as some of her voices carrying messages from the organization that she might not necessarily agree with or doubt to some degree. The voices appeared to suggest that there were expectations on behaviour organizationally, but no organizational messaging on care. Is Sheena (as a TA) left in a position where so much of what she believes to be *right* or important is not explicitly valued by the school system? This making her feel as though her more nurtured approach is therefore *wrong*? This may be an experience that other TA might experience too; that feelings and sentiments that guide practice maybe in a sense beyond policy or outlawed. It certainly allows us to consider how policies and practices may precipitate to interpersonal discord.

The presence of the different voices, exemplified by Sheena, suggest that TAs and consultees are multi-faceted individuals and that providing a wider consultative space (in terms of time and flexibility in dialogue) allows these voices to emerge. Typically, an ECP's consultation may focus on solution finding (Harker et al, 2016) through exception searching but MBC appears to allow the emergence of discrepant voices concerning relational or nurturing values for example, which might allow the ECP to have a greater appreciation of the consultee's positioning and psychology in the context. With this in mind, it opens the possibility for different types of discussions that centre upon tensions, arguably in align with Mentalization Practice (as it may be both an internal focus of external factors), which may be helpful for consultees to explore in relation to work-based problems where organizational expectations and cultures may appear to conflict with what TA and teachers might experience and do day to day. This appears to echo McKenzie's (2011) study, where TAs may experience difficulties in their role when discrepancies are experienced in what is expected of them explicitly through policy and what actually makes their role effective when working with children.

Of note, Sheena's voices appeared malleable. Over the 3 MBCs, newer voices emerged or gained greater prominence whereas other voices became minimised. By the final week, voices that were more contemplative (possibly more mentalizing) and more understanding of the totality of the situation had emerged. This might be interpreted as MBC allowing and facilitating a co-constructive, collaborative experience, but also, that time is required for these other, possibly more hopeful and helpful voices to become more audible and active.

A deeper reflection of these voices is that initially, they shared needs for predictability, for consequences to behavioural actions (reprimands) and unequivocal certainties on understanding the minds of another (for example Sheena's belief that Chloe had Schizophrenia). Latterly however, these voices were more considered, measured, open to revision, uncertainties and duality of understandings. This observation may suggest many things, but of note; potentially, that school staff are emmeshed with societal narratives such as the medical model and search for certainty and meaning in their roles. Furthermore, with consultative support, individuals may extricate, partially, from some of these narratives to build up their own constructions that are, possibly, more reflective of their experience.

The richness of the voice analysis may at very least iterate the multi-faceted nature of humans and the complex personhood of staff members in school. They may have personal values and heuristics that work well for them *on the job*, but organizational expectations and societal narratives may confuse the clarity of what they are hoping and working towards. Appreciating the multivocality of consultees may allow ECPs to think about how more limited forms of consultation may inhibit dialogue and construction of more supportive meanings. The voices we might hear in an hour-long consultation may not be representative of the whole consultee or situation, but a momentary reality that they connect with and present to us. In essence, which voice(s) are we consulting with and which ones do we need to consult with? If future consultations within a series of intervention (such as MBCs) were to occur, other realities could be understood regarding the consultee's experience, possibly allowing further thought into areas that might become more impactful. We therefore may need to facilitate consultation to be more inviting of voices to appreciate the consultees position but to then co-construct more supportive narratives regarding their role.

Summary: Critical evaluation on the possibilities of Mentalization Based Practice (MBP) in Education

A critical argument that emerges through this research is that Mentalization based practice may be useful but as the third analysis of voice suggests, note-worthy psychological understandings may be present beyond the Mentalization paradigm or information that could otherwise be dismissed as "non-mentalizing" and therefore considered unhelpful. In a sense, there is a potential that Mentalization Based Practice runs a risk of becoming a simplistic dichotomous quest from consultant psychologists

“to seek and destroy” the *bad* thoughts (non-mentalizing) and replace them with *good* ones (mentalizing). If this were to occur the potency of an approach that opens dialogue towards richer meanings and appreciate the complexities of circumstance may be accidentally eroded.

With this risk in mind, if MBCs are used considerately, they may provide a useful framework for consulting ECPs whereby they attune to mentalization styles of thought (through the stories shared) and support the balance of thinking styles, so that richer narratives or mentalized perspectives are formed, in theory to foster greater partnership between adults and learners. In use, there is a robust psychoeducation and resources to support ECPs in this approach, so practically, it is feasible that it could be adopted. What seemed to emerge in this study was that Mentalization is a skill dependent upon contextual factors (such as work-related stress and support for TAs). Whether ECPs can offer regular consultations or a time limited offer over more sessions may not be easily facilitated in the current economic climate and work demands.

Coupled to this argument, Mentalization is a theory (similar to a brand name), but also a skill (mentalization) – just we have come to *Hoover* our houses, we can in fact use any brand. Mentalization is a human skill comparable across cultures (Jurist & Perez Sosa, 2019) and is something we all use daily. Whilst this study has attempted to use its psychoeducation and MBP approach with a degree of fidelity (as though adhering to a brand-name’s franchise), it is within the skills of ECPs to use mentalization beyond the brand name as it were. ECPs can adopt the general premises and weave these into their own consultation styles easily; plainly to support people in stressful circumstance to acknowledge when they are most challenged, what decisions this might lead to and how that might lead to future problems. We can then help consultees to appreciate that when stressed they can be mindful and mentalize these moments, hopefully avoiding recursive behaviours within dyads which may generate future stress and/or relational rupture. In this sense, a definitive practice does not need to be adopted by ECPs, but perhaps the skills and awareness of theory can form elements to consultation. ECPs, rather than plan sessions, may facilitate consultees to examine stressful situations or moments of confused interactions with children/young people. In these they may explore experiences emotionally as well as cognitively; from the perspective of the child and themselves all the while mindful of contextual expectations which might then influence new attitudes and approach. Creating the space to be mindful or even *mind minded* of these elements to a problem would demonstrate mentalizing.

Where might MBP sit within School culture, policy and practice? Practice around CYPs with SEND is guided by the SEND Code of Practice (2015). This suggests that Assess, Plan, Do and Review (APDR) cycles are required to monitor the effectiveness of support that CYPs receive and adjust accordingly. MBC could become an intervention forming part of the ‘Do’ section, supporting the system around a child to become more

attuned to their needs whilst having enhanced skills to consider their own stresses and strengths in fulfilment of this role. Part of MBP included in MBCs was the Intervention Spectrum; that when the adult's and child's emotional intensity is high (in response to a situation or each other) a reduction in demands and ultimatums is required for example. Part of the MBCs tried to help consultees identify these moments and recognise when their response might also be emotionally heightened, leading to potential conflict through *mentalization failure*. However, Mentalization theory and practice might consider 'Do' or *doing* (without exploring affective and cognitive states implicitly, explicitly, internally and externally) a non-mentalizing, teleological activity that may not be beneficial to those surrounding it (Gagliardini et al, 2021). This may make it incongruent with cycles that require clear outcomes as explained below.

The initial, working and functional focus of MBC is staff support, whereas APDR cycles may consider and require the child to be the recipient of intervention. This type of approach (MBC for example) might be problematic in ADPR cycles as MBC might (as an intervention) not produce clear outcomes (a set of 'do's') that are tangible and measurable. Instead, MBC may focus more on professional attitude and emotional capacity or narrative understanding of a child's needs. In this sense, a more dynamic psychological approach may, at first, seem at odds with APDR cycles as the 'do' part may be less defined and seem nebulous in that it isn't chiefly seeking to create actionable outcomes, rather support emotional capacities and narrative shifts in the relatedness and approach to a child. This might make the role of MBC questionable where SENDCos may be keen to evidence and review clear outcomes that relate to the child's skills and not the capacity of staff. ECPs would therefore need to explain the purpose and rationale to SENDCo and school leaders, which fortunately would be congruent with UK guidance concerning mental health.

Regarding such guidance, schools in the UK currently have expectations placed on them concerning the government's Mental Health agenda which are also relative to concerns regarding SEMH needs. The Promoting Children and Young People's Mental Health and Wellbeing guidance (PHE & DfE, 2021) makes it clear that "...Promoting staff health and wellbeing is an integral principal of the whole school or college approach to mental health and wellbeing," (PHE & DfE, 2021, p21). In essence staff wellbeing and SEMH needs of children needs cannot be considered exclusive and distinct. This may contrast with ADPR cycles perhaps and allow MBP (the use of principles used in MBC) to be prominent in the ECPs approach to schools. It may give scope to raise Mentalization resources at planning meetings with SENDCos or form more explicitly, part of the training offer to schools as this guidance suggests that staff and child wellbeing are dyadically and systemically exchanged rather than as distinct individualised needs. Perhaps, MBC can be used in reference to this, trying to inform school systems to become more explicit in the link between the child and staff's needs whilst supporting the fulfilment of supporting practice and staff wellbeing.

It is not commonplace for schools to offer supervision to their team, and under the current traded model of ECP services, a one-on-one offer of consultation may not be economically feasible for schools, so a group form of MBC (such as Balian Groups, mentioned in this discussion section) may form a useful compromise between balancing the books and staff wellbeing. This idea becomes more suggestive when reviewing the analysis section of this study; that consultees' understanding was impacted upon by the established narratives within the school. Muchenje & Kelly (2021) wonder whether group consultation is more effective as the new meanings formed in consultation become more expansive within a system or network rather than existing in isolation, at odds with established views points and approaches to children (this could form another form of tension for individual consultees too). It is possible that MBC can be adapted or evolve so that staff can safely share emotional information as part of a group process, so that the recognition of this aspect to a problem dimension is still considered and relevant to new approaches. This would bring the benefit of merging practices by widening the understanding of this approach to more people within the school system whilst appearing more cost effective.

In terms of school culture and MBC, the last two decades have seen a considerable rise in 'attachment friendly' and 'trauma informed' schools for example (Tah et al, 2021). Introducing new ideas around the approach to SEMH and Trauma Informed Practice (TIP) may not be an alien idea, but a congruent approach that they consider worthwhile and in line with their value and mission statements. One of the most obvious frictions that is proposed by MBC as envisioned in this study is that of the increased time being devoted per case. As previously argued, this may not be a palatable offer for schools purchasing services and seeing *less* for their money. That may suggest that MBC become truncated to one more concise interaction where the focus on inter and intrapersonal aspects of a problem may be more productive and enlightening than agreeing new professional behaviours through strategy/solution finding. Whilst school culture may be keen to develop TIP or Attachment Friendly practice, economic constraints may influence how it comes to be used or adapted. It may mean that MBC as used in this study (a multi-session approach) becomes a more specific tool for certain situations such as the integration of children from Pupil Referral Units (related to SEMH needs) or a Local Authority's offer towards Children Looked After or EBSA (Emotionally Based School Avoidance; Halligan & Cryer, 2021), where funding streams are not as necessary reliant on schools as clients imaginings of what value for money might be or their limited economic predicaments within the traded service model.

Considering MPC in relation to school behaviour policies; MBP, may align itself to restorative practice too; that punishment may create relational discord and rupture due to the oppressiveness of its use and how this is experienced. MBC and MPC may suggest that relational practice is more important, whereby what might be considered misbehaviour should be understood (Mentalized) and then worked through with a child

as a learning point; so that they can unpick and mentalize a challenging situation on reflection. This might not be entirely palatable for school systems which require tangible outcomes to behaviour where evidential steps may be deferred to. MBP's positioning in settings where behaviourist models enshrine policies may not be compatible due to the perspectives of the respective psychological paradigms. As suggested in this study, this may create further tension amongst staff's day-to-day practice and expectations by policy. MBP may therefore need to align to and present its self as and with a form of TIP or restorative practice, to elevate its purpose and support its use where culturally, a school may view non-behaviourist approaches with scepticism but might begin to see purpose and value in being more Trauma Informed which is more accepted.

Reconsidering contexts where ECPs might support schools, instances of heightened emotion and stress (such as EBSA etc...) may emphasise the need to appreciate the psychology of others. In such instances, the stresses involved could, without support, become inhibitory factors for best practice (leading to hypothesised non-mentalized stances for instance). Instances of EBSA for example (where children have not attended school for some time) can see high expectations placed on parents to act as in the invention role each morning (Onslow & Cartmell, 2025). Research indicates that parents asked to work almost as co-therapists in the intervention programmes with children can find the work very emotionally demanding and might feel alienated, inappropriately skilled and that despite asking for help, they bare the load of the difficulties (Lundkvist-Houdoumadi, Thastum & Nielsen, 2015). An offer of MBC/MBP for parents in these positions, for example, by supporting the re-integration of children in to school settings, might provide them with both a psychological framework and a restorative, containing opportunity to be more emotionally ready for that work.

Regarding stressful situations like this, where a form of psychological intervention is set to occur, MBC may be more appropriate as a prolonged psychologically informed involvement where needs have been present for considerable time. In such instances there may be a risk of non-mentalized interactions creating conflict and relational rupture which could create setbacks or in the case of EBSA, creating for example wider discord and stresses within the family system. In such complex situations, where there is a need for psychological formulation and involvement, the ECP might be best placed to answer Ashton & Robert's (2007) question: *What is valuable and unique about the Educational Psychologist's contribution?*

5.2 Theoretical considerations for relational practice

Under mentalization theory, epistemic trust relates to a point where someone is able to accept the trustworthiness of another person; that the knowledge and interpretations of other people may be useful and applicable to themselves and they can then appreciate their perspectives and mind. This can allow people to integrate perspectives from one person into themselves, creating a more open system of understanding and experience,

rather than a closed, static position where people do not appear to change on the basis of their experiences. This notion may be supported by practitioners such as Van Der Kolk (2016) and Porges & Dana (2018) who explain that children, who have been traumatised including of betrayal of trust of care givers, become *stuck* in recursive behaviours and experiences. Epistemic trust proposes that this is possibly because they are not able to assimilate new information into an internal world as it views the external world as hostile and untrustworthy.

The notion of epistemic trust as part of mentalizing gives space to the idea of an operationalised relationship; that a relationship between two people can be dynamic, responsive and therefore transformative.

Early in my analysis were my reflexive thoughts during MBC1. I was struck by Sheena's perception that she had a 'good relationship' with Chloe; this made me doubt my role – what can I do then if this approach is to enhance relational practices? (Appendix 4). Over the sessions, Sheena thickened this story with examples that suggested holding Chloe in mind (buying things for Chloe to make their coffee morning more special for example). Sheena appeared to value her, missing her when she was working elsewhere in school suggesting a connection or attachment... these could all appear elements of a conducive or 'good' (as Sheena put it) relationship (Hughes & Baylin, 2012). I shall refer to these caring features as *relational warmth*. Why then was 'relational warmth' not sufficient in Sheena continuing her work with Chloe? What might be the reasons for this relationship not being operationalised and becoming unavailable to Chloe when it could have been potentially transformative? Analysing the data set more thoroughly, it appears that a 'good' relationship or relational warmth could exist independently of a relationship that might contain mentalized aspects. It could be interpreted that Sheena's eventual end to supporting Chloe, due to the challenges this brought, might have been related to Sheena not being afforded enough time to mentalize through her moments of distress so that she could be more confident when approaching them in the future. This may further suggest the difference between the 'good' relationally warm part of the relationship and the aspects that might be considered 'mentalizing,' where challenging situations are interpreted as a communicative difficulty for example.

This distinction may be of critical importance to ECPs in consultative roles when greeted with narratives that story an adult having a 'great' relationship with a child. As, if there is a distinction between facets of a 'good relationship,' then consulting ECPs may need to be more curious about these relationships to appreciate how they can be used for the conducive benefit of the SEND and child they are intended to support. In a Lacanian sense, what is a good relationship to someone may be signified differently by someone else! If Mentalization (used here as a narrative to summarise how an adult might engage with a child) as a function within a relationship is an independent feature, then a 'good'

or warm relationship as part of a ‘relational approach’ (which still may include containment for example) may not always be the transformative intervention we hoped.

MBC1 appeared to demonstrate Sheena having a non-mentalizing stance to Chloe’s needs yet Sheena reported moments of joy, happiness and care for Chloe. What we might consider Mentalization should not be automatically inferred through an apparent closeness between two people.

Another point that could be of use for consulting ECPs relates to MBCs analysis of voice. What I considered in analysis as Sheena’s *caring voice* appeared to become transformed to a more *contemplative voice* akin to a mentalizing stance, further suggesting that the two may be distinct. Theoretically, it may be that for what is considered Mentalization to become active, requires care present within the relationship to motivate the consultee or adult to consider new perspectives and interpretations. Equally, this may further suggest the importance of epistemic trust being built between the consultant and consultee over several sessions too.

To summarise this argument, the illustration below (mine) borrows the Social Discipline Window’s notion of decreasing and increasing care and control; in this case, controlled thought, a dimension of Mentalization, to describe the possible relatedness of an adult to a child is opposed to care. The Relational Warmth quadrant appears as though there is an understanding of another’s mental state, but when required, in times of stress, the adult may not have the availability for controlled thought to mentalize the challenge within that moment and accept/ respond to the needs of the child. Instead, the adult is likely to become overwhelmed by the child’s needs without due consideration of the child behaviours being a communication tool. It is possible that Sheena and Chloe’s relational experience was positioned here:

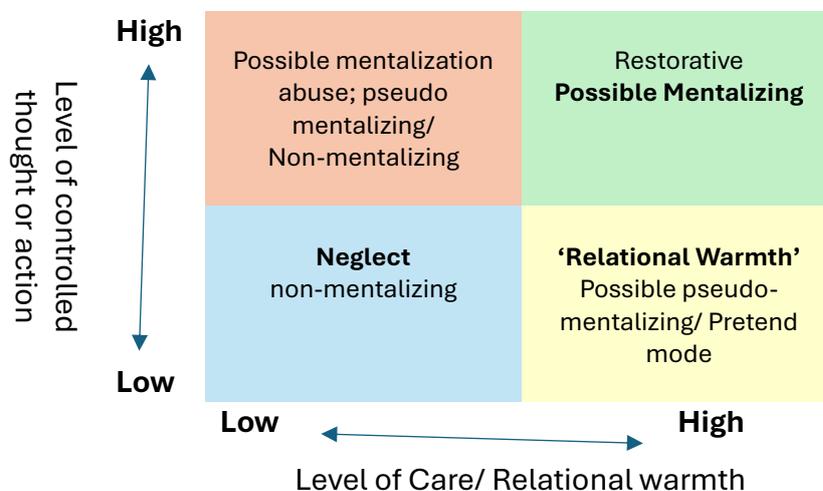


Figure 6. The '4 Windows of Mentalizing'

Increased control with reduced care (top left) paves the way for mentalization abuse (Hagelquist, 2017), where people with social power may sculpt narratives of children that sound plausible but are oppressive and harmful; they may do 'to' the child at this point. For example, a Headteacher may exclude a child because they are 'tired of the poor behaviour,' unable to extricate their own frustrations from the child's emotional state and those of their staff. Yet, a headteacher that does not know a child well can still care through having high relational values inclusive of that care, this may support them to be more nuanced and mentalizing when considering needs and making such decisions.

With no care or no thought, nothing is done; there is no mentalizing; a child's needs may be totally ignored, they may, 'go under the radar' for example as no one has afforded time to critically imagine what their needs are and may not attune to behavioural signals as a communication of need.

This model/ illustration is highly speculative and therefore must be open to development and refinement under further research. But, it opens further possibilities of consideration regarding our interpretation of relational practice in applied use and the how the narrative of mentalization may aid understanding.

5.4 Limitations and future research

As mentioned above, would a critical approach to understanding relational practice or relational warmth be supportive ECPs who may be greeted by this narrative, the assumption of which may confuse support for school? It might provide an opportunity to understand if Mentalization theory can still be applicable when shifting from a largely dyadic theory to a more systemic one that can inform a wider approach. Examining whether this is plausible and useful might be a worthwhile endeavour as Relational Practice becomes a frequently used term but may lack a consistent understanding (Knightsmith, 2022).

My study was very interpretive and mentioned 'Chloe' several times, however her voice was never actually heard! If MBCs are a useful approach, we would hope that not only do staff benefit but the so too children who have motivated us to our professions! What would Chloe's views have been? Further study must consider whether changes brought about by MBC cascade to children to make a meaningful and positive contribution to their experience. Ultimately this is one of the main purposes of our involvement in any type of ECP work in schools. Including children, appropriately, in future studies; capturing their voice and understanding of what adults using MBC might feel like can support the refinement of techniques but also make us ponder if it is suitable. Naturally, the more voices in study; the more voice, the merrier, but gaining child views would be an invaluable asset that might attest our efforts.

Bridging from this point, MBC and its consideration of others' states of mind, especially where Chloe was identified with a diagnosis of ASD may be a supportive approach when considering the Double Empathy considerations around Autism. Could Mentalization, initially developed for other clinical diagnoses (such as personality disorders), have use when supporting children in schools who are considered neurodiverse and confuse the expectations of staff? Might MBC give a specific space to appreciate another mind so that the adult can become more mind minded of the child?

Returning to one of my chief points of discussion; would a longer period of support foster what might be considered a mentalizing approach? What would sustain it? What systemic factors might impinge or complement it? These might be the finer details that need greater evidence and nuance to evaluate if MBC could be considered a credible approach. Study that appreciates systemic factors that help or hinder the development of new practice following consultation would be welcomed, especially in light of Sheena and Lisa subsequent experiences. Within this too, are questions that could be asked about its flexibility in relation to multiculturalism and in this research's pilot study; having the space to discuss these factors as no solutions were being sought. Could MBC be adapted to an approach that is respectful of cultural positioning and intersectionality in a manner that is not just sensitive, but empowering?

A more microcosmic aspect of study could align to the effort related to this study's appendix; the reflexive skills of the consultee that create those moments of change. This could also consider how critical the use of Mentalization is as a theory or, is *just* the opportunity to mentalize irrespective of theory the importance feature of MBC to distinguish? This study did not explicitly enquire into these interactions for analysis.

Finally, what about our profession? In this instance, the borrowing and adapting of more clinically informed theories and practice seemed of use, but what would that mean to an educationally minded set of professionals? If clinically minded approaches were to encroach into ECP practice, what would the profession's reaction and position be? Would it defend its status being attacked by an external interloper with a fear that the medicalisation of the profession is a tangible risk or would a more tempered acceptance be seen? Appreciating ECP attitudes in how such theories and practices translate might be suitable as health and clinical psychology will continue to generate further knowledge and skills which may be suitable for ECPs in the future. As solution focused approaches have stood firm in ECP for a long time, there is evidence to say that explorative discussions, such as MBC may be equally as purposeful, if not more so – are there factors that prevent greater transformative change in the profession that may appear to cling to the tried and tested? That too would be beneficial to know if bringing any change to ECPs as a whole.

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APPENDIX 1: RECRUITMENT & ETHICS.

Appendix 1a - Ethical Approval. For initially entitled “A narrative enquiry into Mentalization Informed Consultation” – 14.06.2024.



Downloaded: 26/02/2025

Approved: 14/06/2024

Paul Carr

Registration number: 220110323

School of Education

Programme: Professional Doctorate in Educational & Child Psychology

Dear Paul

PROJECT TITLE: A narrative enquiry into Mentalization Informed Consultation

APPLICATION: Reference Number 059741

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 14/06/2024 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 059741 (form submission date: 10/06/2024); (expected project end date: 07/07/2025).
- Participant information sheet 1136051 version 3 (06/06/2024).
- Participant information sheet 1139233 version 2 (10/06/2024).
- Participant information sheet 1139232 version 2 (10/06/2024).
- Participant information sheet 1139234 version 1 (06/06/2024).
- Participant consent form 1136052 version 2 (29/04/2024).
- Participant consent form 1139235 version 1 (06/06/2024).
- Participant consent form 1139236 version 2 (10/06/2024).

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

Joseph Hargreaves
Ethics Admin
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/research-services/ethics-integrity/policy>
- The project must abide by the University's Good Research & Innovation Practices Policy: https://www.sheffield.ac.uk/polopoly_fs/1.6710661/file/GRIPPpolicy.pdf
- The researcher must inform their supervisor (in the case of a student) or Ethics Admin (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 1b – Signed Ascent & Consent forms (1x parents; 2x staff; 6 pages).

Mentalization Informed Consultation in Schools: Parental Consent/ ascent Form

Before considering whether to 'participate' in this study and agree to proceed it is important that you are aware of what the study will involve.

Information and awareness		
I have read and understood the Parent/Carer information sheet dated 29/06/2024 or the project has been fully explained to me. <i>If you answer 'No' to this question, please do not proceed to give consent until you are fully aware.</i>	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I have been given the opportunity to ask questions about the project	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Participating: Proving "ascent" for my child to be part of professional discussion		
Participating in this study will include:	<input checked="" type="radio"/> Yes	<input type="radio"/> No
<ul style="list-style-type: none"> ○ Allowing my child to be possibly discussed as part of meetings between a Psychologist/research and a member of school staff. ○ Allowing these conversation to refer to my child's needs and school experiences in relation to a school-staff member's work practices. ○ That my child may be referred to by name in these discussions (and this will be changed to a fake name when it is recorded in writing) ○ My child may experience changes to practice around them which they may consider unfamiliar for a while. 		
I agree to have my child's needs to be part of professional discussions to alter work-based practices for children in schools.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I agree to have these anonymised recordings made into written transcripts to be used in research which may relate to my child's needs	<input checked="" type="radio"/> Yes	<input type="radio"/> No
My rights		
I understand that signing this form does not mean I must continue to consent to the study until the end. I can withdraw the consent for my child to be potentially discussed at anytime, with no notice or reason required, by contacting one of the name people in the information pack. There will be no adverse consequences if I chose to do this.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Both my child and I have right to be treated with dignity and respect. After the data is analysed, I have the opportunity to make comments on the researcher's findings to ensure that my child, their needs and experiences are represented respectfully in the 'write up.'	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I understand that if I give consent for my child to be discussed, I have the right for 'debriefing' which will take the form of a meeting with the principal researcher, allowing us to focus on the consultation work in reference to their needs, and if necessary, sign post next steps.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
My data after and during the project		
I understand that the only information stored with by this consent form and audio recording that may contain my child's name.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I have the right to have this data kept securely. If I am concerned about this, I can seek further information from people name in the relevant section of the information pack	<input checked="" type="radio"/> Yes	<input type="radio"/> No
If I chose to leave the study, I am allowed to have data relate to this consent form (regarding my child) withdrawn too.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I have the right for my data and information to be anonymised	<input checked="" type="radio"/> Yes	<input type="radio"/> No

I have the right for any information that may lead to myself, child or school being recognised to be 'redacted' (hidden) when the research is written up	<input checked="" type="radio"/> Yes	No
I am allowed to request any of the data that relates to myself or my child whether I leave the study or not.	<input checked="" type="radio"/> Yes	No
I understand that data will be kept until the study has been assessed and when that data is not longer needed, it will be deleted.	<input checked="" type="radio"/> Yes	No
I understand and agree that quotes of conversations may be used in publications, reports, web pages, and other research outputs. This may relate to my child or their experiences. I understand that they will not be named or their school in these outputs unless I specifically request this.	<input checked="" type="radio"/> Yes	No
I understand that future research may quote or refer to the study I may give consent to and may form part of other researchers work... only if they agree to preserve the confidentiality of information in this form.	<input checked="" type="radio"/> Yes	No
I give permission for the audio-recordings and matching transcripts to be deposited in a secure, University of Sheffield Google Drive with limited access (only the researcher and their supervisor).	<input checked="" type="radio"/> Yes	No
I agree to assign the copyright I hold in any materials generated as part of this project to The University of Sheffield, so that information as part of this study may be used legally by other researchers in the future.	<input checked="" type="radio"/> Yes	No.

I, [REDACTED] parent/carer of [REDACTED] (child)
 Agree to the above and provide consent for their information to form participation in the study described and shared with me. Signature [REDACTED] Date 29/09/2024.

Name of Researcher PAUL CARR Signature [REDACTED] Date 1/10/24

(Please print name)

Project contact details for further information.

Paul Carr, Principal Researcher: pcarr2@sheffield.ac.uk

Lynne Mackey, Research Supervisor: l.mackey@sheffield.ac.uk

In the event of a need to escalate concerns:

First instance; Lynne Mackey (above)

Second instance; Penny Fogg (Course director): p.fogg@sheffield.ac.uk

In the event of safeguarding concerns:

Rebecca Lawthorn, Head of School (for Education), r.lawthorn@sheffield.ac.uk

School of Education,

Floor D, The Wave,

2 Whitham Rd, Broomhall,

Sheffield,

S10 2AH

Save 2 copies of consent form (1 for participant; 1 research data file).

Mentalization Informed Consultation in Schools: Consent Form

Before considering whether to participate in this study and agree to proceed it is important that you are aware of what the study will involve.

Information and awareness		
I have read and understood the information sheet dated 29/06/2024 or the project has been fully explained to me. <i>If you answer 'No' to this question, please do not proceed to give consent until you are fully aware.</i>	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I have been given the opportunity to ask questions about the project	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Participating		
I agree to take part in this project and in doing so, understand that will include:	<input checked="" type="radio"/> Yes	<input type="radio"/> No
<ul style="list-style-type: none"> ○ Meeting with the researcher for 1 to 1 ½ hours per week for 3 weeks ○ Meeting with a researcher for 1 to 1 ½ hours in a follow up session in the following academic term ○ Prepared that discussion may talk about work based practices ○ Discussion about things that work well at work and things that can challenge when meeting SEMH (social, emotional & mental health needs) ○ Discussion about making changes to practice and be willing to trial new ideas and strategies. 		
I agree to have my voice and words recorded through anonymised audio recording technology of the sessions I participate in	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I agree to have these anonymised recordings made into written transcripts to be used in research	<input checked="" type="radio"/> Yes	<input type="radio"/> No
My rights		
I understand that signing this form does not mean I must continue in the study until the end and can withdraw at anytime, with no notice or reason required, by contacting one of the name people in the information pack. There will be no adverse consequences if I chose to do this	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I have the right to be treated with dignity and respect. After the data is analysed, I have the opportunity to make comments on the researcher's findings and ensure that I am represented respectfully in the 'write up.'	<input checked="" type="radio"/> Yes	<input type="radio"/> No
My data after and during the project		
I have the right to have my data kept securely. If I am concerned about this I can seek further information from people name in the relevant section of the information pack	<input checked="" type="radio"/> Yes	<input type="radio"/> No
If I chose to leave the study, I am allowed to have my data withdrawn too.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I have the right for my data and information to be anonymised	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I am allowed to request any of the data that relates to me whether I leave the study or not.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I understand that data with my words or voice will be kept until the study has been assessed and when that data is not longer needed, it will be deleted	<input checked="" type="radio"/> Yes	<input type="radio"/> No
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 checked="" type="radio"/> Yes	<input type="radio"/> No

I understand that future research may quote or refer to the study I may participate in and that my words or words relating to me, may form part of other researchers work... only if the agree to preserve the confidentiality of information in this form.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I give permission for the audio-recordings and matching transcripts to be deposited in a secure, University of Sheffield Google Drive with limited access (only the researcher and their supervisor).	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I agree to assign the copyright I hold in any materials generated as part of this project to The University of Sheffield, so that information as part of this study may be used legally by other researchers in the future.	<input checked="" type="radio"/> Yes	<input type="radio"/> No.

Name of Participant _____ Signature _____ Date 7/10/24

—
(please print name)

Name of Reseacher PAUL CARR Signature _____ Date 7/10/24

—
(Please print name)

Project contact details for further information.

Paul Carr, Principal Researcher: prcarr2@sheffield.ac.uk

Lynne Mackey, Research Supervisor: l.mackey@sheffield.ac.uk

in the event of a need to escalate concerns:

First instance; Lynne Mackey (above)

Second instance; Penny Fogg (Course director): p.fogg@sheffield.ac.uk

in the event of safeguarding concerns:

Rebecca Lawthorn, Head of School (for Education), r.lawthorn@sheffield.ac.uk

School of Education,

Floor D, The Wave,

2 Whitham Rd, Broomhall,

Sheffield,

S10 2AH

Save 2 copies of consent form (1 for participant; 1 research data file).

A template of this consent form has been approved by the University of Sheffield Research Ethics Committee and is available to view here:

<https://students.sheffield.ac.uk/research-ethics/ethics/atoz/documents>

Mentalization Informed Consultation in Schools: Consent Form

Before considering whether to participate in this study and agree to proceed it is important that you are aware of what the study will involve.

Information and awareness		
I have read and understood the information sheet dated 29/06/2024 or the project has been fully explained to me. <i>If you answer 'No' to this question, please do not proceed to give consent until you are fully aware.</i>	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I have been given the opportunity to ask questions about the project	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Participating		
I agree to take part in this project and in doing so, understand that will include:	<input checked="" type="radio"/> Yes	<input type="radio"/> No
<ul style="list-style-type: none"> ○ Meeting with the researcher for 1 to 1 ½ hours per week for 3 weeks ○ Meeting with a researcher for 1 to 1 ½ hours in a follow-up session in the following academic term ○ Prepared that discussion may talk about work based practices ○ Discussion about things that work well at work and things that can challenge when meeting SEMH (social, emotional & mental health needs) ○ Discussion about making changes to practice and be willing to trial new ideas and strategies. <p style="text-align: center;"><i>NOT FOR PILOT</i></p> <p style="text-align: right;"><i>ONLY</i></p>		
I agree to have my voice and words recorded through anonymised audio recording technology of the sessions I participate in	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I agree to have these anonymised recordings made into written transcripts to be used in research	<input checked="" type="radio"/> Yes	<input type="radio"/> No
My rights		
I understand that signing this form does not mean I must continue in the study until the end and can withdraw at anytime, with no notice or reason required, by contacting one of the name people in the information pack. There will be no adverse consequences if I chose to do this	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I have the right to be treated with dignity and respect. After the data is analysed, I have the opportunity to make comments on the researcher's findings and ensure that I am represented respectfully in the 'write up.'	<input checked="" type="radio"/> Yes	<input type="radio"/> No
My data after and during the project		
I have the right to have my data kept securely. If I am concerned about this I can seek further information from people name in the relevant section of the information pack	<input checked="" type="radio"/> Yes	<input type="radio"/> No
If I chose to leave the study, I am allowed to have my data withdrawn too.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I have the right for my data and information to be anonymised	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I am allowed to request any of the data that relates to me whether I leave the study or not.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I understand that data with my words or voice will be kept until the study has been assessed and when that data is not longer needed, it will be deleted	<input checked="" type="radio"/> Yes	<input type="radio"/> No
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 checked="" type="radio"/> Yes	<input type="radio"/> No

I understand that future research may quote or refer to the study I may participate in and that my words or words relating to me, may form part of other researchers work... only if the agree to preserve the confidentiality of information in this form.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I give permission for the audio-recordings and matching transcripts to be deposited in a secure, University of Sheffield Google Drive with limited access (only the researcher and their supervisor).	<input checked="" type="radio"/> Yes	<input type="radio"/> No
I agree to assign the copyright I hold in any materials generated as part of this project to The University of Sheffield, so that information as part of this study may be used legally by other researchers in the future.	<input checked="" type="radio"/> Yes	<input type="radio"/> No.

Name of Participant [REDACTED] Signature [REDACTED] Date 9/12/24

(please print name)

Name of Reseacher PAUL CARR Signature [REDACTED] Date 9/12/24

(Please print name)

Project contact details for further information.

Paul Carr, Principal Researcher: prcarr2@sheffield.ac.uk

Lynne Mackey, Research Supervisor: l.mackey@sheffield.ac.uk

In the event of a need to escalate concerns:

First instance; Lynne Mackey (above)

Second instance; Penny Fogg (Course director): p.fogg@sheffield.ac.uk

In the event of safeguarding concerns:

Rebecca Lawthorn, Head of School (for Education), r.lawthorn@sheffield.ac.uk

School of Education,

Floor D, The Wave,

2 Whitham Rd, Broomhall,

Sheffield,

S10 2AH

Save 2 copies of consent form (1 for participant; 1 research data file).

A template of this consent form has been approved by the University of Sheffield Research Ethics Committee and is available to view here:

<https://students.sheffield.ac.uk/research-ethics/ethics/atoz/documents>

Appendix 1c – Copy of original consent forms issued to participants (school staff)

Mentalization Informed Consultation in Schools: Consent Form

Before considering whether to participate in this study and agree to proceed it is important that you are aware of what the study will involve.

Information and awareness		
I have read and understood the information sheet dated 29/06/2024 or the project has been fully explained to me. <i>If you answer 'No' to this question, please do not proceed to give consent until you are fully aware.</i>	Yes	No
I have been given the opportunity to ask questions about the project	Yes	No
Participating		
I agree to take part in this project and in doing so, understand that will include:	Yes	No
<ul style="list-style-type: none"> o Meeting with the researcher for 1 to 1 ½ hours per week for 3 weeks o Meeting with a researcher for 1 to 1 ½ hours in a follow up session in the following academic term o Prepared that discussion may talk about <u>work based</u> practices o Discussion about things that work well at work and things that can challenge when meeting SEMH (social, emotional & mental health needs) o Discussion about making changes to practice and be willing to trial new ideas and strategies. 		
I agree to have my voice and words recorded through anonymised audio recording technology of the sessions I participate in	Yes	No
I agree to have these anonymised recordings made into written transcripts to be used in research	Yes	No
My rights		
I understand that signing this form does not mean I must continue in the study until the end and can withdraw at <u>anytime</u> , with no notice or reason required, by contacting one of the name people in the information pack. There will be no adverse consequences if I chose to do this	Yes	No
I have the right to be treated with dignity and respect. After the data is analysed, I have the opportunity to make comments on the researcher's findings and ensure that I am represented respectfully in the 'write up.'	Yes	No
My data after and during the project		
I have the right to have my data kept securely. If I am concerned about <u>this</u> I can seek further information from people name in the relevant section of the information pack	Yes	No
If I chose to leave the study, I am allowed to have my data withdrawn too.	Yes	No
I have the right for my data and information to be anonymised	Yes	No
I am allowed to request any of the data that relates to me whether I leave the study or not.	Yes	No
I understand that data with my words or voice will be kept until the study has been assessed and when that data is <u>not longer</u> needed, it will be deleted	Yes	No

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.	Yes	No
I understand that future research may quote or refer to the study I may participate in and that my words or words relating to me, may form part of other researchers work... only if I agree to preserve the confidentiality of information in this form.	Yes	No
I give permission for the audio-recordings and matching transcripts to be deposited in a secure, University of Sheffield Google Drive with limited access (only the researcher and their supervisor).	Yes	No
I agree to assign the copyright I hold in any materials generated as part of this project to The University of Sheffield, so that information as part of this study may be used <u>legally</u> by other researchers in the future.	Yes	No.

Name of Participant _____ Signature _____ Date __ / __ / __

(please print name)

Name of Researcher _____ Signature _____ Date __ / __ / __

(Please print name)

Project contact details for further information.

Paul Carr, Principal Researcher: pcarr2@sheffield.ac.uk

Lynne Mackey, Research Supervisor: l.mackey@sheffield.ac.uk

In the event of a need to escalate concerns:

First instance; Lynne Mackey (above)

Second instance; Penny Fogg (Course director): p.fogg@sheffield.ac.uk

In the event of safeguarding concerns:

Rebecca Lawthorn, Head of School (for Education), r.lawthorn@sheffield.ac.uk

School of Education,
Floor D, The Wave,
2 Whitham Rd, Broomhall,
Sheffield,
S10 2AH

Save 2 copies of consent form (1 for participant; 1 research data file).

A template of this consent form has been approved by the University of Sheffield Research Ethics Committee and is available to view here:

<https://students.sheffield.ac.uk/research-ethics/ethics/atoz/documents>

Appendix 1d – Copy of original ascent form issued to participants (parents allowing their child to be discussed)

Mentalization Informed Consultation in Schools: Parental Consent/ ascent Form

Before considering whether to ‘participate’ in this study and agree to proceed it is important that you are aware of what the study will involve.

Information and awareness		
I have read and understood the Parent/Carer information sheet dated 29/06/2024 or the project has been fully explained to me. <i>If you answer ‘No’ to this question, please do not proceed to give consent until you are fully aware.</i>	Yes	No
I have been given the opportunity to ask questions about the project	Yes	No
Participating: Proving ‘ascent’ for my child to be part of professional discussion		
Participating in this study will include:	Yes	No
<ul style="list-style-type: none"> o Allowing my child to be possibly discussed as part of meetings between a <u>Psychologist</u>/research and a member of school staff. o Allowing <u>these conversation</u> to refer to my child’s needs and school experiences in relation to a school-staff member’s work practices. o That my child may be referred to by name in these discussions (and this will be changed to a fake name when it is recorded in writing) o My child may experience changes to practice around them which they may consider unfamiliar for a while. 		
I agree to have my child’s needs to be part of professional discussions to alter work-based practices for children in schools.	Yes	No
I agree to have these anonymised recordings made into written transcripts to be used in research which may relate to my child’s needs	Yes	No
My rights		
I understand that signing this form does not mean I must continue to consent to the study until the end. I can withdraw the consent for my child to be potentially discussed at <u>anytime</u> , with no notice or reason required, by contacting one of the name people in the information pack. <u>There will be no adverse consequences if I chose to do this.</u>	Yes	No
Both my child and I have right to be treated with dignity and respect. After the data is analysed, I <u>have the opportunity to</u> make comments on the researcher’s findings to ensure that my child, their needs and experiences are represented respectfully in the ‘write up.’	Yes	No
I understand that if I give consent for my child to be discussed, I have the right for ‘debriefing’ which will take the form of a meeting with the principal researcher, allowing us to focus on the consultation work in reference to their needs, and if necessary, sign post next steps.	Yes	No
My data after and during the project		
I understand that the only information stored with by this consent form and audio recording that may contain my child’s name.	Yes	No
I have the right to have this data kept securely. If I am concerned about this, I can seek further information from people name in the relevant section of the information pack	Yes	No
If I chose to leave the study, I am allowed to have data relate to this consent form (regarding my child) withdrawn too.	Yes	No

I have the right for my data and information to be anonymised	Yes	No
I have the right for any information that may lead to myself, child or school being recognised to be ‘redacted’ (hidden) when the research is written up	Yes	No
I am allowed to request any of the data that relates to myself or my child whether I leave the study or not.	Yes	No
I understand that data with will be kept until the study has been assessed and when that data is <u>not longer</u> needed, it will be deleted.	Yes	No
I understand and agree that quotes of conversations may be used in publications, reports, web pages, and other research outputs. This may relate to my child or their experiences. I understand that they will not be named or their school in these outputs unless I specifically request this.	Yes	No
I understand that future research may quote or refer to the study I may <u>given</u> consent to and may form part of other researchers work... only if they agree to preserve the confidentiality of information in this form.	Yes	No
I give permission for the audio-recordings and matching transcripts to be deposited in a secure, University of Sheffield Google Drive with limited access (only the researcher and their supervisor).	Yes	No
I agree to assign the copyright I hold in any materials generated as part of this project to The University of Sheffield, so that information as part of this study may be used legally by other researchers in the future.	Yes	No.

I _____ parent/carer of _____ (child)
 Agree to the above and provide consent for their information to form participation in the study described and shared with me. Signature _____ Date __ / __ / __

Name of Researcher _____ Signature _____ Date __ / __ / __
 (Please print name)

Project contact details for further information.

Paul Carr, Principal Researcher: prcarr2@sheffield.ac.uk
 Lynne Mackey, Research Supervisor: l.mackey@sheffield.ac.uk

In the event of a need to escalate concerns:

First instance; Lynne Mackey (above)
 Second instance; Penny Fogg (Course director): p.fogg@sheffield.ac.uk

In the event of safeguarding concerns:

Rebecca Lawthorn, Head of School (for Education), r.lawthorn@sheffield.ac.uk
 School of Education,
 Floor D, The Wave,
 2 Whitham Rd, Broomhall,
 Sheffield,
 S10 2AH

Save 2 copies of consent form (1 for participant; 1 research data file).

Appendix 1e – Recruitment flyer shared with schools & their staff.

Research Study: Making effective use of Mentalization Informed Consultation in schools.

An opportunity to take part:

Mentalization is said to be about our ability to think about other people's thoughts, feelings and behaviour. It is seen as essential in forming meaningful relationships, self-regulating and positive wellbeing and learning.

Children's ability to mentalize is dependent upon those around them helping them to do so. **It can be disrupted by trauma and stressful events.** For adults, stress and challenge can also reduce our capacity to mentalize our own and others' needs.

A lot of current psychological practice is about finding solutions to challenging behaviour, with little time afforded to staff to express their needs in developing **relational, trauma informed practice.** This study looks to change the offer of that support, to one that focuses more closely on the adult-child relationship and what can be co-developed to establish greater Mentalizing at the heart of relational practice.

Who can take part?

Do you work closely with a child SEMH needs or who has experience trauma?

Do you consider yourself to be a 'key adult' for that child?

Are you often finding yourself in situations supporting them to calm or learn from their actions?

Would you be keen on being part of a study to use Mentalization Based Practice and develop your professional toolkit?

What should I expect?

The aim of the study would be to work one-to-one with a Trainee Educational Psychologist (TEP) over 3 one hour sessions over 3 weeks and then a 1 hour follow-up the following school term.

These sessions would be collaborative; the participant would be able to choose things to focus on that might improve their practice even more;

- How they can use mentalization for their own practice.
- How they can use mentalization to support the wellbeing and learning of the child they support.

Advantages and Disadvantages

😊 Mentalization is a quickly developing theory in Mental Health used by the Anna Freud centre. Is considered one of the most effective forms of **relational and trauma informed practice.** It would, hopefully, provide participants with an enhanced personal and professional skill set to meet the challenges associated with trauma-support work.

😬 This would require making space for the researcher and participant in school and also 'releasing them,' which can be tricky if they are needed to work closely with a child. We may also talk about how your feelings and thoughts can be influence by your work, so that you are able to develop new ways of working.

Appendix 1f – Copy of information sheet; provided to school staff once interest received (3 pages), prior to consent being issued.

Research Study: Making effective use of Mentalization Informed Consultation in schools – information pack.

Opportunity to take part...

You are being invited to take part in a research project as part of a Doctorate Thesis at University of Sheffield in Educational & Child Psychology. Before deciding whether you wish to join this project, it is important you understand why it is being done and what it will involve. Please take time to read the information below and discuss it with others if you wish. If you have any questions or want more information and clarity, please feel free to contact us on the email address at the very end of this pack. **Thank you for reading this.**

What is the purpose of the project?

This project is part of a doctoral thesis in Educational Psychology that focuses on the use of Mentalization. **Mentalization** is said to be about our ability to think about other people's thoughts, feelings and behaviour. It is seen as essential in forming meaningful relationships, self-regulating, positive wellbeing and learning.

Children's ability to mentalize is dependent upon those around them helping them to do so. **It can be disrupted by trauma and stressful events.** For adults, stress and challenge can also reduce our capacity to mentalize our own and others' needs.

A lot of current psychological practice in schools is about finding solutions to challenging behaviour, with little time afforded for staff to express their needs in developing **relational, trauma informed practice.** Mentalization based practice is showing to be helpful in developing these ways of working, but little study has been done in schools. This study looks to enquire if this approach (one that focuses more closely on the strength of adult-child relationships) is more helpful for staff and the children they work with by enhancing both the professional's and child's mentalizing skills.

Why I have been chosen?

You may work closely with a child experiencing SEMH needs or who has experienced trauma

You may consider yourself to be, or have a role as a 'key adult' for a child

You may often be in situations supporting children to calm or learn from their actions

You may be keen to develop your practice and apply new skills.

It is important to know that by reading this, you do not have to take part! Even if you did decide to join, you can leave at any time!

What should I expect? The aim of the study would be to work one-to-one in an intervention with a Trainee Educational Psychologist over 3 hour sessions of around 1-1 ½ hours per week over 3 weeks. Then a 1-1 ½ hour follow-up would occur the following school term. This intervention would then be evaluated through voice recordings of the sessions. These sessions would occur in your school during work hours at your school.

These sessions would be collaborative; you would be able to choose things to focus on each week that you think might be helpful to your practice. In week one we will look to explore **Mentalization** and what it means day-to-day in your role in school. We will then explore your experience of the child you work with; when things are working well and when things may feel more of a challenge. In weeks two and three, we will progress to look at how mentalizing strategies can help your practice.

Each session you will have the opportunity to look at resources and discuss strategies that you might want to try between the weeks we meet and spend time the following week to reflect. After the study is completed, you will have the opportunity to review the findings and provide input on what the data means and how this should be written.

DATA

What data will be collected?

How will it be used and kept safe?

Will it be confidential?

Data will be collected through audio recordings of the 4x 1- 1 ½ hour sessions that capture the discussion between you and the researcher. The researcher will ask you to make a pseudonym (false name) and later transcribe the recordings into a written format for analysis. Where your name occurs, it will be swapped for your preferred name. This will create anonymity in the data set. The only data related to you will be the consent form of your name and signature.

These transcripts of the sessions will be analysed to see which points appeared to have talk related to greater mentalizing and how this developed over the weeks. In the final, 4th Session, a more summary-based session will occur with audio data transcribed and analysed more closely for your views of the process. These transcripts (all four sessions) will hold no personal information at all. Once the data is no longer needed, the audio recordings and transcripts will be deleted.

Anything you share in the sessions will be kept confidential and you can redact things from recordings if you wish. If you mention something that relates to safeguarding, this information may be passed on to a Designate Safeguarding Lead in your school and if necessary, someone with similar responsibility that the University of Sheffield.

All data will be kept securely on a University of Sheffield approved secure drive and deleted once the project is finished. The only people to have access to this will be Paul Carr (Principal Researcher) and Lynne Mackey (Research Supervisor).

All data must be kept secure, with a 'Data Controller' to ensure this. In this instance, it will be the University of Sheffield who are responsible for looking after data related to you and who ensure it is used properly (for the purposes above).

😞 Disadvantages, risk and harm 😞

- Time will be required to participate which may bring tension to other parts or your role or workload.
- During sessions we may talk about feelings and thoughts which can for some, feel uncomfortable
- Sessions will focus on work-practice which might raise feelings of being judged
- We may discuss a child's needs and experiences, which if related to traumatic events, can rouse powerful, unwanted feelings in adults
- By experiencing an opportunity to develop practice, you may feel an expectation to use new skills or feel a pressure for them to 'work' (*but as this is a study, we are 'playing' with an idea*)
- By taking part, a consultant/researcher relationship is imposed upon you and could feel awkward at first.
- By giving up time to reflect on practice, it will mean time away from a child who you may support closely which may cause them distress or additional work in planning your absences.
- All school staff are part of a wider school system, and by taking part other people may have to re-arrange and 'cover' your role, increasing their workload too.
- It may be difficult to keep your participation in a study confidential from work colleagues.

😊 Advantages 😊

The intention of the study is to provide school-practitioners with an advantage when supporting children with SEMH needs or who have experience trauma. Mentalization is a quickly developing theory in Mental Health used by the Anna Freud centre. Is considered one of the most effective forms of **relational and trauma informed practice**.

It would, hopefully, provide participants with an enhanced professional skill set to meet the challenges associated with trauma-support work.

It will provide a rare space and time to discuss work-related challenges in a spirit of respect and dignity, with opportunity to find solutions for them.

Over the sessions you will become aware of new theory and skills in the context of discussion on how to apply this.

In theory, an adult that enhances their mentalization skills, not only develops more confident practice, but also enhances the same skills in the the children around them, supporting them to flourish and develop, reducing their challenges too.

What if I am unclear or unhappy about something? Has this study been ethically approved?

This study has been ethically approved by the University of Sheffield's Ethics Review Procedure as conducted by the University's Education Department. This means that any potential risks have been thought about, with strategies in place to reduce them.

However, some things may not be foreseeable, so if something isn't right and needs to be discussed, you can contact the researcher or people named below, at the University of Sheffield.

If you wish to raise a complaint, please do so by emailing L. Mackey (details at bottom) who can arrange further correspondence with you. However, if you do not feel your concerns have been taken as seriously as you would like, you may escalate your concerns to Penny Fogg (Course Director, details below). Equally, if you are concerned by a matter related to Safeguarding, please contact Rebecca Lawthorne, Head of School; Education r.lawthorn@sheffield.ac.uk. If you are concerned about how data is being used and handled, more information can be found here; <https://www.sheffield.ac.uk/govern/data-protection/privacy/general>.

What are my rights?

Researchers appreciate that participants are being generous with their time and taking part in something that may feel unfamiliar to them. We value participants experiencing a positive, safe atmosphere and hope to foster this throughout.

- Although you have signed a form to 'consent' does not mean you are in a contract. Consent will be ongoing
- You have the right to leave at any; if you are unable or no longer wish to be part of this study, that is your choice and there will be no negative consequences. If you choose to do this, you can contact one of the people below.
- You DO NOT have to give a reason to withdraw.
- All of your information will be kept securely. If you wish to leave the study, you can ask for all of the data related to you to be returned or destroyed. There may though, be a point where data can not be withdrawn, when all the sessions have been completed.
- You have the right to be treated with respect and dignity, this extends to the weekly sessions but also, how the study will be written up.
- Once data has been analysed, you will have the opportunity to have this presented to you, so that you are able to add your opinion to the ideas being presented which can then be changed so that your involvement is represented respectfully.

INFORMATION AND CONTACT DETAILS

If you would like further information in taking part, or how your data may be used, please feel free to contact me, Paul Carr prcarr2@sheffield.ac.uk (principle researcher, based in Leicestershire) or Lynne Mackey (Research Supervisor) l.mackey@sheffield.ac.uk (Sheffield University) or Penny Fogg (Course Director, University of Sheffield) p.fogg@sheffield.ac.uk.

😊 Thank you for taking time to read this information pack 😊

Appendix 1g - Copy of information sheet; provided to parents once interest received (3 pages), prior to consent being issued.

Research Study: Making effective use of Mentalization Informed Consultation in schools – parental information pack.

A study is taking part at your child's school...

A research project as part of a Doctorate Thesis at University of Sheffield in Educational & Child Psychology will begin at your child's school. The aim of this project is to understand ways Psychologists can work with adults in school (through 'consultation') in particular to support school staff in meeting the needs of children more effectively who may need extra consideration given to their emotions and regulating them. Your child has been identified as a child who might be discussed in 'consultation' by a member of school staff who is thinking about their practice and how new techniques could be used to support their practice. This member of staff may work closely with your child in school with their learning or wider experiences such as supporting them with their friendships, emotions or behaviour. Due to this, we kindly request that by reading this information pack, you can decide whether you would give **consent** if a member of staff can discuss their practice in relation to your child. Please take time to read this pack before making a decision.

What is the purpose of the project?

This project is part of a doctoral thesis in Educational Psychology that focuses on the use of Mentalization. **Mentalization** is said to be about our ability to think about other people's thoughts, feelings and behaviour. It is seen as essential in forming meaningful relationships, self-regulating, positive wellbeing and learning.

Children's ability to mentalize is dependent upon those around them helping them to do so. For adults, stress and challenge can also reduce our capacity to mentalize our own and others' needs, often reported day-to-day in busy school settings.

Mentalization based practice is showing to be helpful in developing children to be more mindful of their own and others' emotions and needs as well as helping children to be more ready to learn but little study has been done in schools. This study looks to understand if this approach (where adults are more mindful of children's emotional experiences) is more helpful for staff and the children they work with by enhancing both the professional's and child's mentalizing skills. **A separate information sheet on Mentalization is available on request.**

Why have I been approached?

Your child may work closely with or be regularly supported by a member of school staff (such as a Teaching Assistant) who is participating in this study.

It is possible, that during the work between the Psychologist and member of staff, your child is spoken about as an example of the staff member's practice. They may specifically use these examples as areas they would like to develop their working practices.

What should I expect? By providing consent it does NOT mean that your child will 'take part' in the study. Instead, you provide the researchers and school staff the opportunity to discuss them, their needs or experiences as part of conversations. It may be that the staff member wishes to talk more generally about their practice or that they do wish to focus in on their skills, using your son or daughter as a reference point.

These discussions are hoped to provide a space for them to enhance their 'mentalizing' skills in relation to children's emotional needs or what they may be finding difficult. By providing consent, you are welcome to support throughout the study if you have worries or concerns about the nature of the involvement and what this means for your child.

What does this mean? You may worry that because your child might be discussed between a member of school staff and a Psychologist that something is 'wrong.' That is not the case. Your child may or may not be on the SEND register; known to your SENDCo or just occasionally requires 'a bit of help.' The focus of the study is the process in which psychologists may help school staff become more mindful of children's needs; not the children's needs themselves. If you are worried about this, please use the contact details below to arrange a discussion.

DATA

What data will be collected?

How will it be used and kept safe?

Will it be confidential?

Data will be collected through audio recordings of the 4x 1- 1 ½ hour sessions that capture the discussion between a member of staff and the researcher, a trainee Educational & Child Psychologist. These recordings will be transferred into a written format where **names will be changed** so that neither the staff member or your child or school can be identified – this helps to assure **anonymity**.

These transcripts of the sessions will be to see what parts of the Psychologist-staff member interactions are most helpful in supporting staff to develop their practice towards a Mentalization Based stance. A final session will be held with the staff member 6-10 weeks later that will review the process; it may be that the process is useful or not!

Anything shared in the sessions will be kept confidential and information will be redacted (removed) from recordings if it might identify who your child is. It will be requested that only the participant staff member and yourself will know that your child has been spoken about.

If, however, things are shared where it might be better practice for the school to be more supportive of your child or their needs, this would be passed on to the SENDCo. and yourself. Anything that refers to your child's safety may be passed on to a Designate Safeguarding Lead in your school and if necessary, someone with similar responsibility that the University of Sheffield.

All data will be kept securely on a University of Sheffield approved secure drive and deleted once the project is finished. The only people to have access to this will be Paul Carr (Principal Researcher) and Lynne Mackey (Research Supervisor).

All data must be kept secure, with a 'Data Controller' to ensure this. In this instance, it will be the University of Sheffield who are responsible for looking after data related to you and who ensure it is used properly (for the purposes above).

☹ Disadvantages, risk and harm ☹

- You may worry that there is something 'wrong' with your child; that they are being 'discussed' with a psychologist.
- You may be concerned about if anything has been said about them and what this might mean.
- You may worry that publication of this research may identify your child or family; although significant steps will be made to reduce the likelihood of this happening.

😊 Advantages 😊

- The aim of this study is to support more mindful relationships between children and adults in schools. This may help:
- Your child's experience of school as well as other children
- Develop and enhance practice around your child through a greater understanding of them.
- Contributing ways of improving these relationships to enhance the mental health experiences of all children in school settings, particular where you child attends school.
- The opportunity for you as a parent, to have verbal feedback through de-briefing as part of the study's 'after-care' related to your child if you wished to.

What if I am unclear or unhappy about something? Has this study been ethically approved?

This study has been ethically approved by the University of Sheffield's Ethics Review Procedure as conducted by the University's Education Department. This means that any potential risks have been thought about, with strategies in place to reduce them.

However, some things may not be foreseeable, so if something isn't right and needs to be discussed, you can contact the researcher or people named below, at the University of Sheffield.

If you wish to raise a complaint, please do so by emailing L. Mackey (details at bottom) or Course Director, Penny Fogg (details below) if you feel the need to escalate your concerns. They can arrange further correspondence with you. However, if your worries relate to a matter of safe guarding, please contact Rebecca Lawthorn, Head of School; Education r.lawthorn@sheffield.ac.uk). If you are concerned about how data is being used and handled, more information can be found here; <https://www.sheffield.ac.uk/govern/data-protection/privacy/general>.

What are my rights?

Researchers appreciate that participants are being generous with their time and taking part in something that may feel unfamiliar to them. We value participants experiencing a positive, safe atmosphere and hope to foster this throughout.

- Although you have signed a form to 'consent' does not mean you are in a contract. Consent will be ongoing.
- You have the right to leave at any time; if you are unable or no longer wish to be part of this study, that is your choice and there will be no negative consequences. If you choose to do this, you can contact one of the people below.
- You DO NOT have to give a reason to withdraw.
- All information will be kept securely. If you wish to leave the study, you can ask for all of the data related to you/your child to be returned or destroyed. There may, though, be a point where data cannot be withdrawn, when all the sessions have been completed and data is being processed.
- You and your child have the right to be treated with respect and dignity, this extends to the weekly sessions but also; how they are spoken about and how the study will be written up.
- Once data has been analysed, you will have the opportunity to have this presented to you, so that you are able to add your opinion to the ideas being presented. This is to ensure that everyone involved in the study is represented respectfully and with dignity.

INFORMATION AND CONTACT DETAILS

If you would like further information in taking part, or how your data may be used, please feel free to contact me, Paul Carr pcarr2@sheffield.ac.uk (principle researcher, based in Leicestershire) or Lynne Mackey (Research Supervisor) l.mackey@sheffield.ac.uk (Sheffield University) or Penny Fogg (course Director, University of Sheffield) p.fogg@sheffield.ac.uk

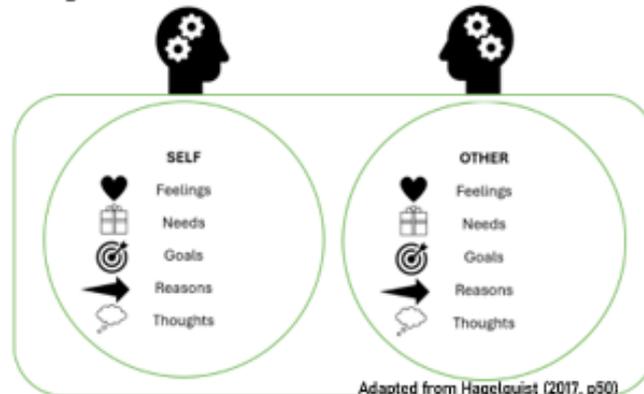
😊 THANK YOU FOR TAKING TIME TO READ THIS INFORMATION 😊

Appendix 1h – Additional Information Sheet, available for prospective participants and provided to participants again, at ‘information share’ meeting, pre-study.

What is Mentalization?

Mentalization is a mental activity where we try to understand our own and other people’s behaviour based upon our understanding of what we think of their and our mental state. This includes feelings, needs, goals, reasons (for behaviour) and thoughts.

As people, we develop this skill from birth, learning it from those around us such as parents/ carers and other people we become close to such as friends or teachers. It is a crucial skill in understanding our own and others’ needs and responding to them. As children, mental states and experiences are reflected to us, often with solutions and this helps us to learn the capacity to Mentalize.



Four Main Areas of Mentalizing

- Internal – External** - are we thinking about ourselves or others?
- Emotional** – are we focusing on understanding emotions?
- Cognitive** – are we focusing on understanding thoughts?
- Automatic/Controlled**- do we easily understand the other person or must think with more concentration?

Balanced minds

We are said to mentalize better when we balance the focus on ourselves, others, emotions, thoughts and can switch to deeper thought about others or ourselves when the unexpected or conflict occurs.

⚡ Mentalization Difficulties: Our ability to mentalize is not with us all the time. At times of stress or confusion, our brain may take ‘short cuts’ which means we might misunderstand situations or people, Mentalizing becomes ‘unbalanced.’ If this occurs often, it can affect relationships as people may fall prey to these thinking short-cuts where they are not fully understood or don’t fully understand others e.g. “David is just a naughty boy. He doesn’t care about others.”

Mentalization Short-Cuts.

- We might judge people on their actions, not thoughts and feelings may beneath them.
- We might assume that what we think is what’s happening... e.g. We think a friend doesn’t like us, so it must be true. But we may not know about a hard time they are having.
- We may start to understand how someone else feels, but our own needs stop us from behaving in a way to help them.

Re-Balancing

- People who are given space and time to reflect upon their behaviour, thoughts, feelings and goals in relation to others, can start to mentalize needs in a more balanced way.
- By supporting people to be open, curious, empathetic and patient, they can continue to support children’s emotional wellbeing and wider needs.
- We can also find provide specific activities and extra opportunities for children, to help them develop their skills in this area too!

It is the intention of this study to support people working with children to become more aware of their mentalizing skills, so that they can find greater balance in their day-to-day practice and support children around them, to develop their skills too.

Appendix 1i – Approved Ethics Application (presented to the University of Sheffield)



Application 059741

Section A: Applicant details
<p>Date application started: Sun 7 April 2024 at 17:34</p>
<p>First name: Paul</p>
<p>Last name: Carr</p>
<p>Email: pcarr2@sheffield.ac.uk</p>
<p>Programme name: Professional Doctorate in Educational & Child Psychology</p>
<p>Module name: Thesis Last updated: 14/06/2024</p>
<p>Department: School of Education</p>
<p>Applying as: Postgraduate research</p>
<p>Research project title: A narrative enquiry into Mentalization Informed Consultation</p>
<p>Please provide details of how your project has been academically reviewed</p> <ul style="list-style-type: none"> • Supervisor feedback
<p>Similar applications: - not entered -</p>

Section B: Basic information

Supervisor

Name	Email
Lynne Mackey	l.mackey@sheffield.ac.uk

Proposed project duration

Start date (of data collection):
Fri 31 May 2024

Anticipated end date (of project)
Mon 7 July 2025

3: Project code (where applicable)

Project externally funded?
No

Project code
- *not entered* -

Suitability

Takes place outside UK?
No

Involves NHS?
No

Health and/or social care human-interventional study?
No

ESRC funded?
No

Likely to lead to publication in a peer-reviewed journal?
Yes

Led by another UK institution?
No

Involves human tissue?
No

Clinical trial or a medical device study?
No

Involves social care services provided by a local authority?
No

Is social care research requiring review via the University Research Ethics Procedure?
No

Involves adults who lack the capacity to consent?
No

Involves research on groups that are on the Home Office list of 'Proscribed terrorist groups or organisations'?
No

Section C: Summary of research

1. Aims & Objectives

The primary aim of this study is to explore the experiences and usefulness of a Mentalization Informed Consultation technique through a narrative inquiry.

This deviates from usual, solution focused models of typical Educational & Child Psychological practice to one that explores the experiences of school staff who are in the 'Key Adult role.' Mentalization Based Practice is predominantly used by some Mental Health practitioners and services, which has also been applied in care settings for people who are 'care experience', referring to either adopted or fostered status. However, there has been little application to educational settings.

The intention is allow the participant to experience a series of time-limited consultations with myself as a mentalizing adult so that they can explore their own practice under this paradigm and identify areas of practice they may wish to change so that discussion can be afforded to what this was like for them.

2. Methodology

The methodological approach for this study is participatory action research using narrative techniques to analyse data.

- The project involves one participant being part of a series of consultations, where they bring work-related issues to the consultation regarding the SEND needs of a child they work closely with. The child they will be seeking consultation for, will specifically have identified Social, Emotional and Mental Health needs and be on the school's SEND register.
- The participant will be asked to involve themselves in audio-recorded sessions so that their effectiveness and suitability of MIC can be assessed.
- The participant will experience 3 week-by-week consultations that will be focused upon:
 - o Using Psychoeducation to support them in becoming more aware of Mentalization based practice; what it means and how they identify it, use it and how this is potentially of benefit to their practice and the children they support.
 - o How they can adopt Mentalization based approaches to re-orientate their practice in relation to the needs of the child they support. This will involve discussion about their work-related experiences and an exploration of resources that may help them
 - o A focus upon resources to explicitly support children in developing their own mentalizing abilities.
 (These three elements will form the bulk of the initial 3 sessions and be participatory; that the participant will have choice on what they wish to focus on each week and will be able to select and discuss strategies and resources they wish to trial)
 - o Between each session, participants will be able to adopt and trial strategies of their choosing and spend time the following week how it was to implement that.
 Sessions should also have scope and space for participants who wish to share their involvement and aware of Mentalization. This will add to the participatory nature of the sessions within the wider study. There is a pre-made Mentalization Information Sheet that can be shared for them to use as well as additional resources they can look through during the sessions and copy or take with them. In fact, it could be argued that by sharing their learning with others in their setting, they are more conscious about their activities and therefore, demonstrating elements of mentalization.
- After a break a ½ termly break (6-8 weeks), a 4th final consultation will occur. This will be to allow the participant to assess which parts of using Mentalization based practice are useful and the ease of use (as well as their opposite experiences). This session will look at where they think Mentalization based practice has supported their work and their child. Time will be given to reflect on what the next steps might be in further extending this practice and where they think other people might benefit (if helpful for them).
- These sessions will be between 60-90 minutes depending upon the needs of the participant, so that there is participatory feel each week.
- These sessions would then be transferred from audio recordings to anonymised transcripts of the sessions for Narrative Analysis.
- Narrative Analysis will involve:
 - o Theming the way in which things were said, to see where additional meaning is conveyed para-verbally.
 - o Theming the mentalizing stance of the participant across the sessions (through the language they use to describe the child or their work)
 - o Theming other 'stories' that may emerge that describe their work in relation to Mentalization based practice or other wider narrative of importance to them. This will consider their thoughts, actions, experience and feelings in reference to their work-related activities in school.
- There will also be a reflexive journal that is used by myself during the course of these sessions, that records my thoughts, feelings and decisions in relation to the sessions. These will form part of the participants experience and should therefore, be considered as data as they inform and are informed by the consultation process. Some of these musing may be able to form themes that relate to the reflexivity and subjectiveness of the experience. This will allow counter referencing the participants experiences to my own, to acknowledge the intersubjectivities within this research: acknowledging how my actions at certain times; thoughts or feelings may influence what was said or done by the participant.
- Developing a set of themes as findings and presenting this to the participant to gain their views and interpretation of my own interpretations of the data and allow them time and opportunity to seek clarity or adjustment of meaning on any of the terms (adding to the participatory nature of the study).
- Finally, writing and presenting findings in a thesis.

3. Personal Safety

Have you completed your departmental risk assessment procedures, if appropriate?

No

Raises personal safety issues?

Yes

This research involves myself (as a consultant/research) and a participants as a consultee. Due to this there are 'dual roles' and as the involvement spreads a number of weeks, making it longitudinal, there is an enhancement in the intersubjective relationship between myself and the participant. These risks will be explored here:

- Relational dynamics – As will be explore in the section below, as a researcher in the role of consultant and researcher I present dual roles. The method also creates the participant to have this duality too, as a participant/consultee. For this action research to be as effective as hoped, I must be attentive to the participant, engage in building a rapport whilst adhering to theoretical perspectives that may be applied in managing the consultation space as well as helping the consultee adopt new applied theoretical perspectives into their own work. This places my role of one that is not simply seeking data, but active in its development. This is complex, potentially burdensome experience.
- Part of this burden is all the time operating with reflexivity; that this is not supervision or therapy, but there may be time when this tone is sensed. I must ensure that there is greater parity for the participant, as this research is participatory, but I must also ensure that there are

boundaries to ensure that sessions do not veer towards entities that reflect the needs of the participant too much that may not have been initially contracted (e.g. a therapeutic experience). That means I must attend to the participant whilst analysing the situation moment to moment to ensure the sessions are as stipulated. There is though, as part of the Mentalization approach, a need to contain individuals (which is therapeutic skill) if they are demonstrating stress or sharing a story that requires empathy. This mental-work out can be a tiring experience.

- Harvey (2018) discusses how when we venture into qualitative research, we become a visible fuller figure to the participant, becoming mutually vulnerable. We may be seen as a confident or as someone who is there to support and contain them. According to Harvey (2018) this an an emotional labour to us, as we become identified as this role to the participant. Another 'harm' is the stress of trying to find the balance between appearing authentic (to put the participant at ease) but not revealing things about myself that are exposing or discomforting.
- I may experience an increased sense of responsibility depending on how the participant sees me. I must be active in being present for the participant (not dismissive) but whilst also trying not to encourage dependency, and infact promote independency.
- Part of entering into this relationship and the potential to be seen as someone of responsibility for the participant may mean that the participant seek re-assurance between sessions (related to trying new work practices) through email and telephone. Balancing and negotiating how we use the space will be paramount to avoid the feeling from myself of feeling I have to solve problems for the participant and accept potential invitations to become a responsible 'other' for them. In developing boundaries I may also come to feel uncaring, as the openness to discuss boundaries at the initiation of the sessions may come across as confusing to my intentions.
- Another potential problem of harm is the self-pressure I place on myself. This relates to this study; I am enquiring into the experience and usefulness of an approach. I am invested in this (hence my proposed study) and may place pressure on myself to ensure it's 'success.' Equally, I may perceive judgement from the participant as part of our dynamics; am I an effective consultant in their eyes? In this sense, I too place myself and my competencies into a vulnerable position.

This risks will be managed by ensuring 'well-being' time after these sessions, so that I have time to reflect and digest the session. I will also make sure that I am available before these sessions, so that I am able to be prepared and psychologically more 'ready' for them. Before and after each of the consultation sessions, I will liaise with my research supervisor to seek supervision for any tensions, worries or thoughts that I have in relation to these tasks.

I will also complete a risk assessment related to my Educational Psychology Practice placement, who have risk assessments for this type of work-related activity and ensure the outcomes of that are adopted.

Section D: About the participants

1. Potential Participants

A purposive sampling technique (Robson, 2002) would be used as it is required that participants have certain work-related characteristics for the study to be relevant to its study of enquiry.

Mentalization Based Practice tends to be orientated towards people experiencing difficulties which would be similar to difficulties with the category of SEMH in the SEND Code of Practice (2015). This study would require participants to be working in school in a 'Key Adult' role (Bomber, 2007) where they provide regular regulatory and emotional containment for, preferably, a child of primary age (for this study, 7-11 years), as these relationships in primary settings tend to be more consistent as a provision). However, it may be required to extend this criteria depending on recruitment interests to staff working in secondary settings as long as the criteria: that they spend the majority of their working week supporting a CYP who demonstrates similar needs to those listed above. In essence, the research is concerned with psychological consultation and the role a psychologist has in supporting staff in potentially challenged situations; this is not exclusive to primary settings.

Participants would therefore be teachers or teaching assistant who work the large proportion of their week in close support and proximity to one child with SEMH needs. With regards to this study, I would stipulate this to be 50% of their time or more; to them they might consider 'a good proportion of their time'. The participants will also be shown an interest in developing their practice but would require no previous experience or knowledge of trauma informed approaches, best-SEMH-practice or Mentalization based approaches. As the trauma-informed practice discourse is becoming more prevalent in school settings, it is likely that potential participants would have some awareness of it through training or by working in education.

They will need to be within a setting that is able to allow them to be released for 60-90 minutes each week over 3 consecutive weeks as well as another similar period the following school term. They may also, depending on the wishes of the participant, to release them to review and consider the findings of data with me, prior to finalising the research in writing.

In addition, the study will also require the 'assent' of parents of children who are likely to be discussed in the consultations being studied. This will mean that there is an 'Active Participant' taking part face to face in the study and also parents/children who are consenting to be spoken about although not taking part in the study in an active sense. This is to enhance the sense of transparency in the study and working relationships; so that parents don't 'find out' unexpectedly and in an uncontained, confused manner (that their child may have been spoken about to a psychologist).

2. Recruiting Potential Participants

How will the participants be approached and recruited?

There will be 3 main routes of approaching potential participants.

1. Some schools within the local authority (where I work) have already contacted the Educational Psychology service wishing to be considered for any relevant free-project work that they offer, albeit on a limited basis. These schools show an interest, but are not guaranteed to participate in these projects due to limited spaces and the criteria set by third parties. This year's projects have centred around SEMH needs and Trauma Informed Practice. As Mentalization Based Practice is congruent with both Trauma informed Practice and supporting SEMH needs, my Educational Psychology Service have given permission to contact schools who are interested in practice development. When appropriate, I would approach these school's main contact for our service and provide information packs, indicating the opportunity for research participation and provide them with an opportunity to discuss what it entails if they chose. They would then be able to circulate this opportunity within their organisation or identify, people within it who may be interested, and provide them with the information packs.

2. Participants can be contacted in a similar way, but by myself providing information packs to Special Educational Needs & Disability Co-ordinators of whom I work with in school. I would provide them with an email introducing/ summarising the project and the work-characteristics include the information pack with opportunity to contact me directly for further information if required. SENDCo's would then be placed in a position of responsibility to share this information.

3. Participants may be recruited in a similar way to option 2. In this instance, I would contact colleagues (Educational Psychologists) and ask them to forward the opportunity to participate in a research project to their 'link' school (to the school's SENDCo.). This information may then be shared throughout the school and participants can make decisions to contact me from the information disseminated.

When an 'Active Participant' has been identified and has understood the extent of the study and the obligations it may involve, then a respective parent will be contacted (who's child is supported in school by the participant in their day to day job). This will be by both school and myself, so that they are contacted through a familiar channel but also have the opportunity to get the information they may require to make an informed decision to consent too.

2.1. Advertising methods

Will the study be advertised using the volunteer lists for staff or students maintained by IT Services? No

- not entered -

3. Consent

Will informed consent be obtained from the participants? (i.e. the proposed process) Yes

Consent will be through 2 main processes.

Firstly, participants will only be able to proceed in the study if they demonstrate informed consent, that is a mutual process that I have provided them with at least, adequate information for them to decide whether they wish to participate and that secondly, I am satisfied that they are as fully informed as they can be and not making a decision on partial information. They would be able to 'share back' the intentions of the study as possible expectations and issues for them. Opportunity will be provided for participants to discuss things further with myself either virtually or face-to-face prior (as there is only one potential participant). It would be from this dialogic exchange, that I would get a sense of whether potentially participants are aware of the commitments, issues and risks that their involvement would mean. If a situation arose where a potential participant was not suggesting they were fully informed I would try and give enhanced clarification and have extra Mentalization Information Sheets that they could also refer to. In the rare event that an adult was keen to participate but was struggling to appreciate the possible implications of the study on them, I would have to politely decline their offer but be very grateful for their interest. As a way of ending this favourably, I would discuss with them resources that they could use (and provide examples) of ways they may start to bring Mentalization into their work.

Part of this consent process will involve 'assent' - the asking parents to allow their child to be discussed as part of the study's consultations. The child and parent would not be 'active participants' but instead, it would respectfully ask them (and set out their rights) to have a conversation recorded between two professionals that might (as it can not guarantee the topics of discussion) mention their child as a reference point for a staff-member's day-to-day practice. This assent process will mirror that of the one for the active participant, the school staff-member/ consultee.

Secondly, as Haverkamp (2005) suggests; consent is not a one-off agreement that allows the researcher a carte-blanche approach thereafter. It is an ongoing, dynamic process. Each session should begin and close with reminders of the participant's rights and their desire to continue/withdraw. Equally, as Thuram (2015) captures, any part of research (especially conversations), can be filled with ethical decisions; in essence; what is the potential effect of asking that question? Is it purposeful for the participant and the research to do so? Thuram (2015) refers to this as 'ethical mindfulness' where we (as researchers) must monitor the benefits and disadvantages of these interactions and exchanges.

In this case, I must draw upon my psychological and therapeutic expertise to wonder (both introspectively and openly) how the participant is feeling at various points of interaction and whether their experience creates a discomfort that is not acceptable for them (before offering breaks or the wish to continue, or pursue other lines of questioning).

4. Payment

Will financial/in kind payments be offered to participants? No

5. Potential Harm to Participants

What is the potential for physical and/or psychological harm/distress to the participants?

Firstly, it is the intention of this study to explore the effectiveness of psychologically informed consultation with a educational professionals in a school setting. Inclusive within this approach is to try and create a non-judgemental, emotionally safe space where staff feel validated and contained. In a sense, part of the study is to strive to reduce discomfort in professional interactions, but it is acknowledged that any human-to-human interaction may house the possibility for potential harm to be caused.

Psychological studies pose several ethics considerations. Of pertinence to my proposal, where a series of consultations occur and relational dynamics will develop, are questions related to the interpersonal dynamics as well as the intrapersonal experiences of both the participant and myself.

There are other considerations too, which I have categorised below, all of which I have tried to categorise under the headings:

- Psychological discomfort
- Relational Dynamics & responsibilities
- Logistics
- Subsequent, post-research issues

Relational dynamics and responsibilities

- Robley, asks, "To what degree are people used as a means to further knowledge?" In this sense, participants' primary use from the offset is to fulfil a function, which to those of us from psychological, person-centred and caring dispositions may be uncomfortable in the reductiveness by the participant having a set utility. There is a danger therefore, that the participant loses their humanness. Eide & Kahn (2008) remind us, that at the centre of all qualitative research is a human to human interaction. A participant in this position may initial sense a dis-ingenuousness of the researchers' intentions towards them.
- This relationship can become confused in qualitative studies where relationships establish as researchers, by asking for people's experience, can become seen as confidants. By being in any relationship with a participant, I enter their 'life space' (Rogers, cited by Burnes & Cooke, 2012) and may come to represent a meaningful form to them; which may frustrate, satisfy or be a sense of loss at the curtailment stage of research.
- A further complexity is the confusion that the participant may experience as part of a 'dual relationship' (Haverkamp, 2005) that we pose.
- Over the course of the 3 initial weeks and 4th, final week, a relationship will establish. Firstly, it would firstly be imposed upon them; they make feel an absence of power and feel uncomfortable by a perceived unequalness to the dynamic of what they may consider an 'expert' asking questions. They may also feel judged in their role, which relates to their work-based functions. This can link to epistemic oppression (Sewell, 2015), where those considered to have 'knowledge' have power and those without none or less. As this study is able the sharing of new psychological ideas and practice into someone's thoughts and day-to-day practice, there is a form of epistemic imposition which may feel, to some people, a form of oppression.

Psychological discomfort

- Eide & Kahn (2008) suggest that by being within a dynamic of meaning making and work-related practice development. The process of consultations often leads to life changes, typically at work, but participants may come to shift their views. This then is profound in the sense someone's psychology is altered. This may be a discomfoting experience as they move from a place of established comforting and 'knowing' to the vulnerability of learning associated with the Dunning-Kruger effect.
- This study is primarily concerned with the altering and developing practice. This may lead to feelings of uncertainty that is associated with change as well as a desire for the participant to please myself, the consultant/researcher. They may feel judged or burdened by a need to ensure that the change of practice is 'successful' and feel an over inflated sense of responsibility in the outcome of the study.
- During the sessions, we are likely to discuss the thoughts and feelings that arise at both positive and more challenging times in relation to their work experiences. This may feel discomfoting for some people as it is a less familiar way of working within mainstream education settings.

- We may also need to discuss the adults' experiences in relation to a child's needs, who (with SEMH needs identified), may have experienced traumatic events. This can rouse powerful and unwanted feelings in adults.
- There is the issue here that third parties (specifically children) will be named and discussed who are not participants. This may feel discomfoting for the adult (to share this openly) but also, may mean that other people are being represented through dialogue without the opportunity for retort.
- Participating in studies that relate to change or action research can both implicitly and explicitly infer the intended outcome of the study to participants (in this case, that Mentalization Based Practice is 'a good thing'). This assumption may lead the participant to have 'hope' that if they make changes in their orientation to practice, change will occur. They may be part of a complex dyad with a child or system around that child, of which they have little control. There may be other social factors and variables that mean change is an incredibly piecemeal process. They may hope for quicker change; they may hope to be able to improve the mental health of a child. They may also hope that change with make their job less stressful if seeking (as Mentalization hypotheses) to reduce challenging behaviours. Hope, whilst a positive feeling can come at the cost of reality, if participants perceive that they are not seeing the changes they intended to. This could equate to a loss-of-hope, which in the context of an adult-child dyad, could be a very difficult emotion or thought for them to carry.

Logistics

- Participants will be asked to participate during 'school' time (whilst they are at work). Whilst this is common practice for visiting Education Professionals, it still adds pressure of having to negotiate release time. This may mean that by being released from their duties, they will have to 'make up' and compensate for that at other times, potentially adding to their work load, creating more work-related stress.
- A subsidiary effect of this (being released from their normal duties) is that they will be spending less time with a child (or children) they have been assigned to work with. This may cause them a degree of tension (as caring professionals can feel guilty for not supporting

children they are assigned to as they often form close relationships). Equally this may create discomfort for the children, who's typical routine will be disrupted. It is well reported that children with SEMH and relational needs can find separation from 'Key Adults' emotionally challenging.

- This may create issues when the adult participants is reunited with the child. Attachment theorist suggests that separation can create anxiety, avoidance or other behavioural responses as part of the feelings brought from a disrupted relational experience. As this study would mean an adult would have periods of absence, it may momentarily disturb this relationship

Subsequent issues

- As this adult would be adapting their practice their style and approach to work may become visibly different. Whilst participants always have the right to have anonymity and do not have to reveal whether they are participating in research, they may find this difficult in the school-environment.
- Studies that have referenced social validation theory (Muchenje & Kelly, 2021), suggest that staff who adopt new work practices as part of intervention or consultation can feel pressure in working differently to the norms within their organisation. That the participant in this study may strive to continue Mentalization Based Practice, it may draw and receive confused or negative appraisals from other staff members. This would further create tension, doubt and a potential change in their sense of belonging.
- Stromme et al (2010) note that participants may feel defensive or threatened in longitudinal studies. It is suggested that creating a balance where there is friendliness can help to put the participant at ease whilst aiding the quality of the study. However, there is nuanced, almost intangible difference between being friendly and being friends and participants may feel that something more to our interactions has been established. Withdrawal of this relationship is a form of loss, which may be felt differently by different people.
- Furthermore, from a professional perspective intended relationship to establish within this study would be one that facilitates a space where Mentalization may be fostered. This would requires a containing, safe and supportive space. Whether the participant comes to perceives us as friends or not, there would be, if the consultant is effective, the withdrawal of a supportive professional relationship.
- Several caring professions have supervision as a requirement, whilst this study is not aiming to create a supervisory relationship, it could develop something similar; a work-based familiarity centred around problem solving. The withdrawal of this may be lamentable for the participant having come to find this space purposeful and helpful for their work-related duties.
- Eide & Kahn (2008) note that the durability and quality of interaction between a researcher and participant can create a sense of a quasi-therapeutic interaction as the participant can story their experiences. This may only strengthen the sense of loss at the curtailment of the study.

Representation

- As the study draws to a close and the views of the participant become the 'data' which is suggested to the greater world. Other ethical issues arise, these concern the how that participant; their world and experience(s) are interpreted and then held in a written format. This format and interpretation may be beyond their sense of control and become a source of worry. As this study involves one participant, there could be no discrepancies between participants' voices to add another layer of anonymity (e.g. there were 20 participants, so it is hard to tell for readers who may be close to the participant to decipher their thoughts and feelings).
- Potentially, what is assumed and recorded by the researcher may:
 - Represent the participant unfavourably
 - Place the participant in a subsequently challenging position in relation to their work or community.

A separate issue is that Parents and Children will effectively be participating in this study, those not as active participants. Parents will be asked for assent so that Active Participant (staff member in consultation) can be free to discuss a child if requiring too and this information to be stored as part of the mentioned data capture/processing procedure.

This may bring additional harm to parents and their children:

1. They may worry that there is something 'wrong' with their child as a 'Psychologist' seems to be involved with them
2. They are not present and have little power over what is said, and may worry about how they are reported
3. That certain information in narration could make them identifiable to those in their community if the research was to be published
4. They may feel disempowered that decisions might be made about their child in school with no say.

How will this be managed to ensure appropriate protection and well-being of the participants?

Several steps will be taken to reduce the impact of risk on the participants. These will concern the management of logistics; the relationship between researcher and participant as well as the potential room for psychological discomfort or distress.

Part of the ethical complexity in this research, is the acknowledgement that I will need to mitigate against psychological discomfort in the context of a researcher-participant relationship. However, by using this relationship as a means to mitigate distress, it creates further ethical issues in that a relationship has been reified and may come to hold meaning in itself to the participant.

As mentioned above it is the intention, that the entire style of consultation being used and studied through the researcher/consultant-participant/consultee interactions is one that promote psychological wellbeing; validation, containment, non-judgment and 'safety.' Faithfulness to this 'Mentalizing' approach, would be a first step in reducing the potential for harm.

Managing potential psychological discomfort

- At the offset of the research, clarifying questions and concerns will be paramount, especially allowing the participant to 'know' what is likely to happen and receive reassurances about how their data will be used.
- Participants can experience possible discomfort with the unfamiliarity of relations at the beginning of studies; they may doubt their researcher's intentions and thoughts about them. It is argued that by establishing and positive relationship, the participant can feel at greater ease, reduce their unconscious psychological defences and this rapport can lead to a more robust quality of data (Eide & Kahn, 2008; Harvey, 2018; Thuram, 2015). This can be achieved by:
 - o Sharing our reasoning and parts of our identity that have lead us to the research experience. This open storying can suggest the research creating and openness and vulnerability that will be expected of the participant. This can create greater equity of power

dynamics.

o There will be a need for constant reflexivity of the 'bidirectional influences' (Thuram, 2015) between myself and the participant... to ensure that there is sharing but not over sharing of 'myself' towards them, but enough to put them at ease and build rapport.

- The potential for psychological pressure involved in the participant adapting their practice and attempting new things can be mitigated by setting a clear context with the participant that the spirit of the research is entirely 'exploratory' and that we are 'just playing' with new ideas that 'may or may not' be of help – We will clarify that the study is more concerned with the experience of using mentalization rather than it's effectiveness.

- There will be a need for Ethical Mindfulness to appreciate elements of discourse that the participant may signal that they do or don't wish to proceed with. I will have to carefully attune to the participant's words, wishes and body language that may signal elements of interactions that may not be conducive. This will be closely related to 'on-going consent' which will be both explicit (spoken allowed and offered at the start of each session) and implicit; that I will need to monitor the appropriateness of continuation in any given moment depending upon the participant's responses.

- Typically, psychological studies involve a de-brief; I shall use mini-debriefs each week to give space to how the participant feels and whether they are ok (a wellbeing/safety check in). I will remind them of the my supervisors role if they feel they need to seek clarity or the views of a third party related to the study.

Managing relational ethical issues:

By being mindful of another's needs and state of mind, we become responsive to them within a dyadic relationship. In this context, a relationship is established which requires careful consideration as this relationship is initially imposed and laden with power dynamics.

- To put the participant at ease, Eide & Kahn (2008) suggest that we need to be authentic in our orientation to them and show a genuine interest in them (after all, they have decided to give up their time to participate in something of interest to the researcher!). This can be done through positive listening skills; interest in them as a form of 'knowing' (as we strive to understand their experience). I would then ensure that I am 'being with' them, that my attentiveness provides a validating experience to them; that their participation and their subjective experiences they report are important and worthwhile.

- Any established relationship may come to confuse the boundaries between the researcher and participant. In qualitative research, where relationships may become more established, it would be confusing for the participant to be treated solely as a participant, in a clinical, detached manner purely therefore the harvesting of data - it is likely that rapport will be built (Harvey, 2018). Whilst a friendliness may develop, perceiving the nuance between friendship and friendliness is a subjective issue.

- From the offset, I would have to come across as personable and containing for the participant; but set expectations and boundaries with the participant about how we use the sessions and how we can use the space between sessions so that neither of us feel pressured (e.g. what they would like guidance or clarity... are they allowed to send an email?)

- A time-line of involvement will also be discussed, so re-affirm the time-limited nature of the venture so that any relationships is clearly developed with transparency in the sub-text of a time-limited intervention/consultation series.

- It is argued, that by developing more comfortable relationships between the researcher and participant, data quality is improved because the participant is received in higher esteem and is more willing to share things that may otherwise be kept silent (Stromme et al, 2010).

- It is advised to record these reflexive decisions or impressions (Thuram, 2015) and I intend to reflect on these during my research in preparation for the 'next session.' It would be supportive to this process to discuss these decision with my Thesis Supervisor (a practicing psychologists), to discuss my thinking around my interpretations of putting someone at ease, whilst maintaining boundaries.

- Courtney (2023) suggests that by acting with transparency and honesty both generally and ethically, can also harness the participants trust in the researcher, ensuring; consent is informed and on-going; there is anonymity and confidentiality and a commitment to avoid harm. Courtney (2023) also discusses how a collaborative and participatory approach can significantly mitigate ethical issues related to distress as participants can feel greater value.

- In light of this, I will adopt Haverkamp's (2005) suggestion to be mindful of how one considers data and represents people in research. Narrative analysis, which I adopts, suggests as part of it's practice to confer my interpretations of findings with the participant – to see whether my analysis has accuracy. Not only does this increase the integrity of the study, it would help mitigate any fears the participant may have of how they are written about and presented.

- During the study itself, the participants would also experience equitable treatment in that they would have options of what they would like to discuss or which resources and/or strategies they would like to use in more details. This would provide a degree of ownership to the

participation and possibly enhance their psychological security as a result.

Related to parents and children assent to have their experiences discussed as part of consultation I will:

1. Ensure the information packs and discussions with them clearly state the intent of the study; that the needs of child are not being reported but used as a reference point for the consultee/participant to consider and adapt their work-practice.
2. I will be available to them for questions at any point of the study and provide a session before and after the consultations to summarise the general discussions and ideas. This would not be part of the recorded study but a form of 'after care' and debriefing. This would allow parents with worries to voice them and have the opportunity to develop a plan of action if necessary.
3. Endeavour to reassure that even though themselves and their child are not present, the rights of dignity and respect still extend to them; that discussions will be respectful as they fall within an innovative attempt to develop working practice. That the 'write up' will represent them favourably but in all likelihood, as the focus of the study is practice rather than the child, it is not expected that much will be written about the child's experience; but the adult-staff member.
4. Ensure parents fully understand that the study is about the process of change rather than their child's needs. I will explain my chief intention is for the 'write up' to capture this. As part of this I will need to demonstrate ethical mindfulness and ensure that conversations being recorded do not need to go into specific details related to the child and steer discussion around the impact of this on the adult-professional experience rather than the child.
5. Parental worries about recognition and representation in an write up will be treated in a similar way; that conversations due not need to

find specific details about children or their families. Any recorded verbal information like this that was transcribed could be redacted. For example, we wish to avoid a scenario where it could be read "This family of 18 moved to Leicester from a remote part of Alaska due to financial issues." Within this would be features that could allude to the identify of the family and therefore would need to be edited appropriately. It would not be useful for the study to dwell on this type of information anyway and such statements would be disregarded as it's purpose is to appreciate an adult's experience of Mentalization informed consultative practices.

6. As part of write-up practice, consenting parents will be given the opportunity to check the written findings before submission as a 'fail safe' to ensure that they can suggest changes to any information that might be of a sensitive nature. Being aware of this prior to the beginning of the study may support them to feel enhanced trust in the researchers intentions.

6. Potential harm to others who may be affected by the research activities

Which other people, if any, may be affected by the research activities, beyond the participants and the research team?

Potentially, other people may be affected. These are the child(ren) supported by the participant in the study; their parents and other staff in school. This is expanded in the box immediately below.

What is the potential for harm to these people?

N.B. In this section I have included further thoughts on parents and children who are not 'active participants' in the traditional sense of research.

Children at school.

- Children may experience distress or discomfort when the adult who typically supports them is released and their typical routine will be disrupted. It is well reported that children with SEMH and relational needs can find separation from 'Key Adults' emotionally challenging.
- This may create issues when the adult participants is reunited with the child. Attachment theorist suggests that separation can create anxiety, avoidance or other behavioural responses as part of the feelings brought from a disrupted relational experience. As this study would mean an adult would have periods of absence, it may momentarily disturb this relationship
- This study requires adults to share their experiences of a child. This must be done anonymously so that any children discussed are not recognisable. However, what children may experience are subtle changes in the behaviour of their key adult, who may adopt new practices. Whilst this is intended to be informed by best-practice approaches from a Mentalization perspective, the change in behaviour could create a sense of oddness for some children.
- Some of this can be mitigated by providing the participant with 'social stories' or similar tools, that prepare children for periods of absence by their Key worker. This can help to reduce the psychological distress that may come with uncertainty.

School staff

- For participants to take part in the study, a member of staff may need to facilitate their release, which is typical with an Educational Psychologist visit. This will, potentially create extra jobs for participants and their colleagues.

Parents

- This study will require the assent of parents, even though children will not participate directly in this study. However, it is acknowledged that adult participants (school staff) will talk about and describe their experiences with certain children
- Situations may arise where parents are uncomfortable or worried about the context of a two educational professionals (a psychologist/researcher and a member of teaching staff) discussing the needs of their child. This could be a very worrying experience for parents. There is an added tension that typically, when a psychologist intervenes, there is a mark of their work which may be used by the school or parent to access additional resources. In this study, typically working practices would not provide this typical level of practice but does not preclude them from having other professionals involved if required.
- This was a difficult decision to decide whether to have assent or not... as it could be conceived that an adult is adapting their practice to support a child which may infer that their child's needs are such that they require the intervention of an Educational Psychologist. The aim of the study is not to aid the SEND processes of a school or a child, but inquiry into research. Nor is there a form of measurement in places that means a child being discussed may have a certain level of need; they may have relatively unconcerned levels of need, but the adult participant is using their practice around them as a point of reference.

There is a risk though, that with assent parents would provide have privileges in the data set which would be problematic with the adult-participant (school-staff). Put simply, children are not participating in this study, but a member of staff will experience a consultation style that allows them space and time to openly discuss their thoughts, feelings and experience with reference to this relationship. If that member of staff felt that their words in consultation were not kept confidential (as other parties had rights to access data relating to their children), this could create other tensions in research (such as being less honest) but also, tensions between the school and home.

To mitigate the tensions on both sides; the participant who is effectively in a learning role and the parent in a role of care and concern; elements of the data set specific to the school-staff member may be redacted so that if the parent were to request information, it would only not be able to present the member of staff in a negative manner.

Parents to receive a brief information pack to inform them about a member of staff participating in a study related to adjust their practice. There is another issue here, that because the staff member wishes to participate and improve their skills, there is a negative assumption in relation to the staff-member's practice needs to improve, as though they are not effective. Secondly, it would make the staff-member identifiable to the members of the public (through their local community) and therefore their anonymity could not be guaranteed. It is because of these points, that the study would ensure anonymity and the adoption of pseudo names of any people discussed within the study.

Meeting the parent to make clear the proactive stance of the participant and purpose of the study is innovate, not because of poor practice would be helpful. Consent forms would also have to acknowledge the parents nor school staff should openly declare themselves as being

in a study without further agreement.

How will this be managed to ensure appropriate safeguarding of these people?

To support children:

Social stories can be developed and produced and offered to a participant who perceives that their supported child may find this transition period of absence a challenge. I can help to prepare the child for the uncertainty that goes with change, acknowledging likely feelings and setting a time indicators for the adult's return. Equally, time will be given in preparation, prior the commencement of research to give the participant time to think about the logistics of the usual and best way that they accommodate these changes in school.

We will also negotiate a time together that is more supportive of the adult being released which may make their absence less notable, if for example, they are released for a period during a time their child enjoys and requires less support.

This will also reduce the need for the adult(s) to make additional changes in planning their absence, reducing further duties and burdens. Other strategies (that may be commonly used in schools in situations when a key adult may be away) are, the use of transitional objects (to provide a sense of connection in the adult's absence), verbal commentary, that communicates to the child what they may think and feel as part of this experience to 'normalise' it.

With regards to the potential issues related to parents this issue and whether to ask for them to provide assent forms a complex ethical issue. Increasing parental visibility in the study, as mentioned above may not be necessary in terms of the quality of data, but without their consent, could create further issues such as distrust with school if it was later shared that a psychologist had been partially involved.

Children who may be alluded to and discussed will still be treated with the respect of anonymity in keeping with typical safeguarding protocols of the school, local authority and data protection procedures of my placement-based psychology service (not to speak of children by name if there is not consent to do, unless relating to a safeguarding issue).

The child may or may not require specialist intervention from a psychologist or service and requesting parental signature may elevate their anxieties to allow their role in the study to begin. Due to this, the sessions of consultation may briefly flow towards signposting of other agency support. If it was felt that this was required, but not a safeguarding concern, the participant could be afforded time in the sessions to think about the suitability of this and follow the pathway within school to make this actionable (such as discussing the matter with a SENDCo). Whilst it is not the intention of this study to confuse research with the school's wider SEND practices, as in the 'Tuskgee study,' a researcher who is aware of other supportive pathways should raise them if they thought that not doing would perpetuate harm and distress to another person or party. In this respect I would also be obligated to follow things up with suitable professionals in school (such as the SENDCo.) as well as parents, so that I am not just 'harvesting data' and leaving... I have an ethical and moral duty if I felt conversation suggested a need for more consistent and considered support beyond that offered in the study.

This would mean that as de-briefing would be an important part of the study's 'after care' - that parents have the opportunity to have feedback of the work and have an opportunity to share their thoughts and possibly, map out a plan of action if it were appropriate with relevant signposting.

7. Reporting of safeguarding concerns or incidents

What arrangements will be in place for participants, and any other people external to the University who are involved in, or affected by, the research, to enable reporting of incidents or concerns?

The participant will be an employee within a school community and bound to their own 'in house' safeguarding policies as well as the context of a wider Local Authority safe guarding framework which these schools adopt. On top of this, there is national guidance to the 'safe guarding of children in education' (2019; 2022).

This requires that when visitors (such myself as a researcher) or school staff have safeguarding concerns relating to the wellbeing of a child or wellbeing and conduct of a staff member, they are to share that with a Designated Safe Guarding Lead (DSL) within school. It is proper in my placement local authority, that these be reported back in supervisory processes to a DSL within the Psychology Service, to ensure that Psychologists have fulfilled their duties and be sign posted to any additional actions. This is irrespective to whether that matter relates to a child on 'caseload' or not. It may also be a requirement, depending on the nature of the issue to provide a statement or contact Duty and Assessment (as part of Children's Social Care). In these instances, anonymity that would be typically afforded to people in the research process, may need to be suspended.

In addition to this, my research supervisor will also be contactable in relation to safeguarding concerns if further advise is required.

Who will be the Designated Safeguarding Contact(s)?

As above

* DSLs within school; to adhere to the agreed policies of the school when 'signing in.' I must report any such worries to a DSL.

* My research supervisor will be named as a contact for any concerns for both my self and the participant

* If necessary, the local council of which the school will be situation will have a duty and assessment desk, with a Social Worker for further advice. This may be a requirement in respect to the agreement of any school-based policies.

How will reported incidents or concerns be handled and escalated?

My researcher supervisor will be named as the first person to raise an issue with if it was felt that speaking to me was not appropriate. If they wished to escalate this concern, they can then go to the Head of School for Education (both of these names and contacts are stipulated in my information sheet/pack which is uploaded with this application).

Within that pack is a link to the procedures and expectations in these matters and the handling of data published online by the University of Sheffield.

Section E: Personal data

1. Use of personal data

Will any personal data be processed or accessed as part of the project?

Yes

Will any 'special category' personal data be processed or accessed as part of the project?

No

Provide the number of people whose personal data you expect to process or access.

1

2. Managing personal data

Which organisation(s) will act as data controller(s) of the personal data?

University of Sheffield only

Who will have access to the personal data?

The only data that would identify the participant explicitly would be their consent form. Data that is collected would be audio-recordings that would be transcribed and purposefully do so with changes to names and places made so that people were not identifiable by description. This information will be stored safely in a specific 'Google Drive' as part of the University of Sheffield's electronic infrastructure. This would be purely for research related materials and only accessible by myself and L.Mackey, my research supervisor.

What measures, processes and/or agreements will be put in place to manage the personal data?

Prior to initiation of research, I would ask the participant to try and raise issues without divulging information that would identify third parties or themselves. They would also choose alternative names for themselves and others. They will have the option to do this prior to the interview, so that no real names are recorded, or subsequently, where these names can be redacted and changed for alternative ones. Participants will also have the right to withdrawal if they choose, and ask that their data be removed. However if this is after the face-to-face aspect of research has occurred, when data processing is occurring, it may not be possible to extend this right. This will be explained to them prior to the initiation of research and part of their informed consent.

Will all identifiable personal data in digital or physical format be destroyed within a defined period after the project has ended?

Yes

When will the identifiable personal data be destroyed?

Data will be destroyed once data has been processed and the thesis has been seen by my research supervisor and submitted. When we are confident that data is no longer required and the only amendments may only be due to the style and content of writing (not related to re-analysing raw data), then the data can be destroyed. This is likely to be in the Summer Term of 2025. There is though a possibility (depending upon unforeseen circumstances, such as my study to undergo more than anticipate amendments in the marking procedure), that research data may be required for slightly longer. This will be explain to potential participants and that it will be destroyed when no longer needed.

Section F: Supporting documentation

Information & Consent

Participant information sheets relevant to project?

Yes

Document 1136051 (Version 3)	All versions
Document 1139233 (Version 2)	All versions
Document 1139232 (Version 2)	All versions
Document 1139234 (Version 1)	All versions

Consent forms relevant to project?

Yes

Document 1136052 (Version 2)	All versions
Document 1139235 (Version 1)	All versions
Document 1139236 (Version 2)	All versions

Additional Documentation

Document 1139239 (Version 1) Additional Info. pack on Mentalization	All versions
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External Documentation

- not entered -

Section G: Declaration

Signed by:
Paul Carr
Date signed:
Mon 10 June 2024 at 12:38

Official notes

- not entered -

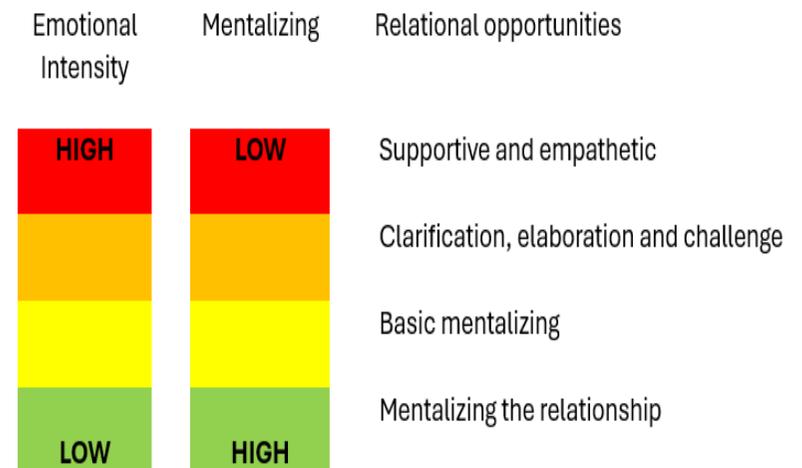
Appendix 2 – Pilot Study: Resources & Reflective journal

Appendix 2a - Resources Prepared for Pilot Study Sessions.

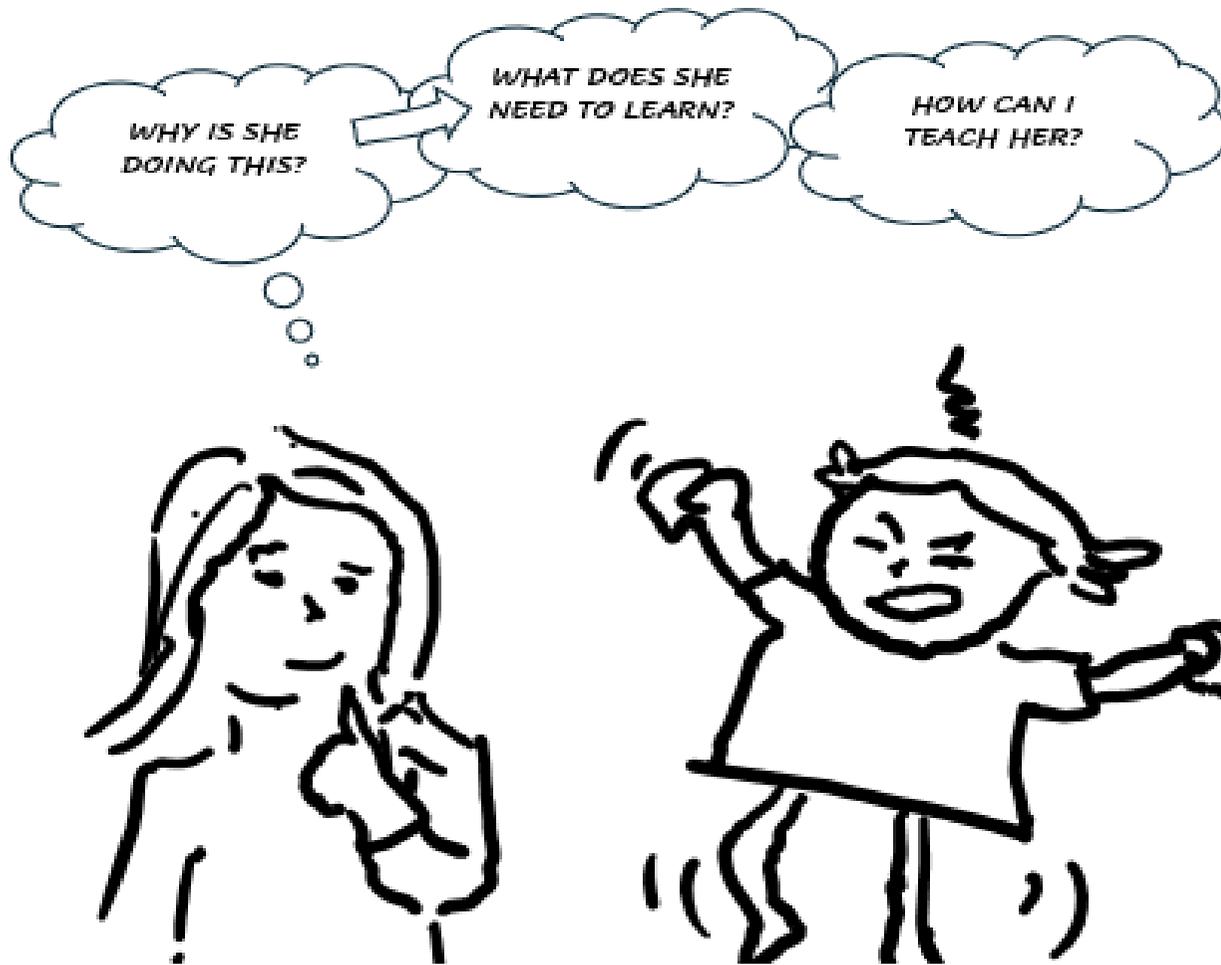
The 'Open' Model (Adapted from Hagelquist, 2017, p70)

	The Professional meets the child without preconceptions and without an "all-knowing attitude. The professional refrains from criticism and from telling the child how he or she feels.
	Neglected and traumatised children and adolescents typically find it difficult to balance between being in their own mind and in the mind of another. Areas such as relationships, choices, and cognition can also be unbalanced. The professional attempts to create balance through reflection and talking to the child.
	Empathy is the aspect of mentalizing that involves putting oneself in the other's place. The more the professional attempts to empathise with the child, the safe the child will feel.
	The professional is curious about the child's mind and enquires about their mental state. It is important to remember that one can does not have a better idea of what is going on in someone's' mind that the person themselves.
	A mentalization-based effort is a lengthy process and setbacks are likely. It takes time for the child to dare to believe that it can be helpful to have the confidence and courage to open up.

The Intervention Spectrum (Adapted from Hagelquist, 2017).



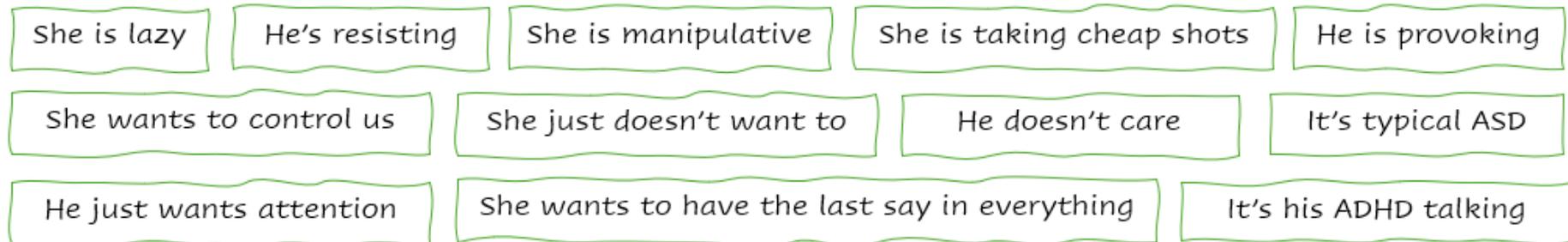
“The Three Questions” (Adapted from Hagelquist, 2017, p144).



Appendix 2b - Resources Prepared for Pilot Study, but not used.

Pseudo-mentalizing in practice

Examples of pseudo-mentalisation:



When have you noticed pseudo-mentalization?

Have you been in situations where you pseudo-mentalized in relation to a child?

Do you remember if there was a reason that you pseudo-mentalized in the situation – for example, did you feel emotional pressured or that you were too busy to consider the mental state behind the child's behaviour, or...

My open thermometer (Adapted from Hagelquist, 2017, p142).



What is my emotional temperature on a scale of 1-10? _____

Am I *open* to seeing things from multiple perspectives? _____

Is there a *balance* between the need to take action and reflection? _____

Am I able to feel *empathy* for both myself and others involved? _____

Am I sincerely *curious* about the mental states behind the behaviour? _____

Do I have *the time and patience* to do this properly? _____

Mentalization Failure and Self-Reflection exercise

Consider a challenging situation where you felt that your Mentalizing ability failed. It should be a recent situation with either your own child/adolescent, or a child that you work with.

Give a short description of the situation	
How did you feel?	
What were you thinking?	
What was happening to your body?	
What did you do?	
How do you feel when you think about it now? (Feelings, thoughts, need for taking action, bodily reaction?)	
Was there something about it that was particularly difficult for you? A trigger that might happen at other times?	
Are there any of your reactions that are typical for you when you feel stressed or provoked?	

Look at your answers above. Circle words that might be a sign in future situations so you can take better care of yourself.

Think of situations where you feel stressed, provoked, or otherwise experience a high level of emotional intensity. What do you do to calm yourself in these situations?

It could be for example: working on breathing techniques, trying to keep the focus on the mental state of yourself and the other person, remaining present mentally, trying to get through the situation until it is over, asking for help, etc...

Reflection on situation when you feel stressed, provoked, or otherwise experience high emotional intensity

Before: Try to find a number of coping strategies that you can use before you go into the situation. Write them down. Coping strategies can help you be prepared for the situation.

During: Strategies you can use during the situation, for example: breathing, muscle relaxation, or a personal mantra. Include strategies you can use to prevent a relapse of mentalization failure. What strategies can you use to slow down the repair process until the emotional intensity has gone down.

After: What recovery strategies can you use? For example, reflection upon the mental state you and the child were in that gave rise to the conflict.

Appendix 2c – Reflective Log / Reflexivity Screen from and during the Pilot Study.

Below is a reflective account of my reflexive journal prior to, during and immediately after the Pilot study (see original hand-written notes below), synthesised into this table to:

1. Inform the quality of MBC (Mentalization Based Consultation) for the study-proper
2. Act as a counter measure of exploring subjectivities and their possible interference as part of the study-proper... in attempt to adopted 'critical empathy' (being aware of what is mine and theres...not taking on 'theirs' OR being empathetic for me own need to connect to them and feel secure.
3. Critically reflect upon the role of myself as a consultee and researcher: where a balance is needed for the sessions to be purposeful for the participant-consultee but also for the purpose of analysis through narrative means.
4. Acknowledge emergent subjectivities and my primary anxieties:
 - My skills and confidence in a Mentalization Based style of consultation
 - Ensuring that enough space is given for 'thick' narratives for the purpose of analysis and understanding
5. Coalesce these reflection to inform my practice for the 'Study-Proper' (from Action Points in the final section below).

Summary of Actions/ Events (Pilot, session 1)

Informed form my original planning, but also flexible to move with needs, interest and flow of conversation. Session included:

- Introduction, recap from Information Session: Thoughts since Info. Share about the theory, practice, how it might fit in with what I do?
- Boundaries, Expectations and Hopes: "What are your hopes from this time together?"
- Re-cap/ Introduce the Model (Information Sheet from Recruitment Pack, **Appendix ??**)
- The Open Model (Adapted from Hagelquist, 2017, p20) – **Resource 1, Appendix ?**
- The Intervention Spectrum (Adapted from Hagelquist, 2017, pXX), - **Resource 2, Appendix ?**
- My Open Thermometer (Not used in session), Adapted from Hagelquist (2017, pXX) – **Resource 3, Appendix**
- "The Three Questions" (Adapted from Hagelquist, 2017, p2017, pXX) – **Resource 4, Appendix**
- Areas of discussion as part of dialogic 'flow' of conversation:
 - How CYP can make 'us' feel

- How CYP behaves at certain types when we don't feel 'that' (exceptions)
- Allowing them to share a clear example of a recent incident which was important to them (CYP sent from class, hid in the toilets)
- Promoted discussion around the empathetic response they had "**W**e were sent out..." "Teacher didn't want **us** there..."
- Problem of CYP hid in toilet; swearing at adult
- Unpicking this; what they felt in that moments (lack of power) and how that made them feel.

Time at end of session to discuss their overall thoughts; what was/wasn't as helpful.

Summary of Actions/ Events (Pilot, session 2)

- Allowing them to share a clear example of a recent incident which was important to them (CYP sent from class, hid in the toilets)
- Promoted discussion around the empathetic response they had "**W**e were sent out..."
- Problem of CYP hid in toilet; swearing at adult
- Unpicking this; what they felt in that moments (lack of power) and how that made them feel.
- Focus on stress
- Support
- Narrative on their expectations / value; coming to UK
- Mentalization failure & Pre-mentalization Resource/ Handout, **Appendix,**

Reflection/ Comments related to actions in Pilot Study Sessions (above).

**Notes referring to Mentalization method/theory/ technique used as part of the consultation experience under study*

***Notes referring to Narrative method/theory/technique used as part of the method to gather information for study/analysis.*

Observational Notes	Theoretical Notes	Methodological Notes	Reflections / Reflexivity	Cultural considerations
N.B much of the observational notes pertain to methodology.	**Clear narratives present dialogically	**Providing 'space' to talk at the start of the session	*I was consciously aware in session 1 of tuning into	Consultee was a black lady from East Africa. I felt it was

<p>Consultee spoke about</p>	<p>MBC seemed to move towards supporting consultee to keeping their options open (several reasons why CYP may be doing X, Y), not just Z. Seemed helpful for method too. Framed as “Guess work, we’re just guessing... different guesses might bring different outcomes to situations...” <i>Session 1</i></p> <p>There was a degree of conversational dominance from consultee (and interest from me) when discussing her experiences of moving from East Africa to the UK; this pertaining to cultural values around behavioural expectations in children pertinent to role in school. This was very useful to explore values and how this may cause tension day to day. Also; why this narrative? Is identify an important part of building rapport and mutual respect? <i>Session 2</i></p> <p>Exploring values in relation to cultural heritage seemed pertinent to the consultation,</p>	<p>allowed narratives to emerge of their positioning. <i>Session 1</i></p> <p>“3 questions activity was helpful...” Helped consultee think beyond the behaviour... “Theres are the things I need to be asking myself at these points...” <i>Session 1</i></p> <p>“Too much theory... a lot to take in” <i>Session 1</i></p> <p>Drop theoretical content. Consultee reflected on how session 2 was much more helpful on this basis. More focus on relational experience between each other <i>Session 2</i></p> <p>Response to Socratic questions was useful to have deeper thought and be focus to certain situations. <i>Session 2</i></p> <p>Related to the theory, in session 2 we moved onto ‘how we support ourselves when stressed.’ This led to a discussion on work-related issues away from the CYP. The metaphor of a stress bucket</p>	<p>narratives that may be consider pre- or pseudo mentalizing. <i>Session 1</i></p> <p>Aware of rapport but also a slight unease/ worry perhaps of consultees expectations around my position and positionality of enforcing a specific model onto their practice. This was not verbal – I interpreted slight changes in voice inflection and posture. <i>Session 1</i></p> <p>Tension in myself felt in the session regarding Mentalization Theory and Narrative Analysis... to encourage narratives... One incident when a narrative was rather ‘thin’ about the CYP; felt the urge to re-frame under MBC but allowed story – this brought greater richness. Good that I resisted urge to frame.</p> <p>Internal tension also spotted in myself when consultee was sharing thin narratives that also sought punitive measures or need for re-tribution – this was opposed to my belief system. THEN I was aware of thinking, but this is there need and nods to where MBC may</p>	<p>important to address this at some point in relation to our positionality and values concerning behaviours. Worried, inwardly, about how I approach the sensitivity of this without appearing to be insensitive <i>Session 1</i></p> <p>We discussed consultee’s experiences (as she raised her history and hertitage) and explored in more detail her experiences of these cultural differences and how they also shifted genrationally within the family. There was an importance to his; I opened up on my experience as a teacher as a result of this and how stress could affect my responses to children. She said at the end that the ‘real life example... when your talk about teaching... really makes sense...” Perhaps this opening up of idnenti and risk allowed for me to over myself to consultee and become the ‘subject’ – become vulnerable and therefore create space for validating moments of stress. (I spoke about things that ‘pushed my buttons’ as a teacher, to exemplify how my</p>
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	<p>but perhaps not 100% faithful to MBC (link to method) Session 2</p> <p>We discussed “How do I get them to learn that?” This broke from Mentalization; more about ‘trust’ which was broken down to</p> <ol style="list-style-type: none"> 1. Be empathetic and curious 2. Build foundations for trust 3. They can start to listen to you 4. They can learn from you. <p>This seemed really helpful for them to know that it is a relational process. Arguably, this links more to “Epistemic Trust” (Volkert, 2022) and is still mentalization theory. May need to inform method of this theoretical input (it felt more natural and purposeful but wasn’t initially planned for). Session 2</p>	<p>with a tap to let off water was discuss. Seen as very helpful – clear analogy but also links to Mentalization. (Not initially planned for).</p> <p>Focus on 4 pre-states of Mentalization was very brief discussion due to where other ideas were; we discussed this more broadly into how stress can disconnect us from ‘the other.’ Brief look at diagram</p> <p>Pace of sessions seemed to work well. Questioning, style, technique; active listening.</p> <p>Conversation on values leading to behaviour “What is mine... what is theirs...?” (around how values can create judgements and certain ways of reacting that may not help us and conflict against another value e.g, wanting to ‘get on with’ a child).</p>	<p>facilitate exploration (so then felt more secure, that MBC in this case was purposeful... their positionality was a ‘good thing...’ from my perspective. Came aware that consultee had several moments of saying “I don’t know...” then pausing for time. Initially appear closed, but they were thinking. They were supported by playful prompts from myself that were Socratic (informs Method) e.g. “What would happen if...”</p> <p>I noticed a sense of elation and freedom after session 1; how this application of psychology differed so much to my experiences of placement and it’s supervisory practice which appear to be skeptical of subjective orientations. I need to ensure that my emotional buoyancy does not interfere with people who may be experiencing the opposite in their line of work. Session 1</p> <p>That the consultee share her hardships with certain staff members at work... does this</p>	<p>feelings in relation to values could become a barrier). Session 2</p>
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			<p>demonstrate the MBC becoming a ‘containing space?’ Furthermore, it nods to the wider factors and narratives influencing action away from consultation too. (Link to theoretical notes)</p> <p style="text-align: right;"><i>Session 2</i></p> <p>I felt that whilst providing a containing space, critical empathy was offered; that it wasn’t a unequivocal empathetic response to their accounts of difficulty... a balance of empathy whilst maintaining a separation to monitor the situation; how that narrative fits in with narrative telling (needed for analysis), the MBC but also consultation technique: appreciating the relevance of this issue in relation to the consultees experiences with CYP.</p>	
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Summaries for above section areas: Decision Points for Action

Session 1 (Study Proper).

- Hopes/ Expectations/ Purposes
- Positioning My interest in the study
- Aims of work together
- “Tell me about C.”
- “What’s it like working with C?”
- “What’s time when you’ve felt things have been going well.”
- “Can you describe a time when things have not gone so well.”

- “What was happening for you at this time?”
- Introduction to Mentalization Theory– keeping the mind in mind... thinking more = confusion (Automatic/ Controlled; External/ Internal; Thoughts/ Feelings; Self/Other BALANCE: Have you noticed a time when you’ve noticed this balance?
- Intervention Spectrum: Role in school.
- “What are the times you feel confused... what happens? (think, feel, say, do).
- 3 questions activity
- Three Questions: activity – relate to a scenario.

Appendix 3 – Relating to the ‘Study Proper’ (Planning, Reflections & Resources used)

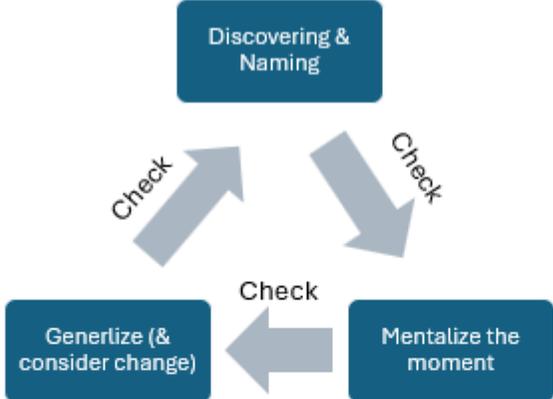
Appendix 3a – Planning for MBC1,2 & 3 based upon pilot study

The Interventional Spectrum (Hagelquist, 2017, p79).

- Support & Empathy
 -
- Exploration
 - Making sense of the behaviour and putting it into context through M.
 - Encourage A to gain an overview (with CYP) of the feelings that led to the breakdown of M & the behaviour that resulted in its failure
- Basal Mentalization
 - Try to restore M process
 - Long term goal: establish a robust and flexible M environment impervious to intense emotional states.
- Mentalization the relation
 - Focus on relationships the CYP is currently part of inc. that with care giver.
 - Aim: get to CPY to focus on another’s mental state
 - By using the relationship, it is possible to show that the same behaviour can be experience differently by different people.
 - The **journey, not the goal** that are important. |

Session	General Themes	Key Questions	Resources/ Homework
1.	<p>Introduction & PsychoEd.</p> <ul style="list-style-type: none"> ○ Introduce study, it’s purpose and rationale. Explain in relation to M (Mentalization) and stress. ○ Explore understanding of Trauma and how M relates to this ○ PsychoEducation of M as part of a relationship. Where might this be pertinent to role in school? Look at OPEN model (p70) and discuss. ○ For us to support CYP, must ‘help self-first’ before applying ○ Explore relationship between A and CYP (dyad) ○ Explore M in terms of dimensions. ○ Look at resources: activity ○ <i>Balancing M (4 areas; Hagelquist, p52).</i> 	<p>What are <u>you’re</u> expectations? Hopes? What is your understanding of trauma? How does ‘it’ make you feel? What do you think about M as an idea? Where might it ‘sit’ with your role in school? Describe CYP to me? What would other people say about CYP? What would a fly on the wall see? What are the times when things seem ok? What are the times when you feel challenged? What’s that like for you? What’s that like for CYP?</p>	<p>Grimmer’ <u>a part</u> model? Storm Model (p73). A could complete what they already do, where they think they do well, would like to have more time to think.</p>

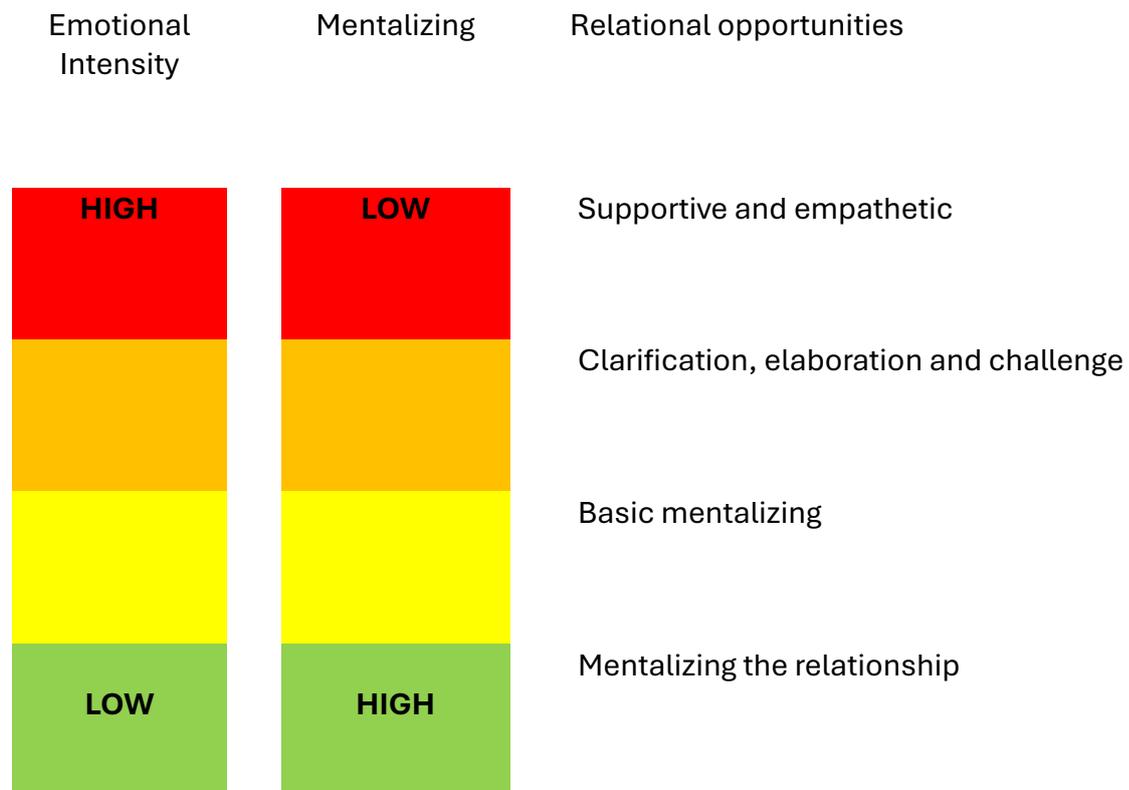
2.	<p>Restoring / Promoting Mentalization</p> <ul style="list-style-type: none"> o P142. Open Thermometer o Recap / Cover Hagelquist's 4 areas of balance (p52) in relation to M failure. o What is today's focus aims/ what does A want from today? o Explore Pre-M modes: identify own examples <ul style="list-style-type: none"> ▪ Teleological Mode ▪ Psychic Equivalence ▪ Pretend Mode ▪ Pseudo-Mentalization o How would you know when you are Mentalizing? o How would you know when you're not? (Stressed) o Conversation based upon p148. M failure o Look at ways of restoring M. 	Thoughts since last week. Any 'noticings?' and times when you've interpreted things differently? What did you think; what lead to that? How did that change what you did?	P148/9 M-failure exercise. <i>Possibly change to incorporate discussion.</i>
3.	<p>Applying M-self to Child</p> <ul style="list-style-type: none"> o Marked Mirroring (p83). o Intervention Spectrum o 3 Questions: <ul style="list-style-type: none"> ▪ Why are they doing this now? ▪ What do they need me to teach them? ▪ How can I teach them what they need? 		
Guiding Process – MBT-F Loop			

	<p>➔ Discovery and Naming ➔ Mentalize the Moment ➔ Generalize</p> 
<p>Question Techniques & Examples</p>	<p>Questioning techniques:</p> <ul style="list-style-type: none"> • Socratic • Relational Safety (Clic, Applications of Polyvagal Theory) • Circular • Narrative



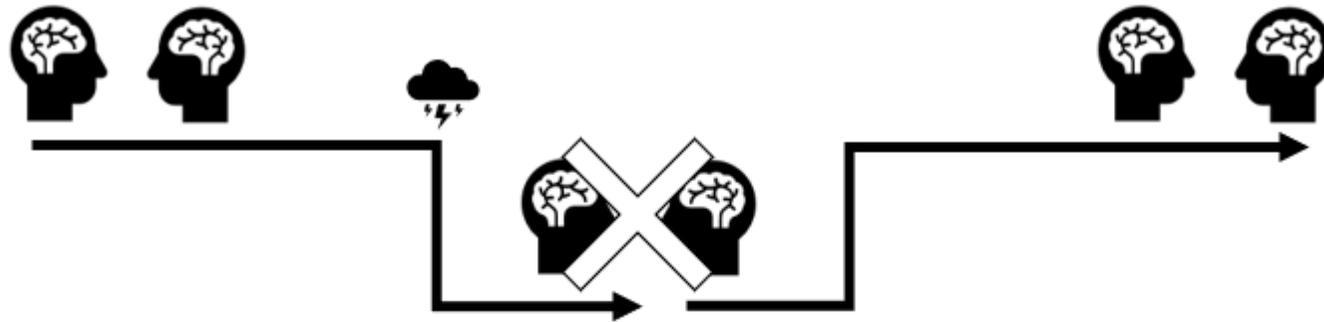
Appendix – 3. Resources used as part of MBC (the ‘study proper’).

Appendix 3b – Mentalizing & emotional intensity handout; used in sessions MBC1&2



Appendix 3c – Mentalization & Mentalization failure handout, used in MBCs 2&3 (citation bottom right)

Mentalization & Mentalization ‘failure’ (or short-cuts) / Early forms of Mentalization



Looking at the 4 types of ‘mentalization failure’ or ‘short-cuts’... think about times when you’ve noticed yourself doing this.

Teleological	Psychic-Equivalence	Pretend Mode	Pseudo-Mentalizing
Mental states become relate to the actions of others rather than what they might be thinking, feeling or saying. E.g. My friend didn’t share his crisps with me, he hates me vs. He must be <u>really hungry!</u>	Reality and mental states begin to merge as the internal affects and cognitions present the outside world. E.g. “You know I don’t like it when you don’t tidy up... you do this on purpose to upset me.” Vs. He can’t possibly know this irritates me.	People may appear to be thinking something more helpful regarding someone else, but they struggle to transfer this into their actions and outside world.	This may sound and look like Mentalizing (as one may be interested in another state of mind) but people may draw simplified conclusions or appear certain that this is how another is, rather than being open to uncertain reasons.

Figure 3. Table Demonstrating Non-mentalizing states of mind. Inspired by Hagelquist (2017) & Uzar, Dmistrzak-Weglarz & Stopien (2023).

Appendix 3d – Additional resources and imagines drawn during sessions to illustrate ideas during discussion (relating to mentalization theory)

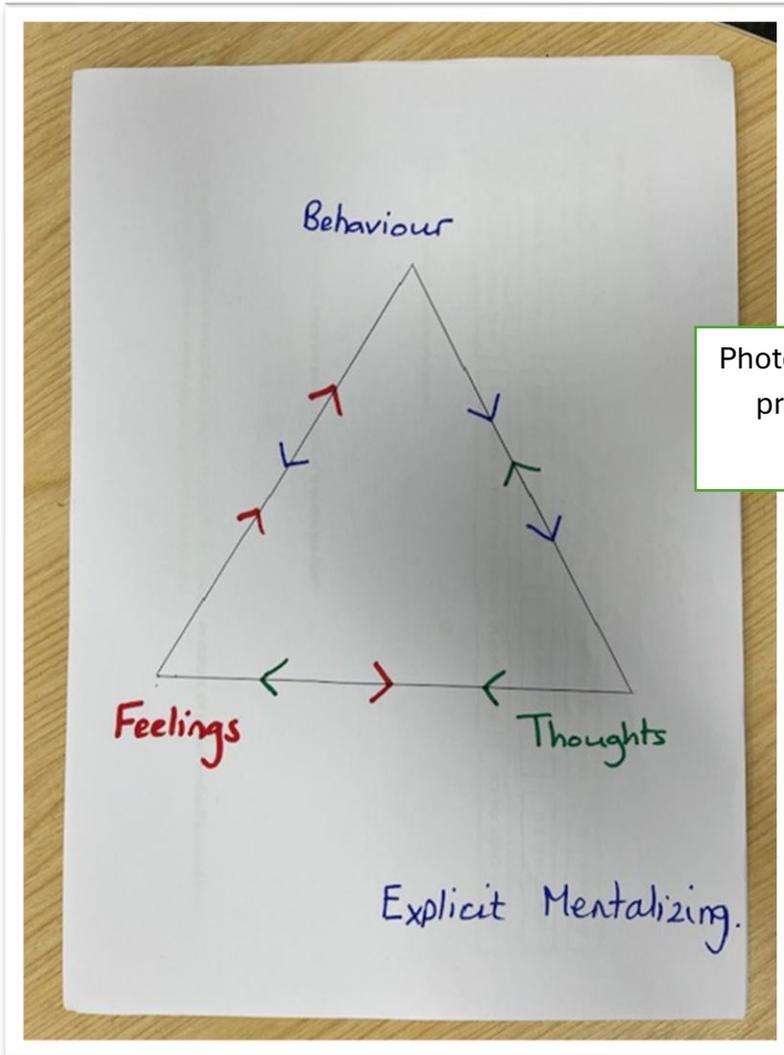


Photo of resource prepared for MBC3

Photo taken of sketch made in MBC1.

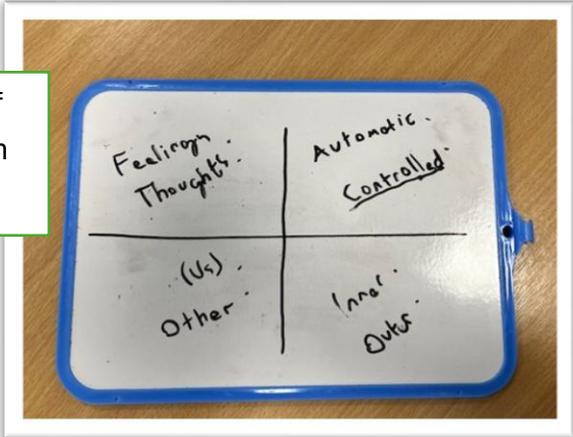
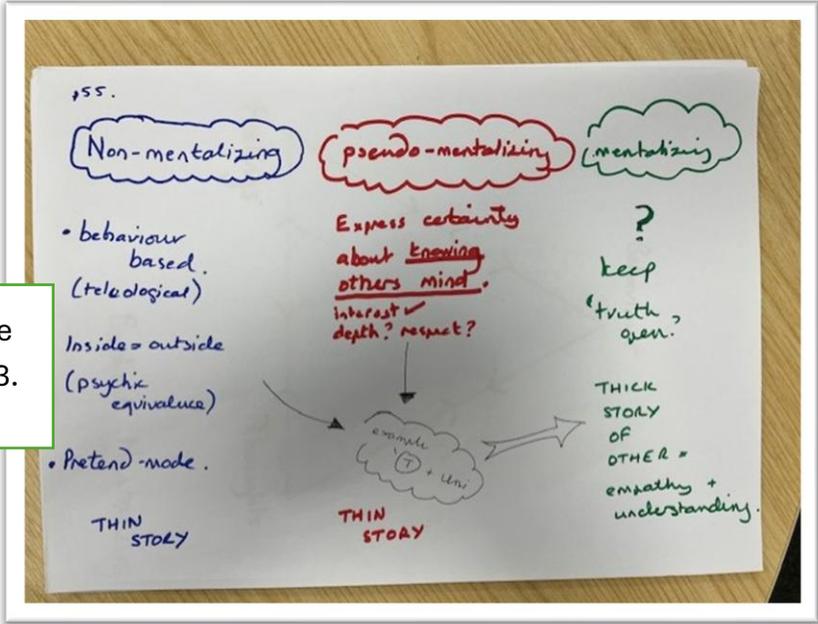


Photo resource made for MBC3.



Appendix 4 – Reflexive & Reflective Journal during MBCs. Includes notes for planning/ preparation between sessions based upon my interpretations of my experience.

Below is a reflective account of my reflexive journal prior to, during and immediately after the Study Proper (see original hand-written notes below), synthesised into this table to:

1. Inform the quality of MBC (Mentalization Based Consultation) for the study-proper, between consultations so that they are more responsive (and in doing so demonstrating the reflexive mind associated with Mentalization).
2. Act as a counter measure of exploring subjectivities and their possible interference as part of the study-proper... in attempt to adopted 'critical empathy' (being aware of what is mine and theres...not taking on 'theirs' OR being empathetic for me own need to connect to them and feel secure.
3. Critically reflect upon the role of myself as a consultee and researcher: where a balance is needed for the sessions to be purposeful for the participant-consultee but also for the purpose of analysis through narrative means.
4. Acknowledge emergent subjectivities and my primary anxieties:
 - My skills and confidence in a Mentalization Based style of consultation
 - Ensuring that enough space is given for 'thick' narratives for the purpose of analysis and understanding
5. Coalesce these reflection to inform my practice for the 'Study-Proper' (from Action Points in the final section below).

Summary of Actions/ Events (Study 'Proper', session 1) – 07.10.2024

Informed form my original planning but more so, from the Pilot study; the comments made by 'D' (Participant) as well as a reflection of that study.

- Introduction and contracting
- Participant shared several stories about CYP: invite clear narratives about he CYP from the adults perspective to gain a sense of their mentalizing position/ stance.
- Researcher-consultant attempted questioning techniques to explore the participants' thoughts and feelings in relation to themselves and the CYP
- Theory introduced: (Psychoeducation) What is mentalization? Why is it useful? How/where/ when can we use it?)
- Psychoeducation: 4 domains of Mentalization
- Discussion of intervention spectrum

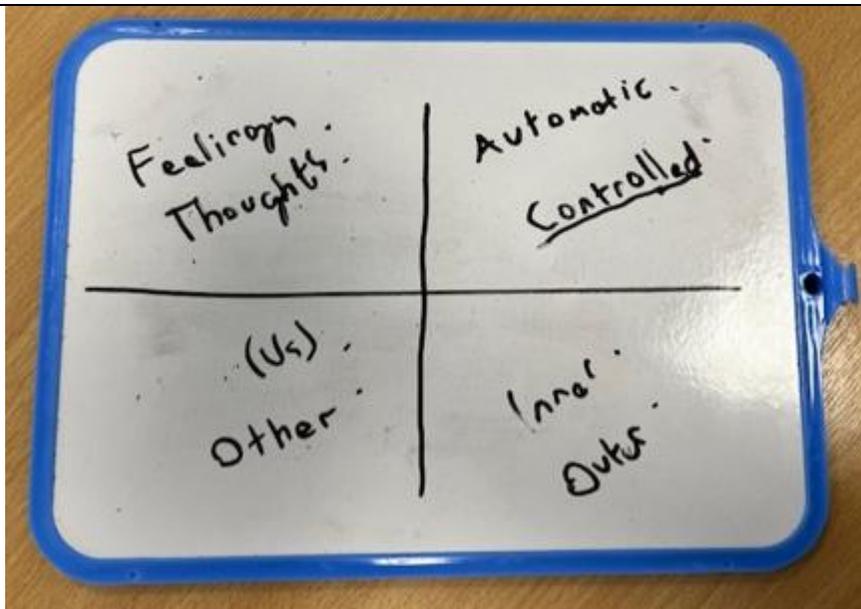
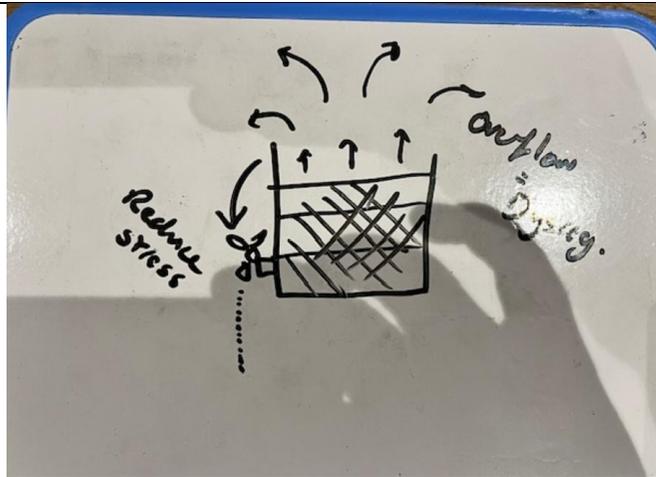


Figure 1. Picture drawn on white-board during the first session as an aide to support discussion around Mentalization when introducing the theory.

Summary of Actions/ Events (Study 'Proper' session 2) – 14.10.2024

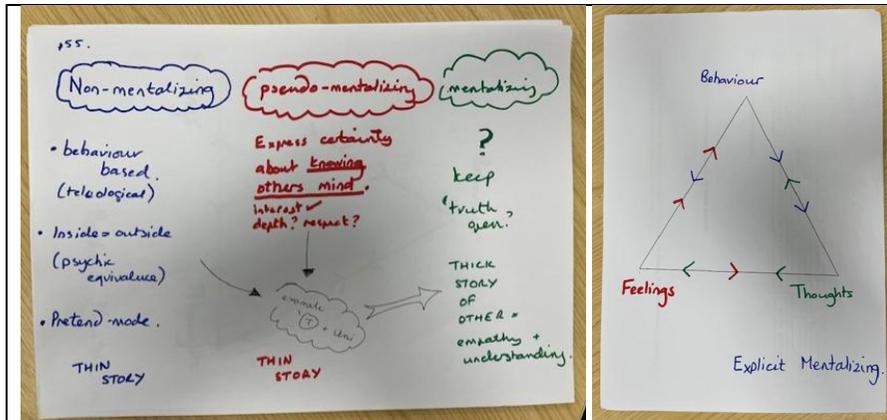
- Review and reflections over the week
- Discussions on mentalizing technique: labelling; naming emotions for the child (wondering) – Discussion around child development and 'mirroring' (mentalization theory of co-regulating) to match and educate children vicariously on their emotions.
- Drawing and discussing a 'stress bucket' (on a white board) to look at recognising stress in the CYP and the knowing how/when to alleviate accumulated stress
- Discussion around '3 questions exercise' (Hagelquist, 2017,
- Return to point in first session: the feeling of 'uselessness' and question deeper to connect to those moments more fully.
- Discussion around identifying specific areas/ worries of her (as consultee) to consider in greater depth (walking out of class).
- Re-discussed intervention spectrum in more detail
- Summary and finish: what are will be taken from today and applied?



Left. Figure 2. Sketched example of a 'stress bucket' – used to support discussion around the accumulative affects of stressful interaction and the need for co-regulation (spot and act upon these). Discussion then centred upon ways that his could be done so that there was pro-active management of stress.

Summary of Action/ Events (Study 'Proper' session 3) – 28.10.2024 (2 week gap due to ½ term).

- Reflections and thoughts from last time
- Discussing Mentalization failure and recognising this (purpose made handout/ resource) considers: Non-mentalizing, pseudo mentalizing and mentalizing. Example provided related to my own experiences
- Discussion around when we have to explicitly mentalize for when 'behaviours confuse us.' Hand draw image created for session (bespoke). Refers to behaviour, feelings and thoughts (as a triad image)
- Discussions around confusing / stressful circumstances and attempts to re-appraise to a mentalizing stance
- Summary / reflection of session; what can be taken forward? Activities provided to support practice in meantime.



Left. Figure 3. Pre-made resource to support discussion on non-mentalizing and mentalizing stances.

Right. Figure 4. Triad of thoughts, feelings and behaviour to exemplify that ‘explicit’ mentalization needs to reference all three, and see past behaviour. Used as a discussion aide.

Reflection/ Comments related to actions in Pilot Study Sessions (above).

*Notes referring to Mentalization method/theory/ technique used as part of the consultation experience under study

**Notes referring to Narrative method/theory/technique used as part of the method to gather information for study/analysis.

Key: Session 1; Session 2; Session 3

Observational Notes	Theoretical Notes	Methodological Notes	Reflections / Reflexivity	Cultural considerations
<p>N.B much of the observational notes pertain to methodology.</p> <p>Consultee interrupted questions</p> <p>Consultee sat behind table; arms folded</p> <p>Consultee did not appear to answer questions</p>	<p>Mentalization and Empathy? Relational connectedness. Participant didn't appear to be mentalizing; but expressed her closeness and fondness to CYP. Consider the distinctiveness of M vs. other relational qualities.</p> <p>Appears to be elements of power shared in narrative and confusion between caring for CYP and need for 'discipline.' e.g. "Shouted at..."</p>	<p>Felt that compensating for less structure, brought about by less theory confused the purpose of consultation.</p> <p>Interruptions – stifled opportunity to ask questions to seek greater depth.</p> <p>**Participant was afforded plenty of time to share her experiences and stories pertinent to the research interest.</p>	<p>Participant wanted to sit with chair to desk; arms folded- appeared defensive.</p> <p>Felt that the Participants was not completely aware of the purpose of the series of MBCs – despite having information pack and a pre-meeting for information and questions. Will need further clarity</p> <p>Participant appeared to speak very quickly, not pausing to</p>	<p>Sheena is from East Asian heritage: may she feel potentially challenged by me as a white male? May this explain some of my interpretations of defensiveness? That I (white male) appear the expert to 'impose' a worldly view?</p> <p>Mentalization could be seen as a white-western psychology; how might this connect with Sheena's view or</p>

	<p>Consultee appeared to be focusing on 'behaviour' and 'external' 'other' aspects of mentalization – Noticed at the time that this was not 'balanced' towards the theorised aspects of Mentalization.</p> <p>Perhaps links to method? (->) Very different pace and approach to Pilot study, perhaps due to the different intersubjectivities and relational style between myself and consultee. Can a standardised format therefore be reached in this MBC approach? Session one required much more time for the consultee to shares narratives... does extra time need to be required in the initial session to build a rapport.</p> <p>I felt that I 'imposed' myself more into week2 and that there was greater dialogic interaction rather than week1 which had become very narrative based... which from a data perspective was useful. However this made me this that the dialogic aspect of</p>	<p>Need to more explicitly promote that we are supporting CYP to reflect on their mental states – to do that, we must reflect upon our own and her with her.</p> <p>Need to model and promote more 'wondering' to support greater reflection on moments of interest.</p> <p>Method of consultation perhaps became too passive in relation to the need to capture narrative (action research vs. narrative invitation). Link to reflective experiences. This has implications for study; can it claim to be using MBC ??? Therefore may require slightly more structure to mitigate this, so that links to Mentalization are more explicit. This will require some 'discipline' from myself.</p> <p>Questioning techniques need to try and open up different possibilities of behaviour</p> <p>Reflexivity: Tried to 'push' more questions about CYP's state of mind and</p>	<p>think and consider questions more fully – when invited specifically to reflect as part of MBC. –</p> <p>Slight theoretical link: Mindful that Participant spoke about other people a lot initially and discipline – about what other people did or should do. Her role and responsibility did not seem clear; as though not enabled – (I consciously thought about the Social Discipline window) – appeared to be passivity/ neutrality in moments when CYP was distressed or agitated. (Structure may help to re-negotiate the boundaries).</p> <p>My interpretation of passivity appeared incongruously matched with dominance and conversational dominance as well as power over the stories narrated and power of not reflecting on questions.</p> <p>At this point, and several points; I felt powerless and wondered if this was reflected in her. That my role had become uncertain and confused.</p>	<p>previous cultural understanding – I should have explored her views more.</p>
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	<p>interactions is fundamental in mentalization.</p> <p>Thoughts about ‘socially sanctioned dissociation’ – voice of punishment; like Orwellian news speak; this societal need for punishment/retribution... link to reflexivity; how much does this become an active voice that causes conflict.</p> <p>I also return to the thought that there appears to be a good quality of relationship and the consultee appears to ‘read’ the needs of the CYP... is this because they are implicitly mentalization and this make it harder to verbalise (as it’s not directly accessibly to consciousness?) OR is there a chance that mentalization is not a facet of a ‘good relationship’ as hypothesis and if so, can a good relationship exist without the operationalised forms of mentalization which allow one mind to interact and support a younger, developing mind.</p> <p>Session 3; Clear signs of mentalization; greater pauses; slower, more measured</p>	<p>interpretations of behaviour... more of these ‘probing questions’ – became ‘aware’ in session that</p> <p>Questioning techniques regarding Mentalization possibly need to be more explicit to provide faithfulness to the theory.</p>	<p>This in turn may have affected my rapport with the participant, significant in encouraging them to engage (and therefore data quality).</p> <p>Sense of my frustration linked to power/passivity? Responsibility? – need to empower / enable Consultee’s role in supporting CYP. Pilot participant spoke about themselves more; so reflexivity felt easier; to be responsive. With Study Participant, this was less so; their affective interpretation was thin... perhaps explore What made them start to like CYP after a difficult start?</p> <p>What would they say to other TAs when they work with CYP (who don’t know her) – possible question for week 3?</p> <p>Felt that there were pauses in wk2. Initially there was a lot of talking... felt that I was ‘probing’ extent to which or areas where thicker narratives may appear. I wanted to be more explicitly with Mentalization’s use but felt that this seemed a little invalidating (potentially), so</p>	
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	<p>speech (less anxious so not able to mentalise?) BUT appeared more open- from this openness comments on responsibility... Does the clash of responsibility and care; the the value of relationship and the apparent need to 'conform' create a tension that prevents emergence of other constructs/ psychological entities/ voices such as the mentalized voice?</p> <p>Wondered if some of mentalized voice was 'pretend mode' where it wasn't fully sustainable OR if it was in fact mentalization and mentalization can be fleeting and return.</p>		<p>didn't 'dive' as deeply this week – will need to revisit for week 3 – rather than sticking to initial plan of focusing on 3 distinctive consultations.</p> <p>Question: How can we build time to help CYP reflect upon things/ their day.</p> <p>Why would therapy help her? Interesting quote- does this link to responsibility? I was aware in session of thinking about the social discipline window; roles and agency of people... Theme of 'uselessness' and disempowerment seems to be a feature.</p> <p>Anxiety in drama: there were some labels that I used; appearing to simply the meaning making process in light of feeling disempowered. Was I then falling into pseudo-mentalizing traps of psychological short-hand.</p> <p>Was I fully mentalizing consultee? I was becoming worried about their apparent lack of M and possible resistance to opportunities created for M, was I therefore</p>	
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			<p>canalising my narratives of them 'not being able to' – which could potentially block the opportunity for M in later sessions? Being aware of this will help me to be more active and 'explicit' in deploying M with and for them.</p> <p>Appeared more open after my example... (Son and university) – is trust an my own vulnerability important to foster consultee to take the same leaps – that there is something 'revealing' or that we might place ourselves in a position to be judged – takes trust?</p>	
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DISCOVERING & NAMING -> REFLECTING & MENTALIZING -> GENERALIZE & CONSIDER CHANGE

Summary Re-Cap session 1.

- Reflections from Consultee
- Reflection from Consultant
- Re-cap purpose of study/ consultation; mentalization; role of relationships in school.
- MENTALIZATION: By reflecting your own and her mental states; you can encourage her to think about her own. **A child that can't reflect on own mental states; will have difficulties in regulating / moderating behaviour. LINK TO LAST WEEK.**
- *Mentalization Failure*: Mentalization is when we go beyond the behaviour to think about the person behind it. (May focus more on in week 3)
- Aim for you? Becoming a Mentalizing Practitioner; use day to day; child to child.

Session 2 (Planning/ ideas to consider based upon reflections from session 1).

Re- Contracting: Things that challenge CYP (& Adult) **SPECIFICS (one thing)**

- What shall we focus on (walking out/ talking back)? **What would help CYP to be ‘better learner’ increased wellbeing.**
- *Intervention Spectrum:* ‘Being on receive.’ When does CYP feel her greatest emotional intensity? What about you (in role)? IT IS THESE MOMENTS WHEN CYP NEEDS HELP MOST... e.g. in maths... not learning/avoidant.
- *FLESH OUT:* What is she thinking (VOICE) in this moment? What might she be feeling inside herself?

EXPLORATION / DISCOVERY / MENTALIZING

- *Three Questions Model: Wondering aloud...*
 - Discuss ‘learning’ vs. ‘punishment’
 - How might CYP experience ‘discipline’ / ‘punishment’ in the context of her trauma?
 - What views might she have about her life in school/ people/ adults/ authority
 - How will that affect what ‘she learns’ from certain situations
 - Clarify the problem: What skills has she got in this moment? What hasn’t she got?
 - What does she need in the adults supporting her at this time?
 - How would that be shown?
 - What qualities are these?
 - How would that help her?
 - What would that mean doing differently?
- How would we start to help CYP to communicate their needs that under pin some behaviours?
- What would she need to learn first?
- How will we see CYP develop an awareness of her emotions so she could regulate them?

APPLICATIONS

- What have you thought about today?
- What has it made you feel?
- What can you take away from today?
- How will this may change (even slight) to what you might do with CYP?
- **HOME-WORK: MENTALIZATION FAILURE.**

Appendix 5. TRANSSCRIPTS & ANALYSES

Appendix 5a – Mentalization and Narrative Structure/Sequence Analyses (suing NPCS) of Transcript 1 (MBC1). ‘Paul’ (Researcher/Consultant) & ‘Sheena’ (Pseudo-name for consultee/participant) 07.10.2024 09:11am start; 10:24am finish).			
<ul style="list-style-type: none"> • Analysis 1 - Applying adapted analysis of hypothesised facets of mentalization: <ul style="list-style-type: none"> ○ <i>Affective/ Cognitive</i> ○ <i>Self/ Other (mental state focus)</i> ○ <i>Internal/ External Focused (e.g. internal conditions or facial expressions)</i> ○ <i>Implicit/ Explicit (Automatic, Controlled)</i> ○ <i>3 Non-Mentalizing States: Psychic Equivalence; Teleological; Pretend Mode</i> ○ <i>Pseudo mentalizing</i> ○ <i>‘Balanced’/‘unbalanced’</i> • Analysis 2 - NPCS (Narrative Process Coding System, [Angus et al, 2012]). <ul style="list-style-type: none"> ○ Identify ‘topic segments.’ ○ Identify <i>External Narrative Sequence</i>, <i>Internal Narrative Sequence</i>, Reflective Narrative Sequence. 	Mentalization	NPCS Topic Segments and Narrative Modes	Reflexivity/ Relfections & Context
<p>Paul: Okay, yeah, so. So, can you remember about when we met a few weeks ago, and kind of what the gist was of that was... Yeah, so it was like the idea that when we work in schools, sometimes the children we work with or the situations we find ourselves in creates stress, or it’s just tricky like that to figure out what to do, like and you might be thinking at times, “I don’t know what to do for the best, like she’s hiding in the toilet,” what do I do?!”</p> <p>but it doesn’t mean just because you’ve signed it, I can do what I want now, like if there’s any bits you’re not happy with, or if you if there’s any questions, because the whole thing will be me kind of and you talking and asking questions to each other. If you feel like questions aren’t helpful, you don’t have to answer them. If there’s bits you say, you think, Oh, I really shouldn’t have said that. It makes me look really bad. Even it’s recorded we can delete it afterwards. You know we. because all of these recordings will be deleted. I’ll just type up. The type up will be kept. But if there’s a bit in anything, oh, I’m not happy with that, I’m not comfortable with that, it makes me look mean or something, then we can, yeah, we can redact bits, yeah, because it will, it might get published at the end of the day. So, yeah, it’s important that you feel you’re being represented fairly. So it’s not like I’m just going to get your data and run off with it. Be mean, yeah, yeah. So, so there’s that I need to kind of go through.</p> <p>Paul: Have you got any questions before we begin again as well. I know no I know we had a bit of a session with that was a few weeks ago now and a lot’s gone on. ..</p>		<p style="text-align: right;">TOPIC1 START</p>	

<p>Sheena: Yeah, she's had an incident on Friday, actually.</p> <p>Paul: Oh, did she. area?</p> <p>Sheena: Yeah, yeah. She was in the green open area... And REDACTED NAME OF OTHER CHILD#1 was there, she does the garden with him. He was there. And there was REDACTED NAME OF CHILD#2. Then there was REDACTED NAME OF CHILD#3. And I thought REDACTED NAME OF CHILD#2 was her friend, actually, because we met earlier in the day, and then she was helping her with... and she think he just fell off. And then doing work. They kept picking on her... Chloe started back. I've written it all down because I've given it to miss, all right, to REDACTED NAME OF STAFF MEMBER#1, no to REDACTED NAME OF STAFF MEMBER#2, like giving it and she's what happened was she was something like it was about REDACTED NAME OF OTHER CHILD#1 said to her, go back to her homeless shelter. Right...from nowhere. Yeah.</p> <p>Sheena: She's like, Oh, you've got cancer. REDACTED NAME OF CHILD#1, she said..</p> <p>Paul: Right, okay.</p> <p>Sheena: He started getting obviously upset, and REDACTED NAME OF STAFF CHILD was there. REDACTED NAME OF STAFF CHILD's mum has got cancer,</p> <p>Paul: right? Okay,</p> <p>Sheena: And she said, Only he said to Chloe... What did you put in your hair in morning? Do you wet it, it looks really greasy... because she uses oil, and she goes... Then Chloe says to her "why you wearing fake eyelashes, you're insecure, so it's like a little</p> <p>Paul: Right. Yeah,</p> <p>Sheena: that was okay that missed another teacher comes... Name of Staff yeah... We had everything we're telling them to stop. Who know, you know... she's talking like this. And then she said about the cancer thing to Name of Child, to Name of Child (correction) and then Name of Child took it offensive. And she's like, Oh, how can you say stuff like this? And mentioned cancer. And then, then I mentioned before lunch. And then lunchtime, I was doing duty, and I seen them all going to Name of staff's room.</p>	<p>Other-external</p> <p>Other-external Self-internal-cogntiive Self-external</p> <p>Other: External?</p> <p>Other-External & internal</p> <p>Other-external</p> <p>Other-External/Internal-</p>	<p>External Narrative Sequence</p> <p>External Narrative Sequence</p> <p>External Narrative Shift: Internal NS</p>	
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<p>Paul: Were you with them at this point?</p> <p>Sheena: Yeah, I was there, so saw this happening. <i>I was telling them, No, me... and the teacher was telling them, "Stop" yeah. Name of Child was getting really angry as well. Like, she's like, "Oh, I'm gonna beat her up." I was quite scared for Chloe. They did nothing. And then I was doing lunch duty. And then Chloe's usually with Name of staff during lunchtime. And then they all came, and they said to me, "We need to go see Mel." They were fine, because I'm working with Name of Child... and they're all in one gang; Names of children. They were in a bad mood and to go an speak to Name of staff... They tried opening the door, and they were, trying to find her.... They wanted to hit her or something,</i></p> <p>Paul: Really? So they were quite upset.</p> <p>Sheena: Yeah. <i>Name of staff said to me, said, to tell Name of Staff... everything. And we were quite scared. I was really scared for her. We can't let her walk alone from lesson to lesson...</i></p> <p>Paul: How do you think? How was she feeling?</p> <p>Sheena: <i>She said, Oh, I didn't mean it like that. I said it, but I didn't mean it like that. Yeah, she didn't mean it... Obviously, it's not nice, especially your mom is suffering from cancer, she meant it as a joke. When I thought that they were gonna get her in school, like I said, not going to any lessons, someone has to support you... She said "No, No, I'm fine, fine"... Nothing happened...</i></p> <p>Paul: So there was this thing on Friday then, and it's stirred up a lot of emotions, Sheena: and <i>she's got a lot of enemies now...</i></p> <p>Paul: So you're quite worried for her at the minute...So what about in school... Sheena: <i>...They won't do anything, but maybe after school, there's always that where, I suppose, well,</i></p> <p>Paul: so, there's things quite active with Chloe at the minute... So ... we've got three weeks together, yeah. How do you want them to work? I mean, if you got any hopes, if you want to really get out of...</p> <p>Sheena: Right now; <i>everything's going really well with</i> her. Paul: Yeah,</p>	<p>Other-external-affective- Other-external Self-internal-affective *thin description of mood. Other-external (&affective)</p> <p>Other & Self-internal-affective (pos. psychic equivalence).</p> <p>Self-internal-cognitive Other-external</p> <p>Other-External? Thin</p> <p>Other-external</p> <p>Juxtaposed to above topic/ Psychic Equivalence? Self-Cognitive Other-external</p>	<p>External Narrative Sequence</p> <p>External NS</p> <p>External NS Internal NS Reflexive NS</p> <p>External NS Reflexive NS Internal NS</p> <p>External NS</p>	
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<p>Sheena: Like she's going to lessons and yeah, she just be, if she's just being rude to me, I say Chloe "What are you doing? Just stop. Just stop. I'm trying to help you."</p> <p>Paul: Yeah</p> <p>Sheena: It's when she's... She's in a bad mood... then she just snaps and shouts.</p> <p>Paul: okay.</p> <p>Sheena: <i>In the morning, she spoke to, she told she spoke to Name of Staff. Yeah, she swore at her because she couldn't get into the (indecipherable word). I make her a coffee every morning, because that's our routine now. It helps her settle... coffee and biscuits. Yeah, couldn't go to the room because I think she started swearing at Names of Staff and she chucked her out of the room... So we're trying to find a room... So she was not in a good mood,</i></p> <p>Paul: So things are going okay with Chloe...</p> <p>Sheena: Yeah, Yeah...She started doing a bit of a work in the classroom.</p> <p>Paul: How would you describe her?</p> <p>Sheena: <i>Um, she's, she's strong minded. She speaks her, she speaks her mind. She's not scared of anyone. Like, if anyone says, I'm gonna beat you up, she like, okay, she's not scared. She does want to learn. She's very clever in English. Her vocabulary... the best that she used. Teacher was impressed as well. Yeah, if she does well, she would pass it. But she's just sort of doesn't concentrate, like, she does it for like, 20 minutes, and then she just zones out. She says, "I zone out" quite a lot. She sees it as well.</i></p> <p>Paul: Yeah, okay, yeah.</p> <p>Sheena: It doesn't help with other students picking on her, like, you know, poking her, or say things about her hair. Yeah, she doesn't like it. She minds her business. <i>She walks through the corridors and well, sometimes she gives them dirty looks and then they look back and she's like "Why are you looking at me... and doesn't see they started first, okay,</i></p> <p>Paul: So she's, she sounds like she's had a good start to the year then?</p> <p>Sheena: yeah, she didn't go to any lessons, now she's going to, like a lot more lessons.</p> <p>Paul: What do you think's changed?</p> <p>Sheena: I think because she's in year 10 now, she's got her GCSEs and exams next year...</p>	<p>Self-external</p> <p>Other-internal-external (affective?)</p> <p>Other-external Other-internal Self-external (some internal but thin) "good mood"</p> <p>Filtering 'bit' =good? Other-external (characteristic) Other-internal</p> <p>Other-external Other-internal</p> <p>Other narrative; generalized. Mentalization suspension ?</p>	<p>Reflexive NS</p> <p>TOPIC 1 END TOPIC 2 START</p> <p>External NS</p> <p>TOPIC 2 END TOPIC 3 START</p> <p>External NS</p> <p>Reflexive NS External NS</p> <p>TOPIC 3 END TOPIC 4 START</p> <p>External NS</p>	<p>Psychic equivalence? 'bad mood'</p>
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<p>picking on her. <i>They're sure she is going to rush out on them, yeah, because it's too much for her. She's just sitting, finally doing her work and name of child was like, "Chloe, Chloe belong to a homeless shelter." On the other side saying, "Chloe, why is your hair like this?" And it's just non't nice. I said, "Leave her alone. She's doing a work. Do your work."</i></p> <p>Paul: So you sound like you've become quite protective of her?</p> <p>Sheena: Like, yeah, I feel a bit bad, because I've got a daughter age 14 plus Chloe is 14, and it's like teenagers like hormones, and they get insecure. I think, well, Chloe's not. They've got that emotional thing going on. Yeah? Hormones, yeah.</p> <p>Paul: So what? What emotions do you get, or have you had working with Chloe, you know</p> <p>Sheena: Like in the beginning, I was really upset. I didn't want to ask Miss Name of staff. I don't want to be her TA (Teaching Assistant) because she just swearing at me constantly. She swore at me six times in drama in front of the whole class. <i>At home time I was trying to escort her out, shouting "leave me alone" in front of everyone else. And then erm... I said to her, I think the next day, I said, I'm trying to help you here. You know, if you swear on me is we're not going to get anywhere. I'm trying to help you with your work. And then after this, this coffee thing started, like, I think name of staff was saying, said, said to her, this person like, Would you like hot drink and everything? And I said, Yeah, make it for make your hot chocolate tea in the mornings, like when I saw tonight, and we'll go to the staff room and have 15 minutes of time settle in, ask her about her weekend or how her evening was, because I don't know what she gets out we don't know if she gets, you know, at home, yeah. I know home life is quite difficult. We don't know if she eats or drinks properly, to make sure she's okay, yeah, yeah. So I think it does set her up for the day. I mean, this one-to-one thing in the morning, yeah.</i></p> <p>Paul: So you, you've gone from a place where, you know, quite emotionally challenging, yeah. And then, Sheena: and now, like, get to me when she doesn't, like, it wasn't me, like, I was, yeah, it wasn't me, like, I was like, Oh no. Now... It's like, if she swears at me, it's like, in one ear out the other so the behaviour's still like, she still swear so it's less with me. Yeah, I think with her improved as well, a little bit. It's less than what it was before. Yeah.</p> <p>Paul: What do you think? What do you think was made that change?</p> <p>Sheena: I think if we just speak to her nicely, she likes it that you, that we speak to her nicely. <i>I told her she wants oil for her hair, yeah. So I said, "Okay, when I go to town, when I go home bargains, I'll get</i></p>	<p>Self-internal-affective</p> <p>Self-internal-affective Self-internal- cognitive Other-external Ruptured. Non-mentalizing</p> <p>Explicit-Other-cognitive Non-Mentalizing Self-internal-cognitive</p> <p>Self-affective? Cognitive? Partial Other-external</p> <p>Other-internal-partially affective partial description.</p>	<p><u>Internal NS</u> Reflexive NS?</p> <p><u>Internal NS</u></p> <p>} <u>External NS</u></p> <p>TOPIC 5 END TOPIC 6 START Reflexive NS <i>External NS</i></p>	
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<p>you some." She was asking, what else I had not a chance to this time... so she's quite happy when, sometimes, I say I'll get you some. Yeah, I feel like it was my daughter. I'd like it if a TA would be nice than her... look after her a bit... I don't know. Parents probably can't afford things at home as well. I bought her biscuits as well. Me and name of staff, we buy her the biscuits for her, and we've labelled it Chloe's biscuits.</p> <p>Paul: How do you think that makes her feel now? Sheena: Like, friends and she's got hardly any friends. I don't think she's got many. She doesn't have anyone in school. She doesn't go anywhere. She tells she tells us what she doesn't... she doesn't have at home, like outgoing life. She doesn't go anywhere, cinemas, swimming, nothing, town, she doesn't go so she's just stuck at home.</p> <p>Paul: What do you think she's she feels lot of the time? Sheena: Depressed. She seems depressed. Yeah, she's probably then you probably get angry. She probably gets she can't live a... like a teenage life properly, like with friends. That is something she wants; somebody. But then we did ask for an appraisal, and I said, in fact, me, then name of staff can take her to the shopping centre, take, because we need to speak to one of the to name of staff for trips. And she said that last time they took her, but she was just running everywhere, and it's gonna be very hard, because what if she just went off from us? We don't know. Okay. What can we do? I mean, the First Aider must come with us so you feel like processes a lot of risk assessments to fill out. Yeah?</p> <p>Paul: So you think it's important for her, but there's a bit of, a bit of worry about... Sheena: ... she goes nowhere. She doesn't go. I think in the summer holidays she hadn't gone out anyway, not even, just the park... just at home. If you're doing that the whole time, they're gonna go crazy... They're gonna go a bit, depressed, I think, yeah.... She said she" was going my garden sometimes."</p> <p>Paul: So you to begin with, you're a bit nervous about working with her. And then you had that, a few weeks where it's quite challenging because there was a lot of swearing, and then you seem to, you said, like you kind of accept that now, and you like you miss that when you're not with you.</p> <p>Sheena: Yeah, she tells me, "I'm gonna have a good day today." She says, "You must be chill with me. Yeah, to go to your lessons. She was happy. Don't like try to encourage me to do my best."</p> <p>Paul: Do you think something's changed in the way she experiences like you like something's changed in the relationship, or...</p>	<p>Non-Mentalizing. Affective Q avoided. Other-external Other-external. Ultimate phrasing</p> <p>Other-internal-affective. Thin; ultimate phrasing ableist? Or acknowledging difficulties? Other-external Self-cognition</p> <p>Other-external & internal-affective. Thin; ultimate phrasing</p>	<p>} External NS – from Reflexive Opportunity</p> <p>} External NS Reflexive NS</p> <p>TOPIC 6 END</p> <p>TOPIC 7 START</p> <p>} External NS</p>	
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<p>Sheena: <i>Before she was like, I don't want you. I don't want anyone. I want name of staff back, because name of staff was her TA last year, right? Name of staff, yeah, but it's tough because you've got me now, yeah, and we need to work together.</i></p> <p><i>She keeps saying that she's okay, that's fine. Today, I said to her, I'm not going to be with you first two lessons, because I'm going to be a meeting. Yeah, by myself. She's okay. Sometimes she just goes, um, I couldn't find anywhere. Last week, we had history, yeah, RE. And she goes to me, I'm not going to go, RE. And then and then I didn't bother checking RE. So I went around the whole school. I was like, is she downstairs, checking all the toilets? Then after half an hour, I went, and she's sat there nicely, doing her work. And Miss was like, she's been doing her work so nicely, so she didn't even know she was here. All right. She refused to go to that lesson. Then she still went,</i></p> <p>Paul: and you were looking for her, and he actually thought she gone... vanished.</p> <p>Sheena: Yeah, so <i>she's making... and she's doing a lot. She's doing good work.</i></p> <p>Paul: It sounds like she's changed a lot. I'm really interested in what maybe has caused that change</p> <p>Sheena: maybe, <i>because she's in year 10 now,</i> and she knows she has to, yeah, yeah.</p> <p>Paul: okay, so I'm wondering as well about like our time together, because... I know when I've worked with your colleague,</p> <p>...I dive into a bit of the theory. So I've kind of done this is, like, I want it to be personal to you. I want it to be your space. But then I just want to see if there's any bits of this idea of mentalizing that's that's helpful... just to unpick it a bit more. Because the idea is, is that if you can think about a relationship role, you spend so much time with, you spend a lot of time, some people in school just spend so much time with a child, the relationship becomes a big thing, doesn't it?</p> <p>So in this theory, the idea is that mentalizing splits into four areas, so there's like, so this is the like, just the way we think, you know, if you think about your own children, so we've got like feelings, which is like affective feelings, actually. So we can think about our feelings, and we can think about our thoughts, and we can think about what's going on inside. So if we think about us, and we can think about others so external and internal, so we can think about other people's thoughts and other people's feelings as well as our own.</p>	<p>Other-external</p> <p>Other-external Self-external</p> <p>Other-external</p> <p>Other-external</p> <p>Other-external</p> <p>Other-external</p>	<p>} External NS</p> <p>} External NS</p> <p>TOPIC 7 END</p> <p>TOPIC 8 START</p>	
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Sometimes it's automatic. So that's a good example of that would be, do you ever have that thing where you kind of just know what somebody's you know, you know somebody really well, like children, and you just know when they've had a bad day, you know when something's up? Yeah. So that's kind of automatic. You can't explain it, but you just, you just have that sense. So sometimes it's automatic and sometimes it's controlled, like sometimes we just we it's really hard to figure out. We just have to really think about it...the other component... mentalization, so it's like, got these four areas...

Do we focus on what's on the inside, like what people are feeling and thinking, or do we focus on what's on the outside, like, our behaviour?

Are we thinking about us? Are we thinking about the other person? Are we thinking about feelings or thoughts, or is our focus automatic? Like, I say, like, sometimes you just know or is it more controlled? Do we have to really sit down and think hard about Wow? Like, why is this happening? Why is this person doing that all and the idea is, is that there's these four areas. They're like, I've got two halves to them.

And they reckon, in this theory, that relationships are at their best when we've got a balance of all of this. So if we can work out what people are feeling or thinking - that's really useful. If we can think about the other person as much as ourself, that's really useful. If we're thinking about their internal life as much as their behavior that's useful. And if we when we're stuck with people, if we were able to think about them bit more deeply in a controlled way, that's really useful. Does that make sense in a way?

Sheena: Yeah, sort of.

Paul: It's it is a tricky one. And so I suppose good example would be... if, if I wasn't mentalizing about a child, I might just focus all the time on their behavior... and the way their behavior makes me feel so they are...They're loud, and they shout and they swear, and that makes me feel horrible. And so if I'm only focused on that and that and what it makes me feel, then that relationship's not going to be very close. So what I need to do is like it might be that I've got, like in the olden days when I was teaching, it might be there's a boy in my class who shouts and swears a lot. It doesn't do his work. He makes me feel really challenged, really confused, a bit angry at times. But then if I started to think about him... Well, why is he like that? What's he doing? Why does he feel the need to control me. When I start to think a bit more deeply, then the relationship will improve, because I'm less centred on myself and his behavior. I'm thinking about, well, you know, you say a minute ago about what she might be feeling, you know, when you sort of think about the internal world as well... So that's kind of the theory on a small whiteboard.

<p>I'm interested. Are there any times where you feel that you're with , you don't get that automatic sense of thinking where you just feel a bit confused, and it's like, I can't work this out, like... she's doing this, and it's like,</p> <p>Sheena: <i>Yeah... she just has sometimes random outbursts for no reason, She doesn't tell us. She doesn't say what it is, as we'll be bothering her, right? But we don't know, and don't ask too much as well. Someone ...maybe someone's like, said something to her.</i></p> <p>Paul: So can you, is the times when you can just, you just get that. So I was like, you get that automatic sense like, "Oh, she's something not right today",</p> <p>Sheena: <i>yeah, yeah, yeah. It's just the way she's, you can hear from down the corridor sometimes, Someone said something, when we try and Chloe might just say "just leave me alone, I don't wanna talk about it..." that place just goes to name of staff's room, yeah, sits there, or she just goes and sits in the corner near... the classroom She needs a bit of time for herself. Yeah,</i></p> <p>Paul: How often does that happen?</p> <p>Sheena: <i>Maybe once or twice a week. I think, yeah, three times a week, yeah, not every day. Some days, really good. She has good days. Yeah, there's no screaming. It just depends. Sometimes, like the lessons, if she doesn't want to go and be forced to go, she doesn't wanna do the work... She keeps getting her phone out, not to take a photo, I keep telling her to put it away. But I just think if we take it off her, I don't know what would happen...</i></p> <p>Paul: So what's, what's it like for you at that time? You know, when she's, you know, 'I'm not going to lessons' and then she's been screaming, you know, how do you feel?</p> <p>Sheena: <i>I leave her alone for a bit and say "Okay, let's go to an area", open area, or a classroom, but there's no one there, And I said, you can just, like, do some drawing. Let me do drawing. She does. She likes drawing, so she does that for, like... last week, I think she was in LS1 and she had, she walked out of English. She went to the first session of double English. She walked out of the second lesson and said "I'm tired of my lesson now..." She just walked out. And I went to find her, and then I took her back with her, and then we're in LS1. And then me and her, me and her and Name of staff was there. Name of Staff said "Oh, just, just go back to Lesson." She said, "No, I don't want to go." And I got her back. Then I said, "Okay, do you go back? She's like, No, I'm doing coloring. I don't want to do back now. That's it. I've done enough."</i></p>	<p>Other-external Self-Cognitive</p> <p>Appeared to be implicit but changed to external-other External-affective</p> <p>Conflict to above – topic external-other self-internal-cognitive</p> <p>Self-external external-other</p>	<p>} External NS</p> <p>} External NS</p> <p>} External NS</p> <p>} External NS</p>	
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<p>Paul: So what's your thinking? Then when you get when you take her away, you know, like when you think I'll get to do some colouring?</p> <p>Sheena: Yeah, but I think that she maybe she's, she's in her work for rest of the lesson, still, she still needs to do it, because she's part of the group and said she don't want to miss out on it. I just wanted her to... she then she falls behind, and the next day she doesn't know what she's doing. So then, if she does that, she doesn't cooperate. Like, when we're in that room, she didn't do any of her English. Then I said, "Okay, let me make some notes for you. Then, you know, you then you write it in your own words," and she's like, "No, I'm not doing anything." Then she refuses, and she just does colouring.</p> <p>Paul: What's that like for you? Like, you know...</p> <p>Sheena: I just have to sit there and try and help her, look through her work</p> <p>Paul: And when she's still saying, 'No, we're not doing it.' What's that like?</p> <p>Sheena: I can't force her; I just have to leave her...</p> <p>Paul: How did it make you feel when she's like that?</p> <p>Sheena: useless...</p> <p>Paul: yeah, yeah...</p> <p>Sheena: (interrupts) Yeah. It just depends on the mood. But she's just had enough. It doesn't help with the students that she's with like name of child.</p> <p>Paul: Yes... you were telling me that story earlier about how children can...</p> <p>Sheena: (Interrupts) <i>I mean, she's now, like, she was in the same English class, same maths and same science as name of children, yeah. And they've split up now, so he's in one class and she's in lessons together, which is good, yeah, some lessons. He's okay, but he's got ADHD. He's very hyper, very lively. Every time, he just keeps telling you about looking at her. And there's other students as well in the classroom, like, what's his name?</i></p> <p><i>You just like, you're right, Chloe, you're right, Chloe. And then keeps looking at her and laughing. Then just laughing. Leave her alone. And then he tried to talk to her, yeah. They laugh as well.</i></p>	<p>Equivocal thought? Non-mentalizing. Thought about activity, (psychic equivalence). Other-external</p> <p>Non-mentalizing. Self-external Thought about activity.</p> <p>Self-Affective-Internal (implicit) Avoids?</p> <p>Pseudomentalizing? Other-internal/affective; Possible mentalizing (theory of why)</p> <p>Other-External Ultimate phrasing</p>	<p>Reflexive NS <i>External NS</i></p> <p>TOPIC 8 END</p> <p>TOPIC 9 START Reflexivity missed <i>External NS</i></p> <p>Reflexivity</p> <p>Reflex. missed</p> <p>} External NS</p>	
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<p>She's doing her work. And then she turns, she says "Just shut up and leave me alone." They keep on, 'Chloe, Chloe', they keep calling her, bugging her, and it's gonna set her off. Then she just starts walking off. I tell the teacher you know, it's because of what he's saying.</p> <p>Paul: how does Chloe feel when that's happening? Sheena: Sometimes she laughs. She finds it funny. Then she joins in like...</p> <p>Paul: Really? Sheena: Yeah,</p> <p>Paul: Is it... How easy is it to predict which way she's going to go? Sheena: Face, Facial expression... Yeah, you can just tell them they're saying something not here. Just randomly say something... then she joins in. They're just like dissing each other. I think it was in English as well. She's like, "Oh, name of child, you're this, you're that." And Miss was telling them to be quiet. And she laughing as well. Yeah, same time. But she doesn't take anything personal, she doesn't take it to heart and she's not scared as well of anything or anyone.</p> <p>Paul: So we're kind of talking about, like some of some of the bits that kind of confuse you more with their behaviour, like on what, what she might be thinking and feeling underneath that. Suppose that aspect of mentalizing, you know, the thoughts and the feelings... are there any other times when...</p> <p>Sheena: I think she might need urm... counselling or something. Yeah, counselling, yeah, just, but even then, she'll won't co-operate I don't think that's what she needs. There's a lot of things going on inside her head. Yeah, I think she's needs I think... therapy. I think she's got that... is it... schizo... schizophrenia... I think she's for got that...</p> <p>Paul: Really... Sheena: she does talk a lot to herself. I see her talking to herself. I see her laughing to herself, and she's whispering all the time, yeah, I think she's got something.</p> <p>Paul: Has she got a diagnosis? Sheena: I don't know... I think so? I think so ...someone... who said it? A lot of the TA (teaching assistants) have mentioned that she's got schizo... schzi ... how do you spell it?</p> <p>Paul: was it autism?</p>	<p>Other-External Self-external</p> <p>Other-External</p> <p>Avoidance? Juxtaposed to last statements Other-External Other-External Implicit? Other-Internal-Affective.</p> <p>Pseudo mentalizing?</p> <p>Pseudomentalizing. Closed, thin narrative</p> <p>Other-External (-ve prediction of future).</p> <p>Pseudomentalizing</p>	<p>TOPIC 9 END TOPIC 10 START</p> <p>} External NS / Some Reflexivity</p> <p>} External NS / Some Reflexivity</p> <p>External NS</p>	
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<p>Sheena: She's got that as well. I think so.</p> <p>Paul: All right, Schizophrenia and autism are similar, in a sense, because there's this idea of,</p> <p>Sheena: (interrupts) ... She whispers a lot to like in drama, she was staying in the corner. She does no work in drama by the way, she goes there, she does nothing. It's like she listens to everything, discussions... She joins in, yeah. When it's time for her to rehearse or to do, she had to write a script last week... A few weeks ago, she didn't do nothing. And I wrote this script for her, and I said, Let's just let me help you. I'll do it... Okay, I'll take it home. She took it home. She didn't, she didn't go through everything. She was like "Ah... lost it...". Not bothered doing it. So she just goes in, sits in a lesson, and does nothing. But it's great that she goes in.</p> <p>Paul: So it sounds like, because I know earlier, you're saying she's doing really well, and you feel like you've got your relationship with her has really strengthened, like, but then there's these little pockets, it sounds like, where she's, you know, she'll sit there and not do anything... you know, sit there. You said "I can feel useless" at times. And then she'll go to drama and, and then she does confusing things while she's in the corner and she seems to</p> <p>Sheena: Yeah... laughing and talking to herself, yeah, laughing and talking to herself. And I said, "Oh, who are you talking to Chloe" and she's like "Oh, no one."</p> <p>Paul: What's it like for you when you see that, you know?</p> <p>Sheena: A little bit scared, yeah, if she's got she's I don't know if it's because she's, you know... diagnosed with that.</p> <p>Paul: What's scary about it?</p> <p>Sheena: She just... laughs. Yeah, sometimes it's like, when the whole classroom is quiet, she just screams, and everyone jumps, and she starts laughing... she screams like big a noise. She starts having she's got like, a smack on her face loud enough. Sometimes she coughs, laughs to Students, she's, um, does these random things. Our (? Indecipherable word) has noticed quite a few times. I think name of staff knows more because she's with was with her the whole of last year, so she knows what she's taught her and everything.</p> <p>Paul: Yeah, so there's a lot there that you just feel isn't available for you to work out. So it sounds like there's a lot of this idea where you have that automatic like, yeah, I can figure it out. I know what's going on for that person. And then there's that kind of control they have to do a bit deep thinking around us. Would you say that you're having to do a bit more of that deeper thought?</p>	<p>Other-External</p> <p>(Appearing teleological; linked to outcome of behaviour). No alternative; self-cognitive</p> <p>Other-External</p> <p>Other-External</p> <p>Self-Internal-Affective</p> <p>Avoiding?</p> <p>Other-External</p> <p>Self-cognitive</p>	<p>} External NS</p> <p>TOPIC 10 END</p> <p>TOPIC 11 START External NS</p> <p>Internal NS</p> <p>} External NS</p>	
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<p>Sheena: Yeah</p> <p>Sheena: She would need to be in a weekly sessions? She I bring her?</p> <p>Paul: Do you think there's any role for you in in that? Because, actually, this idea, this idea of mentalization is, is the idea of... if you, if you strengthen somebody's ability. Because the idea is, if you're doing it, if we all do this around children, then they pick it up as well. And you know, it might be that we actually look at ways for you to explicitly help, because this, this resource book I've brought along, has got some nice activities in that you could do with kids. So I'm wondering, you know, how would you feel about a bit of, maybe, or just, like, just the odd thing here and there. I just take borrowing bits of this, because it might be that she's not, you know, maybe she's thinking a bit too much about herself and all the others I don't know. You know, the inner world and the outer...</p> <p>Sheena: <i>She doesn't care about anyone's feelings.</i> Just say, like the cancer thing, she'll say "okay, it's just a disease anyway." But no, it's not because a lot of people spoken that they're upset, they're really upset... she doesn't. <i>She doesn't care, she doesn't have emotion.... Urm ... she's emotionally unavailable.</i></p> <p>Paul: That's a way of putting. That she it sounds like she has emotions, because she'll start laughing to herself, but then, but then, it doesn't feel easily available, like sometimes it's hard. It sounds like it's hard to work out what she's thinking and feeling, which might mean there's, there is a role for us here to think about this next week and the week after. Because it sounds like, I don't know, you tell me if I'm wrong, but listening to it sounds like you were on a bit of roller coaster at the beginning, like emotion issues, swearing and that was creating emotions in you. She was having big emotions. Whereas now you feel like you're a bit more on top of that. But there's still this space for ... there's some quirky things that happen that you're not quite sure about.</p> <p>And there's this sense that you're saying earlier about like, there's this sense of you just can sometimes sit next to and feel useless, like I don't know how to get to work. So it might be that we can focus a bit more on that.</p> <p>Sheena: If she says no to it, <i>then you can't, you can't just fight it.</i> Then if I do try, then she says to me, just stop encouraging me. She'll say, I'm going I'm going...</p> <p>Paul: Are there any bits like...</p> <p>Sheena: (Interrupts) <i>she can't be encouraged. Says I don't like being encouraged.</i></p> <p>Paul: So you can't you can't win. Then (both laugh)</p>	<p>Pseudomentalizing Care or understand?</p> <p>External NS</p> <p>External NS</p> <p>Pseudomentalizing External-other</p>		
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<p>Sheena: She doesn't think... she's urm, you know. The kid was in front of her. She just drew everything. She just drew drawings of Goths. She... That's what she does, she doesn't let anyone look at her drawings or nothing on her writing. She covers it. And I said to the teacher, she's in the think no test.</p> <p>Paul: So what? What do you think when she's in those situations? What you've got this behaviour? She's not engaging like you said...</p> <p>Sheena: yeah, If I said "you need to do this test, she'd be like "I'm going now."</p> <p>Paul: So what's she feeling at those points? Do you think what's going off like, you know, that interna...</p> <p>Sheena: (interrupts).. 'I can't be bothered.' She said that, I can't be bothered to do it...</p> <p>Paul: So she's saying that sometimes...Is there a feeling that that can't be bothered is trying to keep safe. Is there something going off in her that's not very nice to experience?</p> <p>Sheena: Basically, I think it all boils down to what happens at home... I don't know... I don't know what home life's like... If she doesn't get attention enough... I ask her "What did you have last night? And I wonder if she's been neglected and she cook it yourself... and she goes 'Oh mum made if for me' and go "Oh, that's nice." I don't know how the relationship is like... And then she goes "Oh, I need some new trainers... she needs new trainers. I go "Do you go shopping or town with your parents?" "No, my parents are poor and they're not gonna take me. I need Miss name of staff to get me new trainers... Or the school, school will have some for me... things like that. So it makes you think that, maybe... (long pause), I don't know, may be she's been neglected or something.</p> <p>Paul: So if you sounds like you've got to worry about that... How do you think ...</p> <p>Sheena: (Interrupts) I've seen one she wrote in his... what lesson was it? In Well Being, yeah, they were talking about neglect and everything and depression. Then she said something like, she's, she's been abused by her Biological father... Biological father, I think he's passed away and now mum's got a boy friend and they didn't get on... but she was abused mentally, and she's been mentally abused by her sister, and she shares a room with her, and she doesn't like her sister. And she goes, "This is why I have, like, have these arguments" or something...</p> <p>Paul: Do people know about this? Chloe saying that she's been abused?</p> <p>Sheena: <i>I think mum knows, and names of staff knows... and I've seen her, she wrote it all down...</i></p>	<p>Avoiding 'feeling Pseudomentalyzing</p> <p>Pseudomentalyzing Self-cognitive</p> <p>Avoidance? Need for containment through expressing story. Pseudomentalyzing</p>	<p>External NS</p> <p>External NS</p> <p>Reflexive NS External NS</p> <p>TOPIC 11 END TOPIC 12 START</p> <p>External NS</p>	
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<p>Paul: So she lives or she's had this world where she feels like people have been unkind to her, Sheena: yeah.</p> <p>Paul: How do you think... Sheena: (Interrupts)... maybe that's why she's become like this...</p> <p>Paul: Yeah? But how do you think it affects her day, like, what, what feelings is she carrying about with it? Do you think? Sheena: hate sometimes... she hates people? Resents them,. She probably feels she didn't care, because it happens like, if you abuse as a young person, yeah, that's what happened to my husband, he was abused as a child,</p> <p>Paul: oh, wow, Sheena: by his mum and dad. Everything.</p> <p>Paul: Okay? Sheena: Yeah, he talks about it. He's, in fact, you think that they'd, he had no help, like, he, he just normal school. Like, if he came to this school, they help him, yeah, I think he'd have been a child that would have, you know, learning difficulties and like, something like Chloe, yeah, because he used to be bullied in school and he gets to go home with mummy, still has affected him a lot. Just now he's, I said he needed therapy, yeah, just now he's like, and then he has anger problem. You know, it affects them when they go grow up. So I'm sure Chloe will have some sort of anger problems. It's like, it's down to parents.</p> <p>Paul: So you said, like, she's got this hatred and this anger, so... Sheena: (Interrupts) yes, yeah... And then there they way she looks at people from the corner of her eye...</p> <p>Paul: And what you the other thing you've noticed is, like, her behaviour is that she she leaves, she stops doing things that might seem too tricky, like the maths test and some of the work...</p> <p>Sheena: (interrupts) Yeah, yeah. She probably knows that she's moved up a set in maths as well. So she knows her stuff... she is... she can't be bothered to do it.</p> <p>Paul: Do you think, do you think that's it? Do you think she's...</p>	<p>Pseudomentazing</p> <p>Pseudomentazing Mentalizing? Possibilities are open</p> <p>Implicit-external-other-</p>	<p>} External NS</p>	
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<p>Sheena: (interrupts) I think she can't be bothered because she knows what she's doing? She's very clever... The best that she's used in English... Teacher was impressed, Mr. name of staff was so impressed, couldn't believe her language.</p> <p>Paul: I'm wondering, if, you know, we're just saying, about... you know, abuse</p> <p>Sheena: (Interrupts) you know that she can be like a top student. She doesn't want to do the work.</p> <p>Paul: How do you think it has affected her? Something like, these things that have been said to have happened?</p> <p>Sheena: ...And she wants to, like, kill herself – she said that on Friday... what did she say?</p> <p>Paul: Okay, so the on Friday,</p> <p>Sheena: Yeah... I don't know if she told someone or not...</p> <p>Paul: Yeah, we'll have to follow that up if not...</p> <p>Sheena: <i>Like she's just, she just said, like she was just, I can't remember when she said it, but it wasn't enough, because things have happened on Friday, yeah? But she said it, like, just randomly, like, just as a like, it was a normal conversation, oh, just kill myself.</i></p> <p><i>I said, Oh, have you tried doing anything? Hurting yourself? She goes, "No, but, um, sometimes I just feel like killing myself." (...) Pause.</i></p> <p>Paul: So she's quite like, you're saying earlier, like this, this complexity to her, isn't that like you saying like she does these things in drama where she seems to be laughing to herself. So there's a lot of confusing things I was just thinking about. You know, you say like she she hates. She seems to have this hatred, as you described like this. She can be quite angry. Appears to be angry towards other people, like herself, like she doesn't, she doesn't like herself at all, like there's this she wants to hurt herself. So I'm wondering if the can't be bothered (long pause)... whether there's something deeper there. But I don't know. What do you think?</p> <p>Sheena: yeah, I just think it just comes down to family, like, yeah, I don't know... home life... maybe</p> <p>Paul: I wonder if there's something around failure, like not doing things is like, if I don't do my test, I can't fail... If I don't do that work, I can't fail. And what, what failure might open up for her, in a sense, "if I've done it wrong," and what that means to her, if, if you if there's this idea that there's a lack of care or love, or whatever the you know there's something there that you wish it's it like, seems like there's not been enough of it for, like, what that's done.</p>	<p>Pseudomentazing Said without affect; matter of fact</p>	<p>TOPIC 12 END TOPIC 13 START Reflective NS? <i>External NS</i></p> <p>} External NS</p> <p>TOPIC 14 END TOPIC 15 START Reflexive NS?</p>	<p>Attempts at reflexive meaning making appear to miss Internal NS.</p>
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<p>Sheena: I don't think she's received any love. I don't know. I just feel like that's what I've seen that. I think that Miss has still got it her...</p> <p>Paul: Okay, yeah, We'll have to make sure it's passed on. If she says she's she's that unhappy</p> <p>Sheena: She doesn't look... she smiles and everything, it's not like the she's really like,... like they're going to be nasty to her because it's parents. They're not gonna be nasty. I think she was probably, she probably wasn't given much love as a child. When she was young, she just become like this maybe...</p> <p>Paul: Can you think of a time? A time when things have gone really well and who've thought "Ooo.... I've had a great day..."</p> <p>Sheena: ...What last Tuesday, we had music. She loves her music lessons because of sir. She likes him! And then the playing, they were doing instruments. They took up their drums and everything. So I said, she was staying there, and I said, "Come on Chloe, just play something, even if it's, you know, just do anything... join us." And we both joined in. And she really had a bit a go, like, she picked up so well, she was doing something with her for that.</p> <p>Paul: Oh, wow.</p> <p>Sheena: She was using something... I've forgotten what they were called...</p> <p>Paul: Symbols?</p> <p>Sheena: Like symbols, yeah, yeah. She, she picked it up so fast. The whole lesson, she would just, like, enjoying it. She was laughing. And then me and him having goes, yeah, yeah.</p> <p>Paul: And were you? Were you with her?</p> <p>Sheena: Yeah, I was with her...</p> <p>Paul: Oh, right. So you both doing it together?</p>	<p>Pseudomentazing Said without affect; matter of fact</p> <p>Pseudomentazing. Said without affect; matter of fact</p> <p>Implicit mentalizing?</p>	<p>External NS</p> <p>External NS</p>	
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<p>Sheena: <i>Yeah, she had a go for about ten minutes and I had a quick go, yeah. And then she swapped to the piano, I think then she was doing a few things there. I was thinking... it was really nice. It was, I said, "Oh, we enjoyed the music lesson" she goes, "yeah, it was fun, it was nice."</i></p> <p>Paul: You said that so like you enjoyed it. Did you enjoy those? Sheena: <i>Yeah, yeah... It was quite nice...</i></p> <p>Paul: Do you think she picks up on that? You know when you when you have these nice moments together? Sheena: <i>Yeah, yeah. She likes it.</i></p> <p>Paul: How do you know she enjoyed it, like with you? Sheena: <i>She smiles, does this thing with the eyes. And it's like, you know, today I said to her, "Oh, Chloe, I missed you during the week and your very quiet... I like I'm looking for you..." you know, yeah. And she's like, "Oh, thanks." I do, but you know, I'm not just saying it. And I think to myself that maybe that's what she wants- someone to give a bit of affection, yeah, care</i></p> <p>Paul: Yeah... care and curiosity a bit there you've shown there, that you've been thinking about her. Yeah? What about a time then where – and that's a really lovely example. You're like, you've had this shared experience, yeah, that's really fun. There been any times recently where it's not been as fun, you know, it's been quite, maybe not really hard, but like, just confusing, or just a bit tricky, or a bit like, you felt, I don't know what to do. You know,</p> <p>Sheena: <i>Just when she just...since that time, she was swearing, and then another time was in drama, when she just, there was this girl, she's really soft. She like, she didn't like cries and anything. And obviously with Chloe, she's looking at Chloe, she's just looking at her. Chloe says "What you looking at?" then she just looked away and then you could tell she was about to cry. And then she started then, Chloe, yeah. And for no reason, that girl did nothing really, Chloe goes... what you looking at me for you? Keep your eyes down. Things like this really...</i></p> <p>Paul: Really?</p> <p>Sheena: <i>So yeah, she started crying, the other girl and I went to her and said "Just ignore it." No, she says that and she swears at me and says mean things, she says things, but I said "Just ignore she doesn't mean it." And she goes, "Yeah, but I don't like it when anyone swears. That's mean, horrible." She's really upset.</i></p>	<p>Self-affective:cognitive- Internal</p> <p>Multifaceted: External:internal-self- other-affective-cognitive</p>	<p>Internal NS</p> <p>Internal NS</p> <p>Reflexive NS</p> <p>TOPIC 15 END TOPIC 16 START</p> <p>External NS</p> <p>External NS</p>	
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<p>And then I said, to Chloe "Sometimes you upset people... you need to apologize, you at swore her." She goes, "No. I'm not gonna apologize. Why should I?" She refused. She didn't say sorry.</p> <p>Also, she's, two weeks ago, she, she stole, I think I told you? No?! She stole... Name of staff, maybe name of staff... she went into her room, yeah, because sometimes the room is open. It's a sensory room. And she looked in the draw, she took two lip glosses, like lip balms... and she stole it. She put it in her pocket and started putting on and as I seen her do that.</p> <p>I think someone, one of the staff members, TAs, knew that was name of staff's lip balm, yeah, and they told... and she got told off by name of staff, like shouted at her last week, I think the week before (indecipherable). She goes "I was only borrowing it." She goes, "No, you put it in your pocket. Obviously (indecipherable word). Then she says "Oh, we're gonna go say sorry to Name of staff,' and she's like, "No, I'm not gonna say sorry to Name of staff. I don't care."</p> <p>She didn't say sorry name of staff. Said sorry to her, yeah, and she said to throw those lip balms, because she said, "I don't want to use that because you've used them now. She goes "What gives you the right to come into my room in my personal off(ice)... draw and open them and take my things?</p> <p>She's like, "Yeah, well, you shouldn't leave your room unlocked, and I was only borrowing them, right?" She thinks that she's done nothing wrong.</p> <p>Paul: Are you ever in a position like that? You know where you have to teach her about something she's done?</p> <p>Sheena: (Interrurpts) She denies everything. She says "I didn't do anything... I was just borrowing it, I was gonna give it back to her." Eventually like that, it's what she she says, but it still is like stealing isn't it? She wasn't gonna give it back to her when she come into the stuff, and then she took a few days, next, the next day, I think she took someone's Red Bull out the fridge and she started drinking it. She put it in her pocket. I think then, I think she drank it and someone saw her. Then there was an email about that... Are you sure... no one goes... she doesn't go into the staff room.</p> <p>Paul: So you said, she denies things. She denies things is that all...</p> <p>Sheena: (Interrupts) But she admits that she's taken it, but then she's got an innocent excuse, like, "Oh, did I borrow it again?" Like she tries to cover up, yeah, yeah.</p> <p>Paul: Why do you think? Why do you think she...</p>	<p>External-affective-other. Reported speech however.</p> <p>Pseudomentlizing?</p>	<p>External NS</p> <p>External NS</p> <p>TOPIC 16 END SHIFT</p>	
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<p>developed this idea, Hagelquest. She says, you know, the next thing we should be thinking about, maybe it's like, well, what does she need to learn? It seems like listening to you, this fits well, like this, this, you said she's getting away with it, yeah. So it sounds like there's, there's a lesson, there's something to be learnt. But it's not quite happening, like in you talking about discipline, but there's something in there, around the way she talks to others or treats others that you know you said she swore at you.</p> <p>Sheena: (Interrupts)... <i>And, but nothing was done about that. They wrote everything down on Sims. (Indicepherable section) They said she has to write for a day, half the day, but she wasn't even... its' a punishment thing ... not harsh punishment, but she needs to be disciplined a bit.</i></p> <p>Paul: Okay, so...</p> <p>Sheena: (Interrupts) she would just like... in the future when... she's if she carries on like this, she's gonna be beaten up outside, you know by people. She just starts, you know, very randomly at people... when she's walking in the street. I'm not joking – because they're going to batter her they are, I'm not joking! Because sometimes the things that she's she... I imagine she's walking down a street and she's like, "What you looking at?" This isn't gonna go well... so... So these girls could have gone for her. If it was at school, they would have punched her...</p> <p>Paul: Yeah, I remember you said at the at the start, like the way you said...</p> <p>Sheena: (Interrupts)... like, I said to her, you can't go home by yourself. She wasn't getting a taxi. She goes "No, I'll be fine." I was like, "No, no. You can't" I said, "Can you fight back? Can you fight? If there's one of you, and there's like, five, six of them, you're not gonna fight... so do something, probably not now, but they see her, and she doesn't go anywhere anyway, but in case they see her, they might push her or something: we don't know. School can't do anything about that out of school I don't think. So she needs to watch what she's saying or she's gonna get herself into trouble I think.</p> <p>Paul: So maybe, in a way that this is why this could say, you know, it's like, why is she doing this? Is there something that she needs to learn under? Under this theory, this mentalization. So it's not necessarily about, you know, forcing, forcing discipline on people, or whatever it's it's like there's something she's not she might not have learned how to communicate a need properly, for example, like she's confused in a situation. So she says certain things, and then it's like, and then it falls on us. It's like, well, how can we get it through to her? How can we teach this worry to her, or this thing that's not working for a her like? What can we do?</p> <p>I'm wondering, like, do you get much chance with her to reflect on things? And you know, like...</p>	<p>Pseudoementalizing</p>	<p>TOPIC 18 START</p> <p><i>Reflective/ External???</i></p> <p>TOPIC 18 END</p> <p>TOPIC 19 START (REVISIT)</p>	
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<p>Sheena: (Interrupts) She always speaks to me about... (pause) you know like, the things that are going in in her head (pause)</p> <p>Paul: Yeah, or if something happens, like, she's taken the can of Red Bull, or, do you get chance to to do that? Like, Well, why is she doing this? But, you know, it's like, okay, she kind of needs to learn something new.</p> <p>Sheena: <i>She admits that she's taking it. She doesn't think she's at fault. She didn't obviously just borrow it, trying... to make herself look innocent. I think. Hmm. She thinks that she's not in the wrong when she is sometimes, but sometimes she's not in the wrong. Students that say things, she says things back - she's not gonna sit there quietly is she?</i></p> <p>Paul: Are there, are there any things you would like her to learn, though you know like things that you think she needs to just alter because you sound like you're worried about her. There's some worries you've got around. getting beaten up out of school because she upsets people. She offends people by accident. Are there certain things you would think, right?</p> <p>Sheena: <i>I think she controls what she says.</i> She thinks about what she says. Like "I can't say that, that wasn't nice." Because are, people are affected by that. Families, close family members... <i>and it was quite... yeah... it was quite...</i> and you could tell that name of child; she was fuming when she said that she was... 'How dare you say that' and 'I'm gonna beat you up I am Chloe.' Just things, and if she's walking around, not that it'll happen now, but just if they see her around and they're not gonna forget what she said. Yeah, Chloe's the type, she's not on the same (indecipherable word), she'll say something back straight away. She needs to watch what she says to protect herself. I Think. I don't know why, she's not gonna...</p> <p>Paul: Okay, so, how do you feel about the session?</p> <p>Sheena: It was good. Yeah. <i>I enjoyed it...</i></p> <p>Paul: Is there anything? Is there anything you want to focus a bit more on next time?</p> <p>Sheena: Maybe... Maybe try and understand why she feels... think... like she does, why she does this? What she's feeling, <i>I already know what she's feeling but ...</i> do you think we can get Chloe here?</p>	<p>Broken description of possible mentalization</p> <p>Self-affective-internal</p> <p>Not evident in dialogue for this session.</p>	<p>External NS</p>	
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Paul: No, no. Not allowed to do it with that no, no. The idea is, is that if we because this is something adults do, children are learning this skill. So if we can start to help people to think about their thoughts and feelings, think about themselves and other people thinking about behaviour the outside world. You know what we see, what might be going on from the inside, if we're demonstrating this and modeling it to them, then they learn those skills. And like you said, with with with other life experiences. And like you're saying about, you know, your own experiences with your husband, like it can really disrupt that ability.

Sheena: Yeah, **yeah... it's like a pattern... it's like a? Urrr? It's like a pattern I think.**

Paul: It makes it harder for them to pick this up, because they've not always been shown it. You see?

Sheena: Yeah... He'd come home, when he was like 16 I think...The teachers had telled him off and then dad used to tell him off. And then tell him off. Then the mum... things that they've been through, then they just give up. Yeah,

Paul: So today, we kind of had a bit of a think about the basics of the theory you've given a lot of... A lot of stories around her, and what it's like to be with her, and you've got these really lovely parts of your relationship, sounds so great. And then there's a few bits that are still a bit confusing. And then what we can start to do, then we can use the next sessions to start to focus in a bit more about those. I've made some notes today about those things. And then we'll kind of the idea will be, if you if we can think more closely about her thoughts and feelings and what her experience is like, then we can help her to be more aware of that, and then eventually some of the things that you're worried about with her might start to shift.

Sheena: Ok, yes, thank you.

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Appendix 5b – Mentalization and Narrative Structure/Sequence Analyses (using NPCS) of Transcript 2 (MBC2).			
'Paul' (Researcher/Consultant) & (Pseudo-name for consultee/participant) 14.10.2024 (10:12am start; 11:00am finish).			
	Mentalization	NPCS Topic Segments and Narrative Modes	Reflexivity/ Reflections & Context
<ul style="list-style-type: none"> Analysis 1 - Applying adapted analysis of hypothesised facets of mentalization: <ul style="list-style-type: none"> Affective/ Cognitive Self/ Other (mental state focus) Internal/ External Focused (e.g. internal conditions or facial expressions) Implicit/ Explicit (Automatic, Controlled) 3 Non-Mentalizing States: Psychic Equivalence; Teleological; Pretend Mode Pseudo mentalizing 'Balanced'/'unbalanced' Analysis 2 - NPCS (Narrative Process Coding System, [Angus et al, 2012]). <ul style="list-style-type: none"> Identify 'topic segments.' <p>Identify <i>External Narrative Sequence</i>, <i>Internal Narrative Sequence</i>, Reflective Narrative Sequence.</p>			
<p>Paul: Right? So we've got half term next week, so we won't be in, will we? And then we've got one more session after half term... So, I went away after last week, and really thought hard about all the things you're saying about you said what's working and not working so well. I've got, I've got a bit of an idea of where we could focus, but obviously you know her best, and you know yourself best, so we could do that today?</p> <p>I think last week, it was a bit more kind of telling the story of what it's like being with Chloe. And, then today might feel a bit different. It might feel like we're focusing in a bit more on specific things to do with day to day work. But I just thought like maybe you'd want to start off with, if you like, if you got any reflections.</p> <p>Sheena: <i>She's not been here, on Friday. I don't know if she's here today. Sometimes she comes in a bit late because she misses her taxi. I think, name of staff said she'd come for a bit today as well, but she said that she's not having a good life at home. So she been... I think... name of staff said she's been swearing at her and stuff, yeah, things been doing, and she got told off. She got told off again quite badly.</i></p> <p>Paul: Okay, so, like, so what you're saying. I remember from last week was that you you've seemed to have with her, and you've got a nice relationship with her, but there are times when she's struggling to</p>	Other-external	<p>TOPIC 1 START</p> <p><i>External NS</i></p>	

<p>do her work, and she's just getting up and leaving the classroom, the swearings there still. So we, what we can do today is like, unpick what's going off in her head...</p> <p>Sheena: (Interrupts) <i>She's not sworn at me for a long time, but she's, she's swear at her... on Thursday (pause) Friday she wasn't here because I think she was quite upset, and then now she's showing emotions. She started crying... I've never seen her cry before.</i></p> <p>Paul: All right, okay, so how do you think she's feeling then?</p> <p>Sheena: <i>I think it's getting to her... everything. When staff tell, tell her off, it's getting to her. And I think she got told her for something else, I can't remember what it was. Think she said something to a student... she got told off quite badly. And then she started crying. And then finally she come in, maybe because she was upset.</i></p> <p>Paul: So you think... she's started to feel sad or stressed or...</p> <p>Sheena: <i>Sad. I think it's sadness because at home, she's not having a good time at home. When she comes to school, she probably feels safe but then she's getting told off here as well.</i></p> <p>Paul: That's that's quite a good way of looking at it, I suppose isn't it?</p> <p>Sheena: <i>She probably, like, I don't know...</i></p> <p>Paul: This is her safe space, and then it's starting to feel a bit tense for her; a bit tricky</p> <p>Sheena: <i>She told a student to kill themselves.</i></p> <p>Paul: She did? Okay. And I know that was something you worried about last week, that she says things and you worry that it's not going to go well for her. So I think what I picked up on last week with her was that, from the way you've described it, what she does. She's not yet reflecting on her own experiences, so she's saying things without thinking about the consequences.</p> <p>So I'm sure there's times when you get fed up with people, and you'd love to tell them what you think of them, like we all do, but we don't, because we know it will, it will create other problems. So we kind of ... can regulate ourselves, and that's a word we might use a lot to say that, you know, we can regulate. We can stop ourselves from doing that.</p>	<p>Other-external Other-affective-internal/external</p> <p>Multifaceted: Self-Cognitive & Other-affective</p> <p>Pseudomentalizing? Mentalizing? Multifaceted: Self-Cognitive & Other-affective. Paradoxes presented: Complexity. Hesitant.</p> <p>External-Other</p>	<p>External NS shift to Reflexive NS</p> <p>External NS shift to Reflexive NS</p> <p>Reflexive NS</p> <p>TOPIC 1 END</p>	
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<p>From the way you've described Chloe, that regulation doesn't seem to be there as strongly as it could be. She's saying things, she's getting up and wandering off.</p> <p>And the way we learn to regulate is through the people around us. So like you've got little kids... I've got kids - three girls is it?, I've got three boys. I bet mine are messier than yours! (laughs) But you say, "Oh, come on, you look tired. It's time to get ready for bed," and you get back "I'm not tired." "Come on. You are." So what you're doing is, is you can notice something about the behavior, and then you're mentalizing, under this theory that we're thinking about, you're thinking, right, okay, they're not just being a pain in the bum. They're tired. There's a reason for this problem. There's a reason for this behaviour. They're feeling tired, and then we say, "No, come on, you are tired. Come on, you're getting sleepy. I can see it in your body." So what they are learning is like, Okay, I've got this funny feeling in my body, and mum is saying I'm tired, so I'm tired. Now, if we never do that they never learn.</p> <p>And from the way you described the home experiences before, there's a possibility there, but also there's another possibility that, because she's autistic, that process may just take longer. So it could be because of that so she doesn't pick up on people teaching things. So I started to wonder after last week, whether we need to be a bit more explicit in the way we work with like the way we teach her things. And I don't mean like sitting her down and doing a maths with that. I mean like getting her to reflect on herself and other people. But to do that, we've got to do that first, we've got to kind of own the times when, you know like if she was swearing you know you can remember your social swearing at you and it made you know, it was quite hard, that you've got you've moved through that now.</p> <p>Sheena: Yeah, so, she did tell me that urmm... in her lessons, 'Just leave me alone, I don't wanna do the work... stop pestering me. But I feel if you're firm, if you be firm with her... she goes ok, chill! Relax! She does that to me (laughs), so "Ok." I bought her some more cookies to er... have with her coffee but she's not, she's not here.</p> <p>Paul: So you've got this wonderful relationship with her where you said you miss her and it was a bit like a mother-daughter relationship- you said you've got a 14 year old at home and at school (laugh)</p> <p>Sheena: yeah (laughs), I do miss her...</p> <p>Paul: And, you're very caring for her</p> <p>Sheena: Yeah, it was like I was saying about those girls, like I was saying before... I was worried, they still got a problem with her, I think, but they've not done anything with her... it's just like, you've gotta be careful...</p>	<p>Self-internal-cognitive Other-external Self-external</p> <p>Self-internal-affective</p> <p>Self-internal-affective Self-internal-cognitive</p>	<p>TOPIC 2 START</p> <p>External NS</p> <p>Internal NS</p> <p>Internal NS</p>	
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<p>... so... so last week, we were in blue area, and then she asked a member of staff for a sharpener. And then she came to me she said oh can I keep the sharpener and she's like yeah let's keep it and then she was in maths, we were maths, but she wouldn't let me sit next to her – so I had to sit at the back and she sits at the front. And then what she was doing, she kept putting her finger in the sharpener. I didn't notice name of child. And then she's like, "Oh, Miss can I go to the toilet." And then Miss goes 'Yeah. Ok.' So we follow her. I was in the toilet with her, but I couldn't go inside. Yeah. And then Name of child followed, went there as well. And then she goes to me, "You do know she got a sharpener. You know what she's was doing?" She was doing. She was putting her finger and trying to sharpen the finger. She was...</p> <p>Paul: Really, why was that do you think?</p> <p>Sheena: I don't know. I kind of think self-harm, but she does some, she does like try and do, I think I've seen some like as well.</p> <p>Paul: Maybe, yeah, suppose it's quite tricky, isn't it? Because some children's self-harm because of the way they feel. But then some people with autism might do that for sensory reasons, because they'd like the feedback is interesting for them.</p> <p>Sheena: <i>So just, ermmm... I took the sharpener off her. I said "Can I have it... Miss needs it back..." So why? She says. "Because she needs it back... In case she does need to sharpen a pencil."</i></p> <p>Paul: How did she seem that day like? What was her mood like?</p> <p>Sheena: <i>This was Tuesday last week because erm... I didn't have her after that.. She's okay... She didn't go to maths. I'll see what lessons she had (checks through folders from bag). Yeah, so she had double maths. She didn't go to that. She stayed outside. She stayed in the blue area and did some work.</i></p> <p>Paul: Do you think she was in a mood where she...</p> <p>Sheena: (Interrupts) She said she couldn't be bothered. She did do a bit of work though. She did do a bit of work. RE, she didn't... she did like, a whole page. She was in a good mood, I remember telling her that, you done really well today. The whole day she did really well. And then the last lesson, actually I think it was Monday, I think it was Monday because she had maths last lesson on Monday, but she was in a good mood. She wasn't, you know, misbehaving or anything. It's just something happened on Wednesday and Thursday but I don't know because I wasn't her TA that day. So name of staff, she knows more. She was, but she wasn't in a good mood because she was er... really, she was crying and she got told off – that's all I've heard – so she didn't come in, I don't know, that's all I've heard.</p>	<p>Other-external ; self-external</p> <p>Other-external</p> <p>Self-internal-cognitive Pseudomentalizing: She 'likes' to try.</p> <p>Non-mentalizing in context to offer External-other. No ref. to mental state.</p> <p>Pseudomentalizing? (adopts narrative/reason) Other-internal (not specifically affective) Mood-linked to behaviour. (External-other)</p>	<p>TOPIC 2 END TOPIC 3 START</p> <p>External NS</p> <p>Opportunity for Reflection missed</p> <p>External NS</p> <p>TOPIC 3 END TOPIC 4 START</p> <p>External NS</p>	
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<p>Paul: Okay, so before we start today, kind of kick off properly. Is there anything you want to get out of today, or just this session and the next one?</p> <p>Sheena: Like what?</p> <p>Paul: I don't know... The idea of using this theory is to help us reflect more on a child. So it's stuff that you don't have to do with me, you know, stuff you can continue to do. And the idea is, if you were reflecting more on what they might be doing and why, and opening up the possibilities of why they're doing things. And we're talking this this with them... So we're helping them to think about, "Oh, you did this earlier. I wonder why you did that. I wonder if you're feeling sad." We're scaffolding their brain functioning in a way. And that means, when, if we do that long enough, eventually they'll get to a point where, in theory, they're they're able to regulate better, you know, they... they know when they're stuck. They know when maths is too hard. And the idea would be this, that they don't wander off in maths anymore, because they know that I'll get that feeling in maths because it's too hard. I need to ask PARTICIPANT NAME for help, rather than "I'm just gonna walk off and hide in the toilet." So that's the idea. So it might be for you, it's still a bit exploratory all this. It's a bit like, 'I don't know what I want to get out of it. I'm just interested, and I'll see.'</p> <p>Sheena: Obviously, help. I'd like to help her....</p> <p>Paul: Is there a specific area where you think 'If I could help her in this area, it would make a big difference to her?' You know? Is it the work in a way? You mentioned that last week...</p> <p>Sheena: <i>She can't... when she has double lessons. She can't sit for two lessons, I mean, she did one time in English, yeah. Its like she knows what, what's going on, yeah, it all goes in ahead, because she's very clever. I've never known someone so clever... Takes it all in... and in erm that English lesson, I think English on (pause) Tuesday, double English and she done so well. It's like, she had to write descriptions of ermm... the pictures there. Mr. name of staff gave this picture on the board and her words, the words that she used again... and everyone was so impressed; He was like, shocked.</i></p> <p>Paul: Oh, you mentioned that last week as well. Oh, wow.</p> <p>Sheena: And she done it this week again and it was more better.</p> <p>Paul: So she seems to be responding well to this, praise?</p> <p>Sheena: <i>Yeah, she knows, like, she's very, very bright. Yeah, I have to think: I've never heard of these words before as well.</i></p>	<p>Self-internal/external-cognitive/affective ?</p> <p>External-other (implicit?) Other-internal Self-internal-cognitive rep of other Other-internal/external-affective</p>	<p>TOPIC 4 END TOPIC 5 START</p> <p>External NS</p>	<p>Narrative incoherence. Can't but he does</p>
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<p>Paul: So she's got you that 'I've been supported.' She's got this adult there who's really seems to be really proud of her...</p> <p>Sheena: In that lesson, she doesn't need, she doesn't want me there, so I just sit on the side.</p> <p>Paul: So how do you think she feels when she's in an environment where she seems successful.</p> <p>Sheena: She likes it, because also now, she's starting to put her hand up. She never used to do. She'd just sit there. She's put, she puts her hand up. She says what, what she's written to the whole class, and she's confident. And I think she's come out of her shell a lot.</p> <p>Paul: What makes sat that? What is it you've noticed? The hand going up... you know?</p> <p>Sheena: I think she knows that (pause) it's not too bad in lesson. It's not too bad. She won't go 'Oh I don't wanna go to that lesson.' But now she, because, you know, people talk to her in a lesson, like not talk but you know say "Hi Chloe," things like that. So she likes it. She doesn't have seem sad or lonely.</p> <p>Paul: So it's really encouraging her onwards then? So what do you think she (pause). So, if we think about that, what is it that she needs people around her to be doing or being like with her?</p> <p>Sheena: Just be nice to her (pause) yeah...</p> <p>Paul: And noticing her it sounds like</p> <p>Sheena: Yeah.</p> <p>Paul: She seems to really like the praise.</p> <p>Sheena: Yeah. She likes it, not too much if we praise her, because she goes "Oh, I don't like it when you"... you know... what was it? (pause) I forgot what she said... Urm... Yeah... she said something. I think that's what she said, yeah, "I don't like praise... don't keep praising me..." Yeah. I said "Ok, that's good - you've done really good, you've had a good lesson."</p> <p>Sheena: Don't keep saying I don't like it (Indecipherable section)</p> <p>Paul: Okay. But then we've still got some lessons where, like you say the double lesson, she struggles. There's some lessons where she...</p>	<p>Other-internal-cognitive? Implicit, Self-internal-cognitive</p> <p>Other-cognitive-internal</p> <p>Other-internal Other-external</p> <p><i>N.B. I think demarcates the perspective vs. an absolute truth</i></p> <p>Self-cognitive Other-internal-cognitive 'Too bad' (graduate) Other-affective-internal 'seem' (conditional, equivocal) other-external-cognitive</p> <p>Mentalization? Other-internal-implicit (equivocal) Other-external</p>	<p>External NS shift: Internal NS</p> <p>SHIFT: TOPIC 5 END TOPIC 6 START</p> <p>Reflexive NS</p> <p>Reflexive NS</p> <p>Reflexive NS shift External NS</p>	
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<p>Sheena: (Interrupts) She was in (indecipherable word) last week and sat through the whole lesson, she answered all the questions. She's the one putting her hand up. That was a double in English. I think it depends on the teacher as well, right? She likes him teacher. And then (pause) who else?</p> <p>Paul: Then you said that she likes the music teacher as well.</p> <p>Sheena: She had a crush (laugh) on him I think (pause).</p> <p>Paul: Okay, you said you really enjoyed the music with the last week. Yeah,</p> <p>Sheena: I think tomorrow there's gonna be someone coming in to... have you heard? There's gonna be someone coming in and observing her with me.</p> <p>Paul: Oo... I'm not sure... it is Autism Outreach</p> <p>Sheena: Her name is name of adult. She'll be coming in. She'll be talking to her about respect, how to respect others around her. Because, I think, because the thing that happened, yeah, see how she gets on in lessons,</p> <p>Paul: Oh. it might be somebody from the autism support team in the council? or something. (pause). Okay, so that's, that's really interesting that (pause). So, I wonder if what might be happening there, that like she's got, um, you've got a good relationship with her. When I remember a teacher's got a good relationship with her, she feels like she can be encouraged to get on.</p> <p>Shena: (interrupts) Yeah! That's her! (pause). She likes her (pause) erm... RE teacher, Paul: yeah.</p> <p>Shena: Miss name of member of staff. She likes her (pause), she does a lot of work for her...</p> <p>Paul: Yeah,</p> <p>Shena: She wrote like paragraphs, more than everybody.</p> <p>Paul: So she seems really (pause) sensitive to the relationship around her...</p> <p>Shena: Yeah,</p>	<p>Other-external Self-cognitive-internal Other-internal-affective</p> <p>Other-internal-affective "I think" (equivocal)</p> <p>Avoidance?</p> <p>(Returning to point above) End of Topic2.</p> <p>Other-external</p> <p>Missed op to expand</p>	<p>TOPIC 6 END TOPIC 7 START Reflexivity Missed</p>	
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<p>Paul: I wonder if this, this was where things might fit in then with this? This, idea of mentalization. So you've kind of got two people getting on, and when people get on together. We can adapt things. So, you know, if somebody tells you to do something, you'll do it because you trust them.</p> <p>But sometimes people do things that are confusing or challenge us, and then we're not, we're not... We can't see their point of view, which is, like, "Why is she doing that?" Like, "Why? Why she just sat there saying, 'No', like, 'why can't you just do a work?'" And at that point we fall out of sync. And when we fall out of sync with people, we might get a bit... some people can get angry, some people can get a bit forceful, or they might just back off completely. And then at that point, they're disconnected from us. And this is natural. This happens throughout relationships. You know, you you have good days and bad days, but it sounds like she's at a better level when she's getting on with folks, with teachers, and when she's got staff that don't get her ...That don't praise her, that don't notice, don't acknowledge her, she's she's kind of down there (in reference to Invention Spectrum arousal levels).</p> <p>What do you think about that?</p> <p>Shena: I think so. Staff and students, I think (...)</p> <p>Paul: Yeah, I know you said last week, like some of the students can, yeah, I wonder if this might help as well. So this is really little. It's called the intervention spectrum ... has got a big name. It's quite basic idea, really. So when you are or anybody, the idea is is when we have got high emotional intensity, like when we're stressed, our capacity to think about ourselves and other people is really low. Think about road rage is a good example. You know, when people are stressed after a day of work, so they get a bit rude, become somebody they're probably not. But when they're calm, when people are calm, it's easy to learn, it's easy to listen to people and think about people as well.</p> <p>So I wonder if we if this might help to choose an area with Chloe to focus on (pause). When are the times when her emotional intensity is quite high? where your sensing that stress?</p> <p>Shena: <i>Um, When she doesn't want to go... I remember on Friday, no Thursday, she didn't. She was just really loud. I've seen her near the auditorium with name of staff, just standing there. I said, "Oh, where's Chloe?" She goes, "Oh, I didn't know. She's just running around."</i> She was just going from here to there. She wasn't having a good day, and she...</p> <p>Paul: She wasn't having a good day...</p> <p>Shena: <i>She wasn't having a good day.. wouldn't go to much lessons</i></p> <p>Paul: Right?</p>	<p>Agreement; not thickening. Adopted narrative.</p> <p>Pseudomentlizing? Pretend mode?</p> <p>Other-external</p> <p>Other-external</p>	<p>TOPIC 7 END</p> <p>TOPIC 8 START</p> <p>External NS</p>	
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<p>Sheena: <i>They couldn't find her. She just kept coming off everywhere. Yeah, and then I could hear her, we could hear her screaming, "Just leave me alone!" down the corridors, just screaming to everyone? So she was having, I think those two days: She was having a bad day.</i></p> <p>Paul: Who were the best people for at that point?</p> <p>Shena: <i>Name of staff... She likes Name of staff a lot. You know her right? Urm... She listens to other Name of staff, she shouts at her a lot... so she does... she doesn't say anything. She tells her off.</i></p> <p>Paul: Do you ever have times where she's high, high for you? Because obviously you spend quite a bit of time for it with her, just, you know, or she's maybe, like an amber or a yellow,</p> <p>Shena: Yeah, um... (pause). When she doesn't want to do her work, yeah? Sometimes, or (pause) doesn't wanna to go lesson. Like erm... (pause)... She's... she's stuck in her way... like erm.... She's ...She's... she doesn't wanna be doing it... just leave me alone, but I say "No... I can't leave you alone."</p> <p>Paul: Last week, I remember you said you felt, at this time, she makes you feel useless.</p> <p>Shena: Yeah. Yeah. Yeah...</p> <p>Paul: So what happens to your emotional intensity at that point? You know, she's like, I'm not doing that. Stop talking to me.</p> <p>Shena: <i>I say to her... "I'm gonna log you," and she says "Go one, log me then." And then it's how much can you log her as well isn't it?</i></p> <p>Paul: It's good. You brought that up because I was thinking about that after last week around the logging...</p> <p>Shena: Yeah</p> <p>Paul: ...And those things like, how, how that helps her? Do you? Does your emotional intensity increase with Chloe's? Or, you know, she's getting a bit wound up, like, 'I'm not going,'</p>	<p>Other-external good/bad day' simplified interpretation.</p> <p>High emotional intensity? Other-external; pseudomentalizing</p> <p>Answer discrepant to the question</p>	<p>Externalised NS</p> <p>Moment for Reflexivity missed – Externalised NS</p> <p>Reflexive NS</p>	
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<p>Shena: It used to (pause)... when she used to be nasty to me, then... I don't know... I was so close to telling her to stop saying such mean things.</p> <p>Paul: What do you think, what worked for you? Then...</p> <p>Shena: ... I think being firm, because (pause) if you're too soft, too soft with her, I'm soft with her as well. Then I said to her, I told her that "I'm just trying to help you... I'm just trying to help you, you're year ten now. And she tells me, "Oh be chilled with me" yeah like "Don't tell me off." I go "I'm not telling you off" ... "but I'll tell you off if you swear at me... because if you be rude to me and then I'll give you a C2 as well.</p> <p>Paul: So let's look at that as an of example of Mentalization</p> <p>Shena: (Interrupts). She goes "Okay," and she agrees to it yeah.</p> <p>Paul: What might be happening there then, under this model, is that she's got quite high now, if you, if you punish somebody when they're high and they're really angry, what tends to happen?</p> <p>Shena: (laughs) get more angry...</p> <p>Paul:and what kids to need to learn to do is to calm down enough so they'll listen learn.</p> <p>Shena: Yeah,</p> <p>Paul: It sounds like you're creating a space to let her reflect about that. And that seems to work. And your relationships come on massively because you've got boundaries, but you're still soft. I'm guessing by that you mean...</p> <p>Shena: (interrupts) Then I say to her (...) erm (...) I was meant to go (indecipherable) and go get little treats for her, cookies from ASDA</p> <p>Paul: All right, so you get like little treats show that you care...</p> <p>Sheena: <i>Yeah, I get her croissant and cookies, the things that she likes and she appreciates it. But, I say to her; if you do, if you don't do your work, then I might just say to her 'I won't bring them anymore,'</i></p>	<p>Other-external; self-internal-affective; psychic equivalence?</p> <p>Doesn't allude to mental state: Self-external</p> <p>Avoidance?</p> <p>Attempt to reframe and encourage reflection.</p> <p>Self-external</p> <p>Other-external</p>	<p>TOPIC 8 END/ SHIFT TOPIC 9 START</p>	
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<p><i>then I say " I bring them, no worry but you need to help- co-operate... so (pause). You need to know, you know, you can treat her and then they'll be happier then.</i></p> <p>Paul: So it sounds like sometimes promising retreat works, yeah, but then kind of being a bit kind of firm like, Well, come on, or I can't do that for you. So there's a clear consequence there for her, maybe helps. (Pause) What about the logging, you know, the c2 and all of that business. What? What do you think about that with her?</p> <p>Sheena: We do log her sometimes when she swears a lot, but then nothing (indecipherable word) obviously.</p> <p>Paul: I remember you saying last week something like (Pause)... ... she swore,</p> <p>Shena: yeah,</p> <p>Paul: ...She swore at you or she swore at somebody else</p> <p>Sheena: and then nobody, I don't think anybody logged it enough. <i>They happened six times when, from the beginning of term,</i></p> <p>Paul: Yeah, and you said, 'sometimes I think she's getting away with it.'</p> <p>Shena: Yeah, because they put her in ISR for half the day. (Pause). She needs, like, anyone, not just Chloe, anyone. They need them. Some sorted of punishment, not punishment but... they're scared to do it again. They wouldn't want to do it again.</p> <p>Paul: Yeah, I suppose this is where this theory, and this is maybe where you can just give it a run. Maybe this is where it could work for you. Is that we can (...) I don't... think about you, think about like yourself, like: how do you learn? You know, somebody said, if you, if you don't do that, I'm gonna sack you. Would you learn to start doing something?</p> <p>Shena: Yeah.</p>	<p>Opportunity to mentalize leads to discussion on authoritarian behaviour management. External-other</p>	<p><i>External NS</i></p> <p>Reflexive NS?</p>	
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<p>Sheena: That's why, I think that's why she's been crying, last week. She probably feels like, home, I'm getting this treatment and come to school and I'm learning like this. (louder) Maybe she's not realizing what she's doing, like her behaviour - It's causing this.</p> <p>Paul: Yeah. So that's kind of what your role and the work I was doing with your colleague the other week. It's like, I suppose, giving you this time to to find where mentalization might work, because it's the idea punishment doesn't work. So we need people to reflect on their behaviour, reflect on their own needs, because if they can do that, they'll start to stop.</p> <p>Sheena: I think she needs, like, therapy.</p> <p>Paul: I know you've said, Yeah, well, that's kind of where this sits, in a way, it's a new way of working. It's new way of thinking. The old idea is you can give people therapy, give them six hours, end of six hours, so what? But then if you add up all the time. You Your colleagues work with her, you know you'll do six hours in one day. So what you can do is this, this is therapeutic. You're not a therapist, but using therapeutic ideas. And the idea is, because people in school see these kids so much, start to bring in these ideas, you'll start to see a therapeutic benefit at the end. Does that make sense? She might need therapy, but we can still work therapeutically with her. So I thought maybe we could dive into that. Then if you're happy, we'll see if this is helpful. This might be a way of looking at things. We had a bit of a look last week introduced this. So it's about being, if you're going to work therapeutically, whether it's about being open minded and picking something that she does. So is it the swearing? Is it that I'm not going to do my work?</p> <p>Sheena: You know she's not swearing with me now at all. So it's the not doing the work, or she doesn't want to go lesson...</p> <p>Paul: So we've got, she doesn't want to go to the lessons. So we've got, we could think about that one.</p> <p>Sheena: And she just doesn't, we sit in the open area, yeah, the green area or something. Then she just sits, she does one line sometimes, and then she doesn't do anything else. When I say, Chloe, you got to do some more, especially to get her to work... or if it's the yellow area she says "I'm doing it..." And then I've had another lesson and she's done nothing, maybe just one line. Okay, when I say to her, "you got to do it." She goes "Just leave me alone. You're just encouraging me. I'll do it."</p> <p>Paul: I remember her saying about the 'encouraging.' So what...</p>	<p>Equivocal; other-external-affective; other-internal-cognitive Mentalization. (limited, equivocal)</p> <p>Attempt to bring possible feelings to discussion.</p> <p>(Self-internal-explicit-cognitive) (description is other-external).</p> <p>Other-external; internal; affective; other-internal-cognitive pseudomentalizing; partial shift towards mentalizing; contingent language</p> <p>Pretend mode? Pseudo?</p>	<p>TOPIC 10 END SHIFT</p> <p>TOPIC 11 START</p> <p><i>External NS</i></p> <p><i>External NS</i></p>	
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<p>Sheena: Depends what mood... she's in (pause).</p> <p>Paul: So the moods a bit of an issue. Are there any skills she's either got or not got when it comes to certain work, like, what? Why can't? Why is it? Why aren't we just seeing her get on? There's the mood thing we can think about that a bit more deeply.</p> <p>Sheena: <i>I mean, I think drama, she doesn't do anything. In drama, she just goes. There, she sits, she looks over.</i></p> <p>Paul: Why is that? Does she feel differently?</p> <p>Sheena: Because in drama, you got to perform, performing just in front of a few people. I don't think she likes that.</p> <p>Paul: So she doesn't like performing. So what is it that performing might bring?</p> <p>Sheena: So she started to feel anxious, maybe in front of other children, because quite public in it performing. (Pause) because... I don't know why she won't because she's quite good... a character, yeah,</p> <p>Paul: yeah, she is quite bold... I've seen round school, yeah, that's</p> <p>Sheena: So that's one lesson where she doesn't do anything. She sits there.</p> <p>Paul: Are there any other lessons where anxiety might have crept in, where she's anxious about doing the work?</p> <p>Sheena: (Pause) hmmm (Pause)... Yeah... PE, she goes, she goes, PE, but she doesn't join in. What she does in PE, she ummm goes, (indecipherable word) for weights. She sits there, in front of everyone (laughs), and she does weights. So she doesn't, she doesn't join in the basketball or anything like that... when they play. She just sort of thing, sits on the side, yeah. (pause) So maybe she does it... She thinks that she does it. But then she was joining in a few weeks ago. Yeah, she's trying to put the ball into the net. And she looked like she having fun, but then she just that was just like, "Oh it's a warm up," - it wasn't a proper lesson time. And then she's like, "Okay, well, I want my weights now... I wanna do my weughts." So name of staff, he just gives her the weights.</p>	<p>Self-other-internal-cognitive/affective</p> <p>Other-internal-affective Self-internal-cognitive</p> <p>Other-external</p> <p>Pseudo? Other-internal-cognitive equivocal other-internal/external:affective</p>	<p>External NS - shift</p> <p>Reflexive NS</p> <p>TOPIC 11 END TOPIC 12 START</p> <p>External NS</p>	
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<p>Paul: So mentalizing is like, keep asking those questions. It's like, imagine we're both there, sat together now watching her...</p> <p>Sheena (Interrupts) Maybe she thinks she can't do it? Like it's hard and maybe she can't.</p> <p>Paul: What does that mean to her if she thinks she can't do it?</p> <p>Sheena: Probably thinks she's not gonna be good enough. Good... ummm.... feels a bit embarrassed,</p> <p>Paul: Yeah, so 'I'm not going to be good enough.' (Pause)... So that sounds like there's an issue around failure there. Maybe? she's going to be embarrassed. So these tasks, from what you say now, it feels like it brings quite a lot of discomforting feelings in a body.</p> <p>Sheena: Yeah.</p> <p>Paul: So it's easier, maybe just start not doing it, yeah, but you obviously care about, want to get to a place where she feels brave enough. (pause) Okay. So the idea is, is if that maybe if we start to ask more questions, like you've just done now, you're asking questions, we're asking questions together, thinking about answers like, you know, is it because of this? It might be she's embarrassed. It might not be, we don't know, but that doesn't matter, in a way, we just as long as you're not thinking she's been naughty, you know, as long as you know we've got an open idea of what it could be.</p> <p>So if we thought then about one of those lessons where she sat there and she's just saying to you, "I don't want to do it." What is it that you think is blocking that? What is that she needs to learn? Then there's this idea around maybe embarrassment- It's too hard- She's gonna fail.</p> <p>Sheena: Sometimes she can't be bothered to do anything. She just like kinda sits there... do nothing for the whole lesson. (...) Well, she still good that that at least she goes there and she's listening...</p> <p>Paul: So there's times you think she just needs a break is there?</p> <p>Shena: Yeah... and she listens in to it but doesn't...... and I go 'Oh Chloe,' I say to 'let me do it. Let me do it for you... let me write down notes for you.' "No, don't touch my book. No! I don't... I write in my paper. I let you know. I know what I'm doing. I remember everything. That's what she says.</p>	<p>Other-internal-cognitive Equivocal</p> <p>Equivocal; other-internal-cognitive; other-internal-affective</p> <p>Other-external</p> <p>Self-external</p>	<p>Shift? Reflexive NS</p> <p>TOPIC 12 END TOPIC 13 START</p> <p><i>External NS</i></p>	
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<p>Paul: Okay (...). Are there times when... times when you get a sense that she could be doing it, and she's challenged by it, and you think 'hmmm she could be doing this?'</p> <p>Sheena: What do you mean?</p> <p>Paul: Well, you know, at this time, she said, you get this sense she can't be bothered, like, she seems tired of it, and she's like, No, there's no point. I'll remember it anyway. But other times, when you think, like you said her mood, her mood has got in the way she said something about her mood earlier...</p> <p>Sheena: It depends what sort of mood she's in, like, from morning (...) if she's in a good mood, then you know, that day's gonna be good. And she'll go to her lessons and I'll go "Oh, you gonna go to your lessons today? She goes 'Yeah, I'll go. I'll go. I might not go science, though,' because she does not like science. She hardly does science. (...) And ummm,,. I do. I'll go to music and I'll go to history. She was saying that... she likes history now. RE... she likes RE, she goes there and ummm (...). I goes 'Ok, I'll bring you some back.' And sometimes she does it, like the science work, but they were, they had a test. She just done, like, one or two questions. I say, I say this is important. You got to do it, yeah, but she goes, "Yeah, but I don't care... I don't like science.</p> <p>Paul: Okay, so I'm wondering, from what you said earlier, whether there's this need for safety in school, but also, she said she likes certain teachers. Certain teachers are nice. They maybe, I'm guessing; they make feel safe.</p> <p>Shena: Yeah</p> <p>Paul: and I'm wondering if something that might be blocking her, you know, what is that she needs to learn? Is it that she need to feel safe in every room, she's safe with every teacher, and she doesn't feel like that? So it's like, well, how can we teach her that she's safe in every room? What can I do to what can I do to make sure that when she's in a lesson, that she's got a lesson on timetable she's trying to get away from how can we, how can I show to her that she'll be okay?</p> <p>But it might be that she's got thoughts going off in her head or feelings in her body that she can't unpick. She's like, I don't like that lesson going but she might not know that. So your role could be to do that like that, wondering whether this questioning like 'I've noticed that.' 'I've noticed Chloe, that on Tuesdays you don't like going to French, it seems to be every week you don't like going to French. I'm wondering what it is about French.'</p>	<p>Other-internal Other-external</p>	<p>Reflexive NS shift – External NS</p> <p>TOPIC 13 END TOPIC 14 START</p>	
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So what you're doing with it, you're helping her. and she's, it sounds like she's got some very closed ways of thinking about things. Her mentalization, if you, if we want behaviour to move, it's about opening up her thoughts.... So it might be like, I wonder why that is. I wonder why you don't like French. I wonder, is it something to do? Yeah, is it? Is it sir? Is he too shouty? Or you might say it's because it's a new teacher? Yeah, you could say that. I mean, if you're you know her. So if you're picking up, like, I wonder if it's because it's a new teacher, because you spend so much time together, your brains are almost connecting. So if you're thinking, think it's because it's a new teacher, you're probably right, but she's probably not figured that out yet.

So it's about you reflecting on your own kind of 'what do I think the problem is?' because you know Chloe well, so you're probably right, but she was, she Alright, it's Monday morning (laughs)

... so you could try this *wondering technique* that's a nice part of mentalizing, whereas you could, you know, have times where there were, instead of increasing that emotional intensity, you know, you've said, you've said, punishment doesn't work for her, consequences don't work. So maybe just have a chat and try and get to learn. So okay, you've walked away from science. What? What's going on for you? Chloe, why, if you were... How did it feel? Why did you walk away? Do you know why you walked away? What were you feeling in your body? Yeah, and I suppose it's that third and if we did it last week, about kind of on the rubber, but thoughts, feelings and behaviour like so why? Okay, you don't want to go to science, that's fine. What are you feeling something in your body? You know, if you've got, you got a funny feeling in your body, are you thinking something? You're worried about something and just pokes things out? And she might say, no, no, it's not that you might get nowhere, but what you've started to do is set off this reflective process. And you could say, I wonder if it's because sir is a new teacher. I wonder if, I wonder if you worried he might shout at you. Yeah, you know, how could we, how could we get used to sir? You know, try, maybe to get a problem solve it. Maybe not go for the whole lesson. Like, I wonder, like, Could we go for half an hour? 10 minutes, 15 minutes? What do you think? And she might start to compromise, because you're getting it to reflect on what, what's actually happening, rather than this very...

Sheena: (Interrupts) Yeah... **because she is missing out on her lessons**, because in science, she's missed a lot... it's different taking work back and sitting away from lessons...

Paul: I think you've got a wonderful relationship with her, from the way you describe it, you're so patient with her. You know, she was hard at the start. You've been patient. You've got a lovely relationship with her. Now. You're very caring. She knows that. I think she talks to you about feelings as well...

<p>Shena: Yeah... sometimes (laughs) when she's in the mood.</p> <p>Paul: but it's like, how can you use that, that relationship as a vehicle to help her learn about herself like you would, like you would with your own kids when they're having a bad day, like 'what's wrong with you?' I've spoke a lot today (pause). So there's a few lessons she's not going to...</p> <p>Shena: Yeah, mostly science drama (pause) just those two. I think science and drama... ummm... She goes English... sometimes when she gets bothered (pause). She likes Well-being. Cos' that's about personal.... That's about bullying... she finds that interesting... ummm... maths, yeah, she goes to maths... but if it's double, then she's gets a bit bored. She goes, she goes "I'm not going... I'm gonna go for second lesson. I'm just gonna go for one lesson." So we'd start in learning support, yeah? And she sits in LS1... then I get the work for her and she just sits back for a bit and she does a bit of work, and just like a bit on her mood... it depends.</p> <p>Paul: How? How easy do you find it to support her mood? You know...</p> <p>Sheena: (interrupts)... When she's ummm... when she just keeps saying, "No, no, I'm not doing the work, I'm not doing anything," then I just leave it for a bit. I said, 'Okay, if I do 10 minutes now, so do some work, do a bit, she's like, 'Oh, I don't understand it... I can't be bothered.' And she just, if she doesn't want to do it, then she... it's definitely a 'no' for her. She doesn't do it, no matter how much I tried, it just... (pause) but when she's in the mood for it, And she does.</p> <p>Paul: So her mood, her mood seems like a, like a real blocker, doesn't it? At the minute,</p> <p>Sheena: I think all starts from the beginning of the day, how it's like from home, and how she's... sometimes she can be such a good mood.</p> <p>Paul: How do you think we could (Pause)... I'll draw, kind of scribble a picture down on the back of here? (draws stress tank/bucket). Sometimes mood, people talk about mood like, like, it's a tank full of water. So if you're in a not being a bad mood at the start of the day because you've run out of milk or and then you might get to work late, because the cars I see you start throughout the day, you just get things increasing your stress level, your stress bucket. But if you don't let any water out of your bucket, your stress just accumulates...Is there a way we can kind of turn the tap on is and kind of bring it back down again for it, just let a bit of water leak out of that system, in a sense...</p>	<p>Pseudomentalizing? FORM OF IMPLICIT, NON EXPAND MENTALIZATION?</p> <p>Other-internal Other-internal-cognitive Other-external</p> <p>Pseudomentalizing?</p> <p>Other-internal Other-external</p> <p>Self-external</p> <p>Self-internal-cognitive</p>		
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<p>Sheena: I think about calming her down... giving her a few treats, then, umm.... then just get her a bit in a good mood</p> <p>Paul:What do you notice works best for her?</p> <p>Sheena: I think when I say to her... “Oh, let's just go, let's just have another cup of tea or chocolate,” then she just, give her five minutes... give her that attention that she ummm... maybe just having time to sit down on a beanbag...</p> <p>Paul: ...So she likes that?</p> <p>Sheena: Then, then we say that, okay, you've been here for this long now, so need to go back to Lessons. Need to go somewhere else now.</p> <p>Paul: So, you said, she likes the attention,</p> <p>Sheena: yeah</p> <p>Paul: So what is it about the attention that you think she's...</p> <p>Sheena: I think that she really needs like, so some quiet time... I think? Like some alone time.</p> <p>Paul: Does she like you being about at that time?</p> <p>Sheena: She doesn't mind. She doesn't mind. (Pause)... before she used to mind, but then I said to her, I'm gonna be your TA so I'm gonna be with you the whole time, most of the time, yeah, so you have to get used to, okay, it's fine, yeah, before she's to say, 'Oh, I don't want you. I hate you.' Just tell every time Miss name of staff, don't want this TA (laughs)... (pause)... But then... but then... things just changed. She just started becoming, you know, since the coffee started, since they choose the coffee in the morning, I think that's calming her down. She likes being pamped a bit. Yeah, the others students get that... she's the only one who gets tea and biscuits. So she likes it.</p> <p>Paul: I'm guessing she feels quite special?</p> <p>Sheena: yeah yeah yeah...</p> <p>Paul: So you make you feel quite special about herself?</p> <p>Sheena: Yeah.... (pause: protract 'yeah, higher pitch)</p>	<p>Calming-her (other's mood or self's action?)</p> <p>Self-external Equivocal – implicit</p> <p>Self-internal-cognitive Other-external / internal (needs)</p> <p>Equivocal; reflection; shift in narrative Implicit? Other-internal</p> <p>Pseudomentalization; other-internal/external interaction</p>	<p>Reflexive NS</p>	
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<p>there, and she just goes in. When I go inside the classroom, I don't even look at her. I just go and sit in my own space. I make it. I make it like I'm not there for her, just there to support everyone.</p> <p>Paul: Okay, it sounds like you've got really get her, and you got that balance there... that you really understand that.</p> <p>Sheena: I mean, a lot of them, a lot of students in Year 10, Like I support name of child as well. I have to go in the lesson like 'I'm not supporting Okay.'</p> <p>Paul: okay. It's a bit of a shorter session today, because I think, I think I kept looking at that clock thinking, Oh, we got loads of times stuck at the quarter past. That's why. And it's looked at that and it zoomed on, because there's another meeting in here straight at 11, apparently. So just to finish off, we've got one more we've got one more session after half term, and then we'll have a follow up Monday.</p> <p>Sheena: Yeah, with the Monday. I just need to let them know.</p> <p>Paul: I'll email you, I think name of staff sent out all the dates, but that was a while ago, September. So I'll email you another one. I think it's in here, but it'll be like, yeah, that first Monday back and then we'll have a follow up a few months later, see how things are getting on.</p> <p>Is there anything that you've thought about today a little bit differently, or thought, 'Oh, that's a different way of thinking about things, or not thought about that before.'</p> <p>Sheena: Maybe that when it gets too much her, then she needs to, need to like, let it out.</p> <p>Paul: Yeah. And would you feel confident spotting...</p> <p>Sheena: Yeah. I mean, I could ask her. I know the therapy thing you're saying to be yeah... you know ask her... I wonder... or why' you... you know... (pause), because, I've not asked her before... well, I've asked her... but not properly...</p> <p>Paul: Yeah, yeah. I think that feeling brave that you've, you've spent such a long time making this great relationship with her, and then use it, yeah, use it like you would.</p> <p>Sheena: Yeah... she tells me (laughs)</p>	<p>Other-internal; self-external-cognitive – implicit</p> <p>Opportunity to consider relationship declined?</p> <p>Equivocal; other-internal-affective; external-affective</p>	<p>TOPIC 15 END TOPIC 16 START</p>	
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<p>Paul: (laughs) Yeah... (pause) You might feel a bit of it might be hard work to begin with, because it'll be a very new way of working, and she'll probably spot that (laughs)</p> <p>Shena: (laughs) yeah, she'll give me the side eye...</p> <p>Paul: (laughs) yeah, yeah, but you, but you're already anticipating that yeah, because you're mentalizing that, it sounds like 'Yeah, she'll do that. I'm predicting that.' You can predict what might happen.</p> <p>Sheena: (laughs) She was a such a (indecipherable word) but she doesn't do it to everyone!</p> <p>Paul: You've got those two things to take away. Then that kind of the question is important, has to reflect more on herself, and then kind of helping her to de-stress and that that's mentalizing, because you spotting that, and you're having to say, 'Oh, you look a bit tired after that lesson, should we go have a cup of tea?' You know, that kind of thing. And it doesn't have to be massively therapeutic like that. But yeah, catch a moment when you're having a cuppa with her and you might say, "Oh, you know what Chloe? I noticed you're getting really tired. I thought, I wonder if you needed a cuppa to recharge before we go." Yeah. And then you'll get the cogs turning as it were, yeah. And that's it. I mean, if you've got any questions, or if you've got anything you want to say before we get chucked out? yeah, how did today feel? I felt like a talk tomorrow, today, yeah. How was that?</p> <p>Sheena: yeah, yeah... it was better. Because I not had Chloe most of the week... it's gonna be a week... I've not seen her that much... I've seen her around school but I've not been her TA for a whole week now.</p> <p>Paul: So when we meet after half term, it'll probably be more you talking again, because I'll be really interested to see how this stuff you try and it's worked for you. And then we kind of think about, did it work? Why didn't it work? Is there anything else we can try? And that's it, really just having a go at these different ideas. And you telling me, yeah, it was great. Of now, it was rubbish. And that's, that's what I'm interested in, you see. So if it's rubbish, just tell me. You don't have to think, Oh, I better tell him it was really good.</p> <p>Sheena: No... no... no... it was really good... as long as it helps Chloe...</p> <p>Paul: Yeah... well... Lovely listening to you again.</p> <p>Sheena: ooo... shall I take these two or?</p> <p>Paul: If you want to keep them, you can. I've got copies. So if any of that's helpful, you can, I mean, if I don't know if you I did do a little bit of</p>	<p>Has implicit meaning; other-external</p> <p>Self-internal</p>		
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<p>homework on self reflection, but it's up to you. It's up to you whether you want to do some homework, because I don't think we've because I don't think we've quite covered that. So it's up to you. Could leave it and then maybe next time, because we've got a longer gap probably, so it might work between session three and session four, which is like probably a month and months or two months I just. need to collect. Yeah, that's all right, yeah, okay, lovely, right. You're welcome. Good seeing you again, bye, bye, bye.</p>			
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Appendix 5c - Mentalization and N Narrative Structure/Sequence Analyses (suing NPCS) of Transcript 3 (MBC3). 'Paul' (Researcher/Consultant) & 'Sheena' (Pseudo-name for consultee/participant) 28.10.2024 (11:20am start; 12:15pm finish).				
		Comments: Mentalizing signs	Non-specific Narratives	Reflexivity/ Reflections on practice
<ul style="list-style-type: none"> • Analysis 1 - Applying adapted analysis of hypothesised facets of mentalization: <ul style="list-style-type: none"> ○ <i>Affective/ Cognitive</i> ○ <i>Self/ Other (mental state focus)</i> ○ <i>Internal/ External Focused (e.g. internal conditions or facial expressions)</i> ○ <i>Implicit/ Explicit (Automatic, Controlled)</i> ○ <i>3 Non-Mentalizing States: Psychic Equivalence; Teleological; Pretend Mode</i> ○ <i>Pseudo mentalizing</i> ○ <i>'Balanced'/'unbalanced'</i> • Analysis 2 - NPCS (Narrative Process Coding System, [Angus et al, 2012]). <ul style="list-style-type: none"> ○ Identify 'topic segments.' <p>Identify <i>External Narrative Sequence</i>, <i>Internal Narrative Sequence</i>, Reflective Narrative Sequence.</p>	Analysis Level 1 Coding related to possible facets of mentalization.	NPCS Topic Segments		
<p>Paul: So you've come back from sunny Turkey, and then we've got about eight weeks now. Yeah, it is, isn't it? Yeah, okay, so this is our last session for, probably until like, January. I'm thinking week one we did a lot of you telling me a lot about Chloe last time we met before half term, it was more, a bit more theory based. And then today, it's more about, like, what bits of this are going to be helpful for you to take forward. And I know we've done a lot of talking around Chloe, but I know you work with other children as well, where you might think this is just as helpful.</p> <p>So I want to try not bore you to death today and talk too much, mainly because my voice probably won't take that... but there's a few bits that I've brought in think about, I thought it might be helpful, like, not professionals before drawn it. I think might, might, might be a bit easier to think about. It is a bit of a beast this theory at times. But I just want to just thought like, sort of like, you've obviously had a lovely week in Turkey, and then before you went to Turkey, did you have your two days with Chloe? Like, normal?</p> <p>Sheena: yeah, yeah, yeah, she's okay (pause), so I'm just trying to remember...</p> <p>Paul: So I was going back a bit, isn't it? I think</p>	<p style="text-align: right;">TOPIC 1 START</p> <p>Other-internal</p>	<p style="text-align: right;">TOPIC 1 START</p>		

<p>Sheena: I've had her today as well... She's okay. She went to drama, but she's doing drama and she's doing music, and she can only do one, because it's performing arts, but she would still go to both, but she does no work in drama. Now they've got assessments coming up in three weeks, and she's not she had one last two weeks, no three weeks ago, she didn't do bad, they found her another one, and she's just sitting there doing nothing. And then it was her turn to do the script. And I even helped her with the script and wrote it for her. I done that much for her. She just threw it in the bin and then Sir said to her, 'have you got your script.' And she said, 'No.' He's like, 'Okay, I'll help you.' Then she's like, 'Ahhh....I don't want to do this. And why have I even chosen this?' And she just walked off like. She's gone no work in drama... (pause) and then, just seeing today, inside open area, doing nothing. I said to her, "Let's do a bit of work." But she didn't want to do anything. She was in a mood I think. I think it was double lesson, double drama. So, she did, she didn't want to.</p> <p>Paul: yeah, okay, because I remember, from very first week, I remember you saying, there's lessons you could go to with her (pause) and you just feel a bit useless, because she was (pause) you were finding it quite hard I'm guessing, to get her to engage</p> <p>Sheena: So she sits there when, when Sir's explaining everything. She listens, joins in as well. She does join in for them. And then when its time to work. She does nothing. I go, come on... you need to get on with your work. "No, I don't want to do anything." I say "You can't just sit and do not only do any work, you're wasting, you know, your own time... Mine and Sir's time. She says "I don't care. I'm not doing anything." She doesn't do anything.</p>	<p>Other-external</p> <p>Other-external Self-external Other-external</p> <p>Other-external Pseudomentalizing</p> <p>Other-external</p>	<p>} External NS</p> <p>} External NS</p>	
<p style="text-align: center;">TOPIC 1 END TOPIC 2 START</p> <p>Paul: Okay, all right, so I thought maybe like, because that seems to be a really consistent thing, isn't it? That she's not, she's not doing the work that's expected, that that might be something we can dig a little deeper into today. But then I wanted to kind of leave you with enough to kind of go away and think about or, or just do, generally with, not necessarily with other children that you support, or you feel a bit more confident in using this. Am I right in thinking you've got till doing break duty? That's it. 1215, 10 past 1210, past 12, that's it... So what have you thought has been so far? Like, of what you know, we've been chatting for we've done two weeks of chatting...</p> <p>Sheena: Yeah, it's good... because helped me work around Chloe, how she erm... how she acts. She's like, she's been good. She's had a good few weeks, months now.</p> <p>Paul: I think you've what's been really clear when you've been talking to me, when we've been talking to each other, is what a fantastic relationship you've developed with her. That's not down to me, because that was</p>	<p>Other-external</p>	<p>Reflexivity NS (pos.)</p>	

<p>there before. I'm just interested, what is it you think that this, some of these conversations have opened the door for for you?</p> <p>Sheena: Ummm... what do you mean sorry?</p> <p>Paul: Like you said it's helped. Like, is there a bit where you think, oh, yeah, it's helped this bit, it's helped me think about that? Or was there some something really specific, or?</p> <p>Sheena: Just how she (pause) ummm.... How she's, how she's like at school and ummm.... At home. Like at home, it was her birthday on Thursday, all right,</p> <p style="text-align: right;">SHIFT; TOPIC 2 END TOPIC 3 START</p> <p>Paul: Yeah, you said it was coming up,</p> <p>Sheena: <i>yeah... She wore a necklace today as well... because her mum give her. I said "Oh, who gave you that?" She said 'My mum, she gave it to me' I said 'Oh, that's nice,' yes, and showed me a few bracelets Mum gave her as well. So she did have a nice birthday, I think, she had a cake as well. So she's Yeah, just makes me feel like, now she's 15, so she's still, obviously she's teenager, yeah, she's this reminds me of my daughter, yeah, so I try and treat her, yeah, same, yeah, not to be too harsh on her, and ummm (pause) show a bit of interest in her life.</i></p> <p>Paul: Do you use that? You said that straight away in week one, I think even before we started doing these sessions where I did the information week, or just having a-get to know each other, saying, you've got a 14 year-old at home. Yeah. Chloe was then 14. Do you use that as a guide?</p> <p>Sheena: <u>Like, yeah, if she does have her moods...</u> I've got two teenagers or one teenager, one that's 11, so I know exactly what it's like (laughs). You just leave them to like having a bit of a bad day. Just leave them a few minutes and see if they need anything... (pause) and then just, like, you can't have fire and fight, you know, she wants to calm when she's in a mood...</p> <p>Paul: I think when I've been working with you, I think that's one of your real strengths... So I'll work with lots of teachers and lots of teaching assistants in different schools, and you've got, you know, child gets angry, so an adult will get angry, and they just end up arguing ... that you're really good, obviously, from what you said, just about taking that step back and just giving it that space and time when ...</p> <p style="text-align: right;">TOPIC 3 END TOPIC 4 START</p>	<p>Self-Internal: affective/ cognitive</p> <p>Other-internal</p> <p>Other-internal</p>	<p>Shift: Reflexive NS- External NS</p> <p>External NS Internal NS Reflexive NS</p> <p>Internal NS Reflexive NS</p>	
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<p>Paul: And I think the last time we met, we were talking about the moods, weren't we? We drew the picture of that little tank in the water coming out and like, when you can see the tanks full you have to drain water out so it's just time to calm. But then we've had half term, you've not really had much chance to give things a go. But, yeah, what are the what are like the kind of things you try and spot with her you know when you say like, she's in a mood or she's got that look... when do you know that you can't push her anymore?</p> <p>Sheena: <i>She just gives this very scary (laughs) look... She's giving it. Yeah, she looks. She gives me the side eye, yeah, and then she's like, goes really red in the face...</i></p> <p>Paul: So you get that really clear thing... How do you know when it's okay to go back to her and reconnect a bit given, like a few minutes until she's just faces gone, okay, she's okay for a walk, but you wouldn't have a coffee or something when she said, yeah, when she has a nice then she says, Yeah. Then she smiles, and she has a nice smile. Then you think, okay, she's okay, yeah. I remember we sort of talking about last time actually saying how special she feels with all of that. Yeah. Okay, just trying to think about some bits, ... So I think if we try and get to a point today where you can feel like there's bits you can definitely take away and think about and do. So I think we the last time we spoke about the tank like, but you're you seem to know when she needs a break, she needs a coffee, she needs time out. But then the... I brought this along today. I think we started to talk about this a little bit last week, but I didn't show the picture, but it's like this idea of for her to know that she's in a mood, we as this like child and mom, so if we're the adult, we have to kind of mirror back her feeling like, oh, I can see You're really angry. What's the matter? Otherwise, she does this in this theory, mentalization, you, you don't learn that you're angry. You don't learn what works for anger to kind of bring it back down. So I think we're talking last week about spotting this and like having chats with like that, wondering, chat like, 'oh, I noticed, I noticed you're angry in maths and we went for a walk. You know what was happening for you when you were angry?'</p> <p style="text-align: right;">TOPIC 6 START</p> <p>Sheena: <i>I asked her, from last time, about something to do with that. Oh, erm... How come? She just says, 'I don't talk about it.' Just closes off talk about it.</i></p> <p>Paul: Okay, so it's almost like it creates a barrier, yeah, in itself,</p> <p>Sheena: <i>But I say 'okay' but if, whenever you want to speak I'm here. I won't ask erm... open questions because we're not supposed to do that, but like, leading questions.</i></p>	<p>Other-internal</p> <p>Other-external</p> <p>Self-external other-external</p>	<p>External NS</p> <p>External NS</p>	
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<p>Paul: Yeah. I think in this, in this theory, the idea of an adult and a child, you're like a mum and a child. So you could perhaps say, No, is it? Is it, you know what's wrong? Are you tired? Is somebody upset you? You look really cross... She doesn't have to respond, you know, she might. She might say, I don't want to talk about it. But what might be happening internally is that she might be thinking, "You know what, she's right. It was somebody, somebody earlier, looked at me funny." So she might, things might be going off that we don't know about, just because we're throwing it out there. So we don't always have to have an answer. And a lot of time kids upset, they don't want to talk about it because they don't. But yeah, you can. You can give that list of options, I suppose, and it might not be any of those, you know, like, if you were upset, and I was like, oh, what's wrong with you? You know, did you wake up early if you lost something, if something happened to somebody in your family? Sometimes we don't know what's wrong. We can just feel a bit funny, and then it sets off that process. You think, yeah, actually, I'm bit fed up with my son because he's done this, you know. So, yeah, giving space for mirroring or reflecting. That's a biggie.</p> <p>Sheena: I think when she's calm... when she calm's down. Because, if you're pressuring her, then she just, snap! yeah, she just walk off and start, screaming, yeah. And then I just leave her alone for five minutes.... Then she's (pause), then she's okay... she's ok to talk a bit.</p> <p>Paul: So you've that bit, I think you've really cracked, haven't you? You seem quite confident when you talk about that, like when she's in a mood, you know, she needs a bit space, and then get her on board with a coffee, and then 'we'll go back to class.' Are there any time still where you just, I don't know if the word you used before you, you know that uselessness, where you feel like, Oh, I'm just...'</p> <p>Sheena: <i>Yeah, I'd say that... when we were in the open area, she just walked out of drama. Then I said, "Okay, what are we gonna do?" And she said, "I don't really wanna work" or something. "Okay, you don't. What am I gonna do?" I just got a textbook and started copying the words out and started reading... um, the textbook because I'm not gonna sit for two hours and do nothing – we're not even allowed on our phones or anything where me. So I said "I'm gonna have to log you now because you're not doing any work..." she was just "Yeah fine, log me..." (pause). I think she was fed up with that drama lesson, yeah, because of the script. Like, she doesn't like to perform in front of everyone,</i></p> <p>Paul: But she likes going.</p> <p>Sheena: She likes going, going, listening, but she doesn't like to do the work. She likes going there, because I think the students and students are nice there (...). They talk to her, they say hi to her... and</p>	<p>Predictive (Implicit Ment?)</p> <p>Self-internal- Other-internal/ external affective Example of possible mentalization (predictive)</p>	<p><i>External shift (slight) Internal NS</i></p> <p>} Reflexive NS (you're pressuring) – externalising cause of behaviour</p> <p>Possible... External NS Internal NS Reflexive NS (slight)</p>	
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<p><i>urm yeah, she does ummm... she finds them funny. She's always laughing with them.</i> But when it's time for work, she's not doing it.</p> <p>Paul: So how do you think she feels when she's in that bit of drama? That nice bit?</p> <p>Sheena: She feels like (...) umm... how everyone else probably feels like you know (...) part of the group (...)</p> <p>Paul: That must be a nice feeling for her; to feel included, like she belongs. So she wants to go for that but then as soon as it's time to do work, like you've noticed, she's...</p> <p>Sheena: she doesn't want to do it (yawns)</p> <p>Paul:; The clocks have gone back. It's really, really hard to know what time it is if I keep feeling I'm hungry. No, it's not. It's half 12 into my body. Yeah,</p> <p>Sheena: (laughs)</p> <p style="text-align: center;">TOPIC 6 END TOPIC 7 START</p> <p>Paul: How do you feel confident within either yourself or within the school system, that when she's there's that bit in drama where she's obviously like, 'Yeah, this is great. I love being in drama.' And then there's a bit of like, no, not now, because I've got work. I don't want to do it...</p> <p>Sheena: I don't want to perform... <i>She does like nothing as well... she just goes in and listens to the teacher and I'm just sitting there and back. And I encourage her. Then I encourage her. A few months ago, she just started swearing at me, like "Leave me alone..." That was the first time when she swore at me a few times. Since then, I've backed off.</i> I said if you want to do it (...), you an' Miss (...) ugh, what's her name? (...) Oh, name of staff she said to me, don't force her, like be with her in the lesson. And umm (...) And she does, you know she does, umm (...) if she doesn't do it then, as long as she's still in the lesson, that sort of thing. So just go to lesson and sit there and she listens but that's it. <i>She said she's gonna get zero, she's gonna get no marks for assignment, because she's had nothing.</i></p> <p>Paul: Okay, what do you think is important for her when she's in drama. Do you think it's the bit at the start or...</p>	<p>Self-internal, Other-internal-affective, Mentalization?</p> <p>Other-internal-affective, Self-internal, Other-external</p> <p>Other-internal-affective, Equivocal; pauses</p> <p>Self-internal, Other-external, Self-external</p>	<p>Shift between Reflexive & External NS?</p> <p>} Reflexive NS? Mainly shift between External & Internal NS?</p>	
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<p>Sheena: The start? <i>She listens, she sits in the circle (...)</i> she gets (...) she... they include her as well. But, when it's time for him, like today, he's like, "Okay, everyone gone with your scripts now." He said "Ah, Chloe, get on with your script," she's like, "No." He's like, "Okay, I'll help you." She said "NO! I'm going now." And then she just walked off and I said "Where are you going Chloe? Just wait, he'll help you with it. She goes, "No, I don't want to be here." She just left... just left halfway.</p> <p>Paul: Do you think I know at the minute she's saying I don't want to talk about it? And think the last time we met, we said, if you try this reviewing thing with her, it's going to be really different. And you said, 'Yeah, she'll probably work out.' So do you think that there's possibly a point in the future where you might be able to reflect on things like drama, where she's happy one minute, and then think you said last week, there's this thing around, maybe this thing around him, she feels embarrassed in drama, like she might have to perform, so she's scared of that...</p> <p>Sheena: Yeah, yeah, which is good, right? <i>She's a good speaker</i> (laughs) <i>she speaks her mind.</i></p> <p>Paul: Yeah, but she obviously doesn't want to do it in front of people. I think you say last week it's like this. Maybe this is a sense of embarrassment that's coming out. So she's torn that she's got drama which she likes, because she gets to talk to people, but then there's that bit of drama where she might have to perform, and she might be trying to perform</p> <p>Sheena: Yeah... <i>doesn't want to be performing</i></p> <p>Paul: She might be trying to avoid that.</p> <p>Sheena: Yeah, yeah. <i>That's why I think she doesn't want to do it.</i> Yeah, yeah. She's gonna have to drop drama or music because she can only do one. She might drop drama. (long pause).</p> <p style="text-align: center;">SHIFT: TOPIC 7 END TOPIC 8 START</p> <p>I asked her, how her week was at home. I mean, halftime, she goes, 'Oh, just nothing, done nothing at home. Just at home the whole time.' So I went 'Did you go to the park or anything, just go for a walk?' She goes 'No my parents are strict (indecipherable section of 3-4 words) and this, but I said 'you have a good birthday?' She goes 'Yeah, but it was ok, I got presents, but I didn't do anything else...' She was here. Do anything else.' (...) 'Depressing... My life is depressing.' That's what she said.</p> <p>Paul: What's that like for you, when she says that?</p>	<p>Other-external</p> <p>Other-external</p> <p>Other-internal</p> <p>Self-internal-cog. Other-internal</p>	<p>} External NS</p> <p>External NS</p> <p>External NS</p> <p>External NS</p> <p>} External NS</p>	
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<p>Sheena: Yeah, it's upsetting because I wouldn't like my kids to be saying that (...) 'Cos one-week holiday, I'd want to take my kids one day somewhere, you know, just for a walk or somewhere fun. (...) But, um, she didn't go. I think her parents have taken they have been taken places, but she just plays up quite a bit there, so they've stopped.</p> <p>Paul: (...) Yeah, hmmm... okay, okay, yeah...</p> <p>Sheena: and (indecipherable) say anything as well... because I don't know how it is at home... you know, it probably is nice, it's probably is nice, just, you know, normal. Yeah.</p> <p>Paul: Yeah, it's hard, isn't it?</p> <p>Sheena: mmm</p> <p>Paul: Like some people</p> <p>Sheena: She's probably just being a teenager. You know how teenagers are...</p> <p>Paul: Well, people have different voices at different times if they're in a mood, everything's rubbish.</p> <p>Sheena: Yeah, Yeah.</p> <p style="text-align: right;">TOPIC 8 END</p> <p>Paul: So we've got 10 past you said, Yeah? Wow, and the clock's working today. Is there anything you want to get out of this last session then where you just kind of thinking a bit more in depth about something, you want it to be a bit more general.</p> <p>Sheena: I think that's (...) er... yeah... should be fine.</p> <p>Paul: Okay, so something I was thinking about, and this is something you can use with any of the kids you work with (...) when we think about ourselves or anybody else, they can think about their behaviour, what they can see, but we can see, think about what they what they might feel in their thoughts, what we tend to do, because humans can be what we like shortcuts is that we just look at behavior and we might think like, Oh, that girl is really naughty because she's always doing this. But actually, if we stop and think kind of mentalise, do those so, yeah, yeah. And it's, it's having time to stop and do that.</p> <p>Now this, this bit of the theory. Suppose I've got a good example of this at the minute. So you've got mentalizing. And the thing with mentalizing it is we accept we don't know any of the answers. We don't know</p>	<p>Self-internal-affective</p> <p>Other perspective Other-external (Motivation link)</p> <p>Equivocal</p> <p>Pseudomentalizing ?</p>	<p>} Internal NS. Slight Shift towards Reflexive?</p> <p>Internal NS</p> <p>External NS</p>	
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the truth. You know, it's like, why should? Why is why she doing this? Is it because she's upset? Is she tired or somebody, somebody called her name? We're not sure. But what we try and do, we're trying to have a thick story of the other person, and then we've got non mentalizing, which is really focus on behaviour. Sometimes our inside becomes the outside. So if I'm angry with somebody, I get really angry and cross with somebody, I might think that they don't like me, because I don't, at that moment, don't like them, but that's not the truth. And then we get this stage in the middle, got posh names called pseudo mentalizing, which is when we're pretending, and that's when we think there's certainty about knowing somebody else's mind, like, 'Oh, he did this because of that.' But these stories about the other person are quite thin.

(...) So if I give you an example, at the minute, our eldest son's gone to university, okay, and now he's thinking about quitting. So, you know, as parents, we've gone through this, "Oh, god, yeah, he's lazy... He just wants to game all day. He doesn't want to do anything," you know. So that's not mentalizing. We're just seeing it from our perspective, a very thin story. He's lazy. He just wants to game all day. And then we could flesh it out a bit and say, "Well, it's because he's always been lazy. It's just the way he is. He's always taking shortcuts. That's the way he is, and he's got he's got dyslexia, and he's is autistic." So what we could do is just get those labels and just say, "well, it's just the way his brain works. He's got an autistic brain. He only ever thinks about himself. He finds it really hard." Now he's at university. There's a lot more people around him, so it sounds like thinking about him but not really. So when we have a chat with him, speak to him, about him wanting to drop out at uni, this is going to lead to arguments and a breakdown in the relationship, because from our perspective, it's just lazy. On this side, it's not going to be much better. But then when we actually, you know me and mum actually sit down and think, "right, what's going on for him? He's got dyslexia, so he's finding the study really hard. His Autistics. He's probably found it really hard to make new friends. He really hates change. Actually, he's probably feeling very stressed and anxious. He's got to manage money for the first time properly. He's probably feeling quite overwhelmed." So we've got this new world. We've got this new new word that comes out of it. It's a thick story, which is, he's feeling overwhelmed. Now the problem that is, you can only do that when you're not stressed. When he told us, I'm thinking about quitting, you don't. We didn't necessarily start off in that nice place. We're like, Oh, okay. We're a bit shocked, a bit concerned. So it takes a while to get there. So you've got to create this space to mentalize. But the thing with that is, is that now we can do that, we can have a chat with him, and we can find some solutions to problems that, right. Okay, so you're finding it really hard, okay, well, then just have a chat around what you can do. But if we don't do that, we're just stuck in this argumentative cycle.

So suppose, with when you work with Chloe, or anybody- you work with a few year 10s don't you? There'll be times when you might not feel like you're in a in a place where you can mentalize, so what? (...) When do you know that you're kind of doing it, where you're kind of doing this thing, like I said, where you're actually just taking a minute and thinking, what's really going off here? What? How might they really be thinking?

TOPIC 9 START

<p>Sheena: Maybe, when it's kind of (pause)... in the moment. Like when it's happened, when its happened, when she does all these things... Name of child does all these... "Not going lessons" and "leave me alone," walks off... and then, straight away I think "She's just being (...) oh, spoil. Then when I think about it, like maybe few minutes later, an hour later, and I think about maybe in um... another lesson or at home, and I'm "Ah, maybe it's because of this? She's, um (...) she's just feeling rushed, not having a good day, but we don't know us, what it is, what's the real truth? What's behind it all? Maybe she's umm (...) maybe she wants to learn but she's (...) something is (...) like erm (...) maybe there's some students in there or something. And I think, yeah, it's, maybe it's a bigger, more bigger picture than, just what I think.</p> <p>Paul: yeah, yeah. And that's it. It's that 'maybe' it's that, like, that question mark (<i>points to resource baring question mark in mentalization description</i>), like, we don't know, but we're, we're opening up that story, in a sense, like, what? What is it? Then, like you say, it's not just what you think, which</p> <p>Sheena: Yeah.</p> <p style="text-align: center;">- Long shared pause -</p> <p style="text-align: center;">TOPIC 9 END TOPIC 10 START</p> <p>Paul (...) And then when you when you have done that before, then, like, you know, you have that moment. You think, oh, you know, you're driving home or chopping a potato, then you start thinking, What? What then happens, like, the next day?</p> <p>Sheena: <i>And I am asked to be nicer, like, I always am nice to her and I say "Oh, you okay? Did you have (...)' and I ask her how she was the night before. And urmm (...) I'll just be, like, nice to her, and then just (...) umm... (quite voice) I don't know how to explain it... (long pause).</i></p> <p>Paul: So it sounds like, you can see empathy... being empathetic</p> <p>Sheena: Yeah.</p> <p>Paul: Like, "oh, I was a bit cross with them yesterday, but maybe it was because of this, and they don't deserve it, so..."</p>	<p>Self-internal- equivocal</p> <p>Self-internal-cog. Other-external ; pseudomentalization- example other- internal</p>	<p>} Internal NS</p> <p>Shift towards Reflexive NS?</p> <p>} External NS</p>	
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<p>Sheena: Yeah, yeah, yeah, maybe some always happening in the life that (...) they're trying to block it out (...) umm... (...) just trying to (...) I can't explain it ...</p> <p>Paul: It's all right. You're doing great job (...)</p> <p>Sheena: (...) ummm... It's... Its... (...) laughs</p> <p>Paul: (laughs), it's because you've been in Turkey for a week. You've been chilling out!</p> <p>Sheena: (laughs) It was very nice! (long pause) Umm... But erm... (...) Okay, so it's like she doesn't want to go to lessons. So then I get annoyed, sometimes. Or she wants to walk out, and I don't know the reason why she just wants to walk out and I think "Oh, she's being (...)" umm spoilt. ... What's that word? There's another word for it as well. More aggressive? What's that word?</p> <p>Paul: Spoilt?</p> <p>Sheena: (...) No (...) it's like... (long pause)</p> <p>Paul: Defiant?</p> <p>Sheena: Yeah, that's the word. Yeah... like she's just being like that... But then I think maybe she, what's the reason behind why she's being like this? Maybe it's because she's (...) erm... she's thinking about, she might be feeling scared to perform, you know, yeah, thinking maybe people laugh at her, and then it's gonna (...) it's gonna make her feel more low. And I just think about stuff like that... that erm... it's gonna affect... affect her. If people do laugh at her, then she'll get more depressed, then she'll start lashing out more, you know. Yeah, get more angry. Yeah, he's like a cycle. It's like a pattern thing. Yeah? So...</p> <p>Paul: It's great. Like you said, like you get annoyed, like, when she does this, so you get that feeling of, yeah, "oh, she's gone off, and I actually feel annoyed." Do you notice that at the moment, or does that come to you later, like, 'oh, earlier when she walked if I felt annoyed?' Or do you notice it there and then?</p> <p>Sheena: Umm... when it happens she just walked off and thinking, 'oh, gosh, you're just like,' because I'm enjoying the lesson, yeah, she just needs to go. She's not making the effort for herself to listen in English, like having such a good lesson; we're watching An Inspector Calls. And I love that (laugh) And she just walks off. And I'm like, can't you just sit here and just watch it, you know, you don't need to do no work, you just need</p>	<p>Mentalization? Reflection</p> <p>Self-internal-affective pseudomentalization: psychic equiv./teleological? Self-internal-cog. Mentalization: reflection</p>	<p>} Internal NS</p> <p>} Internal NS</p> <p>} Internal NS</p>	
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watch it, the teacher's telling you to watch it. "No I don't wanna, I just wanna go and go learning support." And we just have to go. And (...) then I said, "Why do you just walk off?" She goes "Oh, because I don't want to be here." And I go, "Yeah, but it's, it's a good lesson. And she just gives nothing (said flat). She's like, "I just don't want to be in this classroom, I don't wanna talk about it." And then sometimes I ask erm, and she's like, "Oh, because, because it's just boring, I don't want to, I don't want to be there." She doesn't say exactly like that.

Paul: So even if, if she's watching something, you're find it enjoyable. Yeah, like, got Inspector Calls on, so it's usually great someone's a video on, yeah, just sit there and relax. But she's, what do you think she feels then at that point?

Sheena: **She probably feels bored, probably thinks "I can't be bothered to do it."**

Paul: hmmm...so there might be a boredom there. So most kids are sat there enjoying it, but to her, it's actually quite boring.

Sheena: **I think there's, mostly, that she just can't be bothered to do it. But she obviously, she has, she has to, but you just can't, you can't be bothered to come to you sometimes, but you have to come** (laughs)

Paul: (laugh) Yeah, we do! Where do you think her can't be bothered comes from? What could we? Could we thicken that up a bit more? There's this, this sense that she's like, "Oh, I can't be you know, this is too much for me today."

Sheena: **She probably thinks that (...) she probably thinks to herself "I'm not gonna pass my exams anyway, so why should I, why should I continue doing this?" (slow passive voice) And she probably thinks "So I've been, I've been to most of the lesson, like a third of the lesson, it doesn't matter, the last fifteen minutes; I've done most of it."**

Paul: that's, that's interesting. Like, yeah, 'I've done most of it anyway. So yeah, well done me,'

Sheena: **yeah, yeah. And she knows that. She knows what, she's, she knows everything. She's very clever. (slower voice) She probably thinks "Oh I know everything anyway. So I don't need to be here. I just had to be here because I'm getting told that my teaching assistants telling me to be here, teachers are telling me to be here."**

TOPIC 10 END

Other-external;
pseudo?
exampleequivocal
(several possibilities)

Other-internal-
cognitive
Other-internal-
affective
Self-internal-
cognitive

Psychic equivalence
(Mentalized?)
Other-external
Self-internal

Other-internal-
affective
Other-internal-
cognitive
Equivocal

} Reflexive
(Appraisal-based)?

} Reflexive?
(Appraisal of
events?)

TOPIC 11 START

Paul: When, when you're, when you're annoyed at that moment, I suppose a bit like me when I was having this chat with around University. Would Chloe know?

Sheena: (interrupts) Yeah (...)

Paul: Like you're, you've kind of not your usual self, like you've gone up a little bit in emotion.

Sheena: (quiet voice) because erm [(...) Long pause]. I won't shout at her but I might just say, "Chloe, you're annoying me now..." something like that. Just be norma with... with her. Like, open with her.

Paul: Does she find the openness helpful?

Sheena: *She likes it (laughs). I mean not like it, but she like it but, when I'm real (...) because ummm (...) because I just say to her "We're both adults here now, 15...14... And I just said talk to me a ways, why are you being like this..." And I said "Because you're (...) because you're annoying (clipped ending). I said to her "You're annoying me." And she goes, "Yeah, well, you're annoying me." (laughs) And I go "Ok!" (laughs). And then we, we just have a laugh about it as well as... so it's quiet fun, which is ... and she's like "I don't mean to be like this, but I just don't like it. I don't like this lesson." Just, it's like, she wants to do the work. She does wanna learn, but it's just the thing of, 'I can't bothered' kids are like that, I'm sure.*

Paul: Yeah. So like, you're, you're mentalizing yourself brilliantly there, like, you know, like I'm annoyed, and then, you know, later on, you can have a good think about it, or you might even realize that in the moment. But you say, it sounds like she's not. She's she's struggling to mentalize herself like I walked off because I can't be bothered. So you you can thicken your story of her like, you know, you said, Well, maybe she feels like she's going to fail her exam. So there's a fear now. There's a fear there. There's these negative assumptions about the future there. But, but does she know that? You know, in a sense,

Sheena: *I've told her, if you don't concentrate, one more year, but this is part of your exams, of the coursework and everything. And she's like, "Yeah, but it doesn't matter." We'll see when the time comes. But it's like umm... (long pause) it's like she can't (long pause) she wants to, she wants to do it. She knows she can do it, but she just doesn't want to do it. So much we can do to force her, right? I can't drag her by the hand "Go to your lesson!" (laughs). (pause) ... when she's, when she doesn't want to go or do anything, she's strong and she... nothing, we can't say nothing, saying that... she's just shouting is, like, very adamant. She doesn't want to do it. And she's sat there, in the green open area. I kept saying to her. Then she was like, (emphasised speech) "JUST leave me alone." So don't want her to get angry then. So I just leave it then for a bit.*

? movement from implicit to explicit?
Pseudomentalization

Other-internal-cognitive
equivocal

Other-internal-cognitive
Narrative
Equivocal

Self-external

} External NS

} External NS?

SHIFT TOPIC 11 END
TOPIC 12 START

Paul: I'm just wondering. So... you know, we're talking the other week about the idea of her, her tank going up (referring to diagram drawn on paper, week 2), yeah. And if she, what do you think if she sat there doing nothing, what do you think she's getting out of that?

Sheena: (...) nothing (laughs).

Paul: So she's, so she's not doing anything.

Sheena: Yeah

Paul: But do you think there's something in the doing nothing that's helping her? We

Sheena: (...) **Hmmm... perhaps to, err... just think about things. Cos' I don't know what she thinks, what she thinks about things...we don't' know; she won't tell us... every detail as well.**

Paul: Yeah, and I think doing all of this, this mentalizing business with her, because she's got a diagnosis as well, I think, I think it makes it more of a tricky task

Sheena: Yeah

Paul (continued) for you. I don't know if you ever read about autism or the talk about this thing called the double empathy problem, where it can be really hard for autistic people to think about what nonautistic people are thinking and vice versa, like we just have different signals and stuff like you said, you get the side eye. A lot of people don't do that. You just kind of work out quite naturally.

I'm wondering, then, if this thing, like the cup thing, could it become a language that you use with her? Like, if she, if she, if she's not able to say, "" could you say, right? You know, how, how, how stressed are you right now? And you know, she's in the green area, and she might say, I'm there, or I'm there. You could explain this... like well, what we need to do is we need to, we need to let a little bit of water off. Where are you now? And you know what? What the things Chloe that help your water to your stress bucket to go down? What makes it go up?

Sheena: She'd **probably say** people are **annoying**; people are **annoying me**. Sometimes the teacher, 'I don't like the teacher' she'll say things like this.

Self-internal –
psychic equivalence/
teleological?

Other-internal /
attempting to
describe mental state
being

Non-mentalizing?

} Reflexive NS?

Self-external
Other-external
Other-
internal?external?
Other-internal-
cog+afve
Appreciates conflict
in the other person
(Explicit)

Self-external

<p>If she's fine, today she was fine, but she's made erm... she made a comment to urmm...one of the TAs today in the morning. The TA told her "Watch your mouth Chloe," she didn't like that. So she's like, I'm only saying it." She goes "No, but you need to have respect," because she said something quite rude to her... (pause) She gave her the side-eye (laughs).</p> <p>(animate voice)- Then she maybe she wants fairness. We go "You've got drama, you wanna do to drama?" She goes "yeah, I'll go..." She went, then she went, then she just walked off. Then I couldn't find her for like 10 minutes, then she just wandered around the corridors. She goes "Just leave me alone. You just don't follow me about." That's what she says.</p> <p>Paul: Does she normally do that?</p> <p>Sheena: Yeah. (pause) Sometimes she does that.</p> <p style="text-align: right;">TOPIC 12 END TOPIC 13 START</p> <p>Paul: I know you said sometimes she'll go to us, and then sometimes you'll find her in learning support, yeah, but then she just, she actually wonder about sometimes...</p> <p>Sheena: Yeah, well, she locks herself in the toilet.</p> <p>Paul: right? Is she doing that for you? I know colleagues have...</p> <p>Sheena: <i>Anyone. And no one sees her, no one sees her. She just goes and she's ages in there as well, like 15 minutes...</i></p> <p>Paul: Do you ever have to get her out?</p> <p>Sheena: Yeah, I call. I go to the toilet and I say "Chloe, Chloe, are you ok in there?" She says, "Yeah, I'm ok" (laughs) So she's always like, hiding in there somewhere. So either toilets or the (...) blue area – she sits in the corner. Last people could know. A few weeks ago, we couldn't find her- she was sitting right in the corner, in the blue area. Yeah, hiding away. (Animated tone)- We went in there. We couldn't find to see her but then she was right in the corner. (slow, deeper tone)- She was having a bad morning then, yeah.</p> <p>Paul: Okay, how easy is it changing that situation?</p>	<p>Other-internal</p> <p>Explicit? Mentalized narrative?</p> <p>Other-internal; other-external; mentalization; implicit cognitive</p>	<p>Reflexive passage in external NS.</p> <p>External NS</p> <p>External NS</p>	
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<p>Sheena: Erm... we just say... no, we said to her, we said, “oh, okay,” because it was registration time, and I said, “Oh, do you want coffee?” Because usually, she goes “No, just leave me alone.” Okay, I’m gonna come back at nine o’clock when it’s lesson time; we need to go to your lesson... Or you meet me at your lesson.” She goes “Yeah, just meet me there and she will be there.</p> <p>Paul: Oh, really?</p> <p>Sheena: Yeah, yeah.</p> <p>Paul: Sounds like she trusts you,</p> <p>Sheena: Yeah, yeah, yeah</p> <p>Paul: but you trust her as well?</p> <p>Sheena: Yeah, like, quite a few times she says to me, I’ll just meet me. I will just, I’ll see you in maths, so I see you in this lesson. Yeah, and I just say (laughs) I’ll just meet you there then!</p> <p>Paul: this is when she’s been in the toilet?</p> <p>Sheena: <i>yes, right, yeah. I mean, she just goes for lesson. Yeah. She doesn’t want me following her. She doesn’t want that.</i></p> <p>Paul: I remember you saying last last week, you were saying that you have to kind of get there five minutes later,</p> <p>Sheena: <i>Yeah, I go inside and ‘I’m there for everybody, not just you,’ yeah, she’s there. She likes it that I’m there, but that I ignore her: I’m there for her, there for her. Yeah, I just say, I’m supporting other students, not just you.</i></p> <p>Paul: Would you say the toilet things one of the most challenging bits of your day?</p> <p>Sheena: Yeah... because we can’t go in, like, you can’t go in inside there... you just, just have to wait for her. I mean, she was being a bit..., a few weeks ago- being cycling (? Indecipherable word), sharpening her finger....</p>	<p>Mentalization? Other-internal; other-external Self-internal</p> <p>Other-external</p> <p>Self-external</p>	<p>Reflexive NS (‘Now we go...’)</p> <p>External with some Reflexive NS.</p> <p>} External NS.</p> <p>Reflexive NS External NS</p>	
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<p>Paul: Yes, I remember you saying.</p> <p>Sheena: It was a bit scary.</p> <p>Paul: What happens to you in those moments like, you know?</p> <p>Sheena: I get... I kinda like panic because I think that what if she hurts herself and I'm responsible for her ... and umm... they say to me she can sharpen her fingers, then I'd get the blame... I'd get the blame for it. I've got to make sure that I protect myself, and protect her, because if she's sharpening her finger there'll be blood everywhere.</p> <p>Paul: Yeah, like you say, if you're panicked, does that block your, do you feel like that alters the way you'd normally respond?</p> <p>Sheena: Yeah... because... like, it's like anxiety. I think 'just come out of the toilet'</p> <p>Paul: so you get a bit more shouting coming?</p> <p>Sheena: Yeah...</p> <p style="text-align: right;">SHIFT: TOPIC 13 END</p> <p>Paul: So suppose one of the tricks with mentalization (draws picture) is like, so you're you've really, like, really unpicked this a lot as well. Is in any situation, what's yours or mine, in your case, and what's theirs? ...So, two separate people. So she's in the toilet. What do you think she's feeling when she's in there?</p> <p>Sheena: Probably wants to hide away. Yeah, have her own time without being told what to do.</p> <p>Paul: (scribing) To hide... she wants her own time. Why do you think she's ended up in the toilet? You know, emotionally?</p> <p>Sheena: just... er... fed up, with teachers, TAs and she just wants some to be left alone.</p> <p>Paul: Bit stressed, yeah, fed up with them. Wants to be left alone. People feel like they're getting at her. And then you go into that situation. You said you blame. You feel responsible for and blame</p> <p>Sheena: Yeah, because she tries to hurt herself</p>		<p><u>Internal NS;</u></p> <p><u>Internal NS;</u></p> <p><u>Internal NS;</u></p> <p>Reflexive NS</p>	
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<p>Paul: So there's this pressure on you that you feel in and then he said, you feel a bit panicked. Yeah, my upside down, writing, sorry, God forgive me. And then the thing is, it, this will leak into that...</p> <p style="text-align: right;">TOPIC 14 START</p> <p>Sheena: Yeah... I've known children before that was just longer, say "Miss, can I go to the toilet" and I say "okay," but they're gone five minutes and 10 minutes. He was dancing in the red area once... and then I went to check, and yeah, he wasn't even there. <i>So then I had a teacher coming up to me and saying, you know that he's got into a fight someone. Someone... He beat someone up in the toilet. I was... I was in charge of him,. He said "Are you his TA?" I said " Yeah, but I can't follow him inside the boys toilet. You have to understand that. I'm not going to be his, you know, babysitter." But I said, "I've trust him to go to the toilet. And I was just there, yeah, I can't go to the men's boys." Yeah. He said "But look what happened... he got punched, and he punched someone as well." Because he hit his head. I felt quite bad, he started getting dizzy and they had to take him home. And then I felt really like, oh, not in the blame, not in the blame, not blaming me. I said, "Yeah, but you got to understand that I gave that. I didn't know this would happen." I felt they were blaming me... I didn't get trouble, but I felt like it was my responsibility, yeah, yeah. That's why I just follow them wherever they go... (laughs).</i></p> <p>Paul: So that real sense of</p> <p>Sheena: Yeah...</p> <p>Paul: ...like the school... responsibility on you?</p> <p>Sheena: Yeah, especially like if you're supporting a student who's got special areas of need.</p> <p>Paul: But you've noticed that, that you feel panicked and responsibility...</p> <p>Sheena: Yeah, like if they're taking too long... like it's my responsibility</p> <p>Paul: And the thing is, in that moment, now you know that...</p> <p>Sheena (interrupts)... Yeah, if I'm not, if I'm not Chloe's TA on that Thursday, the Thursday, Friday, yeah, no- Wednesday-Thursday. So I don't... I ask her, when I see Chloe. Are you having a good day? Chloe and but she's not my responsibility for that day. Yeah, I've got (name of other child. Name of staff), she handles her, yeah? Obviously, if there's like, Chloe goes missing or something, and then we will have to step in, yeah, it's all our responsibilities as TA, yeah, but um... but.... if it's like, if it's your job to handle</p>	<p>Self-internal-affective</p> <p>Self-internal-cognitive & affective</p> <p>Self-internal-affective</p> <p>Mentalizing?</p> <p>Other-internal-affective</p> <p>Other-external; other-internal</p>	<p>Reflexive NS Shift External NS</p> <p>Internal NS.</p> <p>} Is this more a Reflexive NS?</p>	
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<p>that, you got to be responsible for her, so you have to do it, I follow her wherever she goes, Yeah, because if she says “I’m just gonna go for a walk” I follow her, but stay behind.</p> <p>Paul: So do you feel like there's this, almost this kinda worry there?</p> <p>Sheena: Yeah, I worry those girls that those girls are after her</p> <p>Paul: Yes, I remember in that first week you were like, petrified, she was going to get beaten up.</p> <p>Sheena: <i>Yeah, we all got an email saying, don't leave her, don't leave Chloe alone.</i></p> <p>Paul: I suppose if you know that, and this is the thing with you mentalizing yourself, is that you know this sense of responsibility might make you more panicked. I'm not doing it right? I'm gonna get into trouble. Yeah, something bad will happen. But if you can, it's almost like owning it. Like, okay, well, that's that. It's part of me, but there's still there's still me (draws/graphics this), and if you know that that's alive in you, you can kind of think, oh, right, okay, she's in the toilet, or I've lost her. I'm feeling panicked. If I stay panicked, I'll probably get crossed with her if I see her you know some people do, but it's like just thinking of putting in a bubble, feeling that thing I feel, I feel that panic. That's normal. I can still find her, though, yeah, yeah. So does that make sense?</p> <p style="text-align: center;">TOPIC 14 END TOPIC 14 START</p> <p>Sheena: <i>Yeah, last month, when that still happened, like the girls, she was still in the school building at three, and I had to go to pick my kids up from school. And I finished back because the bell went, Yeah. And I said, Chloe you need to go home. You need to go now, but I have to take you as well. She said “No no...my taxis is coming for quarter past three.” I said but “But you can’t go by yourself, because we’ve been told that, you know, let’s stay by yourself.” I said “just come out with me because I need to go home as well.” Yeah, my kids, they finish as well. But she said “No, leave me alone. I wanna do my own way and stay in school.” She didn't want to go home, so I had to tell someone else, yeah, to stay with her until the teachers, they stay sometimes, yeah. Bit later on, to keep an eye on her... yeah, as well. Yeah, we don't know what happens after school as well. If we go still be my responsibility the wise I take her out, yeah, because I was headed for the day, yeah, as long as I have to make sure someone is with her, yeah, in case, because she can't, what if she can't fight? And she said I can't... ohhhhh. (laughs)</i></p>	<p>Other-external</p> <p>Self-internal-cognitive</p>	<p>} External NS.</p>	
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Paul: Right. If it's okay, because you're gonna see each one for a while. You don't have to do these and a little bit of , like, homework, but it's just like, if you just want to kind of have a bit of a deep think about that, was a bit longer than that, and that was a bit more simple. If you want to take these with you can and that and that, if you want... So probably, we'll emailing to set a date, I think maybe for early January. But what is it? You're gonna try to build a big chat about it. Is there anything you're gonna think, Yeah, I'm definitely gonna have a go at doing a bit more of this.

Sheena: Yeah, probably umm... I think more like, about why she feels that way... like how she feels sometimes... like... umm... a one to one, like deep conversation with her...

Paul: And I'm wondering if that (pointing to resources) might be a way if she's struggling with the language.

Sheena: Yeah, exactly, hopefully... (laughs) if I bribe her.

Paul: Laughs...Tell me what you're feeling. Yeah, you get a chocolate button every time you say, okay, then

Sheena: yeah, she's hmm... she is doing quite well...

Paul: but it sounds like she's got a good relationship around her, doesn't she? You know, you create in a safety for her, predictability, you treat her, you make her feel special. And when people feel special and safe, they're gonna do better, aren't they? So, yeah, something.

Sheena: Yeah, yeah, I will ask her about moods and see...

Paul: Yeah, just see how it goes. I'll be really interested to see. But you've got my email, so if there's any bits that you're not sure about, or you think, oh, try this with her, and she did that, yeah, just email me. You don't have to, because you're a participant. It's entirely up to you. But if there are any bits you'd like to know a bit more about, or I did this, and what do you think I'll happily have a conversation, like an email conversation with you, like, Oh, was it this? Or this? This one, a bit more clarity. Just email. Okay, right? The next time I see it even colder and Turkey will feel like a really distant memory. Yeah, thanks for all your time. It's lovely, working with you.

Self-external

	Mentalization ?		
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Appendix 5d - Transcript of MBC1. Analysis of 'Voice' 'Paul' (Researcher/Consultant) & 'Sheena' (Pseudo-name for consultee/participant) 07.10.2025 09:11am start; 10:24am finish).		
	Emergent Voices	Grouped
Paul: Okay, yeah, so. So, can you remember about when we met a few weeks ago, and kind of what the gist was of that was... Yeah, so it was like the idea that when we work in schools, sometimes the children we work with or the situations we find ourselves in creates stress, or it's just		

tricky like that to figure out what to do, like and you might be thinking at times, “I don’t know what to do for the best, like she’s hiding in the toilet,” what do I do?!”

but it doesn’t mean just because you’ve signed it, I can do what I want now, like if there’s any bits you’re not happy with, or if you if there’s any questions, because the whole thing will be me kind of and you talking and asking questions to each other. If you feel like questions aren’t helpful, you don’t have to answer them. If there’s bits you say, you think, Oh, I really shouldn’t have said that. It makes me look really bad. Even it’s recorded we can delete it afterwards. You know we. because all of these recordings will be deleted. I’ll just type up. The type up will be kept. But if there’s a bit in anything, oh, I’m not happy with that, I’m not comfortable with that, it makes me look mean or something, then we can, yeah, we can redact bits, yeah, because it will, it might get published at the end of the day. So, yeah, it’s important that you feel you’re being represented fairly. So it’s not like I’m just going to get your data and run off with it. Be mean, yeah, yeah. So, so there’s that I need to kind of go through.

Paul: Have you got any questions before we begin again as well. I know no I know we had a bit of a session with that was a few weeks ago now and a lot’s gone on. . .

Sheena: Yeah, she’s had an incident on Friday, actually.

Paul: Oh, did she. area?

Sheena: Yeah, yeah. She was in the green open area... And REDACTED NAME OF OTHER CHILD#1 was there, she does the garden with him. He was there. And there was REDACTED NAME OF CHILD#2. Then there was REDACTED NAME OF CHILD#3. And I thought REDACTED NAME OF CHILD#2 was her friend, actually, because we met earlier in the day, and then she was helping her with... and she think he just fell off. And then doing work. **They kept picking on her... Chloe started back. I’ve written it all down because I’ve given it to miss, all right**, to REDACTED NAME OF STAFF MEMBER#1, no to REDACTED NAME OF STAFF MEMBER#2, like giving it and she’s what happened was she was something like it was about REDACTED NAME OF OTHER CHILD#1 said **to her, go back to her homeless shelter. Right...from nowhere. Yeah.**

Sheena: She’s like, **Oh, you’ve got cancer.** REDACTED NAME OF CHILD#1, she said..

Paul: Right, okay.

Sheena: He started getting obviously upset, and REDACTED NAME OF STAFF CHILD was there. REDACTED NAME OF STAFF CHILD’s mum has got cancer,

Paul: right? Okay,

Sheena: **And she said, only he said to Chloe... What did you put in your hair in morning? Do you wet it, it looks really greasy... because she uses oil, and she goes... Then Chloe says to her “why you wearing fake eyelashes, you’re insecure, so it’s like a little**

Paul: Right. Yeah,

Sheena: that was okay, **then miss, another teacher comes**... Name of Staff yeah... We heard everything, we’re telling them to stop. Who know, you know... she’s talking like this. And then she said about the cancer thing to **Name of Child, to Name of Child (correction) and then Name of Child took it offensive. And she’s like, Oh, how can you say stuff like this? And mentioned cancer.** And then, then I mentioned before lunch. And then lunchtime, I was doing duty, and I seen them all going to Name of staff’s room.

Paul: Were you with them at this point?

De-positioned self/ story teller (fast paced/talking) – lists people present & their roles. Very little ‘I’ Responsibility/ present but not active.

Sharing violence/ Concerned voice?
Observer of conflict

De-positioned self/ story teller (fast talking)
Observer of conflict

De-positioned self/ story teller (fast talking)
responsibility Shocked voice?

Observer of conflict

Why is she absent? Is this about the experiencing of talking to me? Apprehension of becoming involved?

Sharing conflict. Communicating the severity of need? Her positioning?

Not chief actor in this narrative. Appears shocked – as though to communicate brevity

Defers responsibility?

<p>Sheena: Yeah, I was there, so saw this happening. I was telling them, No, me... and the teacher was telling them, "Stop" yeah. Name of Child was getting really angry as well. Like, she's like, "Oh, I'm gonna beat her up." I was quite scared for Chloe. They did nothing. And then I was doing lunch duty. And then Chloe's usually with Name of staff during lunchtime. And then they all came, and they said to me, "We need to go see Mel." They were fine, because I'm working with Name of Child... and they're all in one gang; Names of children. They were in a bad mood and to go and speak to Name of staff... They tried opening the door, and they were, trying to find her.... They wanted to hit her or something,</p> <p>Paul: Really? So they were quite upset.</p> <p>Sheena: Yeah. Name of staff said to me, said, to tell Name of Staff... everything. And we were quite scared. I was really scared for her. We can't let her walk alone from lesson to lesson...</p> <p>Paul: How do you think? How was she feeling?</p> <p>Sheena: She said, Oh, I didn't mean it like that. I said it, but I didn't mean it like that. Yeah, she didn't mean it... Obviously, it's not nice, especially your mum is suffering from cancer, she meant it as a joke. When I thought that they were gonna get her in school, like I said, not going to any lessons, someone has to support you... She said "No, No, I'm fine, fine"... Nothing happened...</p> <p>Paul: So there was this thing on Friday then, and it's stirred up a lot of emotions, Sheena: and she's got a lot of enemies now...</p> <p>Paul: So you're quite worried for her at the minute...So what about in school... Sheena: ...They won't do anything, but maybe after school, there's always that where, I suppose, well,</p> <p>Paul: so, there's things quite active with Chloe at the minute... So ... we've got three weeks together, yeah. How do you want them to work? I mean, if you got any hopes, if you want to really get out of...</p> <p>Sheena: Right now; everything's going really well with her. Paul: Yeah,</p> <p>Sheena: Like she's going to lessons and yeah, she just be, if she's just being rude to me, I say Chloe "What are you doing? Just stop. Just stop. I'm trying to help you!" Paul: Yeah</p> <p>Sheena: It's when she's... She's in a bad mood... then she just snaps and shouts,</p> <p>Paul: okay. Sheena: In the morning, she spoke to, she told she spoke to Name of Staff. Yeah, she swore at her because she couldn't get into the (indecipherable word). I make her a coffee every morning, because that's our routine now, It helps her settle... coffee and biscuits. Yeah, couldn't go to the room because I think she started swearing at Names of Staff and she chucked her out of the room... So we're trying to find a room... So she was not in a good mood,</p> <p>Paul: So things are going okay with Chloe... Sheena: Yeah, Yeah...She started doing a bit of a work in the classroom.</p>	<p>Care</p> <p>Actions towards threat/responsibility</p> <p>Care/Concern</p> <p>Proud/Positive</p> <p>Rupture Authoritative Voice</p> <p>Report of conflict Perceived Negativity? Care/ Attuned</p>	<p>Refers to conflict: amplify this experience? Seems to care for Chloe. 'They tried to open the door' – as though she couldn't stop them- power?</p> <p>Worry/Care for Chloe? Lack of organisational 'care' – appears alienated in this worry. Just her.</p> <p>Enemies- strong word – to emphasise risk to her? Risk in school(s)? Us them mentalities or revealing something more punitive?</p> <p>Positive. But opposite to first narrative and question. Incongruent.</p> <p>Reports of swearing, conflict. Coffee mornings help to settle (need) but threatened to be taken away? Appears alone in sanctioning/ when things are challenging.</p>
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<p>Paul: How would you describe her? Sheena: Um, she's, she's strong minded. She speaks her, she speaks her mind. She's not scared of anyone. Like, if anyone says, I'm gonna beat you up, she like, okay, she's not scared. She does want to learn. She's very clever in English. Her vocabulary... the best that she used. Teacher was impressed as well. Yeah, if she does well, she would pass it. But she's just sort of doesn't concentrate, like, she does it for like, 20 minutes, and then she just zones out. She says, "I zone out" quite a lot. She sees it as well.</p> <p>Paul: Yeah, okay, yeah.</p> <p>Sheena: It doesn't help with other students picking on her, like, you know, poking her, or say things about her hair. Yeah, she doesn't like it. She minds her business. She walks through the corridors and well, sometimes she gives them dirty looks and then they look back and she's like "Why are you looking at me... and doesn't see they started first, okay."</p> <p>Paul: So she's, she sounds like she's had a good start to the year then? Sheena: yeah, she didn't go to any lessons, now she's going to, like a lot more lessons.</p> <p>Paul: What do you think's changed? Sheena: I think because she's in year 10 now, she's got her GCSEs and exams next year...</p> <p>Paul: What's it like working with her? So what's it like from your side? Sheena: It's okay. She's um, when she's in English, sometimes she got two English lessons.... Double lesson. She doesn't want to write her answers. This just happened last week, on Monday or Tuesday, she didn't want to do any work in her book, and Miss said, you need to write a note. So I needed to help her... she needs to write it down. She just didn't do anything unless I've clarified. She goes, "Oh, stop encouraging me." That's how she speaks. "Don't like to be encouraged. I'm doing my own time." And I go, "She's (teacher) gonna rub it off the board..." she needs to do it now. She goes, "No, no," I just took the book off of her. "I'm writing it for you..." So, you know, for the future. You know, you know it for next year, yeah? And then she lets me write it for her but she doesn't want to... if she doesn't do anything, she won't do it at all. She goes, "I do it" but in her own time. And she misses it sometimes, then sometimes she does it, she or it's like she does say sometimes, when she's in as good mood, when she feels like, sometimes she doesn't do it, like science. She's not done much. Doesn't go to the lessons. She's been to a few, but not so I just get the bag for her and I see you have to do it at least to like half the page, yeah. So she does a bit. Then she just gives up. "I can't be bothered to do this,"</p> <p>Paul: So she gives up... Sheena: So she gives up... quite a bit... she goes up to 20 minutes.</p> <p>Paul: So what's it like for you supporting her? You know when she's... Sheena: What do you mean?</p> <p>Paul: when that behavior is there? ...You know Sheena: when she's in a bad mood?</p> <p>Paul: Yeah, yeah, like, or when she's just gives up, or whatever. Sheena: Then we just go to another classroom. No. Then I said to her, let's say to her, if you're not going to cooperate with me, then I'll take my morning coffees. I'm going to stop all right? I just say, like, and she likes to have that time, yeah, coffee, but she goes, "Oh, okay," and she does a bit of work, yeah? So, like, bribing, yeah. But it's like, um, if you don't do this for me, you know? Probably,</p> <p>Paul: how does she respond to that?</p>	<p>Confused/ Ambivalent relationship Conflict report/ aggression/ violence Positive/ Proud De-positioned praised</p> <p>Environment/ conflict</p> <p>Perception of need/ -ve?</p> <p>Perception of need/ -ve?</p> <p>Offered help: Empowered presence</p> <p>Conflict</p> <p>Perception of need/ -ve?</p> <p>Offered help: Empowered presence Punitive voice – simplified understanding of dynamics</p> <p>Care/ value to relationship</p>	<p>Ambivalent description. Later says that she 'misses her' but this isn't first reported. Almost external characteristics?!</p> <p>External, negatively interpreted characteristics. Conflict within their relationship/ working environment. Sense of disempowerment 'I needed to help... she didn't do anything...'</p> <p>Punitive; conflicts with importance of coffee mornings. Is there a conflict here? In her? Lack of school guidance.</p> <p>I do enjoy (do)</p>
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<p>Sheena: Then she does do it. She does do better or she's like "AH... Just chill." She goes "be chill with me." I mean, I do enjoy I have enjoyed it before to be honest, yeah, but I really like it, like kind of miss her sometime, and I'm not with her, really, when I'm with another student, so I miss being with her... going lessons, being around her, because she makes me laugh. I'm not joking, yeah, yeah. She's a character, understanding ...it's not her. I feel like it's not her. People are aggravating her. The students they're picking on her. They're sure she is going to rush out on them, yeah, because it's too much for her. She's just sitting, finally doing her work and name of child was like, "Chloe, Chloe belong to a homeless shelter." On the other side saying, "Chloe, why is your hair like this?" And it's just non't nice. I said, "Leave her alone. She's doing a work. Do your work."</p> <p>Paul: So you sound like you've become quite protective of her?</p> <p>Sheena: Like, yeah, I feel a bit bad, because I've got a daughter age 14 plus Chloe is 14, and it's like teenagers like hormones, and they get insecure. I think, well, Chloe's not. They've got that emotional thing going on. Yeah? Hormones, yeah.</p> <p>Paul: So what? What emotions do you get, or have you had working with Chloe, you know</p> <p>Sheena: Like in the beginning, I was really upset. I didn't want to ask Miss Name of staff. I don't want to be her TA (Teaching Assistant) because she just swearing at me constantly. She swore at me six times in drama in front of the whole class. At home time I was trying to escort her out, shouting "leave me alone" in front of everyone else. And then erm... I said to her, I think the next day, I said, I'm trying to help you here. You know, if you swear on me is we're not going to get anywhere. I'm trying to help you with your work. And then after this, this coffee thing started, like, I think name of staff was saying, said, said to her, this person like, Would you like hot drink and everything? And I said, Yeah, make it for make your hot chocolate tea in the mornings, like when I saw tonight, and we'll go to the staff room and have 15 minutes of time settle in, ask her about her weekend or how her evening was, because I don't know what she gets out we don't know if she gets, you know, at home, yeah. I know home life is quite difficult. We don't know if she eats or drinks properly, to make sure she's okay, yeah, yeah. So I think it does set her up for the day. I mean, this one-to-one thing in the morning, yeah.</p> <p>Paul: So you, you've gone from a place where, you know, quite emotionally challenging, yeah. And then,</p> <p>Sheena: and now, like, get to me when she doesn't, like, it wasn't me, like, I was, yeah, it wasn't me, like, I was like, Oh no. Now... It's like, if she swears at me, it's like, in one ear out the other so the behaviour's still like, she still swear so it's less with me. Yeah, I think with her improved as well, a little bit. It's less than what it was before. Yeah.</p> <p>Paul: What do you think? What do you think was made that change?</p> <p>Sheena: I think if we just speak to her nicely, she likes it that you, that we speak to her nicely. I told her she wants oil for her hair, yeah. So I said, "Okay, when I go to town, when I go home bargains, I'll get you some." She was asking, what else I had not a chance to this time... so she's quite happy when, sometimes, I say I'll get you some. Yeah, I feel like it was my daughter. I'd like it if a TA would be nice than her... look after her a bit... I don't know. Parents probably can't afford things at home as well. I bought her biscuits as well. Me and name of staff, we buy her the biscuits for her, and we've labelled it Chloe's biscuits.</p> <p>Paul: How do you think that makes her feel now?</p> <p>Sheena: Like, friends and she's got hardly any friends. I don't think she's got many. She doesn't have anyone in school. She doesn't go anywhere. She tells she tells us what she doesn't... she doesn't have at home, like outgoing life. She doesn't go anywhere, cinemas, swimming, nothing, town, she doesn't go so she's just stuck at home.</p> <p>Paul: What do you think she's she feels lot of the time?</p> <p>Sheena: Depressed. She seems depressed. Yeah, she's probably then you probably get angry. She probably gets she can't live a... like a teenage life properly, like with friends. That is something she wants; somebody. But then we did ask for an appraisal, and I said, in fact, me, then name of</p>	<p>Needs from other perspective</p> <p>Carer/ mother? Simplified understanding? Adopted narrative</p> <p>Negative feelings; embodied negative Recipient/ Obs. Conflict Embarrassed? Disempowered? (personal). Restoration</p> <p>Care .Interaction Empathetic understanding? Worry/ unknown/ uncontained/ system doesn't know/share.</p> <p>Caring interaction.</p> <p>Ref. to motherhood</p> <p>Sad/ lamenting voice</p> <p>Connection to feelings: Available, narrative (medical) "Teenager" Live like a teenager... suggesting Chloe's experience is different.</p>	<p>I have enjoyed (past) Phrasing seems to separate her from the feeling/ from the relationship.</p> <p>Guilt? Reconsideration of her role; importance of role models and motherly figures. Moves to 'hormones' as only available narrative to support meaning making?</p> <p>Ref. to motherhood again.</p> <p>Voice here is still fast. Appears genuine concern. That friendships and wider experiences are just as important for the TA as they are for Chloe – yet these</p>
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<p>staff can take her to the shopping centre, take, because we need to speak to one of the to name of staff for trips. And she said that last time they took her, but she was just running everywhere, and it's gonna be very hard, because what if she just went off from us? We don't know. Okay. What can we do? I mean, the First Aider must come with us so you feel like processes a lot of risk assessments to fill out. Yeah?</p> <p>Paul: So you think it's important for her, but there's a bit of, a bit of worry about...</p> <p>Sheena: ... she goes nowhere. She doesn't go. I think in the summer holidays she hadn't gone out anyway, not even, just the park... just at home. If you're doing that the whole time, they're gonna go crazy... They're gonna go a bit, depressed, I think, yeah.... She said she" was going my garden sometimes."</p> <p>Paul: So you to begin with, you're a bit nervous about working with her. And then you had that, a few weeks where it's quite challenging because there was a lot of swearing, and then you seem to, you said, like you kind of accept that now, and you like you miss that when you're not with you.</p> <p>Sheena: Yeah, she tells me, "I'm gonna have a good day today." She says, "You must be chill with me. Yeah, to go to your lessons. She was happy. Don't like try to encourage me to do my best."</p> <p>Paul: Do you think something's changed in the way she experiences like you like something's changed in the relationship, or...</p> <p>Sheena: Before she was like, I don't want you. I don't want anyone. I want name of staff back, because name of staff was her TA last year, right? Name of staff, yeah, but it's tough because you've got me now, yeah, and we need to work together. She keeps saying that she's okay, that's fine. Today, I said to her, I'm not going to be with you first two lessons, because I'm going to be a meeting. Yeah, by myself. She's okay. Sometimes she just goes, um, I couldn't find anywhere. Last week, we had history, yeah, RE. And she goes to me, I'm not going to go, RE. And then and then I didn't bother checking RE. So I went around the whole school. I was like, is she downstairs, checking all the toilets? Then after half an hour, I went, and she's sat there nicely, doing her work. And Miss was like, she's been doing her work so nicely, so she didn't even know she was here. All right. She refused to go to that lesson. Then she still went,</p> <p>Paul: and you were looking for her, and he actually thought she gone... vanished.</p> <p>Sheena: Yeah, so she's making... and she's doing a lot. She's doing good work.</p> <p>Paul: It sounds like she's changed a lot. I'm really interested in what maybe has caused that change</p> <p>Sheena: maybe, because she's in year 10 now, and she knows she has to, yeah, yeah.</p> <p>Paul: okay, so I'm wondering as well about like our time together, because... I know when I've worked with your colleague,</p> <p>...I dive into a bit of the theory. So I've kind of done this is, like, I want it to be personal to you. I want it to be your space. But then I just want to see if there's any bits of this idea of mentalizing that's that's helpful... just to unpick it a bit more. Because the idea is, is that if you can think about a relationship role, you spend so much time with, you spend a lot of time, some people in school just spend so much time with a child, the relationship becomes a big thing, doesn't it?</p> <p>So in this theory, the idea is that mentalizing splits into four areas, so there's like, so this is the like, just the way we think, you know, if you think about your own children, so we've got like feelings, which is like affective feelings, actually. So we can think about our feelings, and we can think about our thoughts, and we can think about what's going on inside. So if we think about us, and we can think about others so external and internal, so we can think about other people's thoughts and other people's feelings as well as our own.</p> <p>Sometimes it's automatic. So that's a good example of that would be, do you ever have that thing where you kind of just know what somebody's you know, you know somebody really well, like children, and you just know when they've had a bad day, you know when something's up? Yeah. So that's kind of automatic. You can't explain it, but you just, you just have that sense. So sometimes it's automatic and sometimes it's</p>	<p>Empowered response.</p> <p>Sad/concerned/lamenting voice Depression -again.</p> <p>Trusting, open conversation about behaviour towards each other</p> <p>Surprised voice sharing trust</p> <p>Simplified narrative</p>	<p>aren't being supported (absence)</p> <p>Appears concerned but very simplified, causal expression of issue and eventual experience. Thinned narrative 'go depressed.'</p>
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<p>controlled, like sometimes we just we it's really hard to figure out. We just have to really think about it...the other component... mentalization, so it's like, got these four areas...</p> <p>Do we focus on what's on the inside, like what people are feeling and thinking, or do we focus on what's on the outside, like, our behaviour? Are we thinking about us? Are we thinking about the other person? Are we thinking about feelings or thoughts, or is our focus automatic? Like, I say, like, sometimes you just know or is it more controlled? Do we have to really sit down and think hard about Wow? Like, why is this happening? Why is this person doing that all and the idea is, is that there's these four areas. They're like, I've got two halves to them.</p> <p>And they reckon, in this theory, that relationships are at their best when we've got a balance of all of this. So if we can work out what people are feeling or thinking - that's really useful. If we can think about the other person as much as ourself, that's really useful. If we're thinking about their internal life as much as their behavior that's useful. And if we when we're stuck with people, if we were able to think about them bit more deeply in a controlled way, that's really useful. Does that make sense in a way?</p> <p>Sheena: Yeah, sort of.</p> <p>Paul: It's it is a tricky one. And so I suppose good example would be... if, if I wasn't mentalizing about a child, I might just focus all the time on their behavior... and the way their behavior makes me feel so they are...They're loud, and they shout and they swear, and that makes me feel horrible. And so if I'm only focused on that and that and what it makes me feel, then that relationship's not going to be very close. So what I need to do is like it might be that I've got, like in the olden days when I was teaching, it might be there's a boy in my class who shouts and swears a lot. It doesn't do his work. He makes me feel really challenged, really confused, a bit angry at times. But then if I started to think about him... Well, why is he like that? What's he doing? Why does he feel the need to control me. When I start to think a bit more deeply, then the relationship will improve, because I'm less centred on myself and his behavior. I'm thinking about, well, you know, you say a minute ago about what she might be feeling, you know, when you sort of think about the internal world as well... So that's kind of the theory on a small whiteboard.</p> <p>I'm interested. Are there any times where you feel that you're with , you don't get that automatic sense of thinking where you just feel a bit confused, and it's like, I can't work this out, like... she's doing this, and it's like,</p> <p>Sheena: Yeah... she just has sometimes random outbursts for no reason, She doesn't tell us. She doesn't say what it is, as we'll be bothering her, right? But we don't know, and don't ask too much as well. Someone ...maybe someone's like, said something to her.</p> <p>Paul: So can you, is the times when you can just, you just get that. So I was like, you get that automatic sense like, "Oh, she's something not right today",</p> <p>Sheena: yeah, yeah, yeah. It's just the way she's, you can hear from down the corridor sometimes, Someone said something, when we try and Chloe might just say "just leave me alone, I don't wanna talk about it..." that place just goes to name of staff's room, yeah, sits there, or she just goes and sits in the corner near... the classroom She needs a bit of time for herself. Yeah,</p> <p>Paul: How often does that happen?</p> <p>Sheena: Maybe once or twice a week. I think, yeah, three times a week, yeah, not every day. Some days, really good. She has good days. Yeah, there's no screaming. It just depends. Sometimes, like the lessons, if she doesn't want to go and be forced to go, she doesn't wanna do the work... She keeps getting her phone out, not to take a photo, I keep telling her to put it away But I just think if we take it off her, I don't know what would happen...</p>	<p>Disconnected "We don't know... we don't ask.."</p> <p>Disconnected; physically real but distanced from her problem. "Down the corridor." Not about her in direct relation to Chloe.</p> <p>Negative description – appears also to be lowering responsibility; fear?</p>	<p>Conflicts with the proactive desire to do trips; imaginings about 'home' and her feelings.</p>
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<p>Paul: So what's, what's it like for you at that time? You know, when she's, you know, 'I'm not going to lessons' and then she's been screaming, you know, how do you feel?</p> <p>Sheena: I leave her alone for a bit and say 'Okay, let's go to an area' open area, or a classroom, but there's no one there, And I said, you can just, like, do some drawing. Let me do drawing. She does. She likes drawing, so she does that for, like... last week, I think she was in LS1 and she had, she walked out of English. She went to the first session of double English. She walked out of the second lesson and said "I'm tired of my lesson now..." She just walked out. And I went to find her, and then I took her back with her, and then we're in LS1. And then me and her, me and her and Name of staff was there. Name of Staff said "Oh, just, just go back to Lesson." She said, "No, I don't want to go." And I got her back. Then I said, "Okay, do you go back? She's like, No, I'm doing coloring. I don't want to do back now. That's it. I've done enough."</p> <p>Paul: So what's your thinking? Then when you get when you take her away, you know, like when you think I'll get to do some colouring?</p> <p>Sheena: Yeah, but I think that she maybe she's, she's in her work for rest of the lesson, still, she still needs to do it, because she's part of the group and said she don't want to miss out on it. I just wanted her to... she then she falls behind, and the next day she doesn't know what she's doing. So then, if she does that, she doesn't cooperate. Like, when we're in that room, she didn't do any of her English. Then I said, "Okay, let me make some notes for you. Then, you know, you then you write it in your own words," and she's like, "No, I'm not doing anything." Then she refuses, and she just does colouring.</p> <p>Paul: What's that like for you? Like, you know...</p> <p>Sheena: I just have to sit there and try and help her, look through her work</p> <p>Paul: And when she's still saying, 'No, we're not doing it.' What's that like?</p> <p>Sheena: I can't force her; I just have to leave her...</p> <p>Paul: How did it make you feel when she's like that?</p> <p>Sheena: useless...</p> <p>Paul: yeah, yeah...</p> <p>Sheena: (interrupts) Yeah. It just depends on the mood. But she's just had enough. It doesn't help with the students that she's with like name of child.</p> <p>Paul: Yes... you were telling me that story earlier about how children can...</p> <p>Sheena: (Interrupts) I mean, she's now, like, she was in the same English class, same maths and same science as name of children, yeah. And they've split up now, so he's in one class and she's in lessons together, which is good, yeah, some lessons. He's okay, but he's got ADHD. He's very hyper, very lively. Every time, he just keeps telling you about looking at her. And there's other students as well in the classroom, like, what's his name?</p> <p>You just like, you're right, Chloe, you're right, Chloe. And then keeps looking at her and laughing. Then just laughing. Leave her alone. And then he tried to talk to her, yeah. They laugh as well. She's doing her work. And then she turns, she says "Just shut up and leave me alone." They keep on, 'Chloe, Chloe', they keep calling her, bugging her, and it's gonna set her off. Then she just starts walking off. I tell the teacher you know, it's because of what he's saying.</p> <p>Paul: how does Chloe feel when that's happening?</p> <p>Sheena: <i>Sometimes she laughs. She finds it funny.</i> Then she joins in like...</p>	<p>Physical space - "No-one there" – does SEND need to be hidden? Empowered, active; helping voice</p> <p>Physical space - Lots of movement "LS1... open area... empty classroom"</p> <p>Authoritative voice; Her needs = Chloe's needs. Punitive/ systemic depersonalised language 'co-operate.'</p> <p>"Just have to sit there" – physical space with possible boredom – or not recognising the importance in the 'Just' – that Chloe needs this time to regulate – have time away. Disempowered/ responsibility Does this link to the 'uselessness'?</p> <p>SUPPORT OF SEND/ ACCOMMODATION OF.</p> <p>Conflict obs. / experience Responsibility – teachers have been absent in these stories.</p> <p><i>Incongruous statement:</i> "She says just shut up and leave me alone...they keep on calling her, bugging her... <i>she finds it funny.</i>" (she may find it funny at times, but this wasn't fitting the immediately previous narrative.</p>	<p>Is external focus - around the systemic need to be 'doing' which inhibits reflective practice?</p> <p>is this to absolve responsibility or separate from the tensions of conflict?</p>
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<p>Paul: Really? Sheena: Yeah,</p> <p>Paul: Is it... How easy is it to predict which way she's going to go? Sheena: Face, Facial expression... Yeah, you can just tell them they're saying something not here. Just randomly say something... then she joins in. They're just like dissing each other. I think it was in English as well. She's like, "Oh, name of child, you're this, you're that." And Miss was telling them to be quiet. And she's laughing as well. Yeah, same time. But she doesn't take anything personal, she doesn't take it to heart and she's not scared as well of anything or anyone.</p> <p>Paul: So we're kind of talking about, like some of some of the bits that kind of confuse you more with their behaviour, like on what, what she might be thinking and feeling underneath that. Suppose that aspect of mentalizing, you know, the thoughts and the feelings... are there any other times when...</p> <p>Sheena: I think she might need urm... counselling or something Yeah, counselling, yeah, just, but even then, she'll won't co-operate I don't think that's what she needs. There's a lot of things going on inside her head. Yeah, I think she's needs I think... therapy. I think she's got that... is it... schizo... schizophrenia... I think she's for got that...</p> <p>Paul: Really... Sheena: she does talk a lot to herself. I see her talking to herself. I see her laughing to herself, and she's whispering all the time, yeah, I think she's got something.</p> <p>Paul: Has she got a diagnosis? Sheena: I don't know... I think so? I think so ...someone... who said it? A lot of the TA (teaching assistants) have mentioned that she's got schizo... schzi ... how do you spell it?</p> <p>Paul: was it autism? Sheena: She's got that as well. I think so.</p> <p>Paul: All right, Schizophrenia and autism are similar, in a sense, because there's this idea of, Sheena: (interrupts) ... She whispers a lot to like ... in drama, she was staying in the corner. She does no work in drama by the way, she goes there, she does nothing. It's like she listens to everything, discussions... She joins in, yeah. When it's time for her to rehearse or to do, she had to write a script last week... A few weeks ago, she didn't do nothing. And I wrote this script for her, and I said, Let's just let me help you. I'll do it... Okay, I'll take it home. She took it home. She didn't, she didn't go through everything. She was like "Ah... lost it...". Not bothered doing it. So she just goes in, sits in a lesson, and does nothing. But it's great that she goes in.</p> <p>Paul: So it sounds like, because I know earlier, you're saying she's doing really well, and you feel like you've got your relationship with her has really strengthened, like, but then there's these little pockets, it sounds like, where she's, you know, she'll sit there and not do anything... you know, sit there. You said "I can feel useless" at times. And then she'll go to drama and, and then she does confusing things while she's in the corner and she seems to</p> <p>Sheena: Yeah... laughing and talking to herself, yeah, laughing and talking to herself. And I said, "Oh, who are you talking to Chloe" and she's like "Oh, no one."</p> <p>Paul: What's it like for you when you see that, you know? Sheena: A little bit scared, yeah, if she's got she's I don't know if it's because she's, you know... diagnosed with that,</p>	<p>Responsibility; looking for quick answers/ meanings -ve appraisal of need: How does she know she won't engage?</p> <p>Negative description of need; very quick speaking – as though trying to 'get it all out; all the bad' and have it taken away/ contained.</p> <p>Embodied interpretation of what these needs mean to Sheena.</p>	<p>Repetition of co-operate As 1:1 she appears to be uncertain of Chloe's needs.</p> <p>Very strong attempt to communicate her needs.</p>
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Paul: What's scary about it?
 Sheena: She just... laughs. Yeah, sometimes it's like, when the whole classroom is quiet, she just screams, and everyone jumps, and she starts laughing... she screams like big a noise. She starts having she's got like, a smack on her face loud enough. Sometimes she coughs, laughs to Students, she's, um, does these random things. Our (? Indecipherable word) has noticed quite a few times. I think name of staff knows more because she's with was with her the whole of last year, so she knows what she's taught her and everything.

Paul: Yeah, so there's a lot there that you just feel isn't available for you to work out. So it sounds like there's a lot of this idea where you have that automatic like, yeah, I can figure it out. I know what's going on for that person. And then there's that kind of control they have to do a bit deep thinking around us. Would you say that you're having to do a bit more of that deeper thought?

Sheena: Yeah

Sheena: She would need to be in a weekly sessions? She I bring her?
 Paul: Do you think there's any role for you in in that? Because, actually, this idea, this idea of mentalization is, is the idea of... if you, if you strengthen somebody's ability. Because the idea is, if you're doing it, if we all do this around children, then they pick it up as well. And you know, it might be that we actually look at ways for you to explicitly help, because this, this resource book I've brought along, has got some nice activities in that you could do with kids. So I'm wondering, you know, how would you feel about a bit of, maybe, or just, like, just the odd thing here and there. I just take borrowing bits of this, because it might be that she's not, you know, maybe she's thinking a bit too much about herself and all the others I don't know. You know, the inner world and the outer...

Sheena: She doesn't care about anyone's feelings. Just say, like the cancer thing, she'll say "okay, it's just a disease anyway." But no, it's not because a lot of people spoken that they're upset, they're really upset... she doesn't. She doesn't care, she doesn't have emotion.... Urm ... she's emotionally unavailable.

Paul: That's one way of putting. That she it sounds like she has emotions, because she'll start laughing to herself, but then, but then, it doesn't feel easily available, like sometimes it's hard. It sounds like it's hard to work out what she's thinking and feeling, which might mean there's, there is a role for us here to think about this next week and the week after. Because it sounds like, I don't know, you tell me if I'm wrong, but listening to it sounds like you were on a bit of roller coaster at the beginning, like emotion issues, swearing and that was creating emotions in you. She was having big emotions. Whereas now you feel like you're a bit more on top of that. But there's still this space for ... there's some quirky things that happen that you're not quite sure about.
 And there's this sense that you're saying earlier about like, there's this sense of you just can sometimes sit next to and feel useless, like I don't know how to get to work. So it might be that we can focus a bit more on that.

Sheena: If she says no to it, then you can't, you can't just fight it. Then if I do try, then she says to me, just stop encouraging me. She'll say, I'm going I'm going...

Paul: Are there any bits like...
 Sheena: (Interrupts) she can't be encouraged. Says I don't like being encouraged.
 Paul: So you can't you can't win. Then (both laugh)

Sheena: She doesn't think... she's urm, you know. The kid was in front of her. She just drew everything. She just drew drawings of Goths. She... That's what she does, she doesn't let anyone look at her drawings or nothing on her writing. She covers it. And I said to the teacher, I don't think she's doing her test.

Paul: So what? What do you think when she's in those situations? What you've got this behaviour? She's not engaging like you said...

One sided, negative, confused, out-of-touch consideration of needs; a behavioural description – why? To make me more alert? More complex? More believable? Responsibility & knowledge; impact of the 'system.'

SURPRISE: This had been expressed in meetings and paper work/ info. Literature – seems to be negotiate the space. Responsibility around role of working with Chloe.

Negative closed voice; very discreet ways of seeing her – affects Chloe's personhood- who she is/ how she feels (or doesn't). Disconnection.

Close voice; Conflict seems more connect towards Chloe here.

“(She) says I don't like being encouraged” Acceptance and 'use' of CYPs voice without criticality? Why? Seems to paint a negative picture of Chloe... Is she evidencing Chloe's needs through difficulties understanding them and the difficulty this brings? Does she feel shame and anger at not being able to change Chloe's needs? (very quickly and assertively spoken).

“Randomly, Random things” Appeared a few times; is the unpredictability; uncontrolledness an issue?

“She doesn't care about anyone's feelings... she doesn't have emotion.”

<p>Sheena: yeah, If I said “you need to do this test, she’d be like “I’m going now.” Paul: So what’s she feeling at those points? Do you think what’s going off like, you know, that interna... Sheena: (interrupts).. I can’t be bothered. She that, I can’t be bothered to do it...</p> <p>Paul: So she’s saying that sometimes...Is there a feeling that that can’t be bothered is trying to keep safe. Is there something going off in her that’s not very nice to experience?</p> <p>Sheena: Basically, I think it all boils down to what happens at home... I don’t know... I don’t know what home life’s like... If she doesn’t get attention enough... I ask her “What did you have last night? And I wonder if she’s been neglected and she cook it yourself... and she goes ‘Oh mum made if for me’ and go “Oh, that’s nice.” I don’t know how the relationship is like... And then she goes “Oh, I need some new trainers... she needs new trainers. I go “Do you go shopping or town with your parents?” “No, my parents are poor and they’re not gonna take me. I need Miss name of staff to get me new trainers... Or the school, school will have some for me... things like that. So it makes you think that, maybe... (long pause), I don’t know, may be she’s been neglected or something.</p> <p>Paul: So if you sounds like you’ve got to worry about that... How do you think ... Sheena: (Interrupts) I’ve seen one she wrote in his... what lesson was it? In Well Being, yeah, they were talking about neglect and everything and depression. Then she said something like, she’s, she’s been abused by her Biological father... Biological father, I think he’s passed away and now mum’s got a boy friend and they didn’t get on... but she was abused mentally, and she’s been mentally abused by her sister, and she shares a room with her, and she doesn’t like her sister. And she goes, “This is why I have, like, have these arguments” or something...</p> <p>Paul: Do people know about this? Chloe saying that she’s been abused? Sheena: I think mum knows, and names of staff knows... and I’ve seen her, she wrote it all down...</p> <p>Paul: So she lives or she’s had this world where she feels like people have been unkind to her, Sheena: yeah.</p> <p>Paul: How do you think... Sheena: (Interrupts) ... maybe that’s why she’s become like this...</p> <p>Paul: Yeah? But how do you think it affects her day, like, what, what feelings is she carrying about with it? Do you think? Sheena: hate sometimes... she hates people? Resent. She probably feels she didn’t care, because it happens like, if you abuse as a young person, yeah, that’s what happened to my husband, he was abused as a child,</p> <p>Paul: oh, wow, Sheena: by his mum and dad. Everything.</p> <p>Paul: Okay? Sheena: Yeah, he talks about it. He’s, in fact, you think that they’d, he had no help, like, he, he just normal school. Like, if he came to this school, they help him, yeah, I think he’d have been a child that would have, you know, learning difficulties and like, something like Chloe, yeah, because he used to be bullied in school and he gets to go home with mummy, still has affected him a lot. Just now he’s, I said he needed therapy, yeah, just now he’s like, and then he has anger problem. You know, it affects them when they go grow up. So I’m sure Chloe will have some sort of anger problems. It’s like, it’s down to parents.</p> <p>Paul: So you said, like, she’s got this hatred and this anger, so... Sheena: (Interrupts) yes, yeah...And then there they way she looks at people from the corner of her eye...</p>	<p>Interrupted voice; fast – keen to speak; simple narrative of Chloe; Opportunities to re-appraise, reflect appear squashed by this voice. Almost and angry, projecting, blaming voice.</p> <p>Inconsistency (RESPONSIBILITY) “It all boils down to what happens at home... I don’t know what home life’s like...”</p> <p>Critical, negative, closed voice emerges</p> <p>Impassioned voice of communicating; seems disconnected from Chloe’s experience; abuse and passing of her father; those traumatic experiences.</p> <p>“Maybe that’s why...” “THIS” signifies Chloe following a description of trauma with little exploration of what that might have meant to Chloe on an emotional and experiential level. Seems a very immediate, disjointed jump. “THIS” is never explored, almost accepted by Sheena ... Chloe is ‘THIS’ not ‘This and that and bits of these...’ – Finite way of conceiving her personhood.</p> <p>Appears to empathetically connect to a situation, but doesn’t appear affectively empathetic. Responsibility; Societal Narrative that therapy will cure all.</p>	<p>I felt a tension at this point of the sessions. Where was my tension from? Also felt a strong sense of disempowerment – wanting to talk, but not heard – questions ignored. Where did that come from?!</p>
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<p>Paul: And what you the other thing you've noticed is, like, her behaviour is that she she leaves, she stops doing things that might seem too tricky, like the maths test and some of the work...</p> <p>Sheena: (interrupts) Yeah, yeah. She probably knows that she's moved up a set in maths as well. So she knows her stuff... she is... she can't be bothered to do it.</p> <p>Paul: Do you think, do you think that's it? Do you think she's...</p> <p>Sheena: (interrupts) I think she can't be bothered because she knows what she's doing? She's very clever... The best that she's used in English... Teacher was impressed, Mr. name of staff was so impressed, couldn't believe her language.</p> <p>Paul: I'm wondering, if, you know, we're just saying, about... you know, abuse</p> <p>Sheena: (Interrupts) you know that she can be like a top student. She doesn't want to do the work.</p> <p>Paul: How do you think it has affected her? Something like, these things that have been said to have happened?</p> <p>Sheena: ...And she wants to, like, kill herself – she said that on Friday... what did she say?</p> <p>Paul: Okay, so the on Friday,</p> <p>Sheena: Yeah... I don't know if she told someone or not...</p> <p>Paul: Yeah, we'll have to follow that up if not...</p> <p>Sheena: Like she's just, she just said, like she was just, I can't remember when she said it, but it wasn't enough, because things have happened on Friday, yeah? But she said it, like, just randomly, like, just as a like, it was a normal conversation, oh, just kill myself. I said, Oh, have you tried doing anything? Hurting yourself? She goes, "No, but, um, sometimes I just feel like killing myself." (...) Pause.</p> <p>Paul: So she's quite like, you're saying earlier, like this, this complexity to her, isn't that like you saying like she does these things in drama where she seems to be laughing to herself. So there's a lot of confusing things I was just thinking about. You know, you say like she she hates. She seems to have this hatred, as you described like this. She can be quite angry. Appears to be angry towards other people, like herself, like she doesn't, she doesn't like herself at all, like there's this she wants to hurt herself. So I'm wondering if the can't be bothered (long pause)... whether there's something deeper there. But I don't know. What do you think?</p> <p>Sheena: yeah, I just think it just comes down to family, like, yeah, I don't know... home life... maybe</p> <p>Paul: I wonder if there's something around failure, like not doing things is like, if I don't do my test, I can't fail... If I don't do that work, I can't fail. And what, what failure might open up for her, in a sense, "if I've done it wrong," and what that means to her, if, if you if there's this idea that there's a lack of care or love, or whatever the you know there's something there that you wish it's it like, seems like there's not been enough of it for, like, what that's done.</p> <p>Sheena: I don't think she's received any love. I don't know. I just feel like that's what I've seen that. I think that Miss has still got it her...</p> <p>Paul: Okay, yeah, We'll have to make sure it's passed on. If she says she's she's that unhappy</p> <p>Sheena: She doesn't look... she smiles and everything, it's not like the she's really like,... like they're going to be nasty to her because it's parents. They're not gonna be nasty. I think she was probably, she probably wasn't given much love as a child. When she was young, she just become like this maybe...</p>	<p>Simplified narrative of need. Other available narratives e.g. Autism/ Trauma aren't attended to.</p> <p>Interruptios; this voice needs to be heard, discounts other voices. Praise, Positive, Proud voice; also by proxy!!!???</p> <p>Negative voice appraising need.</p> <p>Said without worry or connection to Chloe's feelings/ state of mind.</p> <p>Curious/ caring voice.</p> <p>Simplying narartives;</p> <p>Powerful statement to be not sure about. Critical voice appears to be dominating.</p>	
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<p>Paul: Can you think of a time? A time when things have gone really well and who've thought "Ooo.... I've had a great day..."</p> <p>Sheena: ...What last Tuesday, we had music. She loves her music lessons because of sir. She likes him. And then the playing, they were doing instruments. They took up their drums and everything. So I said, she was staying there, and I said, "Come on Chloe, just play something, even if it's, you know, just do anything... join us." And we both joined in. And she really had a bit a go, like, she picked up so well, she was doing something with her for that.</p> <p>Paul: Oh, wow.</p> <p>Sheena: She was using something... I've forgotten what they were called...</p> <p>Paul: Symbols?</p> <p>Sheena: Like symbols, yeah, yeah. She, she picked it up so fast. The whole lesson, she would just, like, enjoying it. She was laughing. And then me and her having goes, yeah, yeah.</p> <p>Paul: And were you? Were you with her?</p> <p>Sheena: Yeah, I was with her...</p> <p>Paul: Oh, right. So you both doing it together?</p> <p>Sheena: Yeah, she had a go for about ten minutes and I had a quick go, yeah. And then she swapped to the piano, I think then she was doing a few things there. I was thinking... it was really nice. It was, I said, "Oh, we enjoyed the music lesson" she goes, "yeah, it was fun, it was nice."</p> <p>Paul: You said that so like you enjoyed it. Did you enjoy those?</p> <p>Sheena: Yeah, yeah... It was quite nice...</p> <p>Paul: Do you think she picks up on that? You know when you when you have these nice moments together?</p> <p>Sheena: Yeah, yeah. She likes it.</p> <p>Paul: How do you know she enjoyed it, like with you?</p> <p>Sheena: She smiles, does this thing with the eyes. And it's like, you know, today I said to her, "Oh, Chloe, I missed you during the week and your very quiet... I like I'm looking for you..." you know, yeah. And she's like, "Oh, thanks." I do, but you know, I'm not just saying it. And I think to myself that maybe that's what she wants- someone to give a bit of affection, yeah, care</p> <p>Paul: Yeah... care and curiosity a bit there you've shown there, that you've been thinking about her.</p> <p>Yeah? What about a time then where – and that's a really lovely example. You're like, you've had this shared experience, yeah, that's really fun. There been any times recently where it's not been as fun, you know, it's been quite, maybe not really hard, but like, just confusing, or just a bit tricky, or a bit like, you felt, I don't know what to do. You know,</p> <p>Sheena: Just when she just...since that time, she was swearing, and then another time was in drama, when she just, there was this girl, she's really soft. She like, she didn't like cries and anything. And obviously with Chloe, she's looking at Chloe, she's just looking at her. Chloe says "What you looking at?" then she just looked away and then you could tell she was about to cry. And then she started then, Chloe, yeah. And for no reason, that girl did nothing really, Chloe goes... what you looking at me for you? Keep your eyes down. Things like this really...</p>	<p>This section; emergence of caring voice in response to question. Praise also present at this point. Caring voice alludes to shared enjoyment and dialogic examples of reciprocity "I said... we enjoyed the music lesson..."</p> <p>"Does this thing" (attunement/ implicitly knowing of other?) (caring voice)</p> <p>This negative descript was invited by the question.</p>	
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<p>Paul: Really?</p> <p>Sheena: So yeah, she started crying, the other girl and I went to her and said “Just ignore it.” No, she says that and she swears at me and says mean things, she says things, but I said “Just ignore she doesn't mean it.” And she goes, “Yeah, but I don't like it when anyone swears. That's mean, horrible.” She's really upset. And then I said, to Chloe “Sometimes you upset people... you need to apologize, you at swore her” She goes, “No. I'm not gonna apologize. Why should I?” She refused. She didn't say sorry.</p> <p>Also, she's, two weeks ago, she, she stole, I think I told you? No?! She stole... Name of staff, maybe name of staff... she went into her room, yeah, because sometimes the room is open. It's a sensory room. And she looked in the draw, she took two lip glosses, like lip balms... and she stole it. She put it in her pocket and started putting on and as I seen her do that.</p> <p>I think someone, one of the staff members, TAs, knew that was name of staff's lip balm, yeah, and they told... and she got told off by name of staff, like shouted at her last week, I think the week before (indecipherable). She goes “I was only borrowing it.” She goes, “No, you put it in your pocket. Obviously (indecipherable word). Then she says “Oh, we're gonna go say sorry to Name of staff,' and she's like, “No, I'm not gonna say sorry to Name of staff. I don't care.”</p> <p>She didn't say sorry name of staff. Said sorry to her, yeah, and she said to throw those lip balms, because she said, “I don't want to use that because you've used them now. She goes “What gives you the right to come into my room in my personal off(ice)... draw and open them and take my things? She's like, “Yeah, well, you shouldn't leave your room unlocked, and I was only borrowing them, right?” She thinks that she's done nothing wrong.</p> <p>Paul: Are you ever in a position like that? You know where you have to teach her about something she's done?</p> <p>Sheena: (Interrurpts) She denies everything. She says “I didn't do anything... I was just borrowing it, I was gonna give it back to her.” Eventually like that, it's what she she says, but it still is like stealing isn't it? She wasn't gonna give it back to her when she come into the stuff, and then she took a few days, next, the next day, I think she took someone's Red Bull out the fridge and she started drinking it. She put it in her pocket. I think then, I think she drank it and someone saw her. Then there was an email about that... Are you sure... no one goes... she doesn't go into the staff room.</p> <p>Paul: So you said, she denies things. She denies things is that all...</p> <p>Sheena: (Interrupts) But she admits that she's taken it, but then she's got an innocent excuse, like, “Oh, did I borrow it again?” Like she tries to cover up, yeah, yeah.</p> <p>Paul: Why do you think? Why do you think she...</p> <p>Sheena: (Interrupts)... liked... if she liked something, she liked to do in the room, that room having a coffee. And then she seen this little green toy. I said, “Oh Chloe, there's cameras here, so just be careful.” She goes “Oh, is it, like, where's the camera? I'm trying to make it so she doesn't take anything someone else's things...</p> <p>Paul: Is that something that you're trying to teach her then?</p> <p>Sheena: Yeah. I said, one of the rooms has got cameras, so just be careful. The staff rooms, all the classrooms, so it's just gets into a head that she's not supposed to, like, steal everything, because they will know, they'll find out.</p>	<p>Reports of conflict.</p> <p>Not quiet authoritarian; feels like playing with the idea.</p> <p>Conflict; negative descriptor; the negative story teller?</p> <p>Negative appraisal of need. “She thinks that she's don't nothing wrong.”</p> <p>Disbelievinbg – also disconnected to previous voice around care; has she had enough food.</p> <p>Referring to power / control (tools of) Change behave by fear of consequence not about ‘teaching’ another reason/ exploring needs.</p>	
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<p>Paul: I mean, that's, that's another thing, isn't it? Where we need that more controlled thought, that's she's taking things. We're nearly at the end of today, and I feel like I've listened to you a lot to just try and figure out where you're up to really see where, where this thing that we do might help, if there's a space for it.</p> <p>Paul: I've got a few ideas. What do you think? Is there anything today that we've talked about that you start to think a bit more differently about?</p> <p>Sheena: I couldn't, depends on her. I mean, I know what she... when she's in a mood. And I know she doesn't want to be encouraged to write, and I just leave her to it for like five minutes. Then I go back to <i>but when I've tried doing that</i>, so then she hasn't got me like before in drama, that's when she started swearing on me. Then I said that she needs to be put you know, she needs to be logged, but they didn't do it, I think. I think she's not disciplined as much like that, so she's getting away with it. So, they put down that she'll be in the ISR, but she... no one did anything about it, so she's gotten away with it, swearing with... swearing at a member of staff. Yeah, she was pointless, so she got away with that.</p> <p>Paul: So if you got like a worry there, then is there something we can think a bit more about,</p> <p>Sheena: (Interrupts), I think maybe staff, are just maybe letting it get away too easily with her?</p> <p>Paul: So there's this need, something we've not looked at today, I thought, maybe good place to stop at... So it's this idea of the three questions and it's the idea that when we could, we could maybe pick up with this next week, when we start though, you know, it's like a lot of the time, behaviour can confuse us. Why is that person doing that? And we asked that question, and it kind of stops there: Why they're doing it? You know, we come up with a reason like ours, 'Because they're rude,' and that's it, end of! But then this lady developed this idea, Hagelquest. She says, you know, the next thing we should be thinking about, maybe it's like, well, what does she need to learn? It seems like listening to you, this fits well, like this, this, you said she's getting away with it, yeah. So it sounds like there's, there's a lesson, there's something to be learnt. But it's not quite happening, like in you talking about discipline, but there's something in there, around the way she talks to others or treats others that you know you said she swore at you.</p> <p>Sheena: (Interrupts)... And, but nothing was done about that. They wrote everything down on Sims. (Indicepherable section) They said she has to write for a day, half the day, but she wasn't even... its' a punishment thing ... not harsh punishment, but she needs to be disciplined a bit.</p> <p>Paul: Okay, so...</p> <p>Sheena: (Interrupts) she would just like... in the future when... she's if she carries on like this, she's gonna be beaten up outside, you know by people. She just starts, you know, very randomly at people... when she's walking in the street. I'm not joking – because they're going to batter her they are, I'm not joking! Because sometimes the things that she's she... I imagine she's walking down a street and she's like, "What you looking at?" This isn't gonna go well... so... So these girls could have gone for her. If it was at school, they would have punched her...</p> <p>Paul: Yeah, I remember you said at the at the start, like the way you said...</p> <p>Sheena: (Interrupts)... like, I said to her, you can't go home by yourself. She wasn't getting a taxi. She goes "No, I'll be fine." I was like, "No, no. You can't" I said, "Can you fight back? Can you fight? If there's one of you, and there's like, five, six of them, you're not gonna fight... so do something, probably not now, but they see her, and she doesn't go anywhere anyway, but in case they see her, they might push her or something: we don't know. School can't do anything about that out of school I don't think. So she needs to watch what she's saying or she's gonna get herself into trouble I think.</p> <p>Paul: So maybe, in a way that this is why this could say, you know, it's like, why is she doing this? Is there something that she needs to learn under? Under this theory, this mentalization. So it's not necessarily about, you know, forcing, forcing discipline on people, or whatever it's it's like there's something she's not she might not have learned how to communicate a need properly, for example, like she's confused in a situation.</p>	<p>This seems to be a confident voice around needs... Middle statement appears to switch from telling one story to another... authoritarian voice emerges and also an issue around repsonsibility "She needs to be logged... so she's getting away with it." Doesn't appear to see her role in this.</p> <p>Behaviourist undertones/ punitiveness.</p> <p>Fast paced voice; one that doesn't compromise thought for questions.</p> <p>Worries of conflict/ harm.</p>	
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<p>So she says certain things, and then it's like, and then it falls on us. It's like, well, how can we get it through to her? How can we teach this worry to her, or this thing that's not working for a her like? What can we do? I'm wondering, like, do you get much chance with her to reflect on things? And you know, like...</p> <p>Sheena: (Interrupts) She always speaks to me about... (pause) you know like, the things that are going in in her head (pause)</p> <p>Paul: Yeah, or if something happens, like, she's taken the can of Red Bull, or, do you get chance to to do that? Like, Well, why is she doing this? But, you know, it's like, okay, she kind of needs to learn something new.</p> <p>Sheena: She admits that she's taking it. She doesn't think she's at fault. She didn't obviously just borrow it, trying... to make herself look innocent. I think. Hmmm. She thinks that she's not in the wrong when she is sometimes, but sometimes she's not in the wrong. Students that say things, she says things back - she's not gonna sit there quietly is she?</p> <p>Paul: Are there, are there any things you would like her to learn, though you know like things that you think she needs to just alter because you sound like you're worried about her. There's some worries you've got around. getting beaten up out of school because she upsets people. She offends people by accident. Are there certain things you would think, right?</p> <p>Sheena: I think she controls what she says. She thinks about what she says. Like "I can't say that, that wasn't nice." Because are, people are affected by that. Families, close family members... and it was quite... yeah... it was quite... and you could tell that name of child; she was fuming when she said that she was... 'How dare you say that' and 'I'm gonna beat you up I am Chloe.' Just things, and if she's walking around, not that it'll happen now, but just if they see her around and they're not gonna forget what she said. Yeah, Chloe's the type, she's not on the same (indecipherable word), she'll say something back straight away. She needs to watch what she says to protect herself. I Think. I don't know why, she's not gonna...</p> <p>Paul: Okay, so, how do you feel about the session?</p> <p>Sheena: It was good. Yeah. I enjoyed it...</p> <p>Paul: Is there anything? Is there anything you want to focus a bit more on next time?</p> <p>Sheena: Maybe... Maybe try and understand why she feels... think... like she does, why she does this? What she's feeling , I already know what she's feeling but ... do you think we can get Chloe here?</p> <p>Paul: No, no. Not allowed to do it with that no, no. The idea is, is that if we because this is something adults do, children are learning this skill. So if we can start to help people to think about their thoughts and feelings, think about themselves and other people thinking about behaviour the outside world. You know what we see, what might be going on from the inside, if we're demonstrating this and modeling it to them, then they learn those skills. And like you said, with with with other life experiences. And like you're saying about, you know, your own experiences with your husband, like it can really disrupt that ability.</p> <p>Sheena: Yeah, yeah... it's like a pattern... it's like a? Urrr? It's like a pattern I think.</p> <p>Paul: It makes it harder for them to pick this up, because they've not always been shown it. You see?</p> <p>Sheena: Yeah... He'd come home, when he was like 16 I think...The teachers had telled him off and then dad used to tell him off. And then tell him off. Then the mum... things that they've been through, then they just give up. Yeah,</p>	<p>Alluding to a thin description of needs; sees as different but not sure how. Conflicting voice – can be assertive; authoritarian at the same time</p> <p>Reflective; caring voice</p>	
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<p>Paul: So today, we kind of had a bit of a think about the basics of the theory you've given a lot of... A lot of stories around her, and what it's like to be with her, and you've got these really lovely parts of your relationship, sounds so great. And then there's a few bits that are still a bit confusing. And then what we can start to do, then we can use the next sessions to start to focus in a bit more about those. I've made some notes today about those things. And then we'll kind of the idea will be, if you if we can think more closely about her thoughts and feelings and what her experience is like, then we can help her to be more aware of that, and then eventually some of the things that you're worried about with her might start to shift.</p> <p>Sheena: Ok, yes, thank you.</p> <p>- END</p>		
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<p>Appendix 5e - Transcript of MBC2. Analysis of 'Voice' 'Paul' (Researcher/Consultant) & (Pseudo-name for consultee/participant) 14.10.2024 (10:12am start; 11:00am finish).</p>		
	<p>Emergent Voices</p>	<p>Grouped /Noters</p>

Paul: Right? So we've got half term next week, so we won't be in, will we? And then we've got one more session after half term... So, I went away after last week, and really thought hard about all the things you're saying about you said what's working and not working so well. I've got, I've got a bit of an idea of where we could focus, but obviously you know her best, and you know yourself best, so we could do that today?

I think last week, it was a bit more kind of telling the story of what it's like being with Chloe. And, then today might feel a bit different. It might feel like we're focusing in a bit more on specific things to do with day to day work. But I just thought like maybe you'd want to start off with, if you like, if you got any reflections.

Sheena: She's not been here, on Friday. I don't know if she's here today. Sometimes she comes in a bit late because she misses her taxi. I think, name of staff said she'd come for a bit today as well, but she said that she's not having a good life at home. So she been... I think... name of staff said she's been swearing at her and stuff, yeah, things been doing, and she got told off. She got told off again quite badly.

Paul: Okay, so, like, so what you're saying. I remember from last week was that you you've seemed to have with her, and you've got a nice relationship with her, but there are times when she's struggling to do her work, and she's just getting up and leaving the classroom, the swearings there still. So we, what we can do today is like, unpick what's going off in her head...

P: (Interrupts) She's not sworn at me for a long time, but she's, she's swear at her... on Thursday (pause) Friday she wasn't here because I think she was quite upset, and then now she's showing emotions. She started crying... I've never seen her cry before.

Paul: All right, okay, so how do you think she's feeling then?

Sheena: I think it's getting to her... everything. When staff tell, tell her off, it's getting to her. And I think she got told her for something else, I can't remember what it was. Think she said something to a student... she got told off quite badly. And then she started crying. And then finally she didn't come in, maybe because she was upset.

Paul: So you think... she's started to feel sad or stressed or...

Sheena: Sad. I think it's sadness because at home, she's not having a good time at home. When she comes to school, she probably feels safe but then she's getting told off here as well.

Paul: That's that's quite a good way of looking at it, I suppose isn't it?

Sheena: She probably, like, I don't know...

Paul: This is her safe space, and then it's starting to feel a bit tense for her; a bit tricky

Sheena: She told a student to kill themselves.

Paul: She did? Okay. And I know that was something you worried about last week, that she says things and you worry that it's not going to go well for her. So I think what I picked up on last week with her was that, from the way you've described it, what she does. She's not yet reflecting on her own experiences, so she's saying things without thinking about the consequences.

So I'm sure there's times when you get fed up with people, and you'd love to tell them what you think of them, like we all do, but we don't, because we know it will, it will create other problems. So we kind of ... can regulate ourselves, and that's a word we might use a lot to say that, you know, we can regulate. We can stop ourselves from doing that.

Quiet voice & slow paced voice; caring. Sympathetic.

Caring voice appears to demonstrate a resonance towards Sheena to "I've never seen her cry before."

Appears to be connecting more deeply towards Chloe with this voice; slower, calmer voice.

From the way you've described Chloe, that regulation doesn't seem to be there as strongly as it could be. She's saying things, she's getting up and wandering off.

And the way we learn to regulate is through the people around us. So like you've got little kids... I've got kids - three girls is it?, I've got three boys. I bet mind are messier than yours! (laughs) But you say, "Oh, come on, you look tired. It's time to get ready for bed," and you get back "I'm not tired." "Come on. You are." So what you're doing is, is you can notice something about the behavior, and then you're mentalizing, under this theory that we're thinking about, you're thinking, right, okay, they're not just being a pain in the bum. They're tired. There's reason for this problem. There's a reason for this behaviour. They're feeling tired, and then we say, "No, come on, you are tired. Come on, you're getting sleepy. I can see it in your body." So what they are learning is like, Okay, I've got this funny feeling in my body, and mum is saying I'm tired, so I'm tired. Now, if we never do that they never learn.

And from the way you described the home experiences before, there's a possibility there, but also there's another possibility that, because she's autistic, that process may just take longer. So it could be because of that so she doesn't pick up on people teaching things. So I started to wonder after last week, whether we need to be a bit more explicit in the way we work with like the way we teach her things. And I don't mean like sitting her down and doing a maths with that. I mean like getting her to reflect on herself and other people. But to do that, we've got to do that first, we've got to kind of own the times when, you know like if she was swearing you know you can remember your social swearing at you and it made you know, it was quite hard, that you've got you've moved through that now.

Sheena: Yeah, so, she did tell me that urmm... in her lessons, 'Just leave me alone, I don't wanna do the work... stop pestering me. But I feel if you're firm, if you be firm with her... she goes ok, chill! Relax! She does that to me (laughs), so "Ok." I bought her some more cookies to er... have with her coffee but she's not, she's not here.

Paul: So you've got this wonderful relationship with her where you said you miss her and it was a bit like a mother-daughter relationship- you said you've got a 14 year old at home and at school (laugh)

Sheena: yeah (laughs), I do miss her...

Paul: And, you're very caring for her

Sheena: Yeah, it was like I was saying about those girls, like I was saying before... I was worried, they still got a problem with her, I think, but they've not done anything with her... it's just like, you've gotta be careful...

... so... so last week, we were in blue area, and then she asked a member of staff for a sharpener. And then she came to me she said oh can I keep the sharpener and she's like yeah let's keep it and then she was in maths, we were maths, but she wouldn't let me sit next to her - so I had to sit at the back and she sits at the front. And then what she was doing, she kept putting her finger in the sharpener. I didn't notice name of child. And then she's like, "Oh, Miss can I go to the toilet." And then Miss goes 'Yeah. Ok.' So we follow her. I was in the toilet with her, but I couldn't go inside. Yeah. And then Name of child followed, went there as well. And then she goes to me, "You do know she got a sharpener. You know what she's was doing?" She was doing. She was putting her finger and trying to sharpen the finger. She was...

Paul: Really, why was that do you think?

Sheena: I don't know. I kind of think self-harm, but she does some, she does like try and do, I think I've seen some like as well.

Paul: Maybe, yeah, suppose it's quite tricky, isn't it? Because some children's self-harm because of the way they feel. But then some people with autism might do that for sensory reasons, because they'd like the feedback is interesting for them.

Some connectivity to the 'best' approach. Acts of kindness shared by this voice.

Concern around the harm from possible conflict.

These stories relate to Chloe's behaviour directed towards herself; not others -Chloe was an antagonistic last week; this week, almost the victim.

Sheena: So just, ermmm... I took the sharpener off her. I said "Can I have it... Miss needs it back..." So why? She says. "Because she needs it back... In case she does need to sharpen a pencil."

Paul: How did she seem that day like? What was her mood like?

Sheena: **This was Tuesday last week because erm... I didn't have her after that.. She's okay... She didn't go to maths. I'll see what lessons she had (checks through folders from bag). Yeah, so she had double maths. She didn't go to that. She stayed outside. She stayed in the blue area and did some work.**

Paul: Do you think she was in a mood where she...

Sheena: (Interrupts) She said she couldn't be bothered. She did do a bit of work though. She did do a bit of work. RE, she didn't... she did like, a whole page. She was in a good mood, **I remember telling her that, you done really well today. The whole day she did really well.** And then the last lesson, actually I think it was Monday, I think it was Monday because she had maths last lesson on Monday, but she was in a good mood. She wasn't, you know, misbehaving or anything. It's just something happened on Wednesday and Thursday but I don't know because I wasn't her TA that day. So name of staff, she knows more. *She was, but she wasn't in a good mood because she was er... really, she was crying and she got told off – that's all I've heard – so she didn't come in, I don't know, that's all I've heard.*

Paul: Okay, so before we start today, kind of kick off properly. Is there anything you want to get out of today, or just this session and the next one?

Sheena: Like what?

Paul: I don't know... The idea of using this theory is to help us reflect more on a child. So it's stuff that you don't have to do with me, you know, stuff you can continue to do. And the idea is, if you were reflecting more on what they might be doing and why, and opening up the possibilities of why they're doing things. And we're talking this this with them... So we're helping them to think about, "Oh, you did this earlier. I wonder why you did that. I wonder if you're feeling sad." We're scaffolding their brain functioning in a way. And that means, when, if we do that long enough, eventually they'll get to a point where, in theory, they're they're able to regulate better, you know, they... they know when they're stuck. They know when maths is too hard. And the idea would be this, that they don't wander off in maths anymore, because they know that I'll get that feeling in maths because it's too hard. I need to ask PARTICIPANT NAME for help, rather than "I'm just gonna walk off and hide in the toilet." So that's the idea. So it might be for you, it's still a bit exploratory all this. It's a bit like, 'I don't know what I want to get out of it. I'm just interested, and I'll see.'

Sheena: Obviously, help. I'd like to help her....

Paul: Is there a specific area where you think 'If I could help her in this area, it would make a big difference to her?' You know? Is it the work in a way? You mentioned that last week...

Sheena: **She can't... when she has double lessons. She can't sit for two lessons, I mean, she did one time in English, yeah. Its like she knows what, what's going on, yeah, it all goes in ahead, because she's very clever. I've never known someone so clever...** Takes it all in... and in erm that English lesson, I think English on (pause) Tuesday, double English and she done so well. It's like, she had to write descriptions of ermm... the pictures there. Mr. name of staff gave this picture on the board and her words, **the words that she used again... and everyone was so impressed; He was like, shocked.**

Paul: Oh, you mentioned that last week as well. Oh, wow.

Sheena: And she done it this week again and it was more better.

Paul: So she seems to be responding well to this, praise?

Question evaded (intentionally to explore mood/interaln world of Clhoe).
The Matter-of-fact voice?

Caring/ Positive

Confused voice? The systems around her and how knowledge is communicated?

Conflict here? Negative voice appears to shift towards an exception without prompting. "I've never known someone so clever..."
 Praise by proxy.

Reading this I connect to a sense of confusion.

Narrative in coherence "Can't" – then provides a lovely example.

Sheena: Yeah, she knows, like, she's very, very bright. Yeah, I have to think: I've never heard of these words before as well.

Paul: So she's got you that 'I've been supported.' She's got this adult there who's really seems to be really proud of her...

Sheena: In that lesson, she doesn't need, she doesn't want me there, so I just sit on the side.

Paul: So how do you think she feels when she's in an environment where she seems successful.

Sheena: She likes it, because also now, she's starting to put her hand up. She never used to do. She'd just sit there. She's put, she puts her hand up. She says what, what she's written to the whole class, and she's confident. And I think she's come out of her shell a lot.

Paul: What makes sat that? What is it you've noticed? The hand going up... you know?

Sheena: I think she knows that (pause) it's not too bad in lesson. It's not too bad. She won't go 'Oh I don't wanna go to that lesson.' But now she, because, you know, people talk to her in a lesson, like not talk but you know say "Hi Chloe," things like that. So she likes it. She doesn't have seem sad or lonely.

Paul: So it's really encouraging her onwards then? So what do you think she (pause). So, if we think about that, what is it that she needs people around her to be doing or being like with her?

Sheena: Just be nice to her (pause) yeah...

Paul: And noticing her it sounds like

Sheena: Yeah.

Paul: She seems to really like the praise.

Sheena: Yeah. She likes it, not too much if we praise her, because she goes "Oh, I don't like it when you"... you know... what was it? (pause) I forgot what she said... Urm... Yeah... she said something. I think that's what she said, yeah, "I don't like praise... don't keep praising me..." Yeah. I said "Ok, that's good – you've done really good, you've had a good lesson."

Sheena: Don't keep saying I don't like it (Indecipherable section)

Paul: Okay. But then we've still got some lessons where, like you say the double lesson, she struggles. There's some lessons where she...

Sheena: (Interrupts) She was in (indecipherable word) last week and sat through the whole lesson, she answered all the questions. She's the one putting her hand up. That was a double in English. I think it depends on the teacher as well, right? She likes him teacher. And then (pause) who else?

Paul: Then you said that she likes the music teacher as well.

Sheena: She had a crush (laugh) on him I think (pause).

Paul: Okay, you said you really enjoyed the music with the last week. Yeah,

A warmth to this voice – caring as well as positive

"She's starting to put her hand up. She never used to..."

Said as though it's such a simple thing; to respect Chloe's personhood – accept her and it will be ok.

Finding some nuances here in her description of Chloe's needs- caring voice seems more measured. Speaks with affection – almost maternal.

Positive voice responds to a question to think more deeply about times when things don't go so well – is this because there is a hidden voice trying to avoid the criticality?

Caring; fun, relaxed.

Sheena: I think tomorrow there's gonna be someone coming in to... have you heard? There's gonna be someone coming in and observing her with me.

Paul: Oo... I'm not sure... it is Autism Outreach

Sheena: Her name is (name of adult). She'll be coming in. She'll be talking to her about respect, how to respect others around her. Because, I think, because the thing that happened, yeah, see how she gets on in lessons,

Paul: Oh. it might be somebody from the autism support team in the council? or something. (pause). Okay, so that's, that's really interesting that (pause). So, I wonder if what might be happening there, that like she's got, um, you've got a good relationship with her. When I remember a teacher's got a good relationship with her, she feels like she can be encouraged to get on.

Shena: (interrupts) Yeah! That's her! (pause). She likes her (pause) erm... RE teacher,
Paul: yeah.

Shena: Miss name of member of staff. She likes her (pause), she does a lot of work for her...

Paul: Yeah,

Shena: She wrote like paragraphs, more than everybody.

Paul: So she seems really (pause) sensitive to the relationship around her...

Shena: Yeah,

Paul: I wonder if this, this was where things might fit in then with this? This, idea of mentalization. So you've kind of got two people getting on, and when people get on together. We can adapt things. So, you know, if somebody tells you to do something, you'll do it because you trust them. But sometimes people do things that are confusing or challenge us, and then we're not, we're not... We can't see their point of view, which is, like, "Why is she doing that?" Like, "Why? Why she just sat there saying, 'No', like, 'why can't you just do a work?'" And at that point we fall out of sync. And when we fall out of sync with people, we might get a bit... some people can get angry, some people can get a bit forceful, or they might just back off completely. And then at that point, they're disconnected from us. And this is natural. This happens throughout relationships. You know, you you have good days and bad days, but it sounds like she's at a better level when she's getting on with folks, with teachers, and when she's got staff that don't get her ...That don't praise her, that don't notice, don't acknowledge her, she's she's kind of down there (in reference to Invention Spectrum arousal levels).

What do you think about that?

Shena: I think so. Staff and students, I think (...)

Paul: Yeah, I know you said last week, like some of the students can, yeah, I wonder if this might help as well. So this is really little. It's called the intervention spectrum ... has got a big name.

It's quite basic idea, really. So when you are or anybody, the idea is is when we have got high emotional intensity, like when we're stressed, our capacity to think about ourselves and other people is really low. Think about road rage is a good example. You know, when people are stressed after a day of work, so they get a bit rude, become somebody they're probably not. But when they're calm, when people are calm, it's easy to learn, it's easy to listen to people and think about people as well.

So I wonder if we if this might help to choose an area with Chloe to focus on (pause). When are the times when her emotional intensity is quite high? where your sensing that stress?

Shena: Um, When she doesn't want to go... I remember on Friday, no Thursday, she didn't. She was just really loud. I've seen her near the auditorium with name of staff, just standing there. I said, "Oh, where's Chloe?" She goes, "Oh, I didn't know. She's just running around." She was just going from here to there. She wasn't having a good day, and she...

This description of need; voice is different to the more critical, punitive, thinning voice – “really loud” is a fairly neutral way of describing things – doesn’t refer to as shouting for example.

<p>Paul: She wasn't having a good day...</p> <p>Shena: She wasn't having a good day... wouldn't go to much lessons</p> <p>Paul: Right?</p> <p>Sheena: They couldn't find her. She just kept coming off everywhere. Yeah, and then I could hear her, we could hear her screaming, "Just leave me alone!" down the corridors, just screaming to everyone? So she was having, I think those two days: She was having a bad day.</p> <p>Paul: Who were the best people for at that point?</p> <p>Shena: Name of staff... She likes Name of staff a lot. You know her right? Urm... She listens to other Name of staff, she shouts at her a lot... so she does... she doesn't say anything. She tells her off.</p> <p>Paul: Do you ever have times where she's high, high for you? Because obviously you spend quite a bit of time for it with her, just, you know, or she's maybe, like an amber or a yellow,</p> <p>Shena: Yeah, um... (pause). When she doesn't want to do her work, yeah? Sometimes, or (pause) doesn't wanna to go lesson. Like erm... (pause)... She's... she's stuck in her way... like erm... She's ...She's... she doesn't wanna be doing it... just leave me alone but I say "No... I can't leave you alone."</p> <p>Paul: Last week, I remember you said you felt, at this time, she makes you feel useless.</p> <p>Shena: Yeah. Yeah. Yeah...</p> <p>Paul: So what happens to your emotional intensity at that point? You know, she's like, I'm not doing that. Stop talking to me.</p> <p>Shena: I say to her... "I'm gonna log you," and she says "Go one, log me then." And then it's how much can you log her as well isn't it?</p> <p>Paul: It's good. You brought that up because I was thinking about that after last week around the logging...</p> <p>Shena: Yeah</p> <p>Paul: ...And those things like, how, how that helps her? Do you? Does your emotional intensity increase with Chloe's? Or, you know, she's getting a bit wound up, like, 'I'm not going,'</p> <p>Shena: It used to (pause)... when she used to be nasty to me, then... I don't know... I was so close to telling her to stop saying such mean things.</p> <p>Paul: What do you think, what worked for you? Then...</p> <p>Shena: ... I think being firm, because (pause) if you're too soft, too soft with her, I'm soft with her as well. Then I said to her, I told her that "I'm just trying to help you... I'm just trying to help you, you're year ten now. And she tells me, "Oh be chilled with me" yeah like "Don't tell me off." I go "I'm not telling you off" ... "but I'll tell you off if you swear at me... because if you be rude to me and then I'll give you a C2 as well"</p> <p>Paul: So let's look at that as an of example of Mentalization</p> <p>Shena: (Interrupts). She goes "Okay," and she agrees to it yeah.</p>	<p>Provides reason for this label vs. closed statement of 'bad/ good day.'</p> <p>Thinking more carefully of needs when invited too – "She listens to..." HOWEVER – this voice refers to/ witnesses the punitive measures within the environment of school</p> <p>This voice describes need in a more slower, nuanced manner – the bringing in of Chloe's voice might be an embodiment that is hard to describe or that Chloe is part of this voice... Still elements of thinner narratives but 'ism' are different e.g. "Stuck in her way." Vs. "Lazy, can't be bothered"</p> <p>Circumvents question "Your emotional intensity." Describes what she does; this voice 'gives up' that the authoritarian voice is active at times of stress.</p> <p>The 'soft voice' negotiates; tries to explain, appease and help Chloe see Sheena's perspectives; let Chloe mentalize Sheena's stance/ needs.</p>	
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<p>Paul: What might be happening there then, under this model, is that she's got quite high now, if you, if you punish somebody when they're high and they're really angry, what tends to happen?</p> <p>Shena: (laughs) get more angry...</p> <p>Paul:and what kids to need to learn to do is to calm down enough so they'll listen learn.</p> <p>Shena: Yeah,</p> <p>Paul: It sounds like you're creating a space to let her reflect about that. And that seems to work. And your relationships come on massively because you've got boundaries, but you're still soft. I'm guessing by that you mean...</p> <p>Shena: (interrupts) Then I say to her (...) erm (...) I was meant to go (indecipherable) and go get little treats for her, cookies from ASDA</p> <p>Paul: All right, so you get like little treats show that you care...</p> <p>Sheena: Yeah, I get her croissant and cookies, the things that she likes and she appreciates it. But, I say to her; if you do, if you don't do your work, then I might just say to her 'I won't bring them anymore'; then I say " I bring them, no worry but you need to help- co-operate... so (pause). You need to know, you know, you can treat her and then they'll be happier then.</p> <p>Paul: So it sounds like sometimes promising retreat works, yeah, but then kind of being a bit kind of firm like, Well, come on, or I can't do that for you. So there's a clear consequence there for her, maybe helps. (Pause) What about the logging, you know, the c2 and all of that business. What? What do you think about that with her?</p> <p>Sheena: We do log her sometimes when she swears a lot, but then nothing (indecipherable word) obviously.</p> <p>Paul: I remember you saying last week something like (Pause)... ... she swore, Shena: yeah,</p> <p>Paul: ...She swore at you or she swore at somebody else Sheena: and then nobody, I don't think anybody logged it enough. They happened six times when, from the beginning of term,</p> <p>Paul: Yeah, and you said, 'sometimes I think she's getting away with it.'</p> <p>Shena: Yeah, because they put her in ISR for half the day. (Pause). She needs, like, anyone, not just Chloe, anyone. They need them. Some sort of punishment, not punishment but... they're scared to do it again. They wouldn't want to do it again.</p> <p>Paul: Yeah, I suppose this is where this theory, and this is maybe where you can just give it a run. Maybe this is where it could work for you. Is that we can (...) I don't... think about you, think about like yourself, like: how do you learn? You know, somebody said, if you, if you don't do that, I'm gonna sack you. Would you learn to start doing something? Shena: Yeah.</p> <p>Paul: So, yeah. So fear motivates us, doesn't it? It's like, oh, I need, I need to do that because I need to pay my bills. Shena: Yeah, I'd get scared...</p>	<p>Appears a tension between these voices/stances; to care but to control – that she needs Chloe to 'behave.' Why has she resorted to this bespoke behaviour system?</p> <p>Responsibility voice; slow, passive – alludes to the system.</p> <p>This voice appears similar to the punitive voice; but is spoken differently; claimer, less assertive – more 'open' (Not just... anyone...)" – more general and linked to a view of society/cultural norms... "Some sort of punishment... not punishment but..." (appreciating consequence but not to be harsh as though it's not retribution).</p>	
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<p>Paul: So that might, punishment, might not be a motivating factor, like it works for some people as much as I don't like the idea of punishment. Somebody said to me, right, if you don't not work on time, I'll have to sack you, yeah, you would, because there's a threat of punishment, isn't it? So what where mentalization can say is that some children respond to behaviour management threats, which school is full of, you know, if you do this, you get a c1 a lot of kids will think, I won't do that. Then I'll just sit and get one with my work. But then you've got the kids there (pause) It doesn't seem to work like that. That threat, that system doesn't work.</p> <p>Shena: They're... they're not scared of their parents as well. Like when teachers say "I'm gonna have a give you a strike" they say "Go one then..." They're not scared or maybe not scared but maybe not disciplined at home."</p> <p>Paul: I mean, last week you remember saying a lot about what you about trauma and how trauma might affect...</p> <p>Shena: Yeah...</p> <p>Paul: ...if you've been through trauma, you know, if we think about Chloe maybe as an example, what would your thoughts be on people being authoritative and punishing and unkind. What? What, would... what would she think about that?</p> <p>Sheena: Because now she's been getting told off quite a lot in school, by staff and we don't know what happens at home, but from what I've read in her RE, no- well-being book, 'my dad was, used to verbally abusing me. I just get abused at home.'</p> <p>Paul: So she's already sensitive to the way people talk to her (...). And then, oh, of course, earlier said, you think it's causing sadness that this school's a safe place, yeah? I mean, you want her to be happy, but then the discipline route seems to be making her unhappy, yeah? But the same time, she's not scared of it.</p> <p>Sheena: That's why, I think that's why she's been crying, last week. She probably feels like, home, I'm getting this treatment and come to school and I'm learning like this. (louder) Maybe she's not realizing what she's doing, like her behaviour - It's causing this.</p> <p>Paul: Yeah. So that's kind of what your role and the work I was doing with your colleague the other week. It's like, I suppose, giving you this time to to find where mentalization might work, because it's the idea punishment doesn't work. So we need people to reflect on their behaviour, reflect on their own needs, because if they can do that, they'll start to stop.</p> <p>Sheena: I think she needs, like, therapy.</p> <p>Paul: I know you've said, Yeah, well, that's kind of where this sits, in a way, it's a new way of working. It's new way of thinking. The old idea is you can give people therapy, give them six hours, end of six hours, so what? But then if you add up all the time. You Your colleagues work with her, you know you'll do six hours in one day. So what you can do is this, this is therapeutic. You're not a therapist, but using therapeutic ideas. And the idea is, because people in school see these kids so much, start to bring in these ideas, you'll start to see a therapeutic benefit at the end. Does that make sense? She might need therapy, but we can still work therapeutically with her. So I thought maybe we could dive into that. Then if you're happy, we'll see if this is helpful. This might be a way of looking at things. We had a bit of a look last week introduced this. So it's about being, if you're going to work therapeutically, whether it's about being open minded and picking something that she does. So is it the swearing? Is it that I'm not going to do my work?</p> <p>Sheena: You know she's not swearing with me now at all. So it's the not doing the work, or she doesn't want to go lesson...</p> <p>Paul: So we've got, she doesn't want to go to the lessons. So we've got, we could think about that one.</p> <p>Shena: And she just doesn't, we sit in the open area, yeah, the green area or something. Then she just sits, she does one line sometimes, and then she doesn't do anything else. When I say, Chloe, you got to do some more, especially to get her to work... or if it's the yellow area she says "I'm doing it..." And then I've had another lesson and she's done nothing, maybe just one line. Okay, when I say to her, "you got to do it." She goes "Just leave me alone. You're just encouraging me. I'll do it."</p>	<p>Again; authoritarian speaking voice, but not authoritarian- looks for reasons/answer – element of doubt in the voice “Or maybe.” – reflects on the perceived societal norms and what that means for education.</p> <p>This caring voice appears to have developed a more nuanced tone; questions – accepts the unknown – is less certain of itself; provides a reason that seems to support Sheena’s understanding.</p> <p>THERAPY as the panacea? Strange that it emerges after such a connected description of needs. (responsibility)</p> <p>Appears worried and passive. Slightly bored in this telling.</p>	<p>Reflection: Does ‘Voice’ allow me to be more critical as it’s feels like its not a direct attack of the whole-person, but a facet of them, as though externalising/ separating a part of them.</p>
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Paul: I remember her saying about the 'encouraging.' So what...
 Shena: Depends what mood... she's in (pause).

Paul: So the moods a bit of an issue. Are there any skills she's either got or not got when it comes to certain work, like, what? Why can't? Why is it? Why aren't we just seeing her get on? There's the mood thing we can think about that a bit more deeply.
 Shena: I mean, I think drama, she doesn't do anything. In drama, she just goes. There, she sits, she looks over.

Paul: Why is that? Does she feel differently?
 Shena: Because in drama, you got to perform, performing just in front of a few people. I don't think she likes that.

Paul: So she doesn't like performing. So what is it that performing might bring?
 Shena: **So she started to feel anxious, maybe in front of other children, because quite public in it performing.** (Pause) because... I don't know why she won't because she's quite good... a character, yeah,

Paul: yeah, she is quite bold... I've seen round school, yeah, that's
 Shena: So that's one lesson where she doesn't do anything. She sits there.

Paul: Are there any other lessons where anxiety might have crept in, where she's anxious about doing the work?
 Sheena: (Pause) hmmm (Pause)... Yeah... PE, she goes, she goes, PE, but she doesn't join in. What she does in PE, she ummm goes, (indecipherable word) for weights. **She sits there, in front of everyone (laughs),** and she does weights. **So she doesn't, she doesn't join in the basketball or anything like that...** when they play. She just sort of thing, sits on the side, yeah.
 (pause) So maybe she does it... She thinks that she does it. But then she was joining in a few weeks ago. Yeah, she's trying to put **the ball into the net. And she looked like she having** fun, but then she just that was just like, "Oh it's a warm up," - it wasn't a proper lesson time. And then she's like, "Okay, well, I want my weights now... I wanna do my weights." So name of staff, he just gives her the weights.

Paul: So mentalizing is like, keep asking those questions. It's like, imagine we're both there, sat together now watching her...
 Sheena(Interrupts) Maybe she thinks she can't do it? Like it's hard and maybe she can't.

Paul: What does that mean to her if she thinks she can't do it?
 Sheena: **Probably thinks she's not gonna be good enough. Good... ummm.... feels a bit embarrassed,**

Paul: Yeah, so 'I'm not going to be good enough.' (Pause)... So that sounds like there's an issue around failure there. Maybe? she's going to be embarrassed. So these tasks, from what you say now, it feels like it brings quite a lot of discomforting feelings in a body.

Sheena: Yeah.

Paul: So it's easier, maybe just start not doing it, yeah, but you obviously care about, want to get to a place where she feels brave enough. (pause) Okay. So the idea is, is if that maybe if we start to ask more questions, like you've just done now, you're asking questions, we're asking questions together, thinking about answers like, you know, is it because of this? It might be she's embarrassed. It might not be, we don't know, but that doesn't matter, in a way, we just as long as you're not thinking she's been naughty, you know, as long as you know we've got an open idea of what it could be.
 So if we thought then about one of those lessons where she sat there and she's just saying to you, "I don't want to do it." What is it that you think is blocking that? What is that she needs to learn? Then there's this idea around maybe embarrassment- It's too hard- She's gonna fail.

Caring, empathetic, reasoned, connected voice.

Laughter; fond retelling of this story – can see the funny side to some of the 'not doing' – balanced interpretation.
 Story about how she 'follows' / allows Chloe to do things that she wants to do; weights... There is an example of "Enjoying An inspector calls with frustration; was it this voice that was frustrated?"

Sheena: Sometimes she can't be bothered to do anything. She just like kinda sits there... do nothing for the whole lesson. (...)

Well, she still good that that at least she goes there and she's listening...

Paul: So there's times you think she just needs a break is there?

Shena: Yeah... and she listens in to it but doesn't.... and I go 'Oh Chloe,' I say to 'let me do it. Let me do it for you... let me write down notes for you.' "No, don't touch my book. No! I don't... I write in my paper. I let you know. I know what I'm doing. I remember everything. That's what she says.

Paul: Okay (...). Are there times when... times when you get a sense that she could be doing it, and she's challenged by it, and you think 'hmmm she could be doing this?'

Sheena: What do you mean?

Paul: Well, you know, at this time, she said, you get this sense she can't be bothered, like, she seems tired of it, and she's like, No, there's no point. I'll remember it anyway. But other times, when you think, like you said her mood, her mood has got in the way she said something about her mood earlier...

Sheena: It depends what sort of mood she's in, like, from morning (...) if she's in a good mood, then you know, that day's gonna be good. And she'll go to her lessons and I'll go "Oh, you gonna go to your lessons today? She goes 'Yeah, I'll go. I'll go. I might not go science, though,' because she does not like science. She hardly does science. (...) And ummm,,, I do. I'll go to music and I'll go to history. She was saying that... she likes history now. RE... she likes RE, she goes there and ummm (...). I goes 'Ok, I'll bring you some back.' And sometimes she does it, like the science work, but they were, they had a test. She just done, like, one or two questions. I say, I say this is important. You got to do it, yeah, but she goes, "Yeah, but I don't care... I don't like science.

Paul: Okay, so I'm wondering, from what you said earlier, whether there's this need for safety in school, but also, she said she likes certain teachers. Certain teachers are nice. They maybe, I'm guessing; they make feel safe.

Shena: Yeah

Paul: and I'm wondering if something that might be blocking her, you know, what is that she needs to learn? Is it that she need to feel safe in every room, she's safe with every teacher, and she doesn't feel like that? So it's like, well, how can we teach her that she's safe in every room? What can I do to what can I do to make sure that when she's in a lesson, that she's got a lesson on timetable she's trying to get away from how can we, how can I show to her that she'll be okay?

But it might be that she's got thoughts going off in her head or feelings in her body that she can't unpick. She's like, I don't like that lesson going but she might not know that. So your role could be to do that like that, wondering whether this questioning like 'I've noticed that.' 'I've noticed Chloe, that on Tuesdays you don't like going to French, it seems to be every week you don't like going to French. I'm wondering what it is about French.' So what you're doing with it, you're helping her. and she's, it sounds like she's got some very closed ways of thinking about things. Her mentalization, if you, if we want behaviour to move, it's about opening up her thoughts.... So it might be like, I wonder why that is. I wonder why you don't like French. I wonder, is it something to do? Yeah, is it? Is it sir? Is he too shouty? Or you might say it's because it's a new teacher? Yeah, you could say that. I mean, if you're you know her. So if you're picking up, like, I wonder if it's because it's a new teacher, because you spend so much time together, your brains are almost connecting. So if you're thinking, think it's because it's a new teacher, you're probably right, but she's probably not figured that out yet.

So it's about you reflecting on your own kind of 'what do I think the problem is?' because you know Chloe well, so you're probably right, but she was, she Alright, it's Monday morning (laughs)

Negative appraisal here is swapped for the more moderated, nuanced, reasoned and empathetic, connected voice.

First person, shares conflict. Faster pace to this.

... so you could try this wondering technique that's a nice part of mentalizing, whereas you could, you know, have times where there were, instead of increasing that emotional intensity, you know, you've said, you've said, punishment doesn't work for her, consequences don't work. So maybe just have a chat and try and get to learn. So okay, you've walked away from science. What? What's going on for you? Chloe, why, if you were... How did it feel? Why did you walk away? Do you know why you walked away? What were you feeling in your body? Yeah, and I suppose it's that third and if we did it last week, about kind of on the rubber, but thoughts, feelings and behaviour like so why? Okay, you don't want to go to science, that's fine. What are you feeling something in your body? You know, if you've got, you got a funny feeling in your body, are you thinking something? You're worried about something and just pokes things out? And she might say, no, no, it's not that you might get nowhere, but what you've started to do is set off this reflective process. And you could say, I wonder if it's because sir is a new teacher. I wonder if, I wonder if you worried he might shout at you. Yeah, you know, how could we, how could we get used to sir? You know, try, maybe to get a problem solve it. Maybe not go for the whole lesson. Like, I wonder, like, Could we go for half an hour? 10 minutes, 15 minutes? What do you think? And she might start to compromise, because you're getting it to reflect on what, what's actually happening, rather than this very...

Sheena: (Interrupts) Yeah... because she is missing out on her lessons, because in science, she's missed a lot... it's different taking work back and sitting away from lessons...

Paul: I think you've got a wonderful relationship with her, from the way you describe it, you're so patient with her. You know, she was hard at the start. You've been patient. You've got a lovely relationship with her. Now. You're very caring. She knows that. I think she talks to you about feelings as well...

Shena: Yeah... sometimes (laughs) when she's in the mood.

Paul: but it's like, how can you use that, that relationship as a vehicle to help her learn about herself like you would, like you would with your own kids when they're having a bad day, like 'what's wrong with you?' I've spoke a lot today (pause). So there's a few lessons she's not going to...

Shena: Yeah, mostly science drama (pause) just those two. I think science and drama... ummm... She goes English... sometimes when she gets bothered (pause). She likes Well-being. Cos' that's about personal.... That's about bullying... she finds that interesting... ummm... maths, yeah, she goes to maths... but if it's double, then she's gets a bit bored. She goes, she goes "I'm not going... I'm gonna go for second lesson. I'm just gonna go for one lesson." So we'd start in learning support, yeah? And she sits in LS1... then I get the work for her and she just sits back for a bit and she does a bit of work, and just like a bit on her mood... it depends.

Paul: How? How easy do you find it to support her mood? You know...

Sheena: (interrupts)... When she's ummm... when she just keeps saying, "No, no, I'm not doing the work. I'm not doing anything," then I just leave it for a bit. I said, 'Okay, if I do 10 minutes now, so do some work, do a bit, she's like, 'Oh, I don't understand it... I can't be bothered.' And she just, if she doesn't want to do it, then she... it's definitely a 'no' for her. She doesn't do it, no matter how much I tried, it just... (pause) but when she's in the mood for it, And she does.

Paul: So her mood, her mood seems like a, like a real blocker, doesn't it? At the minute,

Sheena: I think all starts from the beginning of the day, how it's like from home, and how she's... sometimes she can be such a good mood.

Care/ concern.

Humoured; relaxed comes through in this voice.

Seems to appreciate the certainties / less certainties of Chloe's needs in relation to her experience; as though attuned to her.

Paul: How do you think we could (Pause)... I'll draw, kind of scribble a picture down on the back of here? (draws stress tank/bucket). Sometimes mood, people talk about mood like, like, it's a tank full of water. So if you're in a not being a bad mood at the start of the day because you've run out of milk or and then you might get to work late, because the cars I see you start throughout the day, you just get things increasing your stress level, your stress bucket. But if you don't let any water out of your bucket, your stress just accumulates...Is there a way we can kind of turn the tap on is and kind of bring it back down again for it, just let a bit of water leak out of that system, in a sense...

Sheena: I think about calming her down... giving her a few treats, then, umm.... then just get her a bit in a good mood

Paul:What do you notice works best for her?

Sheena: I think when I say to her... "Oh, let's just go, let's just have another cup of tea or chocolate," then she just, give her five minutes... give her that attention that she ummm... maybe just having time to sit down on a beanbag...

Paul: ...So she likes that?

Sheena: Then, then we say that, okay, you've been here for this long now, so need to go back to Lessons. Need to go somewhere else now.

Paul: So, you said, she likes the attention,

Sheena: yeah

Paul: So what is it about the attention that you think she's

Sheena: I think that she really needs like, so some quiet time... I think? Like some alone time.

Paul: Does she like you being about at that time?

Sheena: She doesn't mind. She doesn't mind. (Pause)... before she used to mind, but then I said to her, I'm gonna be your TA so I'm gonna be with you the whole time, most of the time, yeah, so you have to get used to, okay, it's fine, yeah, before she's to say, 'Oh, I don't want you. I hate you.' Just tell every time Miss name of staff, don't want this TA (laughs)... (pause)... But then... but then... things just changed. She just started becoming, you know, since the coffee started, since they choose the coffee in the morning, I think that's calming her down. She likes being pamped a bit. Yeah, the others students get that... she's the only one who gets tea and biscuits. So she likes it.

Paul: I'm guessing she feels quite special?

Sheena: yeah yeah yeah...

Paul: So you make you feel quite special about herself?

Sheena: Yeah.... (pause: protract 'yeah, higher pitch)

Paul. So you got really powerful. That's really powerful.

Sheean: hmmm

Paul: This idea of that, that special connection with somebody you can use as a vehicle... it's hard. I mean, you find it hard at the time when she just doesn't want to do what you're suggesting to her. But yeah, so back to the top. Idea. Then what the to making her feel special helps bit of attention calm time. Are there times throughout the day where you think she needs a bit of chill out, but you feel like, "Oh, can't I've got, she's got to go to this lesson."

Reflexive:
Maybe that 'how she
mentalizes?' no set
way...

<p>Sheena: (pause)... Yeah, I think maybe sometimes (pause) ummm (pause) urrrr... after she's had, like, good lessons, and she gets tired. And maybe she gets tired. She goes 'Oh, I'm tired now.' She was si.. she was 'Oh I'm gonna got to learning support. I'm not gonna go to anymore lessons now..!' And urmmm... (...) then I help, I let her just stay there for a bit, and I say 'You need to go,' then She goes or doesn't. Sometimes she doesn't end up going... I have to go to get work for her then. Well, sometimes, ummm she goes, 'Oh, then after lunch, I want to go to PE,' and she goes there – and I follow her... she goes, "I'll go" – she goes by herself.</p> <p>Paul: hmmm, she seems quite independent isn't she like that?</p> <p>Sheena: Yeah. She doesn't like me being foll... following her or sitting next to her. So I always sit away from her.</p> <p>Paul: Could that be a bit tricky? Like; you're trying to get to play ball a bit, so you need to be kind of teamed up, in a sense. But then she's quite independent, but she's independent the times when it makes that teaming up difficult, because she's like, well, I'll just do my own thing.</p> <p>Sheena: Yeah, she goes "I don't need a TA," so I go "I'm not gonna go support you. I'm gonna support the whole class." Yeah? It's not just support for you. It's for everyone. I'm not gonna sit next to you because she had anyone, because she's she feels like embarrassed I think: having a TA.. cus, er... she's year 10... Cus she doesn't always need a TA... so I'm like, yeah that's fine. (...) So what do now is, um, if, like, if she's got like less... lesson after break... I go five minutes late... So I know, she'll be in that lesson probably and if she's not in lesson, then she's in learning support: she's either there or there. (pause) But I go a bit late by purpose so she settles down and she doesn't see me there, and she just goes in. When I go inside the classroom, I don't even look at her. I just go and sit in my own space. I make it. I make it like I'm not there for her, just there to support everyone.</p> <p>Paul: Okay, it sounds like you've got really get her, and you got that balance there... that you really understand that.</p> <p>Sheena: I mean, a lot of them, a lot of students in Year 10, Like I support name of child as well. I have to go in the lesson like 'I'm not supporting Okay.'</p> <p>Paul: okay. It's a bit of a shorter session today, because I think, I think I kept looking at that clock thinking, Oh, we got loads of times stuck at the quarter past. That's why. And it's looked at that and it zoomed on, because there's another meeting in here straight at 11, apparently. So just to finish off, we've got one more we've got one more session after half term, and then we'll have a follow up Monday.</p> <p>Sheena: Yeah, with the Monday. I just need to let them know.</p> <p>Paul: I'll email you, I think name of staff sent out all the dates, but that was a while ago, September. So I'll email you another one. I think it's in here, but it'll be like, yeah, that first Monday back and then we'll have a follow up a few months later, see how things are getting on.</p> <p>Is there anything that you've thought about today a little bit differently, or thought, 'Oh, that's a different way of thinking about things, or not thought about that before.'</p> <p>Sheena: Maybe that when it gets too much her, then she needs to, need to like, let it out.</p> <p>Paul: Yeah. And would you feel confident spotting...</p>	<p>Caring? Attuned to the needs and able to provide flexibility; this voice entertains nuance – “maybe” and is willing to examine and imagine the other’s needs/status. “I let her just stay there gor a bit” (LET HER) – some power hinted at in this voice. “sometimes she doesn’t end up going.” – sense of disempowered effort</p> <p>Story of conflict emerges but with the caring position; interpreted from Chloe’s perspective. This refers to acts of trust / anticipation within their relationship – implicit understanding of the other? Also speaks of the relationship between the two becoming strained when in context.</p>	
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Sheena: Yeah. I mean, I could ask her. I know the therapy thing you're saying to be yeah... you know ask her... I wonder... or why' you... you know... (pause), because, I've not asked her before... well, I've asked her... but not properly...

Paul: Yeah, yeah. I think that feeling brave that you've, you've spent such a long time making this great relationship with her, and then use it, yeah, use it like you would.

Sheena: Yeah... she tells me (laughs)

Paul: (laughs) Yeah... (pause) You might feel a bit of it might be hard work to begin with, because it'll be a very new way of working, and she'll probably spot that (laughs)

Sheena: (laughs) yeah, she'll give me the side eye...

Paul: (laughs) yeah, yeah, but you, but you're already anticipating that yeah, because you're mentalizing that, it sounds like 'Yeah, she'll do that. I'm predicting that.' You can predict what might happen.

Sheena: (laughs) She was a such a (indecipherable word) but she doesn't do it to everyone!

Paul: You've got those two things to take away. Then that kind of the question is important, has to reflect more on herself, and then kind of helping her to de-stress and that that's mentalizing, because you spotting that, and you're having to say, 'Oh, you look a bit tired after that lesson, should we go have a cup of tea?' You know, that kind of thing. And it doesn't have to be massively therapeutic like that. But yeah, catch a moment when you're having a cuppa with her and you might say, "Oh, you know what Chloe? I noticed you're getting really tired. I thought, I wonder if you needed a cuppa to recharge before we go." Yeah. And then you'll get the cogs turning as it were, yeah. And that's it. I mean, if you've got any questions, or if you've got anything you want to say before we get chucked out? yeah, how did today feel? I felt like a talk tomorrow, today, yeah. How was that?

Sheena: yeah, yeah... it was better. Because I not had Chloe most of the week... it's gonna be a week... I've not seen her that much... I've seen her around school but I've not been her TA for a whole week now.

Paul: So when we meet after half term, it'll probably be more you talking again, because I'll be really interested to see how this stuff you try and it's worked for you. And then we kind of think about, did it work? Why didn't it work? Is there anything else we can try? And that's it, really just having a go at these different ideas. And you telling me, yeah, it was great. Of now, it was rubbish. And that's, that's what I'm interested in, you see. So if it's rubbish, just tell me. You don't have to think, Oh, I better tell him it was really good.

Sheena: No... no... no... it was really good... as long as it helps Chloe...

Paul: Yeah... well... Lovely listening to you again.

Sheena: ooo... shall I take these two or?

Paul: If you want to keep them, you can. I've got copies. So if any of that's helpful,

you can, I mean, if I don't know if you I did do a little bit of

homework on self reflection, but it's up to you. It's up to you whether you want to do some homework, because I don't think we've because I don't think we've quite covered that. So it's up to you. Could leave it and then maybe next time, because we've got a longer gap probably, so it might work between session three and session four, which is like probably a month and months or two months I just. need to collect. Yeah, that's all right,

Is this from my examples - 'expertise' ?
Vs. her own part of dialogic thought?

yeah, okay, lovely, right. You're welcome. Good seeing you again, bye, bye, bye.		
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Appendix 5f - Transcript of MBC3. Analysis of ‘Voice’
‘Paul’ (Researcher/Consultant) & ‘Sheena’ (Pseudo-name for consultee/participant)
28.10.2024 (11:20am start; 12:15pm finish).

	Emergent Voices	Notes
<p>Paul: So you've come back from sunny Turkey, and then we've got about eight weeks now. Yeah, it is, isn't it? Yeah, okay, so this is our last session for, probably until like, January. I'm thinking week one we did a lot of you telling me a lot about Chloe last time we met before half term, it was more, a bit more theory based. And then today, it's more about, like, what bits of this are going to be helpful for you to take forward. And I know we've done a lot of talking around Chloe, but I know you work with other children as well, where you might think this is just as helpful.</p> <p>So I want to try not bore you to death today and talk too much, mainly because my voice probably won't take that... but there's a few bits that I've brought in think about, I thought it might be helpful, like, not professionals before drawn it. I think might, might, might be a bit easier to think about. It is a bit of a beast this theory at times. But I just want to just thought like, sort of like, you've obviously had a lovely week in Turkey, and then before you went to Turkey, did you have your two days with Chloe? Like, normal?</p> <p>Sheena: yeah, yeah, yeah, she's okay (pause), so I'm just trying to remember...</p> <p>Paul: So I was going back a bit, isn't it? I think</p> <p style="text-align: right;">TOPIC 1 START</p> <p>Sheena: I've had her today as well... She's okay. She went to drama, but she's doing drama and she's doing music, and she can only do one, because it's performing arts, but she would still go to both, but she does no work in drama. Now they've got assessments coming up in three weeks, and she's not she had one last two weeks, no three weeks ago, she didn't do bad, they found her another one, and she's just sitting there doing nothing. And then it was her turn to do the script. And I even helped her with the script and wrote it for her. I done that much for her. She just threw it in the bin and then Sir said to her, 'have you got your script.' And she said, 'No.' He's like, 'Okay, I'll help you.' Then she's like, 'Ahhh.... I don't want to do this. And why have I even chosen this?' And she just walked off like. She's gone no work in drama... (pause) and then, just seeing today, inside open area, doing nothing. I said to her, "Let's do a bit of work." But she didn't want to do anything. She was in a mood I think, I think it was double lesson, double drama. So, she did, she didn't want to,</p> <p>Paul: yeah, okay, because I remember, from very first week, I remember you saying, there's lessons you could go to with her (pause) and you just feel a bit useless, because she was (pause) you were finding it quite hard I'm guessing, to get her to engage</p> <p>Sheena: So she sits there when, when Sir's explaining everything. She listens, joins in as well. She does join in for them. And then when its time to work. She does nothing. I go, come on... you need to get on with your work. "No, I don't want to do anything." I say "You can't just sit and do not only do any work, you're wasting, you know, your own time... Mine and Sir's time. She says "I don't care. I'm not doing anything." She doesn't do anything.</p> <p style="text-align: right;">TOPIC 1 END TOPIC 2 START</p> <p>Paul: Okay, all right, so I thought maybe like, because that seems to be a really consistent thing, isn't it? That she's not, she's not doing the work that's expected, that that might be something we can dig a little deeper into today. But then I wanted to kind of leave you with enough to kind of go away and think about or, or just do, generally with, not necessarily with other children that you support, or you feel a bit more confident in using this. Am I right in thinking you've got till doing break duty? That's it. 1215, 10 past 1210,</p>	<p>This voice sounds concerned about Chloe's future and performance. Exam stress seems a 'thing' for this voice.</p> <p>Voice around appreciation within conflict? Also refers to Teacher as 'Sir' (more hierarchical) at this point – compared to previous instances of 'Mr... Miss... 'the Teacher') – Sir appears more formal.</p> <p>This voice experiences conflict; but from Chloe having to do things; the expectations upon her.</p> <p>Confused voice – paints contrast “She sits there... listens... and then when it's time to work...”</p> <p>Interestingly, voice sharing conflict acts it out- almost re-living as though it's still present, still alive- unresolved. Does the unresolvedness of this prevent the confused voice from becoming curious?</p>	<p>This is systemic? Structural violence?</p>

<p>past 12, that's it... So what have you thought has been so far? Like, of what you know, we've been chatting for we've done two weeks of chatting...</p> <p>Sheena: Yeah, it's good... because helped me work around Chloe, how she erm... how she acts. She's like, she's been good. She's had a good few weeks, months now.</p> <p>Paul: I think you've what's been really clear when you've been talking to me, when we've been talking to each other, is what a fantastic relationship you've developed with her. That's not down to me, because that was there before. I'm just interested, what is it you think that this, some of these conversations have opened the door for for you?</p> <p>Sheena: Ummm... what do you mean sorry?</p> <p>Paul: Like you said it's helped. Like, is there a bit where you think, oh, yeah, it's helped this bit, it's helped me think about that? Or was there some something really specific, or?</p> <p>Sheena: Just how she (pause) ummm.... How she's, how she's like at school and ummm.... At home. Like at home, it was her birthday on Thursday, all right,</p> <p style="text-align: right;">SHIFT; TOPIC 2 END TOPIC 3 START</p> <p>Paul: Yeah, you said it was coming up,</p> <p>Sheena: yeah... She wore a necklace today as well... because her mum give her. I said "Oh, who gave you that?" She said 'My mum, she gave it to me' I said 'Oh, that's nice,' yes, and showed me a few bracelets Mum gave her as well. So she did have a nice birthday, I think, she had a cake as well. So she's Yeah, just makes me feel like, now she's 15, so she's still, obviously she's teenager, yeah, she's this reminds me of my daughter, yeah, so I try and treat her, yeah, same, yeah, not to be too harsh on her, and ummm (pause) show a bit of interest in her life.</p> <p>Paul: Do you use that? You said that straight away in week one, I think even before we started doing these sessions where I did the information week, or just having a-get to know each other, saying, you've got a 14 year-old at home. Yeah. Chloe was then 14. Do you use that as a guide?</p> <p>Sheena: Like, yeah, if she does have her moods... I've got two teenagers or one teenager, one that's 11, so I know exactly what it's like (laughs). You just leave them to like having a bit of a bad day. Just leave them a few minutes and see if they need anything... (pause) and then just, like, you can't have fire and fight, you know, she wants to calm when she's in a mood...</p> <p>Paul: I think when I've been working with you, I think that's one of your real strengths... So I'll work with lots of teachers and lots of teaching assistants in different schools, and you've got, you know, child gets angry, so an adult will get angry, and they just end up arguing ... that you're really good, obviously, from what you said, just about taking that step back and just giving it that space and time when ...</p> <p style="text-align: right;">TOPIC 3 END TOPIC 4 START</p> <p>Sheena: And when she's calmed down. Then we can say or let her, you can talk about 'what you said to me...' but that only what you can say to her then... So she knows that was a (indecipherable word), yeah, like she said to miss or like 'You shouldn't say things like this.' But not, but not when she's in a bad mood. If she's in a bad mood, she's just gonna say more things, horrible things... So she needs just to calm down.</p>	<p>Positive voice; appraises experience.</p> <p>Maternal voice? Curious; appears to <i>want</i> things to be 'nice' for Chloe outside of school.</p> <p>Maternal experience guiding her... is this perhaps as there is not professional reference point for her e.g. CPD/ supervision etc... ?</p> <p>Change of emphasis in speech on 'horrible things' almost, slips back to the thinning voice</p>	
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<p>Paul: So you've kind of cracked that. I remember you say at the beginning, she, she could swear a fair bit, but she's obviously that angry, something I was interested in actually from last week was as how do you ever feel conflict like, because you know, because, you know, you know, to step away from me and, you know to give her that space.</p> <p>Sheena: Yeah, when she's like, she's she's having (urm...) if she's in a bad mood, she's like, she just gives this look, you know, yeah. And then she gets really angry. And then you just think, okay, won't say anything or she's gonna say something, so (pause) I just leave it, yeah. And I say to her "Do you want a water? Do you want to drink or something? Go for a walk?" And then she say "Okay then, we'll go for a walk," but then she's a bit calmer, and just talk to her then.</p> <p>Paul: So you're regulating her.</p> <p>Sheena: Yeah, yeah.</p> <p style="text-align: right;">TOPIC 4 END TOPIC 5 START</p> <p>Paul: Do you ever feel like there's a conflict or a pressure on you, maybe, where you feel like, 'Oh, she should be learning, she should be working,' but you know that she's not ready.</p> <p>Sheena: She had an exam few weeks ago. She was in her lesson but she wasn't doing anything. When I said she had the exam paper, she was just doodling all over it... she was it doing nothing? So I said to her teacher, 'She's not doing her test.' (...) So it's like things are important, She's too... but she's not... She's just not bothered. Sometimes she does the work like, really good. Her well-being work - she does that. She does RE- she does a lot. English. English, her English work.</p> <p>Paul: I remember you said her language is brilliant,</p> <p>Sheena: (high pitch emphasis) yeah... In Mr name of staff's class... even he's impressed as well with her... in shock. His face is like Oh my gosh. She (pause) She writes urmmm... they need to write, like, description into words and they show a picture then just to make a story of it. And she says, like, just amazes me and the teacher, like the other teacher, assistant teacher – everyone's like so impressed. She's been a top set I think.</p> <p>Paul: I remember you saying that like she's got this amazing vocabulary.</p> <p>Sheena: if she carries on like, if she does really well, she can pass her exams obviously (pause) if she just put her head down.</p> <p>Paul: But there's something there. I just made a little note of that about tests, maybe. Does she find that tricky all the time? You know, with you said in maths, she has a test and she just doodled. Does she do that a lot?</p> <p>Sheena: It's probably about, if she cannot, if she can't be bothered to do or not. I think sometimes, she can't be bothered, bothered to do it.</p> <p>Paul: Okay</p> <p>Sheena: She's moved up a set in maths as well.</p> <p>Paul: Oh wow!</p>	<p>Connected description. Low, calmer voice- more measured, with pauses. "And then you think..." – appears like reflexivity to situation – implicitly aware of Chloe and what signals mean. Vs. Double Empathy problem? May also suggest MBC allows connection to previous stories of more considered thought.?</p> <p>Concern? Dilema? Conflict? Also involves teacher; uncertainty over responsibility; do they all feel that they are unable to effect change for Clhoe? Values clash: The things are importaat, she's just not bothered." – Again THINNING voice of 'bothered' – strong narrative</p> <p>"He's impressed"; externalizing praise to another person? This bit seems very dramatic. Adds emphasis and relational significance vs. negative narratives</p> <p>This 'thinning' voice, bothered by 'bothered' may limit other narratives around needs forming.</p>	
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<p>Sheena: She was in set five and she's in set four now. She didn't want to be... she enjoyed five, because the teacher; the students, so she didn't want to go to set four. I said to her, I explained - that it's a good thing. 'You moved up.' So they think that you know you're doing well in maths. So she said, Yep, I don't like is different the teacher, don't like the teacher thing, but, um, she's used to it now. So she used to a math lesson, yeah.</p> <p>Paul: So you're trying to, trying to get to feel okay about it,</p> <p>Sheena: yeah... She processes(?) the work. She listens when the teachers explaining it but she does, but she doesn't make any notes. And I say 'You need to make notes because you're gonna forget.' She goes 'No, no, I'm not gonna forget.' and she probably doesn't forget (pause), but then I try and help her like 'Shall I make some notes for you then?' She'll go yeah, yeah then and sometimes just 'No, just leave it'.</p> <p style="text-align: right;">SHIFT: TOPIC 5 END</p> <p>Paul: So you still got that up and down this,</p> <p>Sheena: Yeah (pause), it just depends on her mood, yeah and how she feels.</p> <p>Paul: And I think the last time we met, we were talking about the moods, weren't we? We drew the picture of that little tank in the water coming out and like, when you can see the tanks full you have to drain water out so it's just time to calm. But then we've had half term, you've not really had much chance to give things a go. But, yeah, what are the what are like the kind of things you try and spot with her you know when you say like, she's in a mood or she's got that look... when do you know that you can't push her anymore?</p> <p>Sheena: She just gives this very scary (laughs) look... She's giving it. Yeah, she looks. She gives me the side eye, yeah, and then she's like, goes really red in the face...</p> <p>Paul: So you get that really clear thing... How do you know when it's okay to go back to her and reconnect a bit given, like a few minutes until she's just faces gone, okay, she's okay for a walk, but you wouldn't have a coffee or something when she said, yeah, when she has a nice then she says, Yeah. Then she smiles, and she has a nice smile. Then you think, okay, she's okay, yeah. I remember we sort of talking about last time actually saying how special she feels with all of that. Yeah. Okay, just trying to think about some bits,</p> <p>... So I think if we try and get to a point today where you can feel like there's bits you can definitely take away and think about and do. So I think we the last time we spoke about the tank like, but you're you seem to know when she needs a break, she needs a coffee, she needs time out. But then the... I brought this along today. I think we started to talk about this a little bit last week, but I didn't show the picture, but it's like this idea of for her to know that she's in a mood, we as this like child and mom, so if we're the adult, we have to kind of mirror back her feeling like, oh, I can see You're really angry. What's the matter? Otherwise, she does this in this theory, mentalization, you, you don't learn that you're angry. You don't learn what works for anger to kind of bring it back down. So I think we're talking last week about spotting this and like having chats with like that, wondering, chat like, 'oh, I noticed, I noticed you're angry in maths and we went for a walk. You know what was happening for you when you were angry?'</p> <p style="text-align: right;">TOPIC 6 START</p> <p>Sheena: I asked her, from last time, about something to do with that. Oh, erm... How come? She just says, 'I don't talk about it.' Just closes off talk about it.</p> <p>Paul: Okay, so it's almost like it creates a barrier, yeah, in itself,</p>	<p>Caring; reassuring provided. Is some of this pride for her being the TA that's helped 'move her' up?</p> <p>Epistemic trust clash with growing sense of autonomy / independence?! The conflict reported becomes nuanced; doubting her sense of needs – almost as if the 'what she should be doing doesn't actually tally with her needs.' (she has such a good memory – Neuroaffirming in a sense.</p>	
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<p>Sheena: But I say 'okay' but if, whenever you want to speak I'm here. I won't ask erm... open questions because we're not supposed to do that, but like, leading questions,</p> <p>Paul: Yeah. I think in this, in this theory, the idea of an adult and a child, you're like a mum and a child. So you could perhaps say, No, is it? Is it, you know what's wrong? Are you tired? Is somebody upset you? You look really cross... She doesn't have to respond, you know, she might. She might say, I don't want to talk about it. But what might be happening internally is that she might be thinking, "You know what, she's right. It was somebody, somebody earlier, looked at me funny." So she might, things might be going off that we don't know about, just because we're throwing it out there. So we don't always have to have an answer. And a lot of time kids upset, they don't want to talk about it because they don't. But yeah, you can. You can give that list of options, I suppose, and it might not be any of those, you know, like, if you were upset, and I was like, oh, what's wrong with you? You know, did you wake up early if you lost something, if something happened to somebody in your family? Sometimes we don't know what's wrong. We can just feel a bit funny, and then it sets off that process. You think, yeah, actually, I'm bit fed up with my son because he's done this, you know. So, yeah, giving space for mirroring or reflecting. That's a biggie.</p> <p>Sheena: I think when she's calm... when she calm's down. Because, if you're pressuring her, then she just, snap! yeah, she just walk off and start, screaming, yeah. And then I just leave her alone for five minutes... Then she's (pause), then she's okay... she's ok to talk a bit.</p> <p>Paul: So you've that bit, I think you've really cracked, haven't you? You seem quite confident when you talk about that, like when she's in a mood, you know, she needs a bit space, and then get her on board with a coffee, and then 'we'll go back to class.' Are there any time still where you just, I don't know if the word you used before you, you know that uselessness, where you feel like, Oh, I'm just...'</p> <p>Sheena: Yeah, I'd say that... when we were in the open area, she just walked out of drama. Then I said, Okay, what are we gonna do?" And she said, "I don't really wanna work" or something. "Okay, you don't. What am I gonna do?" "I just got a textbook and started copying the words out and started reading... um, the textbook because I'm not gonna sit for two hours and do nothing – we're not even allowed on our phones or anything with me. So I said "I'm gonna have to log you now because you're not doing any work..." she was just "Yeah fine, log me..." (pause). I think she was fed up with that drama lesson, yeah, because of the script. Like, she doesn't like to perform in front of everyone,</p> <p>Paul: But she likes going.</p> <p>Sheena: She likes going, going, listening, but she doesn't like to do the work. She likes going there, because I think the students and students are nice there (...). They talk to her, they say hi to her... and urm yeah, she does ummm... she finds them funny. She's always laughing with them. But when it's time for work, she's not doing it.</p> <p>Paul: So how do you think she feels when she's in that bit of drama? That nice bit?</p> <p>Sheena: She feels like (...) umm... how everyone else probably feels like you know (...) part of the group (...)</p> <p>Paul: That must be a nice feeling for her; to feel included, like she belongs. So she wants to go for that but then as soon as it's time to do work, like you've noticed, she's...</p> <p>Sheena: she doesn't want to do it (yawns)</p>	<p>Offering help; the caring voice – but there's a guidance, set of rules 'from above' – not suppose to – supposed suggested that it occurs and that it occurring is necessary. Is the relationship therefore impacted upon by the structure.</p> <p>Implicit, connected voice. Speaks with some assertiveness; direct but at the same time seems doubtful (I think). Appears to be confidence here and acceptance.</p> <p>"I think" appear to create a distinction between the self and the other- Feels like critical reflection; "Okay what are we gonna do..." (appears democratic or perhaps seeing Chloe has powerful, deferring to her) – almost suggesting attunement; like the maternally positioned voice? "I'm not gonna sit for hour hours and do nothing... we're not even allowed our phones..." BORED This voice may not have been heard before. It seems frustrated with the situation and structure; accepts that Chloe has these breaks, but that doesn't suit her and her sense of productivity (THINK ABOUT being USELESS) – We're not even allowed our phones- suggests TAs are treated like the children.</p> <p>Critical, connected voice? Belonging? Alluding to Chloe's need for belonging? Chloe is like 'everyone' – contrast to the 'therapy' – no emotions etc... from wk1.</p>
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Paul: The clocks have gone back. It's really, really hard to know what time it is if I keep feeling I'm hungry. No, it's not. It's half 12 into my body. Yeah,

Sheena: (laughs)

TOPIC 6 END
TOPIC 7 START

Paul: How do you feel confident within either yourself or within the school system, that when she's there's that bit in drama where she's obviously like, 'Yeah, this is great. I love being in drama.' And then there's a bit of like, no, not now, because I've got work. I don't want to do it...

Sheena: I don't want to perform... She does like nothing as well... she just goes in and listens to the teacher and I'm just sitting there and back. And I encourage her. Then I encourage her. A few months ago, she just started swearing at me, like "Leave me alone..." That was the first time when she swore at me a few times. Since then, I've backed off. I said if you want to do it (...), you an' Miss (...) ugh, what's her name? (...) Oh, name of staff she said to me, don't force her, like be with her in the lesson. And umm (...) And she does, you know she does, umm (...) if she doesn't do it then, as long as she's still in the lesson, that sort of thing. So just go to lesson and sit there and she listens but that's it. She said she's gonna get zero, she's gonna get no marks for assignment, because she's had nothing.

Paul: Okay, what do you think is important for her when she's in drama. Do you think it's the bit at the start or...

Sheena: The start? She listens, she sits in the circle (...) she gets (...) she... they include her as well. But, when it's time for him, like today, he's like, "Okay, everyone gone with your scripts now." He said "Ah, Chloe, get on with your script," she's like, "No." He's like, "Okay, I'll help you." She said "NO! I'm going now." And then she just walked off and I said "Where are you going Chloe? Just wait, he'll help you with it. She goes, "No, I don't want to be here." She just left... just left halfway.

Paul: Do you think I know at the minute she's saying I don't want to talk about it? And think the last time we met, we said, if you try this reviewing thing with her, it's going to be really different. And you said, 'Yeah, she'll probably work out.' So do you think that there's possibly a point in the future where you might be able to reflect on things like drama, where she's happy one minute, and then think you said last week, there's this thing around, maybe this thing around him, she feels embarrassed in drama, like she might have to perform, so she's scared of that...

Sheena: Yeah, yeah, which is good, right? She's a good speaker (laughs) she speaks her mind

Paul: Yeah, but she obviously doesn't want to do it in front of people. I think you say last week it's like this. Maybe this is a sense of embarrassment that's coming out. So she's torn that she's got drama which she likes, because she gets to talk to people, but then there's that bit of drama where she might have to perform, and she might be trying to perform

Sheena: Yeah... doesn't want to be performing

Paul: She might be trying to avoid that.

Sheena: Yeah, yeah. That's why I think she doesn't want to do it. Yeah, yeah... (Pause) She's gonna have to drop drama or music because she can only do one. She might drop drama. (long pause).

SHIFT: TOPIC 7 END
TOPIC 8 START

This is a recurring theme "Goes... listens... does nothing..." – like an unaddressed confusion – gonug back to the same external actions but not able to venture into the inner reasons Authority voice- voice of the structure; 'force' – support; third party/ advice for Chloe – distinctly lacking from much of the discussion/voices.

Reference the low demands on Chloe; appear 'bored' again of this way of working 'just go... sit there... but that's it.' – **She's gonna get zero marks... critical voice – as though not agreeing with this way of working; frustrated by it.**

Examples of verbal conflict; not as emotionally charged as the physical threats or were there are socially sanctioned through e.g/ cancer / stealing / swearing at Sheena. Repetition may link to the state of confusion mentioned above.

Praise. Positive voice.

Shift of content with conversation – not about Chloe's needs but more logistics – why? Is she feeling that it's hard to explore another's inner world or that part isn't under much consideration.

<p>I asked her, how her week was at home. I mean, halftime, she goes, 'Oh, just nothing, done nothing at home. Just at home the whole time.' So I went 'Did you go to the park or anything, just go for a walk?' She goes 'No my parents are strict (indecipherable section of 3-4 words) and this, but I said 'you have a good birthday?' She goes 'Yeah, but it was ok, I got presents, but I didn't do anything else...' She was here. Do anything else.' (...) 'Depressing... My life is depressing.' That's what she said.</p> <p>Paul: What's that like for you, when she says that?</p> <p>Sheena: Yeah, it's upsetting because I wouldn't like my kids to be saying that (...) 'Cos one-week holiday, I'd want to take my kids one day somewhere, you know, just for a walk or somewhere fun. (...) But, um, she didn't go. I think her parents have taken they have been taken places, but she just plays up quite a bit there, so they've stopped.</p> <p>Paul: (...) Yeah, hmmm... okay, okay, yeah...</p> <p>Sheena: and (indecipherable) say anything as well... because I don't know how it is at home... you know, it probably is nice, it's probably is nice, just, you know, normal. Yeah.</p> <p>Paul: Yeah, it's hard, isn't it?</p> <p>Sheena: mmm</p> <p>Paul: Like some people</p> <p>Sheena: She's probably just being a teenager. You know how teenagers are...</p> <p>Paul: Well, people have different voices at different times if they're in a mood, everything's rubbish.</p> <p>Sheena: Yeah, Yeah.</p> <p style="text-align: right;">TOPIC 8 END</p> <p>Paul: So we've got 10 past you said, Yeah? Wow, and the clock's working today. Is there anything you want to get out of this last session then where you just kind of thinking a bit more in depth about something, you want it to be a bit more general.</p> <p>Sheena: I think that's (...) er... yeah... should be fine.</p> <p>Paul: Okay, so something I was thinking about, and this is something you can use with any of the kids you work with (...) when we think about ourselves or anybody else, they can think about their behaviour, what they can see, but we can see, think about what they what they might feel in their thoughts, what we tend to do, because humans can be what we like shortcuts is that we just look at behavior and we might think like, Oh, that girl is really naughty because she's always doing this. But actually, if we stop and think kind of mentalise, do those so, yeah, yeah. And it's, it's having time to stop and do that.</p> <p>Now this, this bit of the theory. Suppose I've got a good example of this at the minute. So you've got mentalizing. And the thing with mentalizing it is we accept we don't know any of the answers. We don't know the truth. You know, it's like, why should? Why is why she doing this? Is it because she's upset? Is she tired or somebody, somebody called her name? We're not sure. But what we try and do, we're trying to have a thick story of the other person, and then we've got non mentalizing, which is really focus on behaviour. Sometimes our inside becomes the outside. So if I'm angry with somebody, I get really angry and cross with somebody, I might think that they don't like me, because I don't, at that moment, don't like them, but that's not the truth. And then we get this stage in the middle, got posh names called pseudo mentalizing, which is when we're pretending, and that's when we think there's certainty about knowing somebody else's mind, like, 'Oh, he did this because of that.' But these stories about the other person are quite thin. (...) So if I give you an example, at the minute, our eldest son's gone to university, okay, and now he's thinking about quitting. So, you know, as parents, we've gone through this, "Oh, god, yeah, he's lazy... He just wants to game all day. He doesn't want to do anything," you know. So that's not mentalizing. We're just seeing it from our perspective, a very thin story. He's lazy. He just wants to game all day. And then we could flesh it out a bit and say, "Well, it's because he's always been lazy. It's just the way he is. He's always taking shortcuts. That's the way he is, and he's got he's got dyslexia, and he's is autistic." So what we could do is just get those labels and</p>	<p>Maternal Voice in this section... appears to be broadening of narrative vs. Home being awful to appreciate the difficulties parents may have in being active with Chloe in new, less familiar places "I think her parents have taken her places, but she plays up... so they've stopped." Vs. the narrative neglect earlier. Is her voice coming from a maternal positioning supporting to make this connection?</p> <p>(I've stopped mentalizing her) "Hmm ok." – lost my criticality Similar to above, or is Sheena trying to avoid thinking about something that would be hard to consider? Or Falling back on something more complex to a point of reference/ familiarity. Does Sheena have values around 'home' – it occurs several times in the sessions – does she worry and want the best for Chloe?</p> <p>Closed phrase: I didn't explore this; how the depth of the meaning... Chloe's experience. I stopped mentalizing at this point. Is this pseudomentalizing in truest form or does label 'teenage' have a lacanian significance - that word is the depository of other things?</p> <p><u>Noticed but didn't confront this indecision. Due to research nature, felt I couldn't... press upon applied theory - trying to boundary the tangents of discussion as I felt they were avoiding.</u></p> <p><i>This activity (planned) related to concepts more introduced in week 1 of pilot (similar to). Was a very protracted manner of using Mentalizing. I felt I had to keep re-visiting as I wasn't sure to what extent Chloe was being held in a mentalized state.</i></p>	
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just say, "well, it's just the way his brain works. He's got an autistic brain. He only ever thinks about himself. He finds it really hard." Now he's at university. There's a lot more people around him, so it sounds like thinking about him but not really. So when we have a chat with him, speak to him, about him wanting to drop out at uni, this is going to lead to arguments and a breakdown in the relationship, because from our perspective, it's just lazy. *On this side, it's not going to be much better. But then when we actually, you know me and mum actually sit down and think, "right, what's going on for him? He's got dyslexia, so he's finding the study really hard. His Autistics. He's probably found it really hard to make new friends. He really hates change. Actually, he's probably feeling very stressed and anxious. He's got to manage money for the first time properly. He's probably feeling quite overwhelmed."* So we've got this new world. We've got this new new word that comes out of it. It's a thick story, which is, he's feeling overwhelmed. Now the problem that is, you can only do that when you're not stressed. When he told us, I'm thinking about quitting, you don't. We didn't necessarily start off in that nice place. We're like, Oh, okay. We're a bit shocked, a bit concerned. So it takes a while to get there. So you've got to create this space to mentalize. But the thing with that is, is that now we can do that, we can have a chat with him, and we can find some solutions to problems that, right. Okay, so you're finding it really hard, okay, well, then just have a chat around what you can do. But if we don't do that, we're just stuck in this argumentative cycle.

So suppose, with when you work with Chloe, or anybody- you work with a few year 10s don't you? There'll be times when you might not feel like you're in a place where you can mentalize, so what? (...) When do you know that you're kind of doing it, where you're kind of doing this thing, like I said, where you're actually just taking a minute and thinking, what's really going off here? What? How might they really be thinking?

TOPIC 9 START

Sheena: Maybe, when it's kind of (pause)... in the moment. Like when it's happened, when it's happened, when she does all these things... Name of child does all these... "Not going lessons" and "leave me alone," walks off... and then, straight away I think "She's just being (...) oh, spoilt. Then when I think about it, like maybe few minutes later, an hour later, and I think about maybe in um... another lesson or at home, and I'm "Ah, maybe it's because of this? She's, um (....) she's just feeling rushed, not having a good day, but we don't know us, what it is, what's the real truth? What's behind it all? Maybe she's umm (...) maybe she wants to learn, but she's (...) something is (...) like erm (...) maybe there's some students in there or something. And I think, yeah, it's, maybe it's a bigger, more bigger picture than, **just what I think.**

Paul: yeah, yeah. And that's it. It's that 'maybe' it's that, like, that question mark (points to resource baring question mark in mentalization description), like, we don't know, but we're, we're opening up that story, in a sense, like, what? What is it? Then, like you say, it's not just what you think, which

Sheena: Yeah.

- Long shared pause -

TOPIC 9 END

TOPIC 10 START

Paul (...) And then when you when you have done that before, then, like, you know, you have that moment. You think, oh, you know, you're driving home or chopping a potato, then you start thinking, What? What then happens, like, the next day?

Sheena: And I am asked to be nicer, like, I always am nice to her and I say "Oh, you okay? Did you have (...)" and I ask her how she was the night before. And ummm (...) I'll just be, like, nice to her, and then just (...) umm... (quite voice) I don't know how to explain it... (long pause).

Paul: So it sounds like, you can see empathy... being empathetic

Sheena: Yeah.

Paul: Like, "oh, I was a bit cross with them yesterday, but maybe it was because of this, and they don't deserve it, so..."

Did this to model example of M but also make it more tangled to the Consultee; hope that my risk may also increase their risk taking and trust.

Moving to from a projecting beam to an illuminating beam?

"The real truth" Is Mentalization the cognitive shift to another ontological position? To come with the intolerance of uncertainty. Externalizes the problem from CYP to environment - trait to transactional Contrast to narratives of therapy; schizophrenia from Week 1. How do I represent this child? (how are they effectively storied).

Almost a philosophical disposition is adopted vs. egocentric view point.

Critical Reflecting Voice?

Does Mentalization seem important to restoration; repairing ruptures; could be guilt (I didn't press), but the lines above (context) suggest that this is the result of opened thought about a situation not voice feelings. Example of the space slowing and the certainty slowing with it. Trying to find words, select the most appropriate word to access and reference a reality, rather than ploughing through. Would this have been possible as part of a one-off solution focused session?

Would this have been a good point to reference trying to explain in the M model? Or are co-constructing with their own language more useful. I was thinking the later.

Sheena: Yeah, yeah, yeah, maybe some always happening in the life that (...) they're trying to block it out (...) umm... (...) just trying to (...) I can't explain it ...

Paul: It's all right. You're doing great job (...)

Sheena: (...) ummm... It's... Its... (...) laughs

Paul: (laughs), it's because you've been in Turkey for a week. You've been chilling out!

Sheena: (laughs) It was very nice! (long pause) Umm... But erm... (...) Okay, so it's like she doesn't want to go to lessons. So then I get annoyed, sometimes. Or she wants to walk out, and I don't know the reason why she just wants to walk out and I think "Oh, she's being (...) umm spoilt. ... What's that word? There's another word for it as well. More aggressive? What's that word?

Paul: Spoilt?

Sheena: (...) No (...) it's like... (long pause)

Paul: Defiant?

Sheena: Yeah, that's the word. Yeah... like she's just being like that... But then I think maybe she, what's the reason behind why she's being like this? Maybe it's because she's (...) erm... she's thinking about, she might be feeling scared to perform, you know, yeah, thinking maybe people laugh at her, and then it's gonna (...) it's gonna make her feel more low. And I just think about stuff like that... that erm... it's gonna affect... affect her. If people do laugh at her, then she'll get more depressed, then she'll start lashing out more, you know. Yeah, get more angry. Yeah, he's like a cycle. It's like a pattern thing. Yeah? So...

Paul: It's great. Like you said, like you get annoyed, like, when she does this, so you get that feeling of, yeah, "oh, she's gone off, and I actually feel annoyed." Do you notice that at the moment, or does that come to you later, like, 'oh, earlier when she walked if I felt annoyed?' Or do you notice it there and then?

Sheena: Umm... when it happens she just walked off and thinking, 'oh, gosh, you're just like,' because I'm enjoying the lesson, yeah, she just needs to go. She's not making the effort for herself to listen in English like having such a good lesson; we're watching An Inspector Calls. And I love that (laugh) And she just walks off. And I'm like, can't you just sit here and just watch it, you know, you don't need to do no work, you just need watch it, the teacher's telling you to watch it. "No I don't wanna, I just wanna go and go learning support." And we just have to go. And (...) then I said, "Why do you just walk off?" She goes "Oh, because I don't want to be here." And I go, "Yeah, but it's, it's a good lesson. And she just gives nothing (said flat). She's like, "I just don't want to be in this classroom, I don't wanna talk about it." And then sometimes I ask erm, and she's like, "Oh, because, because it's just boring, I don't want to, I don't want to be there." She doesn't say exactly like that.

Paul: So even if, if she's watching something, you're find it enjoyable. Yeah, like, got Inspector Calls on, so it's usually great someone's a video on, yeah, just sit there and relax. But she's, what do you think she feels then at that point?

Sheena: She probably feels bored, probably thinks "I can't be bothered to do it."

Paul: hmmm...so there might be a boredom there. So most kids are sat there enjoying it, but to her, it's actually quite boring.

Critical voice moves to an open, vulnerability...

Honesty about feeling voice; open feelings... a negative emotional reaction to a behaviour!!! Acceptance of own emotional state? Acceptance of myself as the interrogator? In context of psycho ed (clear), me taking a risk (creating parity) and providing space to think!
Dialogic construction. Appears to suggest an openness to describing her own mental state/ processes "What the word?" "I don't know the reason why..." contrast to 'Bothered' phrase from the last few weeks.

Maternal esque voice? Seeking to protect Chloe?

Does this space allow for own mental attitudes/ states to become more open?

Boredom? The need for Sheena to feel relaxed or enjoyment at work; to have moments of peace? Does this voice also speak of needs; to be productive and conflict emerges in these moments; when needs are at cross purposes?
Open and honest voice appear to allow other voices to speak?

Does this space allow for own mental attitudes/ states to become more open?

Distinction between bored and bothered... as part of the critically, reflective voice that has emerged in this moment.

<p>Sheena: I think there's, mostly, that she just can't be bothered to do it. But she obviously, she has, she has to, but you just can't, you can't be bothered to come to you sometimes, but you have to come (laughs)</p> <p>Paul: (laugh) Yeah, we do! Where do you think her can't be bothered comes from? What could we? Could we thicken that up a bit more? There's this, this sense that she's like, "Oh, I can't be you know, this is too much for me today."</p> <p>Sheena: She probably thinks that (...) she probably thinks to herself "I'm not gonna pass my exams anyway, so why should I, why should I continue doing this?" (slow passive voice) And she probably thinks "So I've been, I've been to most of the lesson, like a third of the lesson, it doesn't matter, the last fifteen minutes; I've done most of it."</p> <p>Paul: that's, that's interesting. Like, yeah, 'I've done most of it anyway. So yeah, well done me,'</p> <p>Sheena: yeah, yeah. And she knows that. She knows what, she's, she knows everything. She's very clever. (slower voice) She probably thinks "Oh I know everything anyway. So I don't need to be here. I just had to be here because I'm getting told that my teaching assistants telling me to be here, teachers are telling me to be here."</p> <p style="text-align: right;">TOPIC 10 END TOPIC 11 START</p> <p>Paul: When, when you're, when you're annoyed at that moment, I suppose a bit like me when I was having this chat with around University. Would Chloe know?</p> <p>Sheena: (interrupts) Yeah (...)</p> <p>Paul: Like you're, you've kind of not your usual self, like you've gone up a little bit in emotion.</p> <p>Sheena: (quiet voice) because erm [(...) Long pause]. I won't shout at her but I might just say, "Chloe, you're annoying me now..." something like that. Just be norma with... with her. Like, open with her.</p> <p>Paul: Does she find the openness helpful?</p> <p>Sheena: She likes it (laughs). I mean not like it, but she like it but, when I'm real (...) because ummm (...) because I just say to her "We're both adults here now, 15...14... And I just said talk to me a ways, why are you being like this..." And I said "Because you're (...) because you're annoying (clipped ending). I said to her "You're annoying me." And she goes, "Yeah, well, you're annoying me." (laughs) And I go "Ok!" (laughs). And then we, we just have a laugh about it as well as... so it's quiet fun, which is ... and she's like "I don't mean to be like this, but I just don't like it. I don't like this lesson." Just, it's like, she wants to do the work. She does wanna learn, but it's just the thing of, 'I can't bothered' kids are like that, I'm sure.</p> <p>Paul: Yeah. So like, you're, you're mentalizing yourself brilliantly there, like, you know, like I'm annoyed, and then, you know, later on, you can have a good think about it, or you might even realize that in the moment. But you say, it sounds like she's not. She's she's struggling to mentalize herself like I walked off because I can't be bothered. So you you can thicken your story of her like, you know, you said, Well, maybe she feels like she's going to fail her exam. So there's a fear now. There's a fear there. There's these negative assumptions about the future there. But, but does she know that? You know, in a sense,</p> <p>Sheena: I've told her, if you don't concentrate, one more year, but this is part of your exams, of the coursework and everything. And she's like, "Yeah, but it doesn't matter." We'll see when the time comes. But it's like umm... (long pause) it's like she can't (long pause) she wants to, she wants to do it. She knows she can do it, but she just doesn't want to do it. So much we can do to force her, right? I can't drag her by the hand "Go to your lesson!" (laughs). (pause) ... when she's, when she doesn't want to go or do</p>	<p>Does the word bothered have greater meaning to Sheena that I? Is bothered trying to capture and essence of Chloe's experience where she feels de-motivated and that things are not of value?</p> <p>Slow, measured, passive voice- seems considerate. This voice can try to reason from Chloe's perspectives. Attune to a representation of Chloe's logic. REFLECTING VOICE.</p> <p>This voices speaks several alternatives reasons fro Chloe's behaviours and actions.</p> <p>Greater range in speech types and possible emotional experiencing coming through; calmness, excitedness, laughter (shared joy)... compared to first session where things appeared more defenisve. If there was defensiveness, can epistemic trust prevail? This may also indicate that consultees need to express emotional range in consultation but this isn't achievable in short sessions where relationships are at a stage of intredipation and unceratinty; as they are not established</p> <p>This passage is a risky thing to share! Trust established? Contain,ent ? TRUSTING VOICE: I should have said "The way you say, this, you do seem really annoyed... what else was happening at that time..." (Mentalize that moment).</p> <p>Much more open this week. Had I become concerned and potnetially judgemental by her assumed/ apparent lack of mentalizing in week 1... and in advertantly create a barrier? If so, then do both consultee and consultant (who are humans) require time to establish a conducive relationship that can faciliate opens and change? And if so... does the quality of the consultant / consultee relationship therefore affect the quality of the storying!!!!!!i .e. no relational warm</p>	<p>Greater polyphony in later sessions. More emotional range. More conditional speech; possibilities. More commentary on the relationship - other's interpretation of her... externalising Mentalization from others' perspective.</p> <p>Reflection on first session: Why was Chloe storied in 'such a way' if the relationship was 'good' why wasn't she storied in another way? Storying of other shifted over time. Opportunity to re-reflect, connected and re-story may be crucial ... that Mentalization is not always a proactive 'thing' but a retroactive interpretation of past events where more dyamic layers of meaning (their perceptions of the consultee; thoughts and feelings) can be accessed.</p> <p>"greater emotional variance and contrast</p>
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<p>anything, she's strong and she... nothing, we can't say nothing, saying that... she's just shouting is, like, very adamant. She doesn't want to do it. And she's sat there, in the green open area. I kept saying to her. Then she was like, (emphasised speech) "JUST leave me alone." So don't want her to get angry then. So I just leave it then for a bit.</p> <p style="text-align: right;">SHIFT TOPIC 11 END TOPIC 12 START</p> <p>Paul: I'm just wondering. So... you know, we're talking the other week about the idea of her, her tank going up (referring to diagram drawn on paper, week 2), yeah. And if she, what do you think if she sat there doing nothing, what do you think she's getting out of that?</p> <p>Sheena: (...) nothing (laughs).</p> <p>Paul: So she's, so she's not doing anything.</p> <p>Sheena: Yeah</p> <p>Paul: But do you think there's something in the doing nothing that's helping her? We</p> <p>Sheena: (...) Hmm... perhaps to, err... just think about things. Cos' I don't know what she thinks, what she thinks about things...we don't know; she won't tell us... every detail as well.</p> <p>Paul: Yeah, and I think doing all of this, this mentalizing business with her, because she's got a diagnosis as well, I think, I think it makes it more of a tricky task</p> <p>Sheena: Yeah</p> <p>Paul (continued) for you. I don't know if you ever read about autism or the talk about this thing called the double empathy problem, where it can be really hard for autistic people to think about what nonautistic people are thinking and vice versa, like we just have different signals and stuff like you said, you get the side eye. A lot of people don't do that. You just kind of work out quite naturally. I'm wondering, then, if this thing, like the cup thing, could it become a language that you use with her? Like, if she, if she's not able to say, "" could you say, right? You know, how, how, how stressed are you right now? And you know, she's in the green area, and she might say, I'm there, or I'm there. You could explain this... like well, what we need to do is we need to, we need to let a little bit of water off. Where are you now? And you know what? What the things Chloe that help your water to your stress bucket to go down? What makes it go up?</p> <p>Sheena: She'd probably say people are annoying; people are annoying me. Sometimes the teacher, 'I don't like the teacher' she'll say things like this.</p> <p>Paul: and that's okay if she knows that. It's like, well, what do you do with that then?</p> <p>Sheena: Yeah,</p> <p>Paul: The other way, you know, the other could have a chat with her, maybe around okay, you can leave the lesson. "What else could you do if people are annoying you?" and see how she responds to that. Yeah. But it could be more of a, you know, like, could just draw it so, you know, right, you've just left, right? How, how full's your cup? You might say, I'm there. And how, full? How full does your cup need to be to go to history next? You know how we're gonna get it from there to there? What do you need? And she might be like, well, just need to sit.</p>	<p>between con and con'e = no relational warmth in the story and representation of the child. This may not be concretely symbolic of the 'actual' relationship, but a temporary, contingent reality... which will then alter the construeing and conclusions of the EP (because I was aware of my emotional responses and rapport with the consultee changing!!!) Therefore Consultant must mentalize the consultee</p> <p>Example of repair from non-M rupture? "YOU'RE ANNOYING ME..." (above)</p> <p>Differs from 'defiant' - also most revered quality! Admiration! "STRONG" "JUST SHOUTING... VERY ADAMANT" – more respectful way of sharing / voicing that experience of Chloe's needs. Externalising the problem? Not 'her' (I JUST LEAVE IT FOR A BIT"</p>	<p>in the dramatic narrative" (how it was told). Change is an emotional process as much as a behavioural one...</p> <p>Perhaps I should have labelled this 'tension' this 'conflict' for her to help mentalize - Iso mindful throughout the consultations not to 'pver do it' and mentalize on every single thing!</p>
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<p>Sheena: Yeah (Indecipherable section) she can find it tricky when there's too much talk...</p> <p>Paul: yeah. But that's getting it to reflect Sheena: I'll try that!</p> <p>Paul: ... yeah... without using too much language. It may, maybe using the word, doing it visually might help. Sheena: Yeah (pause). She's been (...) I think just drama, she doesn't go to erm... yeah. She goes to erm.... She goes to PE. She didn't do PE, I think, last week. Yeah, she came back for maybe... she worked for like 10 minutes and she just walked off. (Long pause). You know just the... like... she's in the, she's not in the mood or feeling... if she's in the mood of going to a lesson, then she'd go, she'd go happily, and she'll do the work nicely as well, and then we praise her for that. And she likes it. Sometimes she likes it: sometimes she doesn't like to be praised as well. It depends everyday on what sort of mood she's in.</p> <p>Paul: You've mentioned that so many times before, like there's this, she comes in. She can come, come in in a mood... and it's, it sounds like it's a really hard thing to understand. It's just this word, mood, Sheena: Somedays, in the morning, she comes in and she's so agitated I guess... and she's throwing things and urmm... and you can tell that something's probably just happened. She's got. Maybe she's not had enough sleep, you know... I said "Oh, you not sleep well?" She goes "No, I was up late yesterday... about two o'clock..." I said, "Well...you need to go to bed a bit more early then." She said "I was on YouTube." And... and... then probably because she woke up, she didn't want to wake up maybe, or she's had a fight with her sister because she's stays with her... shares a room – and I know how it is with siblings (laughs) isn't it? So... yeah... It can be anything; it sets her off, her day off in a bad way. If she's fine, today she was fine, but she's made erm... she made a comment to urmm...one of the TAs today in the morning. The TA told her "Watch your mouth Chloe," she didn't like that. So she's like, I'm only saying it." She goes "No, but you need to have respect," because she said something quite rude to her... (pause) She gave her the side-eye (laughs).</p> <p>(animate voice)- Then she maybe she wants fairness. We go "You've got drama, you wanna do to drama?" She goes "yeah, I'll go..." She went, then she went, then she just walked off. Then I couldn't find her for like 10 minutes, then she just wandered around the corridors. She goes "Just leave me alone. You just don't follow me about." That's what she says.</p> <p>Paul: Does she normally do that?</p> <p>Sheena: Yeah. (pause) Sometimes she does that.</p> <p style="text-align: right;">TOPIC 12 END TOPIC 13 START</p> <p>Paul: I know you said sometimes she'll go to us, and then sometimes you'll find her in learning support, yeah, but then she just, she actually wonder about sometimes...</p> <p>Sheena: Yeah, well, she locks herself in the toilet, Paul: right? Is she doing that for you? I know colleagues have...</p> <p>Sheena: Anyone. And no one sees her, no one sees her. She just goes and she's ages in there as well, like 15 minutes... Paul: Do you ever have to get her out?</p> <p>Sheena: Yeah, I call. I go to the toilet and I say "Chloe, Chloe, are you ok in there?" She says, "Yeah, I'm ok" (laughs) So she's always like, hiding in there somewhere. So either toilets or the (...) blue area – she sits in the corner. Last people could know. A few weeks ago, we couldn't find her- she was sitting right in the corner, in the blue area. Yeah, hiding away. (Animated tone)- We went in</p>	<p>The voice that calm reflects the situations; finds possibilities.</p> <p>Maternal/ Caring voice – activates in dialogue.</p> <p>Critically reflective voice is more animated here; seems liberated- freer.</p> <p>This voice almost seems playful in his tone; animated voice again.</p>	<p>Reflection: Has got harder to code the more apparent mentalization has been - M codes don't necessarily 'fit' narrative.</p> <p>< - Does dialogic re-enactment support the construction of who she is; the desired relationship?</p>
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there. We couldn't find to see her but then she was right in the corner. (slow, deeper tone)- She was having a bad morning then, yeah.

Paul: Okay, how easy is it changing that situation?

Sheena: Erm... we just say... no, we said to her, we said, "oh, okay," because it was registration time, and I said, "Oh, do you want coffee?" Because usually, she goes "No, just leave me alone." Okay, I'm gonna come back at nine o'clock when it's lesson time; we need to go to your lesson... Or you meet me at your lesson." She goes "Yeah, just meet me there and she will be there.

Paul: Oh, really?

Sheena: Yeah, yeah.

Paul: Sounds like she trusts you,

Sheena: Yeah, yeah, yeah

Paul: but you trust her as well?

Sheena: Yeah, like, quite a few times she says to me, I'll just meet me. I will just, I'll see you in maths, so I see you in this lesson. Yeah, and I just say (laughs) I'll just meet you there then!

Paul: this is when she's been in the toilet?

Sheena: yes, right, yeah. I mean, she just goes for lesson. Yeah. She doesn't want me following her. She doesn't want that.

Paul: I remember you saying last last week, you were saying that you have to kind of get there five minutes later,

Sheena: Yeah, I go inside and 'I'm there for everybody, not just you,' yeah, she's there. She likes it that I'm there, but that I ignore her: I'm there for her, there for her. Yeah, I just say, I'm supporting other students, not just you.

Paul: Would you say the toilet things one of the most challenging bits of your day?

Sheena: Yeah... because we can't go in, like, you can't go in inside there... you just, just have to wait for her. I mean, she was being a bit..., a few weeks ago- being cycling (? Indecipherable word), sharpening her finger...

Paul: Yes, I remember you saying.

Sheena: It was a bit scary.

Paul: What happens to you in those moments like, you know?

Sheena: I get... I kinda like panic because I think that what if she hurts herself and I'm responsible for her ... and umm... they say to me she can sharpen her fingers, then I'd get the blame... I'd get the blame for it. I've got to make sure that I protect myself, and protect her, because if she's sharpening her finger there'll be blood everywhere.

Paul: Yeah, like you say, if you're panicked, does that block your, do you feel like that alters the way you'd normally respond?

Sheena: Yeah... because... like, it's like anxiety. I think 'just come out of the toilet'

Paul: so you get a bit more shouting coming?

Sheena: Yeah...

SHIFT: TOPIC 13 END

New emergent voice?

Fearful voice; the affected self. Responsibility; worries of failure in the eyes of those with position power "I'd get the blame." Needs to defend itself from oppression and unfairness.

<p>Paul: So suppose one of the tricks with mentalization (draws picture) is like, so you're you've really, like, really unpicked this a lot as well. Is in any situation, what's yours or mine, in your case, and what's theirs? ...So, two separate people. So she's in the toilet. What do you think she's feeling when she's in there?</p> <p>Sheena: Probably wants to hide away. Yeah, have her own time without being told what to do.</p> <p>Paul: (scribbling) To hide... she wants her own time. Why do you think she's ended up in the toilet? You know, emotionally?</p> <p>Sheena: just... er... fed up, with teachers, TAs and she just wants some to be left alone.</p> <p>Paul: Bit stressed, yeah, fed up with them. Wants to be left alone. People feel like they're getting at her. And then you go into that situation. You said you blame. You feel responsible for and blame</p> <p>Sheena: Yeah, because she tries to hurt herself</p> <p>Paul: So there's this pressure on you that you feel in and then he said, you feel a bit panicked. Yeah, my upside down, writing, sorry, God forgive me. And then the thing is, it, this will leak into that...</p> <p style="text-align: right;">TOPIC 14 START</p> <p>Sheena: Yeah... I've known children before that was just longer, say "Miss, can I go to the toilet" and I say "okay," but they're gone five minutes and 10 minutes. He was dancing in the red area once... and then I went to check, and yeah, he wasn't even there. So then I had a teacher coming up to me and saying, you know that he's got into a fight someone. Someone... He beat someone up in the toilet. I was... I was in charge of him.. He said "Are you his TA?" I said "Yeah, but I can't follow him inside the boys toilet. You have to understand that. I'm not going to be his, you know, babysitter." But I said, "I've trust him to go to the toilet. And I was just there, yeah, I can't go to the men's boys." Yeah. He said "But look what happened... he got punched, and he punched someone as well." Because he hit his head. I felt quite bad, he started getting dizzy and they had to take him home. And then I felt really like, oh, I'm not to blame, not in the blame, not blaming me. I said, "Yeah, but you got to understand that I gave that. I didn't know this would happen." I felt they were blaming me... I didn't get trouble, but I felt like it was my responsibility, yeah, yeah. That's why I just follow them wherever they go... (laughs).</p> <p>Paul: So that real sense of Sheena: Yeah...</p> <p>Paul: ...like the school... responsibility on you? Sheena: Yeah, especially like if you're supporting a student who's got special areas of need.</p> <p>Paul: But you've noticed that, that you feel panicked and responsibility... Sheena: Yeah, like if they're taking too long... like it's my responsibility</p> <p>Paul: And the thing is, in that moment, now you know that...</p> <p>Sheena (interrupts)... Yeah, if I'm not, if I'm not Chloe's TA on that Thursday, the Thursday, Friday, yeah, no - Wednesday-Thursday. So I don't... I ask her, when I see Chloe. Are you having a good day? Chloe and but she's not my responsibility for that day. Yeah, I've got (name of other child. Name of staff), she handles her, yeah? Obviously, if there's like, Chloe goes missing or something, and then we will have to step in, yeah, it's all our responsibilities as TA, yeah, but um... but.... if it's like, if it's your job to handle that, you got to be responsible for her, so you have to do it, I follow her wherever she goes, Yeah, because if she says "I'm just gonna go for a walk" I follow her, but stay behind.</p>	<p>Confrontation "Do you know..." (when clearly doesn't) In Charge (words of power). Threatened to justify herself – the panocctocon? Reading and listening to this, I feel a sense of shame and rejection. How hard this moment may have been for Sheena; to not be heard, to face counter argument – that a child's behaviour is re-located to the adult, not the system around them. Sheena was trying to express her predicament; that she knew what was needed but feels following some is contrary to freedom and would also compromise her integrity as a professional. Yet, she feels blame for this moment. Policing through shame.</p> <p>Collected, measured and calm voice; slightly assertive- with hints of worry... can drop to quieter words; lower tone. Quieter.</p>	<p>Seems to be a skim in relationship here; that she wants to engage and interaction; maintain a relationship, but there is a boundary, a repsonsibility that is firm "Not my..." Very definite and contrasting to the 'If' – condition language that starts the sentence. "Its your job... to be responsible... I follow her</p>
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Paul: So do you feel like there's this, almost this kinda worry there?
 Sheena: Yeah, I worry those girls that those girls are after her

Paul: Yes, I remember in that first week you were like, petrified, she was going to get beaten up.
 Sheena: Yeah, we all got an email saying, don't leave her, don't leave Chloe alone.

Paul: I suppose if you know that, and this is the thing with you mentalizing yourself, is that you know this sense of responsibility might make you more panicked. I'm not doing it right? I'm gonna get into trouble. Yeah, something bad will happen. But if you can, it's almost like owning it. Like, okay, well, that's that. It's part of me, but there's still there's still me (draws/graphics this), and if you know that that's alive in you, you can kind of think, oh, right, okay, she's in the toilet, or I've lost her. I'm feeling panicked. If I stay panicked, I'll probably get crossed with her if I see her you know some people do, but it's like just thinking of putting in a bubble, feeling that thing I feel, I feel that panic. That's normal. I can still find her, though, yeah, yeah. So does that make sense?

TOPIC 14 END
 TOPIC 14 START

Sheena: Yeah, last month, when that still happened, like the girls, she was still in the school building at three, and I had to go to pick my kids up from school. And I finished back because the bell went, Yeah. And I said, Chloe you need to go home. You need to go now, but I have to take you as well. She said "No no...my taxis is coming for quarter past three." I said but 'But you can't go by yourself, because we've been told that, you know, let's stay by yourself.'" I said "just come out with me because I need to go home as well." Yeah, my kids, they finish as well. But she said "No, leave me alone. I wanna do my own way and stay in school." She didn't want to go home, so I had to tell someone else, yeah, to stay with her until the teachers, they stay sometimes, yeah. Bit later on, to keep an eye on her... yeah, as well. Yeah, we don't know what happens after school as well. If we go still be my responsibility the wise I take her out, yeah, because I was headed for the day, yeah, as long as I have to make sure someone is with her, yeah, in case, because she can't, what if she can't fight? And she said I can't... ohhhhh. (laughs)

Paul: Right. I If it's okay, because you're gonna see each one for a while. You don't have to do these and a little bit of , like, homework, but it's just like, if you just want to kind of have a bit of a deep think about that, was a bit longer than that, and that was a bit more simple. If you want to take these with you can and that and that, if you want... So probably, we'll emailing to set a date, I think maybe for early January. But what is it? You're gonna try to build a big chat about it. Is there anything you're gonna think, Yeah, I'm definitely gonna have a go at doing a bit more of this.

Sheena; Yeah, probably umm... I think more like, about why she feels that way... like how she feels sometimes... like... umm... a one to one, like deep conversation with her...

Paul: And I'm wondering if that (pointing to resources) might be a way if she's struggling with the language.

Sheena: Yeah, exactly, hopefully... (laughs) if I bribe her.

Paul: Laughs...Tell me what you're feeling. Yeah, you get a chocolate button every time you say, okay, then

Sheena: yeah, she's hmm... she is doing quite well...

Paul: but it sounds like she's got a good relationship around her, doesn't she? You know, you create in a safety for her, predictability, you treat her, you make her feel special. And when people feel special and safe, they're gonna do better, aren't they? So, yeah, something.

wherever she goes..." – Being a TA includes this policing like behaviour.

This section didn't make sense to me before; the first story shared is also the one that is last... but the above voice tells of threats to her, professionally the vulnerabilities of the role. This story (left) is about threats in school again. A dilemma of parent hood and obligation. Lack of support systems? Communication to keep Chloe safe. Worries over safety; conflict reporter.

Sheena: Yeah, yeah, I will ask her about moods and see...

Paul: Yeah, just see how it goes. I'll be really interested to see. But you've got my email, so if there's any bits that you're not sure about, or you think, oh, try this with her, and she did that, yeah, just email me. You don't have to, because you're a participant. It's entirely up to you. But if there are any bits you'd like to know a bit more about, or I did this, and what do you think I'll happily have a conversation, like an email conversation with you, like, Oh, was it this? Or this? This one, a bit more clarity. Just email. Okay, right? The next time I see it even colder and Turkey will feel like a really distant memory. Yeah, thanks for all your time. It's lovely, working with you.

Appendix 5g - Transcript of Session 4.

'Paul' (Researcher/Consultant) & 'Lisa' (Pseudo-name for consultee/participant)

09.12.24 (10:16am start; 11:21am finish).

Transcript Passage- Based upon Buttina (2015).

	Initial Codes	Corresponding Theme
<p>Paul: right? I think we're recording again. Yep, we are brilliant. So we're going back all the way to September when we met each other. I can barely remember September. It's a long go, a long, way away now. Now we're two weeks away from Christmas, four days. So today, really, it's like a review of your experience working with me, because that would be really helpful for me to kind of think about what I'm doing when I'm working with people going forward. And we had a bit of review, didn't we? The end of last week would really help me take forward the next bit. But also, is there anything you'd like to kind of get from today?</p> <p>Lisa: You mean working with you, yeah?</p> <p>Paul: Or just, there anything you like? Just have a bit of time to think about,</p> <p>Lisa: yeah, we, we did a lot, to be honest... the part where, how we support a student with her learning or behaviour as well, and how she can communicate with the member of staff or even other students, teachers as well. Erm (...) you gave me a few strategies. I remember those strategies here, trying to put myself in a student shoes, and trying to understand their feelings, their emotions, and how I can help them. Well, I did write. I did try a lot. I did I remember... I did try a lot, all that. And it was really helpful. The advice that you gave me, yes, because I tried to put myself into their shoes, although it was very difficult, but I think I was able to help. Yeah. I would... So yeah, yeah,</p> <p>Paul: Yeah, I do remember it was, there's a lot going on. Wasn't there those two sessions?</p> <p>Lisa: Oh, yeah... it started good, like, I started to apply those strategies. And it, it did, started good because it was like, we are compromising, so, yeah, we're like, coming in the morning, yeah, have a cup of tea and biscuits. So, we're trying to make sure that it makes her calm down, feel like she's in a safe environment, and develop the trust between colleagues and yeah, teachers and TAs. And it did... It did work for a bit. Still the odd up and down, and it changed disappear after a few weeks of it.</p> <p>Paul: What changed?</p> <p>Lisa: Good question. I was thinking the same thing. What really changed? It's just it went back to where we like we thought this student is still not trusting anyone, still wants to do things her way - So there's no, no there. Erm... It came a time again, starting again, assembly, like raising the voice again, swearing, erm... doesn't want to communicate. But then she will get that kind of stuff that she wants... from other member of staff. So maybe she might go to another member of staff and she will be okay for her to use the phone. They will not say anything, because they all want her calm and safe; she will not go to lesson. She would not do any work, yeah, and it was hard on us, because we are trying to make it work, but then, if we are not consistent, you're not consistent, and then, yeah, it will never work. Yeah, so it came in a situation that it was awful, really, really awful. I try my best, but you know what? I'm only human. I'm only a human. I go hard. Sometimes get this thing saying to me, which is ridiculous.</p> <p>Paul: Yeah, I remember you saying when we met up first week about the swearing was hard for you and the locking herself in the toy that was really challenging for you.</p> <p>Lisa: Yeah, it was (long pause) All I wanted to do, is to create that bond between me and the student, yeah, so that she can trust and then I can understand her more so we can help each other. She won't let it. Won't let it be.</p>	<ol style="list-style-type: none"> 1. Time/amount of content. 2. Description-awareness 3. Empathy; strategies 4. Evaluation 5. Difficulty of approach/ experience 6. Evaluative 7. Evaluative: duration/ longevity 8. Consistency amongst staff 9. Compromising staff 10. Challenging emotional experiences in role of TA. 11. Aims/ Aspirations of adult-student relationship. 	<p>MBC Evaluation MBC Evaluation MBC Skill Changes MBC Evaluation MBC Evaluation</p> <p>MBC Evaluation Prolonged changes?</p> <p>Context of Role Context of Role Context of Role</p> <p>CPD Opportunity</p>

<p>Lisa: Yes, I couldn't, so they have to move me somewhere else, not working with a student anymore, right? Because she's said a horrible thing to me, that I feel like every time I see her, I feel sad and I say, "No, I can't I can't go because the other student is they need support and help, which I can provide." If I'm trying to help only one student, which I'm trying my best, and it doesn't work, you have to do something else.</p> <p>Paul: So what if we go back to that time when I was coming in see you? We did a few weeks together, like two weeks. What was it like then being in, you know, just the whole thing around you, like you're in school, you've got this man coming in me that you can talk to about, you know, any problems you've got with Chloe. What was it? What was it like for you? Then at that point,</p> <p>Lisa: I thought (...) I thought I could help the student, yeah, by giving me those kinds of strategies. And I thought I could be a person that who could help her, and also put out myself as well, so we can just come to some kind of, I don't know, equilibrium... no....</p> <p>Paul: How would it help yourself? That's, that's really interesting comment, yeah, did you feel like you needed that time for yourself.</p> <p>Lisa: Yes.... yes, to talk about how I felt because I couldn't. Yeah, so I get all these treatments from a student, and then (...) yeah... and there's no one to talk to, yeah, so that's how I felt, yeah. Maybe that's... That's how I felt. Maybe, yeah, because I didn't trust I people, which is very sad, but I didn't, because all you can hear is that people saying, oh, putting you with that student who wants to work with her, they all know that she is this and that, and then that doesn't help you at all. And feeling that you have been giving the specific students is like a test for you, and to see your ability how to deal with a person. And it's hard for me to say that 'I am really struggling here.' It was hard, yeah, and no one's asking how you feel? Like, yeah, you know, we saw you today that students shouted at you, swearing at you. How do you feel? And I did not get that. So, if when I was sitting down with you, yeah, I get to talk about, like, now, yeah, to talk about and get it out of my chest. And that will make me feel better, yeah, yeah. It's a shame that, yeah, it's hard. We don't have a person like you here in school that you can feel like you can talk about it, yeah? Make you feel better. Maybe you're ready to start fresh tomorrow. Yeah....</p> <p>Paul: So the strategies helped, It sounds like but just having that person to say... 'So this is what I think. This is how I feel. This is how rubbish things are.' Was really helpful. Yeah, and if you think about that space we made together, we had two weeks where we met each other for an hour, ish, what was it about that space together, or that that time we had together that that you felt was, you know, let you just say that?</p> <p>Lisa: Yeah, someone was interested. Someone wants to hear me, wants to help me emotionally. You know, you can... you. I felt like I can tell you, everything, yeah, what I'm going through here, yeah, and, and I was able to tell you, yeah, lots of things. And after that, when I get rid of all that thing out of my chest, it's easier for me. It less, it weighs less than keeping things in your chest; So it was really good - I really enjoyed that. But then, then after that, it was like you said, since October and I have to build all that thing all by myself. And it was really, really hard for me, because I did not have anyone to talk about how I feel. I know I'm there supporting student and which I would all the time, but then there is no someone for me that will sit down and talk to me and go through, okay, how was your day? Yeah, do you know what I mean?. After what happened, which I saw, how'd you feel? Now, there's no people like that. I know it's really sad.</p> <p>Paul: I know I remember you saying at the beginning as well, there was something going off with a member of staff that felt like bullying, that felt unkind, unneeded. That must have been tricky,</p> <p>Lisa: And but when I spoke to you about that, to be honest, he went away, yeah, but member of staff, he went away. And because those things does not happen every single day, yeah, but for students to support a student with verbally abuse, or it can be physical if you're not careful... every day that and no one to ask you how you feel today. Yeah.</p> <p>Paul: So that's really important thing for you. Is there anything about what we did together that time we had, I know you said you trying to put yourself in other people's shoes now and stuff, but is there anything else you've spotted yourself doing that it might it might not work, let's say, but you just notice yourself doing things a bit differently, yeah,</p>	<ol style="list-style-type: none"> 20. Longevity; outcomes for staff member. 21. The singular focus of work – limits sense of productivity? 22. Aspirations; hopes for work; adult-child rapport 23. Lack of support; impact on emotional experiences 24. Wider, unhelpful narratives surrounding children 25. Needing help, but feeling it wasn't reachable (trust) 26. How people don't support/ systems 27. Role of MBC; containment; listening/ being heard? 28. Evaluative "Feel better." 29. Validating; trusting MBC experience 30. Emotional support seems important. 31. "Off my chest" (x2 of these) 32. "Easier for me" – experience of emotional effect of MBC 33. Change in support/ experience following MBC – weeks later. 34. Lack of support "No people like that." 35. Emotional, persistent challenges of work. 	<p>Context of Role</p> <p>CPD Opportunity</p> <p>MBC Wellbeing</p> <p>Context of Role</p> <p>Context of Role</p> <p>School Context</p> <p>MBC Wellbeing</p> <p>MBC Wellbeing</p> <p>MBC Wellbeing</p> <p>MBC Wellbeing</p> <p>MBC Wellbeing</p> <p>MBC Wellbeing</p> <p>Context of Role</p> <p>Context of Role</p> <p>Context of Role</p>
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opportunity. How did it actually feel when it was just, when it was just us two? And, you know, can you remember it how it might have felt at the start, when we didn't yet know each other, and by the end of the week, you know, like week two, how it felt, you know?

Lisa: Erm... (...) Yeah... it was a while. (laughs)

Paul: (laughs) I know. Sorry!

Lisa: (laughs) It's okay (...) I was anxious, when we started. I was asking myself, 'How am I going to be helpful?' What is he expecting me to do? (laughs) you know what I mean? (laughs) You get that from the beginning.... Am I going to be helpful to whatever? So those are kind of question I asked myself, yeah, and we met. And for me, the first meeting was easy. I was like, Oh, so that's all I have to do. So it was okay. And I think we met twice, didn't we? Yeah? Yeah, twice, yeah ... And the second time was not hard, like I thought it was from the beginning. So the first one was a bit hard because I put lots of questions for myself, and then the second one was like, it's gonna be okay. And (...) yeah (...) it was helpful. It was helpful. It did help me to... You helped me to reflect myself (...) So whatever action I'm going to do with any students... I've got to think about to question myself before I came to any decision. So it's like there always reason for someone to behave that way. So I need to ask myself, 'What was the reason, what triggered that such behaviour?' and how them, how that thing makes me feel? Yeah, if a child Swear to me or scream or be disrespectful, how does it make me feel? And how am I going to make myself feel better? ... So I came to all that kind of for you. You did, yeah... help me to think; before I wouldn't - I would just think it's a job. You're doing it, and then that's it, yeah? So I never thought that you can ask yourself question and reflect back and plan what you're going to do next, what you're going to change next. So I'm doing that. I never used to do that. Yes,

Paul: Oh wow. that's really lovely. quite touching. I suppose. The hard bit, and what I'm also interested in is that since then, sounds like things have been like you said it was okay, and then it's got harder again.

Lisa: Yes,

Paul: What, what do you think helps for? You know, this thing you've, you say, like, question yourself, thinking a bit more, yeah. What do you think needs to happen for that to continue? You know, like, because obviously, school sounds like it's, you know, yeah, we have a lot going off in schools, isn't there? It is, yeah. What do you think would help, you know, you or somebody like you, to continue that going so you feel like you can keep it up, keep, keep doing that. Kind of yeah,

Lisa: Definitely recorded the incident that you're going through with the particular student that you're working with... And speak, speak to someone... about your day, that will be good... So if you work with a very challenging student, and you really need to speak to someone before you go home about that. And then you see that if someone can help you or help each other, to plan for next strategy, how they approach for tomorrow, instead of you're coming tomorrow and go, like (sign for effect) 'Oh here again,' 'I know something's gonna happen again.' And because that's how you feel, you didn't speak to anyone- there's no one there to help you. So, there should be people talk to the person who working with a very challenging student and see how they can help them to plan for head strategy... Go through the diary. Okay, this is what happened from one to afternoon, Maybe here you are angry because something happened. So how are we going to avoid this happening again? Yeah, I thought that will be, yeah, something that needed to happen. I don't know if it happened but be nice. It will be nice. Definitely.

Paul: What would you continue to do? You know, because you saying, like, the support is really helpful, yes, but we do. You know, schools are schools aren't there, and you're in the school that you're in, yeah, what? What do you think it is you can carry forward yourself that helps

Lisa: ...going through the strategies that I've already learned. For example, yeah, I had a bad day at work, so if I go home, I'll find maybe 10-15, minutes of doing yoga, yeah, relaxation with a bit of music, doing her music, yeah, I'll go for a walk, yeah, yeah, oh, definitely I will have a beer every Friday, yeah, very cold one! I would say this the whole week was that week, so let me have this, and I have a Friday before I go home, I just smile to myself, and I love it, And next week is a new day, new week. That's what I said. And maybe do some research, yeah, look at similar cases

- 40. Experience of MBC (@ start)
- 41. Experience of MBC – 'positive'
- 42. MBC = questions self!
- 43. MBC = 'Helpful'
- 44. Cognitive outcomes of MBC: Reflect myself
- 45. "So whatever I'm going to do... I've got to think" Sustained thinking pattern shift
- 46. Before / After MBC appraisal
- 47. Reflect back; reflexive

- 48. Importance of feedback; talking to someone / de-brief
- 49. From apprehension of work to positivity
- 50. Systemic support; need for regularity.
- 51. Reflecting on their emotions.
- 52. Thinking Proactively

- 53. Importance on self-care.

MBC Evaluation

MBC Evaluation
MBC skill changes
MBC Evaluation
Prolonged changes?

Prolonged changes?

MBC skill changes
MBC skill changes

MBC Wellbeing

MBC Evaluation

Improvements

MBC skill changes
MBC skill changes

MBC Wellbeing

CPD Opportunity

<p>that people going through - of course - they are cases out there, and find strategies that can help you to overcome those kind of feelings because they're useless - they used to make me really, really sad, and I was very down for two weeks, and in the school they saw it. Yes, I was, I was like, if this is going to continue, just leave the school...</p> <p>Paul: and you weren't getting that support at that point?</p> <p>Lisa: They do. They do want to talk to you, but you feel there. It's me. I think it's me trusting people, because I told you a few incidents happened, yeah, and I don't have that trust, because I know most of them are close together. They talk about it, and I feel like talking to them about my issue is like talking behind my back. It's silly, but I'm a human. I have their feelings, and I felt that way, which is... (long pause) unfortunately, yeah, yeah, but it was okay. It was okay after that, the minute they stopped everything, they put me to green faculty, yeah, I got better.</p> <p>Paul: What would you say to, you know, somebody else, there was a colleague here and said, 'Oh, Paul's coming in and they're going to do the same work with you about, I don't know Simon.' You know some other kid, and they came up to you, and Paul's coming in next week to work with me, around that child to he's doing that thing he did with you. What would what would you say to them. What would you say to your colleague,</p> <p>Lisa: A very difficult question.</p> <p>Paul: Sorry, I'm good at that. I can make about I can make a hard one. If you are. I'm really that's my strength to redo it.</p> <p>Lisa: They... I would actually tell them that it's good that Paul is coming to see you and will definitely help you to give you different strategies to help yourself and a student as well, in terms of emotions... and... you've just got to do what you believe. I think... so definitely... you went through with me with different strategies, how to have myself and a student... at the same times, some of them work, some of them didn't have to be honest (... long pause... Erm yeah... I'll tell my colleague that, yeah, you just have to try to do the strategies that you've learned from Paul as well as trust yourself. That's it. Yeah,</p> <p>Paul: Yeah. And did you feel like you could trust yourself like when we work together?</p> <p>Lisa: Oh... yes, yes, I'm good at that one. Trusting myself how to be honest with you. I know, I know. I do trust myself a lot, but sometimes I think people don't like it. They call it overconfident. Yeah, yeah. Few friends of mine, they told me that I'm overconfident. Yeah? So I do, because either I have yes or no, and if it's yes, I will give you a picture why? If it's no, I'll give you a picture why? Because, for example, I can welcome a student early in the morning, yeah... Cup of tea and biscuit make them smile, yeah? But when they decided that now I'm not going to listen to you. Can I take my phone out? And if I'm that's the challenge for me. Yeah? I either I close my eyes and pretend I did not see the phone, yeah, and let it they go smooth, or open my mouth and say to the student that, according to school policy not allow your phone in this building and get shouted at, oh, yeah. So sometimes you have to make that decision yourself, yeah. But not most of us doing that... Most of us we, we, just want the day to finish and go... go home. So, we definitely let it that happen. We let a student have earphones, phones, games, because we wanted to finish in a peaceful way. Yeah, but I end up getting all this rubbish because I'm trying to be consistent, as the school wants us to be. So, it's hard sometimes, yeah, so you have to, yeah, follow the your strategies that you help us with to help with our emotions, and also the same time you got to trust yourself... But you have a reason for that,</p> <p>Paul: Yeah. Think we've got about 10 more minutes. There's definitely two things I'm interested in. Something you've just said, there is about you like you feel quite confident. We when we were together, Did, did you ever feel challenged with you?</p> <p>Lisa; No, I didn't feel any challenge. I thought you were there to help me, yeah, support myself and students about my emotional wellbeing, which I love it. And as I mentioned before that, it did help me, because I never used to think that I can ask myself questions about how I feel, how</p>	<p>54. Importance on CPD; sharing/ finding out.</p> <p>55. Working with challenging feelings.</p> <p>56. Feelings externalized (Not child's fault)</p> <p>57. Difficulties trusting colleagues</p> <p>58. Role of feelings at work.</p> <p>59. Positive appraisal of MBC experience</p> <p>60. MBC = strategies & emotions</p> <p>61. MBC allows space for the consultee</p> <p>62. Outcomes of MBC – work/ didn't work</p> <p>63. Phones out of bag vs. rules. "School Policy."</p> <p>64. Responsibility to make decisions</p> <p>65. Passivity within the role. Ignore; let it happen.</p> <p>66. "Reason for that." Validates / back up a way of working?</p> <p>67. Positive</p>	<p>Context of Role MBC skill changes</p> <p>Context of Role</p> <p>Context of Role</p> <p>MBC Evaluation</p> <p>MBC Evaluation MBC Evaluation MBC Evaluation</p> <p>School Context</p> <p>MBC skill changes School Context</p> <p>MBC Wellbeing</p> <p>MBC Evaluation MBC skill changes</p>
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<p>the students feeling, what want to do next. I even changed myself. I have even changed the way I speak to someone, just to make sure that the students understand that I am really, really trying to be helpful here. Yeah, no, you okay. You okay. Seriously,</p> <p>Paul: (laughs) you're not just saying that because...</p> <p>Lisa: No! you Okay... Normally. What would I say? I like to meet people, different people, and I like to know people, yeah, I like to learn, to learn things from other people. Yeah, that's me, yeah. And then at the end, I will make that decision, yeah, I will take this one because they are very good, yeah. And I might not take this because I find them a bit tricky. Yeah, so that's, that's what kind of person I am. I always wants to learn new things to other people. So for me, it's normal.</p> <p>Paul: I thought that really shone through when I was with you, I could really sense that, that you were really keen and really, really thoughtful.</p> <p>Lisa: I was, yeah,</p> <p>Paul: it was, it was clear. It was really clear. Thank you. I suppose that the last thing I'm really interested in is, and this is a hard question, of course, because it's Paul, yeah, I don't know how I'd answer this. Was there. This is a bit like flipping the coin on its head. Was there anything we didn't talk about or didn't do together that would have been really helpful for you? Is this is so in a sense, is there something we could have focused on or should have focused on but for whatever reason, we just didn't, and you wished that we had done that.</p> <p>Lisa: Yes, yes... there is one thing that I wanted you to do with me, is to observe me and Chloe, right? So you could pick few things, maybe then and there, and then we could sit down and talk. Okay, you know what happened yesterday? I saw this and this and this. I think we should do this and this and this and about feelings. Maybe you should deal that way. So I wanted that person to see Chloe, how she treats people, to witness that and help us. How are we going to overcome this kind of challenge? Yeah, and that did not happen to any of anyone. Anyone who's supporting Chloe has always end up between me and a student, which it's sad, yeah, because no one get to see what really happened. Yeah,</p> <p>Paul; How do you think that would have changed things?</p> <p>Lisa: (laughing)... that will go back to one of your strategies for yourself. Yeah. You can see like these ladies try their best. Yeah, best to work with her... but oh, bless her... I don't know...</p> <p>Paul: Is okay? Yeah, lovely, is it? So we've got, we can finish now, or if there's anything else you would like to say now that we've not spoke about just do you don't have the last words?</p> <p>Lisa: No, no. I really, I really, really, really appreciate everything, yeah, and hope everything will go right. And yeah, the one thing that you really helped me is to evaluate myself, which I like that... I never, I never tried to evaluate myself. And when you talk about me understanding myself, my emotions as well, that is important for me, so I can be able to support the student... Because if my emotional or my mental health is not good, how am I going to support because I was really, really down; I told you that again, completely down for two weeks, and they saw it, and that's why they pull me out because... I would not speak to anyone about it, but they could hear, yeah, they saw things, and other people saw things, they reported, so that was very helpful. Okay, so, yeah, you've helped me evaluate myself.</p> <p>Paul: I think, and I think it takes a very brave person to evaluate themselves, yes, so that says a lot more about you, who you are. Yes. And I know I said last question, but I've got another one, and this really is the last one, just and this really is the last question, or you can hit me with your mug</p> <p>Lisa: (laughs)</p>	<p>68. Using questions to reflect & reconsider</p> <p>69. Self reflection: notice feelings;</p> <p>70. Notice feelings of the student</p> <p>71. Prolonged change?</p> <p>72. Importance of learning/ CPD for consultee personally.</p> <p>73. Next step; improvements</p> <p>74. Observation = context for MBC</p> <p>75. Importance for other (professional) to 'witness.'</p> <p>76. Appreciation</p> <p>77. Self-evaluation (sustained outcome?)</p> <p>78. I've never: before/after.</p> <p>79. Importance of MBC in relation to staff wellbeing for child.</p> <p>80. Evaluation of self.</p> <p>81. Not having other person to talk to.</p>	<p>MBC skill changes MBC skill changes</p> <p>Prolonged changes?</p> <p>Improvements Improvements Improvements</p> <p>MBC Evaluation MBC skill changes</p> <p>MBC Evaluation MBC Wellbeing</p> <p>MBC Evaluation Context of Role</p>
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<p>Paul: What would it mean if, if, if people in your position, in your role, could meet with some somebody like me more regularly, like if we did it once every two weeks, once every three weeks, what would that mean to people? You know, we just get to talk about stuff like we did?</p> <p>Lisa: Oh... Good question, good question. I think we could develop skills on how to help ourselves and students... and then we could also develop our mental health and emotional in a very good way, that we could be happy at what place instead of being sad, yeah, going home you feel down and you're thinking that, what am I still doing there? (laughs) just quit, yeah, yeah. So, yeah. Having a person like you in this place will help a lot of us to overcome our mental health and emotion, whatever you call that challenge that we have every single day. It's, it's horrible, because now I see a colleague going through the same thing, and she actually broken down. Plus, it was really, really bad. And I knew it. I know it the minute that I saw that I knew it, and I said, you need to speak to someone... need to Talk to someone. You cannot just come here and do every day this week. You don't want to do it. So I hope they'll do something about it. Yeah, it'd be nice. You'll be nice. Definitely, it's not right.</p> <p>Pau: And thank you, because that's what this is. This is research. That's what I believe. I said that at the beginning, that teachers, people like you, need time to talk Yes, need time to offload, yes, and it's not happening enough. And I'm trying to get research to say, 'Come on, let's, let's do this, because it's not fair.'</p> <p>Lisa: It's not fair. Than you</p> <p>Pau: Thank you! I am gonna stop recording.</p>	<ul style="list-style-type: none"> 82. CPD; develop skills to help student. 83. Support own wellbeing in doing so. 84. Greater need for support; containment- talk and be heard? 85. Watching colleagues go through same; stressful experiencing. 86. Demands are challenging day by day. 	<p>CPD Opportunity</p> <p>MBC Wellbeing</p> <p>MBC Wellbeing</p> <p>Context of Role</p> <p>Context of Role</p>
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Appendix 5h - Analysis. 1. Summary table capturing the quantity of different types of possible mentalizing/ non-mentalizing states from transcriptions of MBCs 1, 2 & 3.

MBC sessions ↓	Possible domains of mentalization, represented verbally through discussion.					
	Implicit/Explicit	Internal/External	Affective/ Cognitive	Self/Other	Possible non- mentalizing states	Possible Mentalizing States/ unequivocal thinking.
1	<ul style="list-style-type: none"> ○ Other-external: 54 possible examples/ references. ○ Other internal: 16 possible examples/ references. ○ Self-internal-cognitive: 13 possible examples/ references ○ Self-internal-affective: 7 possible examples/ references ○ Self-external: 6 possible examples/ references ○ Possible, non-mentalizing states: e.g. Pseudo mentalization: 20 possible examples of non-mentalizing (including pseudo-mentalizing). ○ Possible mentalizing: 5-6 possible examples. 					
2	<ul style="list-style-type: none"> ○ Other-external: 37 possible examples/ references. ○ Other internal: 24 possible examples/ references. ○ Self-internal-cognitive: 9 possible examples/ references ○ Self-internal-affective: 5 possible examples/ references ○ Self-external: 9 possible examples/ references ○ Possible, non-mentalizing states: e.g. Pseudo mentalization: 12-13 possible examples of non-mentalizing (including pseudo-mentalizing). ○ Possible mentalizing: 11+ possible examples 					

3	<ul style="list-style-type: none">○ Other-external: 30 possible examples/ references.○ Other internal: 28 possible examples/ references.○ Self-internal-cognitive: 13 possible examples/ references○ Self-internal-affective: 8 possible examples/ references○ Self-external: 11 possible examples/ references○ Possible, non-mentalizing states: e.g. Pseudo mentalization: 5 possible examples of non-mentalizing (including pseudo-mentalizing).○ Possible mentalizing: 24 possible examples
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Appendix 5i - Table summarising the general type of narrative structure per topic across 3 MBC sessions in transcripts analysed in Appendix 5.4, 5.5 & 5.6.

	MBC1	MBC2	MBC3
Topic Segment No.	Dominant Type of Narrative Sequence (External, Internal or Reflexive)		
1	External	Reflexive	External
2	External	Internal	Reflexive
3	External	External	RNS, ENS, INS
4	External	External	Reflexive
5	Internal	External	External
6	External	Reflexive	RNS, INS, ENS
7	External	n/a	RNS, INS, ENS
8	External	ENS, RNS	INS, ENS
9	External	ENS, RNS	INS, RNS
10	External	ENS, RNS	INS, RNS
11	External	External	External
12	External	ENS, RNS	ENS, RNS
13	External	ENS, RNS	ENS, INS, RNS
14	External	Reflexive	Internal
15	ENS, INS, RNS	Reflexive	ENS, RNS.
16	External	No further topics in MBC2.	No further topics in MBC3.
17	ENS, RNS		
18	ENS, RNS		
19	External		

Appendix 5j

Different types of 'voice' captured from transcripts for session in Appendix 5.1, 5.3 and 5.5.

Possible 'Voice'	Examples & Quotes.
De-positioned voice/ Powerless, non-responsible storyteller. Fast talking,	<p>FROM SESSION 1.</p> <ul style="list-style-type: none"> • They kept picking on her... Chloe started back. I've written it all down because I've given it to miss, all right (Session 1). • "then miss, another teacher, comes...we heard everything. We're telling them to stop..." • I was telling them, No, me... and the teacher was telling them • They were fine, because I'm working with Name of Child... and they're all in one gang; Names of children. They were in a bad mood and to go an speak to Name of staff... They tried opening the door, and they were, trying to find her.... They wanted to hit her or something, • Teacher was impressed as well • Miss said, you need to write a note • She swore at me six times in drama in front of the whole class. At home time I was trying to escort her out, shouting "leave me alone" in front of everyone else • you can hear from down the corridor sometimes • She keeps getting her phone out, not to take a photo, I keep telling her to put it away. But I just think if we take it off her, I don't know what would happen... • open area, or a classroom, but there's no one there, And I said, you can just, like, do some drawing • And I went to find her, and then I took her back with her, and then we're in LS1. • : I just have to sit there and try and help her, look through her work • I can't force her; I just have to leave her... • (I feel) useless... • Then she just starts walking off. I tell the teacher you know, it's because of what he's saying. • I think she might need urm... counselling or something • I think she's needs I think... therapy • I think name of staff knows more • She would need to be in a weekly sessions? Shall I bring her? • And I said to the teacher, I don't think she's doing her test. • And she wants to, like, kill herself • We do log her sometimes when she swears a lot, but then nothing (indecipherable word) obviously • I think she needs, like, therapy. • And she just doesn't, we sit in the open area, yeah, the green area or something. Then she just sits, she does one line sometimes, and then she doesn't do anything else. When I say, Chloe, you got to do some more, especially to get her to work... or if it's the yellow area she says "I'm doing it..." And then I've had another lesson and she's done nothing, maybe just one line. Okay, when I say to her, "you got to do it." She goes "Just leave me alone. You're just encouraging me. I'll do it." <p>SESSION 2.</p> <ul style="list-style-type: none"> • You need to go,' then She goes or doesn't. Sometimes she doesn't end up going I said she had the exam paper, she was just doodling all over it... she was it doing nothing? So I said to her teacher, 'She's not doing her test.' • She doesn't like me being foll... following her or sitting next to her. So I always sit away from her. <p>SESSION 3</p> <ul style="list-style-type: none"> • , "I don't really wanna work" or something. "Okay, you don't. What am I gonna do?" I just got a textbook and started copying the words out and started reading... um, the textbook because I'm not gonna sit for two hours and do nothing – we're not even allowed on our phones or anything with me • , as long as she's still in the lesson, that sort of thing. So just go to lesson and sit there and she listens but that's it • because I'm enjoying the lesson, yeah, she just needs to go. She's not making the effort for herself to listen in English, like having such a good lesson; we're watching An Inspector Calls. And I love that (laugh) And she just walks off. And I'm like, can't you just sit here and just watch it, you know, you don't need to do no work, you just need watch it, the teacher's telling you to watch it. • I'm responsible for her ... and umm... they say to me she can sharpen her fingers, then I'd get the blame... I'd get the blame for it. I've got to make sure that I protect myself • He was dancing in the red area once... and then I went to check, and yeah, he wasn't even there. So then I had a teacher coming up to me and saying, you know that he's got into a fight someone. Someone... He beat someone up in the toilet. I was... I was in charge of him,. He said "Are you his TA?" I said " Yeah, but I can't follow him inside the boys toilet. You have to understand that. I'm not going to be his, you know, babysitter." But I said, "I've trust him to go to the toilet. And I was just there, yeah, I can't go to the men's boys." Yeah. He said "But look what happened... he got punched, and he punched someone as well." Because he hit his head. I felt quite bad, he started getting dizzy and they had to take him home. And

	<p>then I felt really like, oh, I'm not to blame, not in the blame, not blaming me. I said, "Yeah, but you got to understand that I gave that. I didn't know this would happen." I felt they were blaming me... I didn't get trouble, but I felt like it was my responsibility, yeah, yeah. That's why I just follow them wherever they go... (laughs).</p> <ul style="list-style-type: none"> • Yeah, like if they're taking too long... like it's my responsibility • Yeah, if I'm not, if I'm not Chloe's TA on that Thursday, the Thursday, Friday, yeah, no- Wednesday-Thursday. So I don't... I ask her, when I see Chloe. Are you having a good day? Chloe and but she's not my responsibility for that day • if it's like, if it's your job to handle that, you got to be responsible for her, so you have to do it, I follow her wherever she goes • If we go still be my responsibility
<p>Observer of conflict. Fast talking but calm.</p>	<p>FROM SESSION 1.</p> <ul style="list-style-type: none"> • He said to her, go back to her homeless shelter. Right...from nowhere. Yeah (session 1) • And she said, only he said to Chloe... What did you put in your hair in morning? Do you wet it, it looks really greasy... because she uses oil, and she goes... Then Chloe says to her "why you wearing fake eyelashes, you're insecure, so it's like a little • " yeah. Name of Child was getting really angry as well. Like, she's like, "Oh, I'm gonna beat her up." • and she's got a lot of enemies now • , she swore at her because she couldn't get into the • , if anyone says, I'm gonna beat you up, she like, okay, she's not scared • : It doesn't help with other students picking on her, like, you know, poking her, or say things about her hair • "Oh, stop encouraging me." That's how she speaks. "Don't like to be encouraged. I'm doing my own time." And I go, "She's (teacher) gonna rub it off the board..." she needs to do it now. She goes, "No, no," I just took the book off of her. "I'm writing it for you..." So, you know, for the future. You know, you know it for next year, yeah? • swearing at me constantly. She swore at me six times in drama in front of the whole class. At home time I was trying to escort her out, shouting "leave me alone" • she says "Just shut up and leave me alone." They keep on, 'Chloe, Chloe', they keep calling her, bugging her, and it's gonna set her off. • , you can't just fight it. • , she was swearing, and then another time was in drama, when she just, there was this girl, she's really soft. She like, she didn't like cries and anything. And obviously with Chloe, she's looking at Chloe, she's just looking at her. • Chloe says "What you looking at?" then she just looked away and then you could tell she was about to cry • like, I said to her, you can't go home by yourself. She wasn't getting a taxi. She goes "No, I'll be fine." I was like, "No, no. You can't" I said, "Can you fight back? Can you fight? If she's, two weeks ago, she, she stole, • She needs to watch what she says to protect herself <p>SESSION 2</p> <ul style="list-style-type: none"> • "No, don't touch my book. No! I don't... I write in my paper • Yeah, she goes "I don't need a TA," so I go "I'm not gonna go support you# • . And I even helped her with the script and wrote it for her. I done that much for her. She just threw it in the bin and then Sir said to her, 'have you got your script.' And she said, 'No.' He's like, 'Okay, I'll help you.' Then she's like, 'Ahhh....I don't want to do this. And why have I even chosen this?' And she just walked off like • I said to her, "Let's do a bit of work." But she didn't want to do anything. She was in a mood I think, I think it was double lesson, double drama. So, she did, she didn't want to • " I say "You can't just sit and do not only do any work, you're wasting, you know, your own time... Mine and Sir's time. She says "I don't care. I'm not doing anything." She doesn't do anything. <p>SESSION 3.</p> <ul style="list-style-type: none"> • Okay, everyone gone with your scripts now." He said "Ah, Chloe, get on with your script," she's like, "No." He's like, "Okay, I'll help you." She said "NO! I'm going now." And then she just walked off and I said "Where are you going Chloe? Just wait, he'll help you with it. She goes, "No, I don't want to be here." She just left... just left halfway.
<p>Care & connectedness & restorative voice; sad and lamenting ; happy – curious.</p>	<p>SESSION 1.</p> <ul style="list-style-type: none"> • I was quite scared for Chloe • When I thought that they were gonna get her in school, like I said, not going to any lessons, someone has to support you... She said "No, No, I'm fine, fine"... Nothing happened... • . It helps her settle... coffee and biscuits • I mean, I do enjoy I have enjoyed it before to be honest, yeah, but I really like it, like kind of miss her sometime, and I'm not with her, really, when I'm with another student, so I miss being with her... going lessons, being around her, because she makes me laugh

Laughter. Higher pitch

- ... I said to her, I think the next day, I said, I'm trying to help you here. You know, if you swear on me is we're not going to get anywhere. I'm trying to help you with your work. And then after this, this coffee thing started
- have 15 minutes of time settle in, ask her about her weekend or how her evening was
- likes it that you, that we speak to her nicely.
- Okay, when I go to town, when I go home bargains, I'll get you some." She was asking, what else I had not a chance to this time... so she's quite happy when, sometimes, I say I'll get you some.
- **she goes nowhere. She doesn't go. I think in the summer holidays she hadn't gone out anyway, not even, just the park... just at home. If you're doing that the whole time, they're gonna go crazy**
- I said, Oh, have you tried doing anything? Hurting yourself? She goes, "No, but, um, sometimes I just feel like killing myself."
- And we both joined in. And she really had a bit a go
- The whole lesson, she would just, like, enjoying it. She was laughing.
- minutes and I had a quick go, yeah. And then she swapped to the piano, I think then she was doing a few things there. I was thinking... it was really nice. It was, I said, "Oh, we enjoyed the music lesson" she goes, "yeah, it was fun, it was nice."
- She smiles, does this thing with the eyes
- Oh, Chloe, I missed you during the week and your very quiet... I like I'm looking for you..."
- Maybe... Maybe try and understand why she feels... think... like she does, why she does this? What she's feeling, I already know what she's feeling but ... do you think we can get Chloe here?

SESSION 2.

- She's not been here, on Friday. I don't know if she's here today. Sometimes she comes in a bit late because she misses her taxi. I think, name of staff said she'd come for a bit today as well, but she said that she's not having a good life at home. So she been... I think... name of staff said she's been swearing at her and stuff, yeah, things been doing, and she got told off. She got told off again quite badly
- I think she was quite upset, and then now she's showing emotions. She started crying... I've never seen her cry before
- I think it's getting to her... everything. When staff tell, tell her off, it's getting to her
- But I feel if you're firm, if you be firm with her... she goes ok, chill! Relax! She does that to me (laughs), so "Ok." I bought her some more cookies to er... have with her coffee but she's not, she's not here.
- got told off quite badly. And then she started crying. And then finally she didn't come in, maybe because she was upset.
- . I think it's sadness because at home, she's not having a good time at home. When she comes to school, she probably feels safe but then she's getting told off here as well
-), I do miss her...
- ... I was worried, they still got a problem with her, I think, but they've not done anything with her
- She was doing. She was putting her finger and trying to sharpen the finger. She was...
- , I remember telling her that, you done really well today
- Just be nice to her (pause) yeah...
- Yeah. She likes it, not too much if we praise her, because she goes "Oh, I don't like it when you"... you know... what was it? (pause) I forgot what she said... Urm... Yeah... she said something. I think that's what she said, yeah, "I don't like praise... don't keep praising me..." Yeah. I said "Ok, that's good - you've done really good, you've had a good lesson."
- Yeah, I get her croissant and cookies, the things that she likes and she appreciates it. But, I say to her; if you do, if you don't do your work
- Because now she's been getting told off quite a lot in school... : That's why, I think that's why she's been crying, last week. She probably feels like, home, I'm getting this treatment and come to school and I'm learning like this. (louder) Maybe she's not realizing what she's doing, like her behaviour - It's causing this.
- So she started to feel anxious, maybe in front of other children, because quite public in it performing.
- She sits there, in front of everyone (laughs),
- Well, she still good that that at least she goes there and she's listening...
- Yeah... because she is missing out on her lessons, because in science, she's missed a lot... it's different taking work back and sitting away from lessons
- Yeah, I think maybe sometimes (pause) ummm (pause) urrrr... after she's had, like, good lessons, and she gets tired. And maybe she gets tired. She goes 'Oh, I'm tired now.' She was si.. she was 'Oh I'm gonna got to learning support. I'm not gonna go to anymore lessons now...' And urmmm... (...) then I help
- because she's she feels like embarrassed I think: having a TA.. cus, er... she's year 10... Cus she doesn't always need a TA
- So I know, she'll be in that lesson probably and if she's not in lesson, then she's in learning support: she's either there or there
- And when she's calmed down. Then we can say or let her, you can talk about 'what you said to me...' but that only what you can say to her then
- she's in set four now. She didn't want to be... she enjoyed five, because the teacher; the students, so she didn't want to go to set four. I said to her, I explained - that it's a good thing. 'You moved up
- whenever you want to speak I'm here

	<ul style="list-style-type: none"> I think when she's calm... when she calm's down. Because, if you're pressuring her, then she just, snap! yeah, she just walk off and start, screaming, yeah. And then I just leave her alone for five minutes.... Then she's (pause), then she's okay... she's ok to talk a bit. <p>SESSION 3. she does ummm... she finds them funny. She's always laughing with them. But when it's time for work, she's not doing it. I asked her, how her week was at home. I mean, halftime, she goes, 'Oh, just nothing, done nothing at home. Just at home the whole time.' So I went 'Did you go to the park or anything, just go for a walk?' ... I said "Oh, you not sleep well?"</p>
<p>Proud & positive voice Sounds quieter; expressive</p>	<p>SESSION 1.</p> <ul style="list-style-type: none"> everything's going really well with her Like she's going to lessons and yeah She's very clever... The best that she's used in English... Teacher was impressed, Mr. name of staff was so impressed, couldn't believe her language. She loves her music lessons because of sir. She likes him! she picked up so well, she was doing something with her for that. . She, she picked it up so fast <p>SESSION 2.</p> <ul style="list-style-type: none"> The whole day she did really well I mean, she did one time in English, yeah. Its like she knows what, what's going on, yeah, it all goes in ahead, because she's very clever. I've never known someone so clever the words that she used again... and everyone was so impressed; He was like, shocked. Yeah, she knows, like, she's very, very bright She likes it, because also now, she's starting to put her hand up. She never used to do She says what, what she's written to the whole class, and she's confident. And I think she's come out of her shell a lot. Last week and sat through the whole lesson, she answered all the questions. She's the one putting her hand up. That was a double in English. I think it depends on the teacher as well, right? She likes him teacher. And then (pause) who else? yeah... In Mr name of staff's class... even he's impressed as well with her... in shock. His face is like Oh my gosh . And she says, like, just amazes me and the teacher, like the other teacher, assistant teacher – everyone's like so impressed <p>SESSION 3</p> <ul style="list-style-type: none"> If she carries on like, If she does really well, she can pass her exams obviously which is good, right? She's a good speaker (laughs) she speaks her mind.
<p>Motherly voice Warmth to it; some expression.</p>	<p>SESSION 1.</p> <ul style="list-style-type: none"> : Like, yeah, I feel a bit bad, because I've got a daughter age 14 plus Chloe is 14 , I feel like it was my daughter. I'd like it if a TA would be nice than her... look after her a bit <p>SESSION 2</p> <ul style="list-style-type: none"> Oh, who gave you that?" She said 'My mum, she gave it to me' I said 'Oh, that's nice,' yes, and showed me a few bracelets Mum gave her as well. So she did have a nice birthday, I think, she had a cake as well. So she's Yeah, just makes me feel like, now she's 15, so she's still, obviously she's teenager, yeah, she's this reminds me of my daughter Like, yeah, if she does have her moods... I've got two teenagers or one teenager, one that's 11, so I know exactly what it's like (laughs). You just leave them to like having a bit of a bad day. Just leave them a few minutes and see if they need anything... (pause) and then just, like, you can't have fire and fight, you know, she wants to calm when she's in a mood... Yeah, it's upsetting because I wouldn't like my kids to be saying that (...) 'Cos one-week holiday, I'd want to take my kids one day somewhere, you know, just for a walk or somewhere fun. (...) But, um, she didn't go <p>SESSION 3</p> <ul style="list-style-type: none"> I had to go to pick my kids up from school

<p>Authoritative Voice.</p> <p>Lacks expression. Seems detached. Low tones.</p>	<p>SESSION 1</p> <ul style="list-style-type: none"> • I say Chloe "What are you doing? Just stop. Just stop. I'm trying to help you • That is something she wants; somebody. But then we did ask for an appraisal, and I said, in fact, me, then name of staff can take her to the shopping centre, take, because we need to speak to one of the to name of staff for trips. And she said that last time they took her, but she was just running everywhere, and it's gonna be very hard • I think that she maybe she's, she's in her work for rest of the lesson, still, she still needs to do it, because she's part of the group and said she don't want to miss out on it. I just wanted her to... • Oh Chloe, there's cameras here, so just be careful." I said, one of the rooms has got cameras, so just be careful • Then I said that she needs to be put you know, she needs to be logged, but they didn't do it, I think. I think she's not disciplined as much like that, so she's getting away with it • I think maybe staff, are just maybe letting it get away too easily with her? • : (Interrupts)... And, but nothing was done about that. • its' a punishment thing ... not harsh punishment, but she needs to be disciplined a bit • ... she's if she carries on like this, she's gonna be beaten up outside • they're going to batter her <p>SESSION 2</p> <ul style="list-style-type: none"> • but I say "No... I can't leave you alone • : I say to her... "I'm gonna log you," • Urm... She listens to other Name of staff, she shouts at her a lot • so she does... she doesn't say anything. She tells her off. • I think being firm, because (pause) if you're too soft, too soft with her • but I'll tell you off if you swear at me... because if you be rude to me and then I'll give you a C2 as well. • then I might just say to her 'I won't bring them anymore • She needs, like, anyone, not just Chloe, anyone. They need them. Some sort of punishment, not punishment but... they're scared to do it again. They wouldn't want to do it again • They're... they're not scared of their parents as well. Like when teachers say "I'm gonna have a give you a strike" they say "Go one then..." They're not scared or maybe not scared but maybe not disciplined at home," • I let her just stay there for a bit • Oh, name of staff she said to me, don't force her
<p>Confused voice/ Ambivalent relationship / disconnected</p>	<p>SESSION 1</p> <ul style="list-style-type: none"> • Um, she's, she's strong minded. She speaks her, she speaks her mind. She's not scared of anyone. Like, if anyone says • she just has sometimes random outbursts for no reason, She doesn't tell us. She doesn't say what it is, as we'll be bothering her, right? But we don't know, and don't ask too much as well. Someone ...maybe someone's like, said something to her <p>SESSION 2</p> <ul style="list-style-type: none"> • So she sits there when, when Sir's explaining everything. She listens, joins in as well. She does join in for them. And then when its time to work. She does nothing. I go, come on... you need to get on with your work. "No, I don't want to do anything <p>SESSION 3</p> <ul style="list-style-type: none"> • don't want to perform... She does like nothing as well... she just goes in and listens to the teacher and I'm just sitting there and back. And I encourage her. Then I encourage her. • say anything as well... because I don't know how it is at home... you know, it probably is nice, it's probably is nice, just, you know, normal
<p>Perceived negativity</p>	<p>SESSION 1.</p> <ul style="list-style-type: none"> • she swore • And (she) doesn't see they started first, okay, • She doesn't want to write her answers • , she didn't want to do any work in her book • If she doesn't do anything, she won't do it at all • . And she misses it sometimes • Doesn't go to the lessons • So she gives up... quite a bit... she goes up to 20 minutes • , she'll won't co-operate • She whispers a lot to like in drama, she was staying in the corner. She does no work in drama by the way, she goes there, she does nothing. It's like she listens to everything, discussions... She joins in, yeah. When it's time for her to rehearse or to do, she had to write a script last week... A few weeks ago, she didn't do nothing. And I wrote this script for her, and I said, Let's just let me help you. I'll do it... Okay, I'll take it home. She took it home. She didn't, she didn't go through everything. She was like "Ah... lost it...". Not bothered doing it. So she just goes in, sits in a lesson, and does nothing. But it's great that she goes in.

	<ul style="list-style-type: none"> • when the whole classroom is quiet, she just screams, and everyone jumps, and she starts laughing... she screams like big a noise. She starts having she's got like, a smack on her face loud enough. Sometimes she coughs, laughs to Students, she's, um, does these random things • : She doesn't care about anyone's feelings • But no, it's not because a lot of people spoken that they're upset, they're really upset... she doesn't. She doesn't care, she doesn't have emotion • : If she says no to it, then you can't • she can't be encouraged • : She doesn't think... • I think she can't be bothered because she knows what she's doing • you know that she can be like a top student. She doesn't want to do the work. • She stole... She didn't say sorry name of staff She thinks that she's done nothing wrong. • She denies everything... but then she's got an innocent excuse • I think she's got that schiz...schiz... schizophrena. <p>SESSION 2</p> <ul style="list-style-type: none"> • Sometimes she can't be bothered to do anything. She just like kinda sits there... do nothing for the whole lesson
Offered help; empowered presence/ voice	<p>SESSION 1.</p> <ul style="list-style-type: none"> • Then we just go to another classroom • : I leave her alone for a bit and say 'Okay, let's go to an area', • when she's in a mood. And I know she doesn't want to be encouraged to write, and I just leave her to it for like five minutes. Then I go back to
Punitive Voice NOW PART OF AUTHORITATIVE VOICE	<p>SESSION 1.</p> <ul style="list-style-type: none"> • Then I said to her, let's say to her, if you're not going to cooperate with me, then I'll take my morning coffees. I'm going to stop all right • So, like, bribing, yeah. But it's like, um, if you don't do this for me
Description of need; softer. Focused Voice Connected description. Low, calmer voice- more measured, with pauses	<p>SESSION 1.</p> <ul style="list-style-type: none"> • She's a character, understanding ...it's not her. I feel like it's not her. People are aggravating her. The students they're picking on her • When she doesn't want to go... I remember on Friday, no Thursday, she didn't. She was just really loud. I've seen her near the auditorium with name of staff, just standing there. I said, "Oh, where's Chloe?" She goes, "Oh, I didn't know. She's just running around." She was just going from here to there. She wasn't having a good day, and she... • She wasn't having a good day... wouldn't go to much lessons • Urm... She listens to other Name of staff <p>SESSION 2</p> <ul style="list-style-type: none"> • I'm soft with her as well. Then I said to her, I told her that "I'm just trying to help you... I'm just trying to help you, you're year ten now • she finds that interesting... ummm... maths, yeah, she goes to maths... but if it's double, then she's gets a bit bored • So she doesn't, she doesn't join in the basketball or anything like that- Probably thinks she's not gonna be good enough. Good... ummm.... feels a bit embarrassed, • <p>SESSION 3</p> <ul style="list-style-type: none"> • "Not going lessons" and "leave me alone," walks off... and then, straight away I think "She's just being (...) oh, spoilt. Then when I think about it, like maybe few minutes later, an hour later, and I think about maybe in um... another lesson or at home, and I'm "Ah, maybe it's because of this? She's, um (...) she's just feeling rushed, not having a good day, but we don't know us, what it is, what's the real truth? What's behind it all?" • Yeah, when she's like, she's she's having (urm...) if she's in a bad mood, she's like, she just gives this look, you know, yeah. And then she gets really angry. And then you just think, okay, won't say anything or she's gonna say something, so (pause) I just leave it • You need to make notes because you're gonna forget.' She goes 'No, no, I'm not gonna forget.' and she probably doesn't forget (pause), • She feels like (...) umm... how everyone else probably feels like you know (...) part of the group (...) • yeah, yeah, maybe some always happening in the life that (...) they're trying to block it out (...) umm... (...) just trying to (...) I can't explain it ... • So then I get annoyed, sometimes. Or she wants to walk out, and I don't know the reason why she just wants to walk out and I think "Oh, she's being (...) umm spoilt. ... What's that word?" • she's thinking about, she might be feeling scared to perform, you know, yeah, thinking maybe people laugh at her, and then it's gonna (...) it's gonna make her feel more low • She probably feels bored, probably thinks "I can't be bothered to do it."

	<ul style="list-style-type: none"> • She probably thinks that (...) she probably thinks to herself "I'm not gonna pass my exams anyway, so why should I, why should I continue doing this?" (slow passive voice) And she probably thinks "So I've been, I've been to most of the lesson, like a third of the lesson, it doesn't matter, the last fifteen minutes; I've done most of it." • Somedays, in the morning, she comes in and she's so agitated I guess... something's probably just happened. She's got. Maybe she's not had enough sleep, you know • Then she maybe she wants fairness
Simplified, short cut voice; interrupts; fast; thinning	<p><u>SESSION 1</u></p> <ul style="list-style-type: none"> • it's like teenagers like hormones, and they get insecure • Depressed. She seems depressed. Yeah, she's probably then you probably get angry. She probably gets she can't live a... like a teenage life properly, like with friends • maybe, because she's in year 10 now, and she knows she has to, yeah, yeah. • I can't be bothered.' She that, I can't be bothered to do it... • maybe that's why she's become like this... (interrupts question to reference a previous statement) • : I don't think she's received any love. I don't know. I just feel like that's what I've seen that • : yeah, I just think it just comes down to family • But not, but not when she's in a bad mood. If she's in a bad mood, she's just gonna say more things, horrible things • It's probably about, if she cannot, if she can't be bothered to do or not. I think sometimes, she can't be bothered, bothered to do it. • She's probably just being a teenager. You know how teenagers are...
Negative feelings; embodied negativity	<p><u>SESSION 1</u></p> <ul style="list-style-type: none"> • Like in the beginning, I was really upset. I didn't want to ask Miss Name of staff. I don't want to be her TA (Teaching Assistant) because she just swearing at me constantly
Surprised voice LINK TO PROUD & POSITIVE	<p><u>SESSION 1</u></p> <p>Then after half an hour, I went, and she's sat there nicely, doing her work. And Miss was like, she's been doing her work so nicely, so she didn't even know she was here. All right. She refused to go to that lesson. Then she still went,</p> <ul style="list-style-type: none"> •
Worried voice	<p><u>SESSION 2</u></p> <p>but she does no work in drama. Now they've got assessments coming up in three weeks, and she's not she had one last two weeks, no three weeks ago</p> <p>So it's like things are important, She's too... but she's not... She's just not bothered</p>

Appendix 5k- Collected themes from Thematic analysis of ‘summative’ narrative interview with ‘Lisa’ (from Appendix 5.7)

Collection of the 86. Themes identified by thematic analysis, prior to being considered for categorisation and theming.

CPD; develop skills (82)	Support own wellbeing (83).	Greater need for support- containment (84).	Watching colleges exp. Stress (85).	Demands are challenging day by day (86).	Sustained thought "I've got to think" (45)			
Time/ amount of content in MBC (1)	Aims/ Aspirations of <u>adult</u> student relationship (11)	Longevity – outcomes for staff member (20)	Role/ features of MBC: containment, being heard (27).	Changes as a result of MBC (36).	Before/ After MBC appraisal (46)	Working with challenging feelings (55)	Responsibility to make decisions (64).	Next steps; improvements (73)
Description of MBC (2)	Hopefulness; skills pre <u>MBC</u> (12)	Singular focus/ pressure of <u>3:1</u> – productivity (21)	Evaluative "Feel better." (28).	Evaluation/ meaning making of experience in relation to skills (37).	<u>Reflect back</u> ; reflexivity (47)	Feelings externalized (not child's fault) 56.	Passivity within the TA role (65).	Observation – improvement (74)
Empathy as a strategy (3)	Negative Appraisals – longevity (13)	Singular focus/ pressure of <u>3:1</u> – productivity (21)	Validating; trust in MBC experience (29)	Consistencies in experience at school (38)	Importance of feedback; debrief (48)	Difficulties trusting colleges (57).	"Reason for that." Validates way of working (66).	Witness the other prof. (75).
Evaluation "helpful" (4)	Thickening of student; empathy (14)	Aspirations; child-adult rapport (22)	Emotional Support – importance (30).	Emotional struggles as 1:1 (39).	From apprehension to positivity (49)	Role of feelings at work (58).	Positive appraisal (67).	Appreciation of MBC (76).
Duration/ longevity of outcomes/ MBC (7)	Operationalised examples of skill: Questioning self (15)	Lack of support; impact on emotions (23)	"Off my chest." (x2) (30).	Experience of MBC from start (40).	Systemic support; need for regularity (50)	Positive appraisal of MBC experiences 59.	Using questions to reflect/re interpret (68).	Self-evaluation (sustained outcome) 77.
Difficult of approach (5)	Conflict of pre-skills/ experiences (16)	Wider; unhelpful staff narratives (24)	"Easier for me." Emotional effect of MBC – (32).	experience of MBC (positive) 41.	Thinking proactive (after MBC) – 52.	MBC = strategies & emotions 60.	Self-reflection; notice feelings. (69).	I've never; before/after appraisal (78).
Consistency amongst staff (8)	Emotional experiences "being human" (17)	Needing help; but unreachable 'trust' (25)	Change in support/ experience after MBC. (33).	MBC = question myself (42)	Reflecting on emotions (51).	MBC allows space for consultee (61).	Notice feelings of student (70).	Importance MBC in relation to wellbeing (79).
Compromising with children: staff (9)	Staff support amongst TAs (18)	Emotional, persistent challenge at work (34).	Lack of support "No people like that." Comparative (24)	MBC = helpful (43)	Importance on self-care (53).	Phones out of bag – school policy (63)	Prolonged change (71)?	Evaluation of self (80).
Challenging emotional exp. In TA role (10)	Recursive problem – comes back! (19)	How people/ systems support (don't) (26).	<u>Emotional</u> ; persistent <u>challenges</u> of work	Reflect on myself (44)	Importance on CPD; sharing/ finding out (54).	Outcomes of MBC – work/ didn't (62).	Importance of learning/ CPD (72)	Not having <u>other</u> person to talk to (81).

Appendix 5I - Categorized codes from thematic analysis of transcript 4; Appendix 5.7 (Summative Narrative Interview with Lisa).



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