

Appendix 1.4: The annotated transcript from Interview One

Interview One: annotated transcript

Key	
Social actors contributing to the construction of the discursive object - EP's professional identity (both implicit and explicit references illuminating discursive constructions). <i>Colours have been used to illustrate the distinctions between the social actors and as means of highlighting possible patterns in the text. This process has also contributed to an understanding of the discursive constructions and how these may interconnect in the talk to construct the EP's professional identity (in this instance).</i>	
	School: red Family: blue Dad: pink Mum: yellow EPS: green LA: dark green Boy: purple Child/children - turquoise
	<ul style="list-style-type: none">• Text highlighted in bold indicates a point that has stood out as needing further consideration and as offering something interesting or as needing to be revisited.• Where the transcript could not be heard correctly this has been indicated by using the term 'unclear'.

1 INT: Thank you very much for, again agreeing to take part. Really it would be great
2 if you could just talk to me about the piece of casework which you found
3 challenging, maybe something that stood out to you or that you had kind of
4 significant involvement in.

5 EP: Yeah, sure, erm, I guess this year so the first year since, erm, qualifying, erm,
6 and probably one case was one that was quite an ongoing piece of casework. It
7 was, erm a teenage boy at one of my secondary schools, erm and it was
8 probably difficult for a few reasons. Erm, I sort of began to find out about him
9 initially through sort of a planning meeting with the school and they were quite
10 concerned. And they explained that on a few occasions that he had quite
11 challenging behaviour, erm and they thought there was possibly ADHD but the
12 family had not always, erm, been keen to explore that further and to look into,
13 erm, the difficulties that he experienced, erm we couldn't even keep away from
14 the label.

15 The school thought that they resisted support, erm, so they'd mentioned him to
16 me on a few occasions but just after some time they gave their consent and I
17 began to work with him. Erm, so initially I think I observed him, erm, on two,
18 erm on two sessions, erm, and then I had a meeting with the family to sort of
19 discussed that but they didn't attend that one and then they came later. Erm,
20 and I think the issues with it that were probably the most challenging part it
21 wasn't particularly thinking, erm, how am I going to intervene or what am I
22 going to do to sort of support this and try and move things forward in the
23 situation.

24 Erm, the main difficulty I think was, erm, one meeting that we had. So it was a
25 review meeting after I'd sort of done my report and we talked about things, and
26 I got his views. Erm, and the parents, erm, came along and school was quite
27 surprised because the parents didn't always engage. Erm, and it was all the
28 negativity of dad, dad was so negative and initially at the start he was saying,
29 oh you know there's lots of issues but I'll let the boy's mum talk about them.
30 And then he just proceeded to talk over her and just, erm, he did all the talking
31 really, she said a few things.

32 Erm, and it was the negativity that he sort of had about his son and about the
33 relationship, erm and sometimes when I come back from sort of case or
34 something, I'll ring the school, then I'll sort of chat to people about it or talk
35 about, you know, whether it's been positive or feels negative or how it's gone.
36 Erm, and this one ... it was quite different to normal casework, I feel I can

Comment [A1]: Use of label - considering the medical discourse

Positions - school making a within child claim - looking for alternatives in terms of who is responsible for the difficulties in behaviour.....

Comment [A2]: The family as creating a barrier/preventing progress? Is the EP making a judgement here?

Comment [A3]: critique of medical model and within child reference

Comment [A4]: Again positioning the family as resisting support....creating the perception that the family are 'hard to reach' instead of considering the 'within school' approach and any related issues preventing progress here.....

Comment [A5]: EP as scientific practitioner - observation - undertaking an assessment/researching the issue

Comment [A6]: Positioning the parents in a 'bad' /'hard to reach' discourse

Comment [A7]: EP as directive/expert - providing/delivering a service

Comment [A8]: Getting child's views - part of practice linked to EP as advocate for the child....

Comment [A9]: Emotional reaction to the fathers approach to the situation - Dad was so negative - EP reinforcing his views about Dad - positioning the father in a role of bringing and maintaining the problem

Comment [A10]: Implication around talk/construction of 'dad' here - power imbalance between mother and father eluded to

Comment [A11]: The negativity of dad highlighted and positions dad as unhelpful and problematic in the situation. EP resistant of father.....

Comment [A12]: EP seeking support from peers - valuing peer support - do talking about the issues offer the EP a sense of reassurance and relief??

Comment [A13]: Suggesting this work is different from the 'norm' - a new experience - needing additional processing and senses making where the individuals involved are concerned

37 normally just go in and sort of work and **I don't feel I get too sort of**
38 **emotionally invested, I try and keep some distance.**

Comment [A14]: EP as emotional worker/resisting emotional connections - separate selves - professional and personal

39 But with this one it felt quite sort of emotionally invested, or almost emotional
40 which feels so strange to theory casework really. **And I think just this clear sort**
41 **of feeling of this dad about sort of the anger and the annoyance about this child**
42 **and about the situation and a feeling that, you know, there wasn't anywhere to**
43 **move. I think he mentioned, you know, they'd had problems with the police and**
44 **he wasn't sure whether he wanted the boy to go into care** and it really sort of
45 struck a chord because that doesn't tend to happen, it's really rare that I feel
46 through training or through this year about those cases.

Comment [A15]: Relates to point in hw 13.

Comment [A16]: Reference again to the father and the negativity he is perceived to bring - EP managing feelings that are arising as a result of this experience.

EP feeling trapped - 'there wasn't anywhere to move'.....EP wanting to be 'EP as problem solver' and 'EP as helpful' but the father perceived to be a barrier for the EP doing his job.....?

47 So it was really sort of, erm a reaction to that and talking about it. So I sort of
48 came back and then luckily, err, on that morning I had peer supervision which I
49 sat through that term, erm so I was able to talk about it a little bit during that
50 and that was really useful. There was some other colleagues there so I could
51 talk about it and we were using coaching groups like you talk with one of the
52 sort of colleagues about the situation. They just ask you to say your views, so
53 have quite a frank discussion and then the sort of mirror group, or the other
54 group that are listening, they then mirror back their thoughts to you but in a
55 discussion, just themselves, the two of them.

Comment [A17]: EP making connections to previous training and practice related experiences - stand out case as it 'feels' different

Comment [A18]: EP as needing reassurance support/vulnerable

Comment [A19]: Utilising peer support - EP as reflective

56 Erm, so they did that so I could reflect and think about that and then the third
57 part was a discussion between me and a colleague again about what I'd do
58 differently, or how it felt and the next steps to intervention. Because I was quite
59 **keen to move forward** and to continue to support and I felt that some support
60 was needed there to maybe sort of **pull that situation forward.** Erm, people
61 talked about maybe some short form of solution focus like brief therapy really,
62 erm so I went in, erm and because **we have quite sort of a strict time allocation**
63 **system, I discussed with the school and said, you know this will be extra time,**
64 **it'll be additional, erm which again is something I tend to be quite strict with**
65 **schools and give them extra time, obviously so they can understand my case**
66 **.....[unclear].**

Comment [A20]: EP as gaining security from a supportive collective group

Comment [A21]: EP as problem solver. EP as desire to move things forward 'pull' forward/ facilitate a positive change

Comment [A22]: Time pressure - EP as restricted/EP as controlled/enforcing a rule

67 Erm, and that was good, it was good to have a bit of time to talk. **Initially the**
68 **results of talking about maybe skills or successes in a certain area and then how**
69 **they could be, err translated into his schooling. So for example, we talked about**
70 **football, he loves football and he was talking about, erm how good he was there**
71 **and we talked about being a team player and taking responsibility and letting**

Comment [A23]: EP as valuing interaction?

72 other people take their turn and all that kind of a thing and how that might
73 transfer.

Comment [A24]: EP as advocating for the child

74 Err, so we did that and that was quite good and we had sort of four sessions and
75 he sort of presented his views. He, erm, he did sort of have quite sort of
76 fleeting attention so to get him to speak and to get that chat could be quite
77 tricky. Erm, but we did that and we felt it to be useful to have another meeting
78 with the parents. Erm, and that felt a lot more positive, that felt a lot less
79 difficult or a lot less tricky than the first meeting, erm and they were interested
80 to hear, you know, what had been said. Erm, dad was still, erm, saying oh he
81 said these things but he won't act on them, and still I think dad's stuck in that
82 problem situation, erm and not really sure what to do next.

Comment [A25]: Returning to the narrative relating to the father as a problem...Possible reference to EP as directive/expert...'they were interested to hear...' Possibly infers they are listening to the EP - is the EP finding it difficult to hear the family - hard to reach?

83 But we managed to do that and then the school had gone on a lot about sort of
84 ADHD and a CAMHS referral for some time, erm, so because the parents wanted
85 that as well I thought I supported that in this case as well. I also completed a
86 CAMHS referral and we did that and they sent that through and then since then
87 there's not been loads of involvement really. I just work with the school to sort
88 of chase parents up, for want of a better phrase, to erm, check they're attending
89 their meetings. Like I could start, obviously there's a long CAMHS waiting list,
90 erm and then my time in the school sort of decreased over the year and I've not
91 really spoken to them about him for a while but I assume it will be sort of
92 discussed at the next planning meeting.

Comment [A26]: Moved back to the situation being difficult and the father again perceived/positioned as the barrier to progress...EP unsure - EP as vulnerable - EP as needing support....

Comment [A27]: Supportive of parents views - shift in how parents are talked about and positioned??

Comment [A28]: Authoritarian – EP as enforcer – link to non EP's as civilian reference – consider positioning, subjectivity, power relations.....how does this fit with a consultation model? Consider tensions between theory and practice.

93 So yeah that was probably one of the most challenging pieces of work and I
94 think challenging because in a way it hit me on sort of an emotional level and
95 that never really happens. Erm, and I thought, you know what ... how do I
96 react to this and how do I react to my feelings and how am I going to contain
97 this, erm, and move things forward. And I was sort of thinking, because it
98 obviously has had such an impact on me, what is the best way to intervene and
99 what psychology should I use and how should I move this forward.

Comment [A29]:
The decision making process located in/with school initially, keeping in line with the EPS delivery model (planning meeting/request for involvement/EP begins work/reviewed again with school at the next planning meeting.

The talk about the child is interlinked with the planning meeting – keeping within the service model delivery, boundaries/guidelines/expectations.

Responsibility for discussing the child located within school???

EP is a visitor to the school – a guest of the school's – who is the client?
Child/family/school?

100 So it was great that colleagues were so supportive and sort of gave their ideas
101 and erm, had a chat and were there to reflect with me and could be
102 compassionate about it, why I was feeling this and what some possible next
103 steps would be. And it feels that, you know, the situation has moved forward a
104 bit but, err for me to, you know, give extra time and extra sessions it must have
105 been something a bit different to normal.

Comment [A30]: Reference to 'EP as emotional/relevant emotional worker'

Comment [A31]: Move things forward - referred to on several occasions – solution focused.

EP as expert - 'intervene and what psychology should I use....'

Links to EP as scientific practitioner/research practitioner

Comment [A32]: Considered to be an extreme situation as time allocation exceeded - 'rules' broken.....time pressures are a factor of the EPs job..

106 Erm, but yeah we'll see I guess, we'll see how the family are doing, we'll see
107 how, erm the boy is doing **so I'll be going back in the meeting in September.**
108 Erm, but yeah I think maybe because it surprised me so much that was why it
109 was quite a challenging piece of casework **really.** Yeah.

110 INT: You talked a lot about the kind of emotional side and that kind of impact, can
111 you describe to me a bit more about those emotions and the thoughts and
112 reflections you had?

113 EP: Yeah, sure. Erm, I think, as I said it was quite a surprise because normally I
114 just, erm, feel that I am sort of compassionate and understanding and do want
115 to listen to people's, you know, perceptions of an issue or constructions of a
116 situation and try to take on board all those views and those **beliefs.** And gather
117 some information or celebrate through an observation of some work and then
118 come up with, erm, an understanding and a formulation of what was **happening.**
119 Erm, but it was sort of, erm causing a real strange emotion that I could actually
120 feel myself feeling quite saddened about the **situation.** **His dad felt this is so**
121 **entrenched and I can't move things forward.**

122 **I know when he talked about putting the boy into care, I don't know whether**
123 **maybe, you know, my sort of background a bit more looked after children where**
124 **that was on some level hitting that, thinking oh well this is such a grave**
125 **situation.** Erm, and I think normally obviously **you meet so many parents who**
126 **are very keen to give their views or keen to sort of, erm, to support and are**
127 **keen to sort of take some actions or maybe they said to the school we need to**
128 **do this. But in this situation it was sort of very much school led and it**
129 **shouldn't be.** Erm, and the parents came, erm, and it was just, yeah it sort of
130 flipped on its head. It was this, erm, not a lack of care, probably on reflection it
131 was just such a difficult situation, I probably really weren't sure what to do next.

132 And they'd had a few people involved previously and they felt ... they tried to do
133 things and they had support there but they couldn't, in my opinion really,
134 separate the boy from the behaviour and that was really challenging. Erm, you
135 need think you know sort of he is your child and I'm sure you do want him to do
136 well, I'm sure that you want, you know, to look after him and for him to develop
137 and do well in school. Erm, and I just **really didn't expect it, erm, for them**
138 **to have such explicit opinions about how he was doing.** And I think
139 because he was there as well, I was really mindful in this meeting that he hears
140 negative things.

Comment [A33]: EPS delivery model – constraints which the EP can accept or challenge – in this case the EP appears to accept this model.....(relates to point made above in H2 – relates to point about EP being a visitor/guest....

Is this talk again referring to the school as primary client and centre for EP work?

Comment [A34]:

Comment [A35R34]: The emotional reaction experienced by the EP appears to have come as a surprise - does the EO acknowledge the EP as being an emotional worker? This appears to be another example of resisting these feelings and the role they can play in meaning making and dialogic exchanges....

Comment [A36]: EP as collaborative - EP as valuing the experiences of others - EP positioning themselves within a social constructionist paradigm.

Comment [A37]: EP as applied psychologist - EP as research practitioner - EP as scientist practitioner - 'come up with...an understanding and a formulation of what was happening' Does this contradict the collaborative position previously inferred to - as the talk suggests the EP will gather information and the re-construct in isolation.....Tensions between taking ownership of the problem and working collaboratively - links to EP as vulnerable and EP as expert/directive

Comment [A38]: The talk makes explicit reference to feelings - EP as managing difficult emotions.

Comment [A39]: Link to EP needing to protect/advocate for the child – uncomfortable because this discourse causes tensions with the need to be helpful/positive and the make things better????

Tensions between the report that dad feels he can't move things forward and EP wanting to move things forward? Hopeful and hopelessness discourses (link in with wider discourses around CLA)....

Comment [A40]: EP making reference and drawing on previous experiences when sense making - EP as reflective

Comment [A41]: What is the discourse around children who are looked after (wider discourses)? Consider literature.....negative prospects/vulnerability/difficulties with school? Consider the positioning of CLA, subjectivity, the influences on feelings, sense making....

Comment [A42]: Comment about it being school led and it shouldn't be – but also previous reference to EPS delivery model and how school and EP work together in planning meetings – where/when do the parents link in???? ...

Comment [A43]: Role of the parent in decision making.....consider EP expectations around parental involvement – subjectivity, positioning, power relations....

141 And so to some extent, you know, some part of self-fulfilling prophecy if you
142 hear enough bad things about you then this is what's causing this. Erm, so for
143 me to, I guess leave that and then come back to work and not really have too
144 much time to process, because my schools are quite close obviously to the
145 office, maybe then **I just sort of came back and need to speak to people. I**
146 **needed to share that and maybe wanted to contain that, and maybe**
147 **wanted to contain myself to some extent in terms of how do I**
148 **understand this and erm. But I needed that time to debrief really,** to
149 think about it which normally sort of working with young people normally I'd
150 sort of do that work and think about it a bit but can usually compartmentalise it.
151 But for this one it was really, well more raw maybe, erm, in terms of
152 understanding it.

Comment [A44]: Psychological discourse – effects of narratives on behaviour – subject positions restricted by talk about behaviour?

153 And that obviously became a lot easier as I decided **what am I going to do and**
154 **how can I support the family and maybe** as I always help, you know, able to do
155 some things with them and take some steps forward. But initially it was, erm,
156 maybe more that I was surprised, you know, by my reaction that I didn't really
157 know how to process it, erm, until sort of I had the discussion with colleagues
158 and that was really supportive. Maybe in a different service or organisation
159 maybe I'd have felt a lot more that I was like working with him and it might
160 have taken me more time to think what to do and how to do that. And I may
161 even have, you know, sourced support from outside of the service with others,
162 other EP colleagues, those kind of people.

Comment [A45]: Reference to business type language 'debrief' 'controlled language' - formal

EP as needing to receive peer support/peers to help him to contain his emotions and process his feelings - 'need to speak to people'

EP as reflective practitioner

Comment [A46]: Compartmentalise - suggests EP as separating personal and profession selves? Tensions arising as this approach is under pressure due to the significant emotional reaction the EP talks about having

Comment [A47]: Wanting to support the family, wanting to help. Contrasts with placing family issues outside of EP control/influence – feeling less helpful where changing home issues are concerned???

Comment [A48]: Again reference to being surprised suggesting that the EP usually functions differently and perceives emotions to possibly be separate from the work as an EP?

163 Erm, so yeah it sort of sorted itself out and felt a lot better afterwards, erm but
164 this sort of surprising emotional reaction to a case, erm, when I ... **I knew the**
165 **boy and I got to know him a bit. And he showed sort of challenging behaviours**
166 **and he came away from lessons and things but at the same time he is very**
167 **likeable and sort of [unclear12:33....] to his character I think.** It's
168 something that people had received positively, erm, yeah just a surprise to
169 myself. **Maybe I felt I was not being professional, maybe I felt I was**
170 **having a personal reaction and I don't tend to do that.**

Comment [A49]: Valuing peer support – identifies current EPS as 'good' and experiences of others as possibly 'bad' –e.g. in reference to the comment about the EPS that could not provide support internally, thus forcing EP to look elsewhere - previous experiences?? Reflections.....

Comment [A50]: Reference to emotional reaction – resistance to the EP as 'feeling' Reference again to 'surprising'

Comment [A51]: Consider tutorial comment about separating boy from behaviour – what is the EP doing here??

Comment [A52]: Interesting point...EP as vulnerable

171 Erm, and I guess you have that **professional persona** about I'm an EP and
172 this is the way that I work and **you go in as a man and you have your shirt**
173 **on and you're part of a thing and you have your uniform as it were, and**
174 **your title. Erm, and maybe I felt that I was straying from that to be a**
175 **person, maybe that felt uncomfortable as well, erm, I'm not sure.**

Comment [A53]: Reference to splitting personal and professional self – need to contain self and control boundaries – self protection – 'uniform' reference – business like...reference to 'title' – desire for respect as a professional - indication there is a perception of power held.....link to using position of professional power to advocate for a child re: decision making about a setting....(previous section).

176 INT: So do you ... can you tell me a bit more about that kind of ... you've just been
177 describing the kind of professional persona and the person. Tell me a bit more
178 about what you think about that professional persona.

179 EP: Yeah, I think, erm that's something that obviously sort of you work at and I
180 think because people say you learn more and more and sort of with each case
181 and with each year and you probably change your practice in what you **do**. Erm,
182 but I definitely feel that it's an **expectation** from parents, from schools, **I mean**
183 **not as much with young people because often my first discussions are who do**
184 **you think I am, do you know who I am and I explain what my job is. So some**
185 **children are quite interested and maybe think it's a different job title or, like in**
186 **the past I've been asked if I was a caretaker or if I was a new learning mentor**
187 **so I have to explain that.**

188 Or older children sometimes obviously don't want to work with you or don't want
189 to work with a new person. So luckily after I explain who I am and what I do
190 and that it's not about judgement it's just about working with them and
191 understanding what they're thinking and where they're coming from, that's quite
192 **positive**. But I do feel, yeah, for schools and for sort of parents or carers, and
193 other external agencies as well, that there's sort of an **expectation** about an
194 educational psychologist, erm, in terms of maybe presenting in a certain way.

195 You know, how you look and being smart and, erm, I guess because people ... it
196 feels like you pay attention and listen to your views and do, err take what you
197 say as quite important. Erm, and I guess sometimes that's like placement
198 decisions or sometimes in terms of advice and support, then you feel there is
199 that **expectation** to act, maybe, in a certain **way**. Which is nice, it's nice to feel
200 I guess you're in an occupation that is respected and that you are working in
201 such a positive way. I speak to other friends and they sort of say, you know,
202 your job's so nice in that way, **it's really positive and it's public sector** and erm,
203 you're in effect working to make situations more positive which is **great**.

204 I don't think we always take the time to stop and think about [unclear 15:34] or
205 reflect on our week but I guess you always get those standout cases where you
206 think oh I have made a change or I have changed perceptions or we've worked
207 on this system. Erm, and that's lovely, those are moments, and those are the
208 times to think about things like breakthroughs or changes or situations
209 **improving**. But I do feel people **expect**, and **I'm amazed to some extent you**
210 **put that expectation onto yourself**, you have a perception that you **must**
211 **act in a certain way**. So you look to that, you think I should say certain

Comment [A54]: EP as continuous construction – learning through practice – indicates a perception of movement and shifting realities as new experiences are gained...Consider historical discourse re EP administering 'tests' – relates to a neater learning context – however skills involved in interpretation should not be forgotten here. – Further thought needed.....

Comment [A55]: Self positioning – EP as subject constructed through the discourse and experiences of others – children are sense making using the school context to guide their assumptions...EP needing to explain role and re – position himself as *not* 'a caretaker or.... new learning mentor..'

Comment [A56]: EP needing to position themselves as 'helper' 'supporter' and as non judgemental. This entails negotiations and exploration of role and responsibility with client – in this case the child.

Comment [A57]: Pressure on the EP - EP as vulnerable - EP as needing to assert role, responsibilities and identity? Professional self and persona reflected upon and the interaction with the outward presentation and how the EP is received is inferred to here.

Comment [A58]: Also reference to child/children relating to educational provision and placement – advocating for children....

Comment [A59]: EP as positioning themselves within the public sector - EP as LA officer/worker . EP as valuing recognition of being part of a Profession and the associated credibility this brings - 'an occupation that is respected' - relates to EP as expert - EP in a position of power

Comment [A60]: EP as reflective practitioner/EP as problem solver
EP as valuing time for reflection - talk suggests EP would like increased time for reflection - does the interview offer the EP as space to reflect on practice? My role in co-constructing the discursive constructions - EP responding to my thoughts and presenting in response to my role/background/experience - researcher and research context - I am not separate, but a part of the experience - consider diagram for thesis to illustrate this using the interview process

Comment [A61]: Vulnerability/exposure of fears/hope/what is unrealistic and realistic - wanting to achieve positive changes??? Expectations of others as well as expectations that you put onto yourself - does this talk relate to the previous talk about being a respected professional - ...

Comment [A62]: Following rules – where does this perception come from – HCPC/BPS/EPS/LA????? Values/professional ethics Regulating self – regulatory bodies e.g. HCPC Professional behaviour ...

212 things, or, erm I need to work in certain ways which can be useful I think in
213 terms of advocacy for parents that are disengaged or that maybe don't have a
214 voice. Or for children who've not had a voice, that's really important. As long
215 as it's not tokenistic which I feel at times it can be, erm, in terms of **decisions**.

Comment [A63]: EP as advocate for the child - promoting the voice of the child - EP talk refers to the tensions between what child may want and wider decisions making - this may relate to tensions between EP as LA worker/officer and EP as a professional under the HCPC

216 But, erm, usually you know the **private sort of self is kept quite separate**
217 really and I think, erm sort of, well it's just a personal thing, **I feel I sort of**
218 **come to work and almost when I put the badge on, the badge around**
219 **my neck, then I'm sort of in my persona and I'm an EP then. Erm, and**
220 **that's the way I sort of coordinate myself to the point where if you go**
221 **out for lunch or something you take the badge off and you're like a**
222 **civilian, you're like a normal person again.** So it is quite a different entity,
223 erm and at the same time I guess in a way by being a member of something like
224 **the AEP** or having a relationship with **HCPC**, I feel aware that, erm I have to
225 sort of act in a certain way. Which I feel I would do anyway in terms of who I
226 am and **my morals and things**. But there's almost a different expectation, you
227 have to sort of work in those ways, if you said things in a certain way or
228 something was taken out of context, or ... **you'd put yourself in a vulnerable**
229 **situation.** It could really impact upon your practicing, your ability to actually
230 do your job which I love and I feel lucky to be able to do, erm in the future. So
231 you really have to weigh that up as **well**.

Comment [A64]: The talk here suggest the EP perceives the two selves to be distinct - personal and professional - the personal self as intentionally hidden - can the two selves be separated? Can they be categorised like this? Does the EP associate the personal self with being unprofessional? Does he want to protect himself from becoming enmeshes with situations??

Comment [A65]: EP as powerful – EP as distinct and separate from others – high professional status.

Putting the badge on – who wears/has a badge – e.g. police force, people giving an outward sign to others that they are in a position of authority?

Badge as protection – when on the 'front line'

The badge distinguishes civilian self from professional self– need badge and uniform to gain respect – refer to 'respect' talk in previous sections – reoccurring reference.

Comment [A66]: Reference to wider discourses available to EPs - the talk suggests the EP consider these regulating bodies as significant to being a professional

Comment [A67]: Does the talk indicate some anxiety at being vulnerable here?

Comment [A68]: The talk about separating personal and professional selves may indicate a link to the AEP/HCPC guidelines and fear of acting in an unprofessional manner?

Comment [A69]: Reference to social media as an object of discourse – talk here indicates social media sites can lead to being put in vulnerable situations/ blurring the line between work/home, professional/personal – blurring the line between how two selves are constructed??

Social media is now a very popular medium for communicating – professionals need to be aware of issues which could arise – regulations which relate to behaviour on social media sites.... ?

Comment [A70]: Another reference to the gravitas associated with being a professional – emphasis on protecting professional self and keeping a good reputation intact. Consider wider discourse.

Comment [A71]: Splitting of personal and professional self – this separation is acting as protection? 'keep work and home life separate' discourse 'keeping up appearances'? The need to preserve the 'other' self, the 'home self'/non professional self.....This splitting may allow the EP to switch off from work – leave t ...

232 Erm, and at times maybe, yeah that could affect somebody, how you act in
233 **public situations or how you see your personal life** affecting work. Erm,
234 clearly it's not, you know, things like on some personal ways, I notice if you go
235 on like social networking sites, maybe people are aware where you work and
236 things so that's something that I'd never do because I just think why would you
237 put yourself in that **situation**. Erm, just need to be aware of who you are and
238 your standing and the **expectation**, erm, and you look to that. Which I would
239 say can be maybe a challenge at times but at the same time I think it's quite
240 nice in a way to be in that sort of professional, **ticking that professional box**
241 **when you are filling in forms and that kind of thing as well**.

242 Erm, but I guess yeah at times there is like that challenge and that's why this
243 case I think stood out so much **because it really felt that the two were**
244 **merging and crossing over which normally never the twain shall meet.**
245 Erm, so it was a bit of a different, erm, situation. I don't know ... **I guess the**
246 **thing is in a way you have relationships with schools and obviously try and have**
247 **good relations with SENCos, I mean obviously that does become a bit more**

248 personal because you maybe have the odd comment about your holiday or a
249 weekend, or erm, they might mention about their family or something like that.

250 So you have those times, erm, which are positive because obviously we all like
251 relationships and we all want to have that, erm contact with someone. But,
252 erm, normally it's quite separate, erm, to the point when you see someone out
253 of context, you know in a supermarket or whatever, that's always a **bit of a**
254 **scary situation and I don't think they know what to do, like I don't**
255 **always know what to do.** Erm, but yeah they're sort of quite separate, erm,
256 identities really, quite separate identities and agendas.

257 INT: Can erm ask about something that you said a bit earlier on which was about a
258 particular case and you mentioned about potentially change of placement for the
259 child and that might be to do with your looked after children background. Could
260 you tell me a bit more about what you meant by that or what that's about?

261 EP: Yeah, yeah. I guess, erm, as I said in terms of maybe taking work and
262 changing the practice and you know different cases you've come across or
263 different things you learn about or where there's a particular focus for you, you
264 know CPD wise. **I think similarly that the experiences you had in terms**
265 **of training or in terms of casework, affect you as well.** Erm, and that said,
266 because I've sort of done you know **doctoral research before, and looked**
267 **after children** and explored that more, you know, in terms of what literature
268 there is there and trying to work more with colleagues here, erm, who work with
269 looked after children.

270 Maybe there is something in terms of, erm, the gravity of that situation about
271 the parent talking about a child maybe, erm, being, you know, given over to
272 social care or re-thinking about sort of like changing parent's responsibility, erm
273 and knowing that social care, erm thresholds are so high. Erm, for them to be
274 involved it's very extreme situations, erm maybe for me I thought there was a
275 lot more that we could do, you know, with parents, maybe more support. That
276 we could get them, erm more ways to sort of intervene with the young man to
277 think about his behaviour, how he was sort of acting like he was acting.

278 Erm, things that could be done in school with teachers and perception and
279 systems and how they work pastorally. It just felt like it was a real, erm, jilt
280 from the current situation who I'd expected to what they were talking about.
281 Erm, but part of that maybe I guess is that, erm, unconscious competence and
282 there's that awareness that we don't realise sometimes what we know. We
283 don't realise that you have this holistic perspective and you can stand back and

Comment [A72]: Boundaries – protection of professionalism and personal identity - professionalism equates to surface level knowledge about others???. Going too deep might uncover/expose lead to feelings of vulnerability/responsibility ?

Comment [A73]: EP as vulnerable - the talk indicates the EP is extremely conscious of portraying a professional persona at all times when in contact with 'clients'

When in role as EP as LA officer/worker the talk appears to reflect the EP as confident and in a position of respect - yet when in the talk presents narratives related to the EPs self outside of this position, he appears vulnerable and unsure

Comment [A74]: The EP states previous experiences influence current practice - this has shown up in the talk in reference to children in care, approaches to practice and opportunities for supervision and preferred type of support/supervision

Consider how to capture the link between talk in the interview and previous experiences when exploring identity construction....

Comment [A75]: EP as reflective practitioner - EP returning to the talk about the child and family and why he may have reacted in the way that he talks about

Comment [A76]: Focusing on more systemic issues - school - child - family

Positing the family as needing support.

Comment [A77]: Does the talk suggest parents need to take responsibility? – greater parental involvement would improve the situation – home situation outside of EP control/responsibility/role/remit???

Comment [A78]: Systems working - moving the problem and talk outside of the child - placing the responsibility back with the school.

284 think okay this is the situation. These sort of steps we can take, and these are,
285 you know, opportunities we can gain before we get to, you know from x to y.

286 But I guess other people, especially those in those situations that don't have
287 the, erm, opportunity to go to a meeting, to drive away, to do some admin and
288 then, you know re-visit it two weeks later. Erm, wouldn't be aware of and
289 wouldn't understand, erm you know that a lot more can be done and a lot more
290 support can be given. Because I guess maybe a way for them, err acting quite
291 emotionally and they understand what's happening outside of school which could
292 be an even more complex situation altogether.

293 Erm, I think that can be a challenge as an EP as well sometimes. You feel,
294 obviously you go on the information that you get so to a massive extent
295 obviously that's on the questions that we ask and how we gain information, and
296 erm, what people, erm give to us or what they provide us with. But at the same
297 time if you don't get that information, especially about the home situation, or
298 any support the parents might want which can be difficult sometimes with
299 different cultural, erm, practices or different social situations, you don't always
300 get that information. So sometimes the support you ... maybe there's
301 signposting you can offer or some of the support you feel you can give is
302 different to how it might be in another situation.

303 Erm, but for this young man to be talked about in terms of going into care, it
304 just seemed a real sort of surprise. Erm, and so I felt you know, knowing some
305 parts about, you know, the successes or the, erm low attainment of children
306 who enter care, erm, that it would be sort of policy to continue to work with this
307 family. Erm, but again that's my perception, erm, but I guess anything to do
308 with truth there's not one truth is there, it's sort of multiple truths and
309 everyone's got their own truth and construction of an issue. And it's like trying
310 to gather that together and, erm explain it, this is what my belief is and then to
311 offer that to the school and the parents and to be able to support them.

312 Erm, but I don't believe at the moment he's in care, but we'll have to find out,
313 erm soon really.

314 INT: You talked about your belief, what was your belief around this particular case?

315 EP: In terms of, you know, what's going on or?

316 INT: Erm, I think you were just saying that you couldn't express your belief at that
317 time and I just wondered what you might mean by that in relation to the case.

Comment [A79]: EP as reflective practitioner/EP as problem solver

EP as research practitioner - taking multiple perspectives to allow for a new way of understanding the situation

The talk signifies the importance of stepping away from the situation

Comment [A80]: EP as visitor - EP as LA officer - EP as detached from the situation/community in some senses

Link to service model and time pressures

Comment [A81]: EP considering his own positionality in the situation and the talk suggests the EP is in a privileged position as the can remove themselves from the situation....

Comment [A82]: The talk suggests tensions between wanting to collaborate and feeling vulnerable and exposed if something is missed - is EP grappling with expectations to be the problem solver

On the other hand the talk indicates the EP considers context to be very important when trying to triangulate information and understand the interactions at play. - EP as reflective practitioner/EP as research practitioner/EP as vulnerable....

Comment [A83]: EP not working within the home - EP work limited in respect to working with the family - that is someone else's job??? Parents put up barriers to engagement - outside of an EP's control, e.g. cultural practices - indicates that EP is offering reasons/discourse for why there is sometimes barriers to engagement with the family - consider EPs resistance to engage with family???

Linking in with the idea of EP as 'guest' or 'visitor' - EP as temporary???/transient???

Comment [A84]: Following the rules - acting in line with policy and procedures - authority valued???

Comment [A85]: EP drawing on social constructionist theories - e.g. there is no one almighty truth.

Comment [A86]: Do they want the support that EP's offer?? School have requested support - have parents? What kind of support do parents require - respite???'Done to model'???? Support subjective - being seen to do a good job/be helpful/make positive changes????

Mindful that only working within this particular text.....do not bring in information known about the EP as a colleague in the service...

318 EP: Erm, I guess just you know my formulation of what I understood to be, erm the
319 issues that were going on. It felt like there was a lot more than maybe what the
320 school were sort of bringing forward. And logically obviously school refer to us,
321 that's what we currently sort of work with in terms of service **delivery**, with a
322 presenting issue or problem and that's what they were seeking, support. So it
323 was about him absconding from lessons, truanting, erm, challenging behaviour,
324 erm, and a lack of, erm, you know awareness of rules and just sort of doing
325 what he wanted in lessons. Erm, and so it felt, you know, they were sort of
326 things to work on, they were things to do with **him**. So I did, erm, solution
327 focus, you know, coaching with him, we talked to the school about, you know,
328 offering some additional support, erm around how he acts in lessons and think
329 about his feelings and his behaviour and some strategies **there**.

Comment [A87]: Existing EPS delivery model discourse – viewed as fixed and interpreted as placing school with the authority to focus on a problem and bring this to the EP???? School and EP together – less so EP and family together??? Less community psychology.....

Comment [A88]: EP as reflective practitioner. EP reporting that the child needs support and that the EP can help - EP as problem solver.

Comment [A89]: There appears to be an absence of talk about how the systems are affecting the child - tensions between EP as collaborative and EP as directive/expert

Solution focused coaching with him - support for him - support for staff - linked to strategies

330 And it was positive in a way, but one of the review meetings to [unclear
331 25:59....] some support manager was talking about, erm **him really trying** and
332 she said, you know physically you could see he was really trying not to shout
333 things out or not to say silly things or to keep in lessons. But it just seemed,
334 she said, erm, that when he has a thought he just comes straight out and it
335 doesn't matter what the consequences are and you can talk about them
336 afterwards. But his ability to almost transfer or generalise those is quite lacking,
337 you know, at the moment. Erm, and this is hard to, erm, to move some of
338 those things forward, develop some of those skills with him when he's a child.
339 So they have talked about, you know, statement thing and they have talked
340 about maybe changing educational placement as **well**.

Comment [A90]: The school narrative appears to be focusing on the problems the child has - is a statement a solution?

341 Erm, they would be going into Year 10 I think it is so it's obviously moving
342 through secondary school, erm and I'm not sure what the parents will **think**.
343 But at the same time, I guess, as you get to know an authority you know about
344 different provisions and things as **well**. And thinking whether, in my opinion,
345 obviously we need to take into account the school, the parents and the boy's
346 views, but whether it would be more positive to stay, you know where he is,
347 where people do know him and maybe are a bit more inclusive and maybe do
348 offer more flexibility. Erm, but it would be nice to do sort of further work with
349 him and obviously school prioritise their, you know, opportunities for [unclear
35027:32...]. I'm not really sure what will happen but I feel, erm, maybe
351 because you so infrequently work with children on an ongoing basis, this was
352 quite a right case in that because they felt they wanted more support and felt I
353 wanted to give more support maybe which is a bit wrong in terms of equality of
354 **opportunity**.

Comment [A91]: Emphasis on importance of child's views throughout less on parental views – the question has been raised here – parental views being overshadowed due to initial response from parent – EP stepped into parent role in conjunction with school???

Subject positions for parents limited due to the 'foster care' discussion being raised....

Comment [A92]: EP as LA worker/officer - tensions between advocating for child's needs and promoting the choice of a provision.

Comment [A93]: EP as time pressured? In terms of infrequent work with children on an ongoing basis...EP as wanting to do more work with the child- EP as advocate for the child.

355 Erm, I feel I know him more than maybe a lot of the other children that I work
356 with, children and young people I've worked with this year. Erm, so there is
357 sort of some, I don't know, maybe investment really, it feels like there is and
358 wanting him to do well which I imagine will be the same for all the children if I
359 got to work with them on such an ongoing basis. But, erm, those opportunities
360 for ongoing casework are a challenge within a sort of strict time allocation
361 systems when schools only have so much time, erm, to undertake that work.

Comment [A94]: EP as relational worker - EP as making a connection

Comment [A95]: EP as intertwined with the situation and not separate - the case work appears to have has a lasting emotional impression on the EP

Comment [A96]: EP's work remains within a service model and that as part of being a LA employee...restrictions/pressures on EPs due to workload...EP as time pressured

362 INT: Can I ... is it okay to ask perhaps ... because just listening to what you've said,
363 I've heard you mention a few times about, erm, gathering needs of children and
364 parents and school and just wondered what your thoughts are around kind of
365 the gathering of views and how you might have gone about doing that.

366 EP: Yeah, erm I think it's massively important. I guess it seems to become more
367 and more of like a national agenda, you know we sought parental views a
368 few years ago and then obviously the authority I'm in are quite keen and have
369 a push for the next academic year about children's views as well which I think's
370 great. Erm, but something that was really key during my training was definitely
371 about pupil voice and about getting that and I feel that had been so tokenistic.
372 And I read something in a journal just the other day and that was talking about
373 there's no point in us asking a child their view and then doing the same as what
374 we would have done anyway because it just is so tokenistic.

Comment [A97]: PUSH – wanting to prioritise children's views – indicating the value placed with gathering children's views.

EP as drawing on wider discourses - policy and literature

Comment [A98]: EP as reflective/EP as advocate for the child - EP drawing on wider literature.

375 And I just think another like principle for me is if there's an issue how can you
376 begin to understand it or work through it or around it if you don't understand
377 the views of the person that you believe is, you know, pivotal to the issue. So
378 to go into a school and be told that, I don't know, a young girl is not behaving
379 the way they want but not to work with her, I find that, erm, difficult to get my
380 head around really. I just think, you know, in terms of, you know some
381 principles, small changes can have, you know, massive affects. And if I speak to
382 that girl and she says oh it's because I've fallen out with my friend or it's
383 because I'm getting up late, or it's because, erm, I don't feel that I'm heard, as
384 I've had in, you know, different cases, then I think having those discussions with
385 schools and with parents opens up fantastic opportunities to ... you know for
386 them to reflect on, you know, current practices and things.

Comment [A99]: Reference to EP as collaborative - how reflective practice can offer new constructions of ideas - link to dialogic interactions?

387 Like we do this and maybe then the child will maybe feel more valued or will feel
388 heard or feel that they have some impact. And I think this psychologically
389 impacts upon, you know, systems, it impacts upon locus of control. It's about
390 longing, it's about a lot of those things and self-efficacy. So I think it's so

Comment [A100]: Application of theory to thinking - EP as knowledgeable - EP as reflective and EP as bringing their expertise.....?

391 important, erm, because in effect to not consult with the child, if you're not
392 getting their views, is to say you ask the recipient of these services and what
393 message is that giving if, you know, we're all working towards empowerment
394 and about moving situations and enabling people and doing things with **them**.

Comment [A101]: EP as advocate for the child - the talk appears to position the child at the centre of the sense-making and when trying to make positive changes

Privileging of the child's views/children's rights

395 Erm, so that's important. But obviously **parental views**, I think, you know we
396 write often about parental preferences but I think that's massively important,
397 **parents should feel empowered and they should be provided with enough**
398 **information**. And they should feel obligated for signposting to appropriate, you
399 know, teams or appropriate sectors. And I think that's really important because
400 I think maybe historically there was a lot less **empowerment**, it was that people
401 would do things for you, erm, and direct you. So maybe that's more a medical
402 model, I'm not sure, erm, but I think that's important. But then at the same
403 time that's not to **say that the child or the family are, you know, right, erm and**
404 **that the school are wrong**.

Comment [A102]: Gathering/eliciting views as associated with the importance of empowering families discourse.....?

What about the power dynamics between view gatherer (EP) and view offered (child/family) - is the talk here referring to the need to critically reflect on the role of power - through the narrative of aiming to 'empower'.....?

Is the EP still in the expert position as view gatherer /getter?

405 **It's just understanding as well the school's opinions and what their beliefs are**
406 **and just that, I guess social construction**, some underpinning, that everyone has
407 their own views that they've formed, definitely me included, I'm not separate
408 from that at all, erm, about the **situation**. Erm, and we, maybe, having some
409 views because they affect how we work or ... because we may experience
410 cognitive distance about how we actually think about an issue. **And I just**
411 **think my job really, my role is to solicit information gathering, get the**
412 **views of the people involved but then to observe and then maybe do**
413 **some work and then to begin to use psychology to think about how**
414 **would I add extra intervention. Or how am I understanding this issue**
415 **and to offer some hypotheses and formulation about what's**
416 **happening, erm, once I've got all the information together**.

Comment [A103]: Interesting positioning of social actors.....consider.....where is the EP positioned...?

Comment [A104]: EP as reflexive

EP as intertwined with the context

417 Whether that's more doing a sort of piece of casework or something a bit more
418 formal like a, it's like a total **assessment**. But I think it's massively important to
419 get views, as I say you can't change people or do things just to them, I think
420 you have to sort of work with them to make things a bit **different**. People need
421 to see a reason, or a positive point in **changing** because, as we all know,
422 probably our continued habits, whether that's you know, eating or drinking or
423 spending or whatever, it feels easy and it works for us. So erm, sometimes you
424 got to think well what's the function, what does that say of them, how do we
425 tweak or replace, or work with that.

Comment [A105]: Explicit reference to role. EP as in expert position - offering of a hypothesis.....EP as going into the context and then stepping out - EP as placing value on problem solving and the application of psychology in the situation.

Interesting statement - 'once I've got all the information together' -this implies the EP as responsible for the problem and problem solving - suggests the EP as working in isolation in this instance....? EP as taking an experimental approach?

EP as research practitioner.....

Comment [A106]: Interesting distinction.....EP vs.LA?

Comment [A107]: EP as collaborative

Comment [A108]: Rationale/reason - solution focused....

426 And that's again me making a judgement that my way of doing that is a positive
427 one but hopefully if you are using sort of consultation with people rather than
428 acting as an expert and saying this is what you should **do**, erm, understanding
429 their context perhaps in their own situations, erm I see more. Hopefully I ask
430 the right questions and try and effect some change in those ways rather than,
431 erm telling people that I know best about their lives and I've only met them for
432 half a day or something like **that**. So yeah the voice is really important to me
433 and I think it's important as well because as a practitioner, especially someone
434 that is maybe early on in their career, feel I want to be reflective because that's
435 something, you know, erm drilled down to me through **training**.

Comment [A109]: Tensions between making a judgement - expert and resisting dictating to others and wanting to collaborate

Comment [A110]: EP as advocating for a consultative approach - does this fit with the more expert role - can an EP move between both.....?

Comment [A111]: Conscious decision and desire to engage in reflection

436 And you want to be a collective as well, **I'd hate in two years to feel that I**
437 **only used a certain intervention or a certain assessment or certain way**
438 **of working, erm because I don't think that works at all. I think it's so**
439 **important to have that time, whether you're sort of in your office or you know**
440 **driving back or whatever or discussing with colleagues about how am I going to**
441 **work and what is the best way to offer support**. And it gives that new.....
442 [unclear..] to use a framework for these conversations or a bit of ongoing work
443 or we need to change, you know, some of the organisational things in a school,
444 like a policy. And I just think it's so important to do that and at times I don't
445 think maybe people you work with always want that.

Comment [A112]: EP as exploring ways of practising.....resisting a complacent way of engaging with the job.....

Comment [A113]: Valuing space to think and reflect - valuing peer support to do this.

446 I think sometimes schools maybe want you to work in a certain way, erm but
447 then part of that is an **opportunity for me to show them what I can do** and
448 **what psychology can offer**. Because, to some extent, you know, if you don't
449 know what somebody does, or if you've always had the same thing, why would
450 you expect anything different? Because you wouldn't know it to be different so
451 why would you say to someone, oh you know can you do this or this if you didn't
452 know they did. So part of me setting out my stall I guess, is to say I can do this
453 or we could do this and erm, what are you interested in, which hopefully, you
454 know after [unclear35:54...] will be easier to move on with those relations
455 that have been **established**.

Comment [A114]: Need to feel valued - need to be the professional bringing something/making a contribution and to be seen explicitly doing this??

456 Erm and I guess you use the opportunity to be a bit more critical which I think I
457 definitely need to **be**. Or to **just add those suspicions together** and maybe,
458 yeah be a bit more challenging, erm, which I guess is that critical thing type of,
459 erm, argument really. Erm, but yeah it's exciting, it's good opportunities, yeah.

Comment [A115]: EP as bringing expertise to the situation
'Setting out my stall' is an interesting way to position the interaction - EP as autonomous professional.....EP as emerging as a way of being an EP that seems best for them at this point in time.....Link to the talk about, starting out in a career as an EP and recently having done a Doctorate...

Comment [A116]:

Comment [A117R116]: Valuing criticality..

460 INT: You talked about school's expectations what in your experience are school's
461 expectations?

Comment [A118]: Link to comment below about schools/others agendas - suspicions of others but also hiding/holding back his own agenda - 'for the good of the child....'??

462 EP: Erm, I guess they normally, erm, seem to be positive expectations. I guess,
463 erm ... it's difficult. I think in one way you serve functions for a school so
464 obviously in some cases which, the ones that are maybe like a little bit less,
465 erm, as a practitioner the things where schools **see you as maybe a box to**
466 **tick**. So in terms of maybe writing a certain report about moving a child or
467 sometimes maybe doing a statement in those situations. Erm and they see you
468 as someone who can do that. Erm, but I think a lot of them, you know, value
469 where you're coming from and value some of the questions you ask and value
470 your expertise and **respect you**.

Comment [A119]: EP role unclear for schools???? EP holds power over schools??

Schools seeing EPs as embedded within the system

Implications for the value associated with EPs

471 I think they have quite positive expectations. I'm not sure about the level of the
472 expectation, whether it's high or whether **because it's a council they get told**
473 **the psychologist will be coming in**. Erm, I'm not sure whether they think
474 that's high, it's not a low one, I just think they just consider **oh this is what it**
475 **is let's use it** and so they use it accordingly. But again, I guess linking to the
476 earlier discussion, when maybe you have an ongoing relationship or maybe a bit
477 of a personal connection with people and get on with them, then maybe I feel as
478 well that I can offer them a few other things. Or I can say certain things to
479 them so we can try and make things a bit more positive.

Comment [A120]: EP as important figure – need to feel valued – unique contribution (Farrell)????

Comment [A121]: Hierarchical – top down decisions – done to – power – EP acceptance of how LA organises things/critique of LA????

Comment [A122]: passive

480 Erm, and I guess as well different people in schools have different expectations.
481 So obviously you've got the SENCO that you work with most to, erm ... **he's**
482 the main, you know, communication mechanism I guess for the school. Where
483 you've got a Head who obviously has to sometimes make the tougher decisions
484 but I found can be either massively inclusive and all about keeping children and
485 working with them and being reflecting and see what they can do. To other
486 ones who can be a lot more, we need to get this child out, erm, I had that in
487 one of my first meetings last year. A Head Teacher was very friendly and said,
488 oh come in, you know we can have a chat and then you know quite quickly will
489 go, we have part challenge, get them **out** [unclear] Well, you know, luckily for
490 them I continued to work, you know, towards parental preferences and towards
491 my beliefs and then towards my efforts as well. **And that child continues to**
492 **be there, erm, possibly against them but I think that's the issues**, when
493 you're working with inclusion.

Comment [A123]: Suspicious of school agendas – interviewee mentions being suspicious earlier.....

494 You are sometimes asking things that people don't want to hear or you're asking
495 questions or you are challenging people and I think that's the funny thing. **That**
496 **schools think that they're the client**, or the customer if you want to say, or
497 recipient or whatever, erm, but I always ... and I'm happy to say that to **them**.

Comment [A124]: 'Who is the client?' - discourse.....

Comment [A125]: Less transparent/deceptive – wanting to please? Wanting to build relationships??? Siding with school with the agenda of ultimately supporting the child????

498 But I always believe personally and have done the [Unclear 39.39...] of the child
499 is my plan, that is why I'm going in, to make things more [Unclear 39.42 ...] for
500 them. To **make them** to learn and achieve and develop socially, erm, so that
501 they can be a happy and positive, erm, I don't know well adjusted young person
502 and adult when they leave school and go into the workplace and things, erm and
503 get **older**.

Comment [A126]: Interesting use of wording

504 So if you've got a head teacher, and I guess you've got class teachers as well
505 who maybe ... aren't really sure what to do or are maybe looking for a bit more
506 direction and things and they go to a SENCo to get more support. So
507 sometimes when you turn up and have a consultation or talk about what do you
508 think, you know, would be sort of change, sometimes they might look at you
509 and say well I don't really know, I've tried everything that I think. Which is
510 good because you know because it's a challenge, beginning to think what other
511 skills can I use or how can I try and encourage them to generalise cases or
512 maybe I do need to move and be a bit more directive in this case to **others**.

Comment [A127]: Focus/placing value on being 'happy', 'well adjusted' going into the 'work place' Following a path for achieving – next steps, forward focus...EP 'giving to the child' 'EP as facilitator' - 'hopeful future'

513 But I think, yeah their perceptions and expectations of an EP can **vary and**
514 **parents too**. I think maybe a lot of parents, because I cover two different areas
515 in terms of one is high-level deprivation and the other I think maybe the area of
516 high deprivation maybe has less knowledge of external agencies like educational
517 psychology offer educational **support**. Erm, some are wary of external agencies
518 and some professionals in terms of what their role may be. You know, in terms
519 of social care or policing or housing and that kind of a thing and don't want to
520 engage understandably. Erm, but sometimes those parents I think don't really
521 have any expectation, maybe in a funny way with **the sort of changing**
522 **landscape or EPs, the sort of doctoral title, some really do**. But I think I
523 always try to dispel any myths and often will say you know **I don't diagnose,**
524 **that's not my role, erm and I don't label**. I'm here to sort of work with you,
525 you know the child **best**.

Comment [A128]: Collaborative versus expert model. Taking control and 'fixing the problem'???

Seeing a role for the EP as a problem solver - sharer of knowledge....

Comment [A129]: Higher deprivation = less knowledge ??? Is this the community EP/services aim their resources at? So why is it that they would have less knowledge? Refer to literature about parental understanding of EP role.....

526 And I think that's, part of that's making that really clear with them and **just**
527 **being honest**. But I think you need to be approachable and accessible for
528 people to want to invest into change so I think that's really important. Erm, to,
529 you know, the opposite where you get parents that are very directive and erm,
530 again want you to help them or assist them with this, you know, ongoing
531 journey back. Getting a child in a certain school or that kind of a **thing**, erm
532 which currently isn't the case for me, as much in you know I can only work with.
533 But definitely know that that can be a challenge for some EPs in the team

Comment [A130]: Reference to status – EP as important/EP as powerful/EP as expert, EP as knowledgeable..

Comment [A131]: EP as social constructionist?? EP as non expert – contradictions with above – tensions for participant with status and title and expert model???? Doctorate title does not equate to a medical professional – confusing for families???? Do we explain this? Should we?

Comment [A132]: Positioning the parent as expert – tensions between this view/value and the situation experienced in the casework talked about – where dad was perceived to be unhelpful....

Comment [A133]: Valuing honesty and transparency....

Comment [A134]: Parent as demanding a service which is not part of the role?? EP considered as the decider around placement? Positioned as such by LA/EPS??

534 depending on where they're working, erm, and who their clients at that time
535 may be.

536 Erm, so yeah I guess schools, I'm not really sure what their expectations are
537 and maybe in some way you, erm, **you're fearful to ask, you know**. I'd like
538 **an evaluation tool** ... the meeting last September when I started with the
539 school to say you know, how have you found the last year's EP? Which is fine to
540 do because obviously it wasn't anything to do with me, but that's something
541 which I guess secretly I'm excited about, erm, and hopefully I'll have a
542 relationship where it is positive and that I do have a good relationship with
543 those schools now. I can have open and frank discussions and I will be clear
544 with them and say, you know for us to work best together I need to understand
545 what worked well, what maybe didn't or what could be improved or how would
546 you like things to be different. Because I do want to feel that I'm supporting
547 you because that's a funny one because it's true but almost to an extent.

Comment [A135]: Vulnerability – EP wanting to do a good job – EP as fixer discourse/positive positioning may be under threat if responses are negative?????

Comment [A136]: EP as researcher - link to practice based evidence discussions

548 Because if they sort of, not that they generally would, but if they said, oh well
549 you're sort of really good but we need to move so and so and so and so. Then I
550 would still have to start a separate discussion about these children and say well
551 what are the other issues or what are your concerns and what are the reasons
552 for this? And just explore it as I would any case, erm but again that's the point
553 I guess about being someone who is supportive and wants to, erm empower
554 them to have more skills and knowledge. Which I think is a challenge for
555 schools, I think schools are expected to do more and more and more and
556 whether that's a society thing about being a bit more of a parent. Breakfast
557 clubs, and clubs and pickups and drop offs and things, to having to work on, you
558 know, circle time skills that they did or PSHE curriculum.

Comment [A137]: EP as valuing transparency - although this might open the situation up to them becoming vulnerable and having to manage criticism...

Comment [A138]: Recognising school as having agendas and being savvy to these – EP needing to take control and take power back – giving schools power by asking the question 'what has worked well etc' may need to be controlled and monitored – not open after all????

Comment [A139]: Empower them – implies EP holds the power and the individuals need more skills – deficit lies with others and not EP????

559 And so they've got a lot of things and then I feel sometimes we are asking them
560 to do more but then hopefully I'm supporting them in doing that and can try and
561 signpost and get additional support and that kind of thing. So it's, erm sort of
562 the system we're in and I guess that's, you know, working for a council you are
563 working systems, erm ,that involve working towards certain priorities. So as
564 long as they're in line with your practice, I don't think that's particularly ... be a
565 bad thing, it's just erm, something to be explicit about, to reflect on. But I think
566 schools understand that as well, so it sort of tends to work correctly.

Comment [A140]: Discourse about school taking on the 'parent role' /parents not doing their job???? OR blame being located in the home in respect to children's behaviour/difficulties etc?? OR respect for the demands and responsibilities placed on schools.....?

Comment [A141]: Discourse in support of schools – schools as hard done by –EP and school cohesion/collaboration...

Comment [A142]: Relationship between EPS and LA the two systems influence each other and are interlinked...

Comment [A143]: Repeated use of term correctly – order – neat - following the rules.

567 INT: And if something wasn't in line with your practice?

Desire to be doing the 'right' thing - link to previous reference about HCPC guidelines etc.

568 EP: In terms of council priorities, well that's a tricky one. Erm, I guess I'd cross that
569 bridge when I came to it. I don't feel like I've come to it so far with things. I
570 think odd times there have been maybe decisions, erm, the authority have
571 made about the placement of a child in a certain, erm, school or setting. And in
572 those case I've, you know, had to erm, come to you with my belief and my
573 values really so I've made that explicit that this is what my belief is with the
574 information that I've got at this time. Erm, my professional opinion is that,
575 maybe the child should go to here or here and that's perhaps different to you.

Comment [A144]: Explicit reference to how values influence practice and in particular decision making.

Comment [A145]: The importance and function of professionalism/being a professional in respect to decision making about a child's placement

576 But, erm, that's the paramount, you know, part about being an EP, I think at
577 times you do have to make difficult decisions and you do have to say things
578 which ... you know this year I've had to sort of say things that have been
579 different to maybe what parents wanted. There were parents that were quite
580 keen for, erm a specialist placement around specific, erm, learning difficulty. I
581 had to talk with them and explain, you know, in terms of the work that I do and
582 the information that I gather from school, assessment and things that wouldn't
583 be appropriate for him. Erm, but obviously you know parents, for annual review
584 purposes can go on to the reviews and you know have to, and those kind of
585 problems and things, they can share their views.

Comment [A146]: EP as decision maker - tensions associated with this... EP as powerful – as they can overrule parents – EP as supporting child's interests/advocating for the child - EP as sharing knowledge which can aid the decision making process

Comment [A147]: Annual reviews as the appropriate/available space for parents to voice their opinions – usually on the school site – LA and EP present.....power imbalance?

586 Erm, and if it was such a straightforward decision-making process then, you
587 know, you wouldn't probably learn from it would you, you wouldn't understand.
588 Erm, but I feel I always need to, you know, continue what my views are and the
589 good thing is maybe when you have really challenging cases, whether it's
590 challenging because, you know, like a parent or a challenging because you feel
591 you're not maybe enabling change or working with the child. My challenging ...
592 one case which was a high challenge case this year. Because quite a few of the
593 professionals have felt, erm, I certainly would be appropriate for this child. But
594 again the parent and I and some other professionals felt that, you know to
595 continue with mainstreams really or to ... and they are difficult discussions to
596 have.

Comment [A148]: EP as reflexive - engaging with their own views and how these are processed and communicated...

Comment [A149]: Challenges and tensions faced by EPs

Comment [A150]: Valuing respect and building relationships over time – the need to have banked some positives with a person in order to facilitate a constructive conversation when difficult issues/tensions arise – prior investment can help

Also a suggestion that respect takes time to earn and that through earning respect you can achieve positive influence.....?

597 Erm, and I think it takes time for people to respect you, to maybe understand
598 them and maybe they think you're being a bit challenging or **they think maybe**
599 **your making your mark**. Or that you're, erm, putting erm, sort of a barrier in
600 the way but there's reasons behind it. I know that this maybe quite explicit
601 which allowed me in those meetings, erm. But I guess like anything really, we
602 do work on a formulation, we do ask questions and we do, like anybody, erm,

Comment [A151]: Reference to power/hierarchy. Suggesting that others can perceive challenges as the desire for status and recognition? 'making a name for yourself' Business/corporate jargon??

603 we work with the child at the centre with the best will in the world but we work
604 on information that we have.

Comment [A152]: EP as the advocate for children – child at the centre of the systems...

605 And situations are flexible and variable and things do change and at times you
606 maybe, you're hoping that things are working a certain way and you find out
607 that maybe things aren't as positive. Or there's certain steps that need to be
608 taken, I guess that's just the flexibility of the role really. Erm, and as long as
609 you have carefully considered and reflected about what you do and learn from
610 it, then that's all I feel that you can do in a role really, I think, erm. If you
611 didn't learn, that's, the day that I stop learning from things, and stop thinking
612 about what I'm doing, that's the day I need to, err really have a word with
613 myself, or consider maybe a different career.

Comment [A153]: EP role as complex/flexible.....

Comment [A154]: Boundaries on the capability and capacity of the EP role – pragmatic view – places limits on role – self preservation???

614 And I think with this authority it's fantastic because it really does, erm, foster
615 that, erm, idea about who are we, about supervision, about support, about
616 being sort of reflective and thinking about what you're doing. Erm, so I think
617 that's really positive. Erm, but I just think you need to be careful about what
618 you're doing and sort of what you're recommending and, erm, you just need to
619 take the time which I think we do, which I think we do as a sort of erm,
620 occupation. Don't rush into decision-making because that wouldn't be helpful
621 for the child or the young person or anything.

Comment [A155]: Indicates significant value placed on learning – as talk of needing to investigate alternative career possibilities – extreme/high investment in learning - active in role

(consider previous reference to rules, time allocation etc as relating to a newly qualified EP – needing the security of rules, hierarchy order but also gaining confidence to 'set out my stall'???) Not sure if this comment fits here but it has been included as it reflects ongoing thoughts.....

Comment [A156]: Acknowledgement that LA/EPs supports professional growth – CPD – HCPC - BPS. Needs further thought and link to wider literature.....

622 INT: Is there anything else that you wanted to kind of say around that or anything
623 that you haven't had a chance to say?

Comment [A157]: Responsibility for the child – weight of EPs recommendations??

624 EP: Erm, about sort of challenging casework in general or?

625 INT: And about the things that you've talked about already.

626 EP: Erm, I'm not sure, I think erm, as I said before in terms of sort of casework you
627 get challenges in different ways. I've not maybe come across so far things that
628 have been, erm, challenging because of, you know, **factors outside of my life**
629 **most of the time that can be quite a challenge** because certain things I
630 think can maybe impact upon sort of casework and what you're doing. Erm, I
631 guess in general the challenges I get sometimes, the frequent ones are
632 probably, erm, I guess when people want you to make decisions in certain ways
633 and they go against your principles or they go against parents and things.

Comment [A158]: What might be meant here....?

Comment [A159]: Values Resisting the need to provide a quick fix – use the 'magic wand'

634 And that's why I just think a lot of our role is about asking questions and
635 gathering information and making sense of that and trying to use psychology to
636 understand motivations or thoughts or people's constructions of an issue, err

637 and making that explicit and sharing that **information**. Erm, because you
638 sometimes ... I've got nothing against different people's agenda's, **hopefully**
639 **you're working to the council agenda** but then obviously within the council
640 you've got certain, maybe, I don't know, set things or teams who are also
641 working for their agenda. So it's a challenge, erm but you just need to be
642 explicit about it and then feel supported that you can make those decisions
643 which I think I do tend to, like line management and those kind of things.

Comment [A160]: EP as applying theory to practice and making explicit links.

EP as valuing psychology and its role in contributing to an understanding of a situation

EP as using expertise to solve problems....?

Comment [A161]: Acknowledging the importance/power of LA – keeping in line with top down messages

644 Erm, I think **professional identity** as well probably changed a lot and because
645 we are quite busy and you sort of you're working through the year, you do
646 reflect on casework but maybe you don't reflect on who you are as a practitioner
647 and how that's changed. I know other colleagues, much more experienced and
648 definitely talk about that changing and I guess if I think about a few years ago
649 when I began to work in my own sort of settings, I'm sure that's changed in
650 terms of what I do and how I act and the things that I, erm, ask them. But I
651 don't think that's a bad thing, I think it's just ... I guess just like any experience
652 in just like life, you change your perceptions with your experiences. So once
653 you come across a certain case or individual or you work with a certain person,
654 you erm, you think oh okay well maybe I can do this, this way.

Comment [A162]: EP explicitly reflecting on their emerging professional identity - and considering that this opportunity is not always available....

EP as transforming - identity referred to as continuing to be constructed...

Comment [A163]: Indication that initiatives are enforced/forced ('pushes')
Indication that EPS/LA initiatives are mandatory and need to be adhered to – power/hierarchy being recognised and followed

655 Or you work in a service that maybe **pushes** certain initiatives or certain areas
656 of interest and **so you listen to those**. So I think the exciting thing really
657 about professional identity will change, erm and that's okay and I think it's quite
658 a good thing, erm, because you don't rest on your laurels and you continue to
659 move, you know, move forward sounds too positive but just move along. Erm,
660 but it's just about being explicit with yourself about how you're doing and taking
661 stock, erm and evaluating and obviously you need to be making positive change,
662 otherwise, erm maybe you're **not doing the job correctly**. But hopefully line
663 managers will ensure that's discussed as and when **needed**. Erm, yeah I think
664 they're the main bits.

Comment [A164]: Need to be making and be seen to be making positive changes – focus on solutions and being the 'fixer'.

Less acknowledgement of pain/difficulty....Fear of failure and not doing a proper/correct job

Comment [A165]: Indicating the responsibility ultimately lies with managers – line managers will ensure the job is 'done correctly' Link to 'newly qualified' discourse??

665 INT: Thank you. I had another question and I'm not sure if it's the time for the
666 question so I'll put it out there and then you can ... it was just really kind of why
667 was it that you wanted to become an educational psychologist? What was it
668 that interested you?

669 EP: Erm, I guess, erm ... it's a funny profession isn't it because you don't really
670 know about it until you sort of come across it, in a way. **So it's almost like a**
671 **hidden world, and I always find it an interesting one to try and explain**
672 **and describe to people.** Erm, because I usually start by saying that I work

673 with children in schools and if they have sort of issues along learning or
674 behaviour then I try and support things to move forwards. And they ask if I'm
675 a teacher and I say no I'm not a teacher and then you have to try and explain
676 that.

677 Erm, for me, erm, the major ... **I guess I always felt I wanted to do**
678 **something in helping people** and working with people because I feel I get on
679 well with people and I like them and I like establishing relationships and tend to
680 be like by people so that resolves everything about doing something like that.
681 Erm, but for me the old adage of it's not what you know it's who you know sort
682 of came to the fore so one of my, erm ... I always wanted to do psychology,
683 psychology A' Level, went to university and did psychology and during one of the
684 summers, erm, one of my best friend's auntie is an educational psychologist.
685 And I think probably during some discussions with him or his parents who are
686 both teachers, talked about this auntie.

687 So I shadowed her and that was fantastic but, erm during the err, the end of the
688 day with her, someone that was sort of more experienced and further down their
689 career talked about the government changing lots of things and it's going to be
690 challenging and really hard and they were quite despondent about their job.
691 And that sort of stayed with me for a while and almost veered me slightly off
692 educational psychology. Erm, and then seven years later after I sort of
693 completed uni graduate degree and travelling a bit and things, I was talking to
694 someone and they were saying, oh you know it's such a shame if you're not
695 going to go forward with your degree and use that more. And I began to reflect
696 on that a bit more and thought actually yeah I think they're right.

697 And so thinking about my positive experience in education, and thinking about
698 that shadowing time, it felt logical to move back into that. So then I began to
699 work in a secondary school and then [unclear 55:35] for a bit and work in
700 a primary school and got a job as an assistant EP alongside this auntie. Erm,
701 and then got onto the course. So yeah, so I'd like to say it was always a, erm,
702 an ongoing journey to slide towards being an EP but it wasn't in that way really.
703 But erm, **I'm very happy that I have done and I love it to bits**, and it's an
704 amazing job. I always hope that I do something really varied, I don't think you
705 get many jobs that are much more varied in some ways than this. Erm, so I
706 feel lucky to be able to do it. But yeah, **I guess I wanted to work with**
707 **people** and it just sort of veered towards education and doing this, but yeah it's
708 amazing.

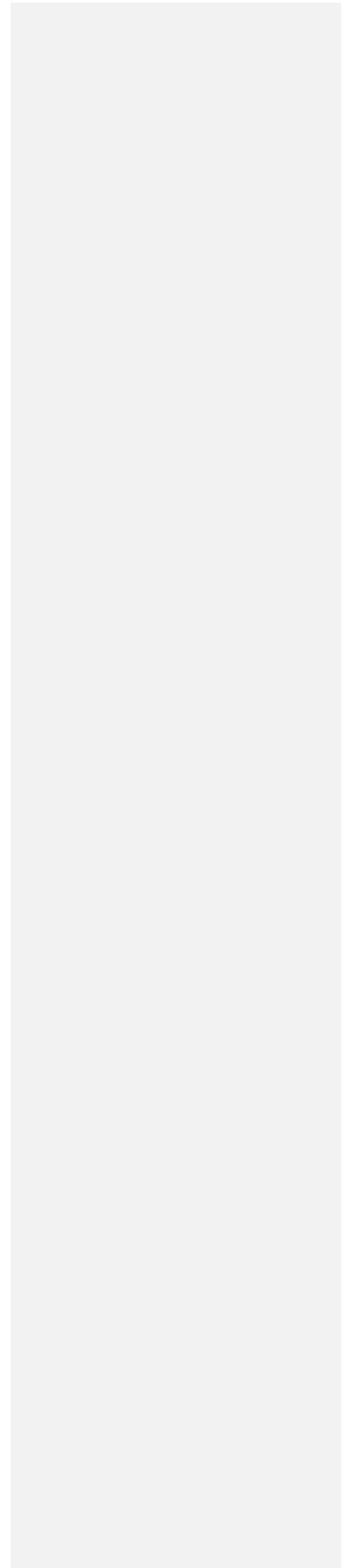
Comment [A166]: Talk referring to professional values....discussing the importance of relationships

Comment [A167]: A shift into how the personal and professional are connected.

Comment [A168]: Others appeared to value the EP profession - a positive discourse seems to have been re-associated with becoming an EP based on encouragement from 'someone'

Comment [A169]: EP as valuing relationships....

709 INT: Thank you, [Name]. Anything else at this time?
710 EP: I think that's it really, I think they're the main parts.
711 INT: Okay, thank you very, very much.
712 EP: You're welcome.
713 END



Appendix 1.5: The annotated transcript from Interview Two

Interview Two: annotated transcript

Key	
<p>Social actors contributing to the construction of the discursive object - EP's professional identity (both implicit and explicit references illuminating discursive constructions).</p> <p><i>Colours have been used to illustrate the distinctions between the social actors and as means of highlighting possible patterns in the text. This process has also contributed to an understanding of the discursive constructions and how these may interconnect in the talk to construct the EP's professional identity (in this instance).</i></p>	
	<p>School/educational setting: red</p> <p>Family: blue</p> <p>Mum: brown</p> <p>EPS: light green</p> <p>LA: dark green</p> <p>Boy: purple</p> <p>Child/children - turquoise</p>
<ul style="list-style-type: none">• Text highlighted in bold indicates a point that has stood out as needing further consideration and as offering something interesting or as needing to be revisited.• Where the transcript could not be heard correctly this has been indicated by using the term 'unclear'.	

1 INT: I can see the bars moving so I am hoping that's all good. Erm, so thank you very
2 much for agreeing to join in this piece of research and I'd just like to kind of ask
3 if you could tell me about erm, a piece of casework which you found challenging
4 and that's interested you?

5 EP: Okay. And what's your kind of like, erm does it matter if I use names whatever
6 does it?

7 INT: Erm, I won't, erm, I'll anonymise anything, yes good question, anything you
8 want to talk about.

9 EP: So a piece of case work that I found challenging?

10 INT: Yeah and kind of how you went, your thoughts and reflections and kind of how
11 you went about things really.

12 EP: Okay. Erm, so do you need to know much about the background or just sort of
13 the bits that were challenging?

14 INT: I think it's what you feel is important to talk to me about so...

15 EP: Okay, erm, okay, so the case in mind that probably most recently I found most
16 challenging, and I brought it to erm, two forms of supervision, both peers
17 supervision and managerial...

18 INT: Okay.

19 EP: ... erm so that's just the extent to which this kind of thing dealt with it. Erm,
20 and I worked on that for, so a piece of statutory assessment, I think it's within
21 the, **it's probably one of the pieces that I've spent the longest on inside**
22 **3 years. So it just really really got to me, and also on a number of levels.**
23 Erm, it's a Year 6 boy who erm, was, had been permanently excluded from his
24 school, after sort of jumping between I think about 5 or 6 different primary
25 schools because his family had moved about, [unclear 1:33 check] permanent
26 what have you and [unclear 1:35 check] which I cover and then it was quite a
27 big decision to make for any family thinking about my child is going into Year 7,
28 where are they going to go, a big thing for that child as well and [unclear 1:45
29 check]. And obviously a lot really understood about him and written about him
30 and thought about him, because the difficulties, he's got this PX [unclear 1:53
31 check] provision. Erm, and so I think within any case, where that's there, that's
32 forgotten anyway, take those sorts of, most take [unclear 2:05 check] away, it's
33 just open to Year 6 to Year 7, what's right for this young person, obviously got

Comment [A170]: Support valued and required to do the job effectively

Different supervision reflecting the hierarchy of the service and possibilities value in regards to supervision

EP working within a hierarchy

Comment [A171]: Case work as impacting/having lasting effects/impressions

Comment [A172]: Transient, a lot of change ..

Comment [A173]: EP working with and within a number of contexts and contexts which have changed over time.

Comment [A174]: Transition from primary to secondary (child to adult?) Anxiety associated with this move? EP feeling an additional sense of pressure and responsibility as a result of this transition? What is the EP role here?

Comment [A175]: EP's influenced by and integrated with various discourses that have gone before or that are associated with the child.

34 some needs in some areas. And I think I found that probably the most
 35 challenging because it felt like quite a, you are so setting this young person up
 36 on a bit of a path and I suppose my sense of responsibility came from the fact
 37 that we are certainly not decision makers in any way but we are adding to that
 38 story and that understanding and going along with the flow of what's already
 39 been said or trying to diverge it off which brings a new strain into it. So I felt
 40 quite a sense of responsibility rightly or wrongly. Erm, and I ended up taking
 41 the position of going against the big Statements Code which was there which he
 42 should go to specialist provision starting off in Year 7. And I agonised over it
 43 heavily but really, I had spent quite a lot of time with him as well which again
 44 would have [unclear 0:8 check] about 7 sessions with him. So quite a lot more
 45 than we would normally get to spend. And really really tried to listen to
 46 what he was trying to tell me even though he was struggling to know
 47 what he was trying to tell me anyway. And trying to represent that and
 48 trying to put that on balance, trying to unpick the ethics of going along with a
 49 child who has obviously got erm difficulties with experience, difficulties with the
 50 education system and what they want versus what the adults around him want,
 51 what his family want [unclear 3:40 check] extremely well. Erm, and making sure
 52 that I wasn't just tipping him over to one side because it felt easier to do, it felt
 53 more nice to do, it was nice to go stand up for the child sort of thing so... I
 54 ended up writing quite a long statutory advice and within it as part of the peer
 55 supervision that I got out of that I really really really tried to keep putting
 56 his words in and at the end of it my summary was actually very, could have
 57 been interpreted either way. It basically got a decision to make here, this is
 58 what the decision is, this is what this young person is telling us, this is not easy.
 59 And I am not going to say a or b but you know this is really complex and really
 60 difficult. And then after that what I found very challenging was that I felt that it
 61 was, the complexity of it was understood by the receiving officer who was
 62 responsible to kind of look into it all, that they made a very very quick decision
 63 based on one phone call to parents, what do you want, the psychologist
 64 hasn't really come off the fence here, what do you want, you want that or
 65 that. and then that unearthed a plethora of difficulties with that receiving school,
 66 with the alternative setting being agreeable to doing transition visits to the
 67 young person wanting to go to that specific setting because of the area it was in
 68 and the community activities that he's involved with. And he ended up then
 69 becoming an even bigger piece of work involved, things like [unclear: 05:07...]
 70 for that area and it just seemed to keep getting messier and messier and
 71 messier and messier. And it's still one that I reflect on and think could I have

Comment [A176]: Opportunity to offer a constructive path - talk appears to position EP as partly responsible for child's future direction - powerful position

Comment [A177]: Recognises but also resisting responsibility for decision making - more of a focus on process as opposed to outcome???

Comment [A178]: Positioning self as being forced into sense of responsibility???

Needing to justify sense of responsibility and 'expert role'?

Possible element of not wanting to appear overly enmeshed? Attempting to raise awareness of need for boundaries through use of the talk?

Comment [A179]: Unusual time scale - 'more than we would normally get' Sense of 'investing' in the child/the situation

Comment [A180]: Advocating for the child - focus on listening to the child

Connecting with the child's views

Comment [A181]: The talk appears to offer positions of EP as adult/parent as a reference to the child's ability to best decide their educational future at this point in time is mediated by their 'difficulties'. Who/which discourse will prevail/is most powerful?

Comment [A182]: Explicit reference to needing to advocate for the child. The various subject positions are reflected upon - is the EP considering her own position within the process and which position she will be adopting?

Comment [A183]: Recognition off the tensions involved and the varying agendas between individuals.

Self reflection and self critique around agendas and motivations

Comment [A184]: Reference to colleagues and accessing support through peer supervision - value place on this process

Comment [A185]: A need to present the child's view/passionate/desperation at child being lost/overwhelmed

Comment [A186]: EP positioning self explicitly - EP evading expert position - tensions between decision maker and ...

Comment [A187]: Acknowledgement of the difficulties surrounding EP work and thus positioning EPs as needing to problem solve and manage difficult situations

Comment [A188]: Tensions between EP role and LA casework officer - critique of case work officers role. Implied that casework officer has not understood the ...

Comment [A189]: EP immersed/enmeshed - knowledge as complicated ...

72 unpicked that mess a little bit more, had I even enabled that mess to be
73 unpicked a little bit more. So I think that's one of the challenges still let with me
74 a bit, whether..... [unclear 5:27].

75 INT: And you talked about kind of it being messy, having agonised with it, how did
76 you feel going through that process?

77 EP: Erm, I think it's very difficult with a case like that because you are trying, well I
78 feel like you are always trying to make sure that your motivations are where
79 they should be at and that your intentions are where they should be at and you
80 are not because when you spend that length of time with the young person you
81 can get quite involved with their story and you can, there's certain parts which
82 you will attune to and you will hear that will mean something to you, because of
83 your own professional background or personal background. Then you will also
84 be, if you are involved with the setting, very attune and aware of the difficulties
85 they are experiencing. And then meet with family, very aware of that as well. So
86 I think I felt that I was in some way attempting to weave those together and
87 attempting to do the impossible. But wasn't quite willing to accept that it was
88 the impossible, probably until about half way, three quarters the way through
89 the process of the whole case from start to finish. That kind of acceptance of **I**
90 **am just going to have to write this as a mess. You know because it is**
91 **messy. And I think I hadn't really accepted that, that that was okay,**
92 **really up until that point.** And to think it's as well because it felt, that felt
93 particularly more difficult than it did in other cases, strictly because of the
94 transition point that that young person was at. And you couldn't just say oh we'll
95 try this or we'll do that, it's kind of, it was kind of A or B, there's two decision
96 points here so going back or going back into an environment or something that's
97 been similar to, it's going to be a change whatever it is. So I think **I felt very, I**
98 **suppose very conflicted and just weary wanting to make sure that I**
99 **wasn't getting too sucked into erm, any one voice or one story.** Trying to
100 remain objective even though as I say you can never fully do that. **So I think**
101 **that was my struggle because I was perhaps reflecting a little bit too**
102 **much on what I was going through because I was finding it so hard. I**
103 **was constantly questioning myself and constantly questioning why am I**
104 **writing it in this way, why have I said that mum has said that, why have I**
105 **written that way and mum said that but the other bit that she said I haven't.**
106 And kind of and really kind of most I do on other cases. And I don't know
107 whether that was because I was, it was maybe easier for me to focus on that
108 than it was on right what is the question that's been asked here, what setting

Comment [A190]: Lasting effects of challenging case work

EP as responsible?

Lasting connection - emotive connection with the work/child involved?

Comment [A191]: Intersubjectivity the importance of reflexivity

Another reference to self awareness in respect to becoming enmeshed

Comment [A192]: Second occurrence of 'attune' EP as therapeutic? EP as emotional worker?

Comment [A193]: Hopelessness?

OR being optimistic and hopeful battling with practicalities/roles and the need to be pragmatic?

Comment [A194]: EP as providing the clarification/EP as SENSE MAKER

EP as problem solver/fixer

Previous positions unavailable in this instance at this stage

EP as failure, reframed to accepting the mess

EP as needing to expect they cannot fix everything????

Comment [A195]: justification of difficulty/recognition of the importance of this time

Comment [A196]: EP as facing a dilemma....

Comment [A197]: Reference to becoming overly involved/enmeshed?

Wanting to step into various subject positions but working through the tensions involved in navigating the various discursive constructions/positions

Comment [A198]: Talks about never fully being objective but alludes to the possibility of getting close.....consider implications for epistemological standpoint in this context.....

Comment [A199]: EP as vulnerable - EP as emotionally connected - and self-critical - engaged in critical reflexivity

Comment [A200]: Billington link

Comment [A201]: Taking a critical view - questioning - not taking the outcome as a given and considering the construction of the process

109 does this young person need. Because I knew that was a very very difficult
110 question. So I think it just, how it made me feel was...I don't know, it's a
111 difficult question to answer I think that **one**. Just a whole range of different... but
112 in a way as well, because, because I was attempting to actually get fully
113 involved and had the luxury of doing that because of the amount of time that
114 setting was given; I think I felt a little bit right I've finally got my teeth into
115 something here, you know you want to do a good **job** and be given the luxury of
116 time which I never normally **have**. For whatever reason this young person has
117 chosen to engage with me which doesn't normally happen in these types of
118 cases because you are another bod coming **in**. So probably in some ways it's
119 probably why he stuck with me as well because it felt like we've actually done a
120 bit of work here and it hasn't been great and it hasn't been wonderful in any
121 way but I've actually done a bit of psychology **maybe**.

Comment [A202]: How it made me feel
- interesting contrast between process talk
and talk about emotions.....

Comment [A203]: EP as
conscientious/vulnerable

Comment [A204]: Considers time as a
luxury

Time pressures around EP work

Comment [A205]: EP positioned as an
outsider.....

EP respecting the child's situation and the
complexity of the context

Comment [A206]: 'done a bit of
psychology maybe' What is the alternative
discourse about? What happens usually?

Is talk alluding to EPs preferred role
here??? E.g. working with the children -
engaging the young person 'really listening'
to his views...

EP as psychologist not as administrator for
LA??

122 INT: Can I ask you about, you talked about erm, you used to kind of **sucked in** and
123 finding conflict, can you describe what you mean by that, what your experience
124 was around that?

125 EP: Erm, so again **sucked in** to any points of views, I think it's very easy to
126 identify with human emotions especially in our job and it's very easy to
127 feel and to empathise with another person's **experience**. So if you are
128 sitting opposite a very experienced head or very experienced teacher who is
129 being very trusted and honest and very raw in terms of their experience working
130 with this young person, and has very very clear views as to where they should
131 go... I think it's our job in my opinion to sit alongside that and not be, I am
132 coming along to hear what you are going to say and then I will go away and find
133 if there's truth in it or **not**. So I think in that attempting to sit alongside, I mean
134 we've got so many different voices, each one being quite loud because the
135 situation that it is and one feels quite emotive, quite **impassioned**, quite erm
136 share their own view... that by sitting alongside each one of those that, and
137 attempting not to be the hierarchical that I come and I take my notes and then I
138 go away and I will decide what's appropriate here. That for me there's always a
139 sort of a little thing in the back of my mind of sitting alongside the joined
140 [unclear: ...10:41....] because I don't think that's our **job**. I think it's the job of
141 some other professional, I think they are in a very valuable position and a very
142 privileged position to be able to do that. To just sit alongside and to join
143 whatever time that family needs or that teacher needs or whatever but I don't
144 think we are in that position to be able to do that, other than the statutory
145 **process**. So I suppose that's what I meant by being **sucked in**.

Comment [A207]: EP as identifying
with emotions - EP as emotional???

EP as recognising the importance of
acknowledging emotions and respecting
individual truths/multiple truths...(also links
to point in red).

Comment [A208]: EP as collaborative

EP as reflective researcher

Comment [A209]: CHECK as if used
the term one- this implies distancing self
from emotion....EP has talked about their
emotions directly
previously.....consider.....

Comment [A210]: Explicit reference to
what is perceived as not being the
job....consider then what the job is and how
this connects to the construction of identity

Comment [A211]: Reflection around
role in EPS and role in LA and how they
connect

146 INT: And how do you find that people receive that kind of approach that you've just
147 described?

148 EP: I don't know that people, I don't really know in terms of skills and... I don't
149 know, it may be a very interesting question to ask you know how do you
150 consider this professional who gets in and out of your **experience**, how do you
151 feel they are interacting with you? Because it's not a question that I ask or that I
152 feel evaluation forms ask, or the time and space is really ever given to **you**. So I
153 don't know how conscious or reflective a process it would **be**. But I suppose by,
154 **attempting to sit alongside there is perhaps some erm possibility that**
155 **that person will feel doubly unheard, sat alongside me and attempting**
156 **to understand**, having to maybe not join because you are not in a position to
157 do that but to hear **me**. But yes I also going to be doing that with x and y and z
158 very differently to me. So that is quite exposing is that not and then whenever
159 you try and piece it all together and tell others what it is I have said or I have
160 thought, did you really hear me at **all**? So I think it can be, it could probably be
161 quite a challenging position for those other professionals to sit in with those
162 families to sit in, or it could be quite enriching, it would be just very difficult to
163 know really I think.

Comment [A212]: EP as reluctant visitor - would prefer to be an integral part of community?? OR different depending on the circumstances???

EP as critically reflecting - links to understanding of oneself through the understanding of others.....?

Comment [A213]: Time restrictions - implications for what is given to you - allowed/permitted -viewed as important??

Comment [A214]: EP as reflective/reflexive practitioner

Comment [A215]: Explicit reference to positions - considerations of collaborative, consultative approaches to working

Comment [A216]: EP as giver of knowledge/EP as knowledgeable.....

164 INT: And kind of reflecting, you've been kind of reflecting on that particular piece of
165 case work, how sitting here kind of now do you see your part in that piece of
166 work?

167 EP: Hmm, [short pause]. Hmm. That's a hard one actually. I think probably,
168 because [unclear 13:21.....] psychologist, kind of done the handover, so
169 reflecting back on the whole process and maybe now more than it was to just
170 hear another voice or a voice or whatever it was to say A does not equal B, this
171 is not straight forward, this is not **easy**. There's no right answer and to maybe
172 just validate that in some way. **That it's not that somebody got it wrong before**
173 **or decisions not made at the right time before or this young person just never**
174 **had the right support, maybe it's just there's so much going on and so many**
175 **different agencies involved**. And maybe, maybe that was my role even though
176 that doesn't sound probably [unclear 14:07.....] answer questions here,
177 probably very appealing. I think from a psychology point of view has made it
178 okay.

Comment [A217]: EP as reflective

EP as taking a critical viewpoint

Comment [A218]: EPs operating amongst and part of multiple systems and professionals - layers of complexity

179 INT: So is there something about, you said from the psychologist's kind of angle and
180 the local authority angle, are there, you've mentioned those kind of in two parts,
181 I just wondered about that?

182 EP: Well I think it's kind of you always have to be mindful don't you of what question
 183 you are being asked in any given situation and I think the local authority have
 184 obviously a **very very visible and strong watertight statutory assessment**
 185 **process and they are asking you as a paid employee please give us your**
 186 **view on**... but there I feel their understanding of erm how that view is
 187 formulated or considered is perhaps very different from how I see it or how I
 188 think a lot of the profession see it. So I think that's maybe where there is a bit
 189 of conflict and I think you can go into a situation like the one I've described or
 190 attempted to describe with a question in mind and that's fine, that's what you
 191 have to answer. But actually what you walk into or what you are met with or are
 192 **allowed** to be seen means that that question is actually **very very very very**
 193 **layered and very difficult to answer**. So you've got, rightly so, people on
 194 one side saying well we've asked you questions, you know please answer and
 195 you are saying well actually there's all this and I think I don't know about other
 196 teams **but I think there's a bit of a thing about complex case studies, complex**
 197 **has become this kind of very used term to describe pretty much any case where**
 198 **it is not straight forward which is probably most cases we are involved with. So**
 199 **by saying you know this is very complex it's lost its meaning, and because of all**
 200 **the complex needs service it's just lost its kind of ability to be heard and**
 201 **understood**. So I do think there's a bit of a difference in understanding but I
 202 think that could be **resolved**. **I think we don't spend enough time as two teams**
 203 **kind of talking and interacting and seeking to understand each other. It maybe**
 204 **seems like well we say you think this and you say we think that and we'll go off**
 205 **in two little camps and... so I do think it's something we could enrich and we**
 206 **could resolve** but I don't know whether that would **happen**. It's not, I don't
 207 think that they are polar positions I really don't, I just think that they are at
 208 times difficult to reconcile and **I think that the authority officers, the case**
 209 **work officers are in a very difficult, very very difficult position, they**
 210 **don't have the luxury of ourselves being able to write something which**
 211 **actually just reflects the mess or says actually there's so many layers**
 212 **here that I am seeking to understand and this is some sort of conclusion**
 213 **that I come to, they have to write a very definitive, you know named**
 214 **place**. So I think actually in a way their job is at times a lot more difficult, they
 215 don't have that luxury. So I don't think we are coming from the good and
 216 they're coming from the bad or the other way round, I think it is... a lot more
 217 complex than **that**. To use that word. But it is there.

Comment [A219]: EP as LA employee - property.....EP as positioned by the LA where the statutory process is concerned...

'your view' implies professional autonomy/judgement

Comment [A220]: hierarchy/permission needed...?

Comment [A221]: emphasis!

Comment [A222]: Emphasised discourse - EP frustrated/need to be heard???

Casework officers as limited in their understanding - yet they ask psychologists to contribute and we resist????
Paradoxical situation???

Comment [A223]: Meaning-making in respect to the term 'complex casework'

Has the word lost its value and become tokenistic? Does it mean different things to different people in the same team...?

Comment [A224]: Seeking clarity and exploration around this word.....EP as explorative....questioning.....

Comment [A225]: Group dynamics - which is 'in' and which is 'out'...?

EP as interested/curious/seeking some understanding of the confusion and distinctions between EPs and LA casework officers...

Comment [A226]: The use of the word resolve in the talk implies tensions and challenges are encompassed in work between the EPS and LA

Comment [A227]: Distinction between roles

EP as empathetic

EP as collaborative - wanting to be...../recognising the opportunities....

Comment [A228]: EP talk resisting a reductionist approach and overly simplifying/polarising the EPS and LA...EP as intertwined with LA

EP resisting a dichotomy or good vs. bad

Confusion - complexity around the relationship between the EP and LA officers.....consider impact on identity construction.....

218 INT: And you talked about, you think could be resolved, what could you... tell me a
 219 bit about your ideas around that, your thoughts around that?

220 EP: Erm, oh gosh...I suppose it's similar to different settings that you might work
221 with or different groups of professionals, then you can interact with them on a
222 level which seeks to answer the question and resolve the issue without being
223 explicit to the question you asked earlier about how do you feel that your
224 approach is understood and received by **others**? And I kind of was going oh well
225 I don't really know what they think, how they understand it and then you ask a
226 question, and never ask the question. **I suppose it's sort of similar in a way**
227 **that we interact on a level which gets the job done if you want to call it**
228 **that.** But perhaps don't take the time to understand the other processes behind
229 that. And maybe that's because **time** or erm, **that historically the way things**
230 **have been done and historically the way we communicate as two teams or erm a**
231 **bit of fear on both sides about erm ability for each other to understand each**
232 **other's position. But I think, I think it would be useful but then what I am**
233 **hearing in my head is that I suppose people maybe saying well they need to be**
234 **more objective**, yes we will work together but we have to be at arm's length as
235 two teams which I completely understand as well. **We are not the only**
236 **professional voice by any longshot, nor should we be. We are not the deciding**
237 **voice and nor should we be.** So if they are going to engage with us on that level
238 they should probably engage with the other teams on that level as well and seek
239 to understand the perspectives that when they get a report maybe this is
240 coming from the perspective of the report is going to be written in a certain
241 way. That will probably, I think it will be very interesting question maybe to ask
242 that team, if they have any motivational [unclear 19:51.....] or see any need
243 for it or not, I don't know, I've never asked **them**. So just bumble along doing
244 what everybody else **does**, putting stuff in their own ways.

Comment [A229]: EP as problem solver
EP as considerate and aware of positionings and how these can interact with how something is understood

Comment [A230]: Another reference to time - the talk implies lack of time as a barrier to progress

Comment [A231]: Difficult to separate the EPS social actor from the LA social actor (implicit and explicit references) from lines 244 onwards - this perhaps reflects the connection/overlap/confusion between roles/expectations??

Comment [A232]: EP as part of the system - EP as entrenched in the system
EP as positioned - consider in more detail how.....?

Comment [A233]: EP suggesting a position - inter subjectivity.

Comment [A234]: Defending position - anticipating response as 'airy fairy'????
Psychologists as 'airy fairy'.....(Objective casework officers vs. subjective EPs???)
Links again to knowledge and understanding....EPs as knowledgeable

Comment [A235]: Interesting reference to the tensions at play.....
Reference to a battle/fight/forceful/aggressive interaction.....
Conflicting agendas - power battles???

Comment [A236]: Respectful of the LA team - EP attempting to consider multiple view points...

245 INT: It seems something that you have thought about now you've come to mention
246 it and to say that you feel there's a way forward and...?

247 EP: I don't know about a time I explicitly thought about it, probably now and again
248 thought you know interactions or sitting in meetings and erm, especially
249 something with a pre-tribunal meeting, I thought these conversations could
250 perhaps be easier if we could set aside that agenda for however long and just
251 talk about perspective or err, how we see the world sort of **stuff**. **It sounds a**
252 **bit sort of probably a bit quite airy fairy but I think it might make the**
253 **conversations a little bit easier, a little bit more meaningful**, a little bit
254 more erm, productive **even instead of sometimes it feeling a little bit like**
255 **horns clashing** although my experience has never been that with anybody
256 from that team, there's never been a sort of difficult onerous **process**. But there

257 are sometimes implicit layers of difficulty that you can feel sort of tensions or
258 you can say something and you know how it's being received but you know
259 that's not the intention and do you go into that and do you not, meetings are
260 very quick and you've only got an hour and there's 5 people there and blah blah
261 **blah**... so at times I've left feeling frustrated and if I just maybe reconcile that in
262 my mind with, maybe that was difficult because... not that was difficult because
263 that person chose to be really... or I chose to be difficult, you know maybe that's
264 my way of understanding or being cool with the situations. But I've never
265 actually sat down and thought oh this would be a practical way of addressing
266 some of those issues at all, it's just been points in time when I've left a meeting
267 or I've left an interaction until **now**.

Comment [A237]: Time as a restrictor.....EP acknowledging tendency or opportunity to reduce frustrations.....by reflecting on actions in the moment.....?What do I mean here - think....?

268 INT: Erm, is there anything else that you want to kind of talk about in relation to that
269 particular piece of casework?

Comment [A238]: EP as embedded in the relationship between the EPS and LA...what does this mean for the EPs identity - EP as seeking a new way of being...or interacting with the LA

270 EP: Erm, I think, I think for me in that piece of case work **it was the role of my**
271 **colleague and my peers** that, that probably enabled erm, [unclear 22:37]
272 like a more erm kind of **thick engagement** with what was going on because the
273 way it, obviously you know the way it's set up, the access with peers **here**, the
274 time is very much given to you know you've got an hour, an hour and fifteen
275 minutes to explore a specific aspect of a specific case with **peers**. And it is a very
276 erm, open kind of there's no answers expected, there's no so what are you now
277 going to do about this? Erm, and again in respect, such a rich perspective
278 because you have maybe got 7 other psychologists there all giving their views or
279 not giving their views, just asking specific questions or just listening. And it's
280 such a rich experience that it enables you to engage with something that can be
281 quite thick and quite dense, maybe a technique or perspective, take a step back,
282 take a new look at it, but it enabled that. Where I would think for me what I do
283 supervision, because of the way it is set up it's time limited, it is time barriers
284 you have to get **through**. You are, it's obviously there's probably a number of
285 cases that you need to re-use or bring up and that level of engagement isn't
286 enabled through nobody's fault, just because of the **process**. So I think for me
287 the absolute integral part of that case was the peer involvement, and peer
288 supervision, and I think without that I probably would have been, maybe would
289 just have been another case where I breathed a big heavy sigh and tried to sort
290 of write something and put something together and you know wished my lucky
291 stars that these in a way enabled some sort of helpful change instead of it being
292 a more considered, hopefully more effective process. So I don't, I think with
293 cases like that there would be, they'd be extremely difficult to do away from

Comment [A239]: The group to which the EP appears happier to affiliate with in contrast to the LA group

Comment [A240]: Peers as a valued resource - peer support respected and sought when situations are considered complex - EP as collaborative problem solver....

Comment [A241]: Reference to time - time as precious - time as a facilitator and/or barrier

Consider the 'time discourse' surrounding EPs

Comment [A242]: Reflections on the differences between types of supervision - reference to supervision and peer supervision. The talk about supervision seems to present a more managerial process whilst peer supervision seems to offer a critically reflective space to co-construct ideas??? (an interpretation as to which supervision is being referred to and which type is preferred..) Consider link to available discourses and preferred constructions and positionings....

Comment [A243]: Acceptance.....leading to the rationale for seeking and valuing peer supervision.....?

294 your professional team. Or in isolation, or maybe just with one other. So for
295 me they were probably the key part and enabled me to even feel quite okay
296 with what I had written and how I had presented it instead of feeling like really
297 I've not done very well here or I've missed something or I've not been able to
298 answer what I was asked. I was able to you know do the final full stop, hit print,
299 sign it, give it in and feel do you know what... all was in place I've really done
300 what I can do and that's okay. And then when it kind of did grow and get a bit
301 bigger and all sorts of things happened after I felt okay still with what I had
302 done and I think that probably is the difference. So for me when you said to me
303 you know talk about a case that has been challenging, **I think my mind went**
304 **to that one because I felt okay with the challenge but I think it's a very**
305 **different conversation if I'd picked the one where I'd find it really**
306 **challenging and the challenge had remained at a high level and I had**
307 **never quite been able to meet, or feel comfortable with.** I think this
308 conversation really would have felt extremely different and probably would have
309 been more a supervisory conversation and probably would have been helpful
310 and consideration and views (unclear). So it was probably a resolved challenging
311 case, although for that young person it's not a resolved situation. But the
312 psychologists that I've handed it over to and again that felt really good because
313 that psychologists that have been involved in the peer supervision, having a
314 level of understanding, erm, had also given supervision outside of the peer
315 supervision group with another person. And so I felt like do you know what this
316 is continuing along this stream, this isn't just kind of [unclear 26:41.....] and all
317 the branches, this is kind of you know where [unclear 26:46] something
318 that's going to continue on whatever course or text, at least it's a flow. So yes, I
319 think without that it would have been, would have been very very different. So
320 yes.

Comment [A244]: Valuing opportunities to co-construct and make sense of problems/situations with a supportive community of EPs

Comment [A245]: EP as experiencing anxiety/EP as vulnerable.....EP as positioned as expert (reluctant expert?) and what this can mean.....what this implies.....

Comment [A246]: EP as seeking reassurance....

Comment [A247]: EP as emotional - connection with the work can impact on feelings.....

EP as consciously selecting a position through the choice of case and making this explicit here....consider.....does this link to EP as vulnerable idea....

Comment [A248]: The talk here appears to reflect a high level of engagement with the work as after involvement has finished questions/thoughts continue....

EP as reflexive...

Comment [A249]: positive reference to growth and movement in respect to the casework.

321 INT: Thank you.

322 END

Appendix 1.6: The annotated transcript from Interview Three

Interview Three: annotated transcript

Key	
<p>Social actors contributing to the construction of the discursive object - EP's professional identity (both implicit and explicit references illuminating discursive constructions).</p> <p><i>Colours have been used to illustrate the distinctions between the social actors and as means of highlighting possible patterns in the text. This process has also contributed to an understanding of the discursive constructions and how these may interconnect in the talk to construct the EP's professional identity (in this instance)</i></p>	
	<p>School: red</p> <p>Family: blue</p> <p>Dad: pink</p> <p>EPS - light green</p> <p>CAMHS - orange</p> <p>Child/children (in this instance the girl) – turquoise</p>
	<ul style="list-style-type: none">• Text highlighted in bold indicates a point that has stood out as needing further consideration and as offering something interesting or as needing to be revisited.• Where the transcript could not be heard correctly this has been indicated by using the term 'unclear'.

1 INT: And thank you very much for agreeing to take part in this and just really, erm ...
2 wondering if you could tell me about a bit of case work which you have found
3 challenging that has been of interest to you, that you would like to talk to me
4 about today.

5 EP: Yeah, erm ... so this is, erm ... a piece of case work, erm ... at my high school
6 that I got involved in, erm ... just after Christmas about a young person, erm ...
7 who the school up until that point hadn't had concerns about but over the sort of
8 Christmas period, erm ... had, erm ... engaged in some self harm and her parents
9 had got very concerned and taken her to casualty and she spent the night in the
10 hospital. Erm ... and a result of that they asked for some involvement with
11 CAMHS and also they had come to school and said, look we are really worried
12 about how our daughter is getting on, what do you think. And the school said,
13 okay can we have some consultation and then this ... so I guess there has been
14 different strands to this piece of work, there has been one strand which is
15 around, erm ... making connections with the young person and, erm ... for me
16 doing some individual work with her using some narrative approaches, using a
17 little bit of, erm ... I suppose some ideas on work from cognitive behavioural
18 approaches, erm ... another thread has been about how to support the young
19 person and the school to get better connected. Erm ... and I guess another part
20 of the work has been trying to, erm ... encourage support from open links
21 between CAMHS, school and myself the other people in school that she is talking
22 to, so to try and to I suppose, erm ... hold it all together really, or, erm ...
23 yeah I suppose hold it together but also kind of I guess, erm ... you have
24 that idea out there but that is something that its worth us spending time doing.

25 INT: Yeah.

26 EP: So erm ... yeah just trying to think what is useful to ... if its useful to say a bit
27 about what I have done so far or whether its worth just diving in with some of
28 the challenges and the thinking about this particular case.

29 INT: What would you like to start with?

30 EP: Erm ... maybe if I talk a little bit about things have gone, that will lead into some
31 of the challenges. I guess headlines for me, for this one about my practice as an
32 EP have been questions for me around, erm ... what are the approaches that are
33 best to use, erm ... for this young person and I guess the sort of sub-question of
34 that has been around areas of my practice, why the narrative that I wanted to

Comment [A250]: Implies school is the key communicator

Comment [A251]: A crisis situation has initiated a request for EP involvement and support - hopeful. More of a therapeutic role for the EP?

Similarities and distinctions between EP and CaMHS?

Is this approach linked to the EPs background? NOTE to self: Explore the talk as constructing the object of EP identity rather than bringing in the history of the EP as a person....

Comment [A252]: School as gate keeper to EP.....school as relayed of information to EP - consider that some services have drop ins for families giving them scheduled yet direct access to EPs

Comment [A253]: Specific reference to the psychology/paradigms applied - narrative approaches/cognitive behavioural approaches.

Comment [A254]: References to being connected - EP as connected - EP as engaged? EP as present in the work

EP as putting the child at the centre.....

Comment [A255]: 'hold it all together' - what does this look like??? Implies the situation is loose, needs co-ordinating- requires strength and time - investment/commitment.

Comment [A256]: Reference to being supportive - being the active link between agencies/partners
Feelings of losing control? Needing to hold things together???
Placing value on people investing time/being committed to supporting the child and each other???

EP as taking the role of 'critical friend' - assistant to/for school/child/family/other agencies

Comment [A257]: Reflective talk

Comment [A258]: use of the work headlines - narrative language?

Comment [A259]: EP as reflective

EP as stepping outside of the situation and engaging in reflections -EP as questioning

EP as thoughtful

35 develop and being comfortable that those fit are appropriate, **you know that it**
36 **feels okay to be using those approaches in this case** and that that's, erm ...
37 helpful for me **but predominantly its led by more I think what the young person**
38 **thinks is going to be helpful for them.** So I guess questions for me about what
39 approaches, erm ... to **use**. The other headlines I guess have been about, erm ...
40 some tensions for me about, erm ... I guess when you begin to work more with a
41 young person on one to one **sessions**, erm ... I suppose questions about making
42 sure that is useful for them but also holding onto how do you maintain first and
43 foremost the **connections** with the people who are around everyday. Erm ...
44 **friends in school, teachers in school** and so my big question on this piece of work
45 was about how to balance, erm ... in a sense [Name] and I **developing the**
46 **relationship and me developing an understanding of her and her needs and the**
47 **issues that you know are going on for her.** But also to **how to support that to**
48 **happen for the school because at the end of the day she needs to be, that is**
49 **where she goes to school everyday and I guess for EP practice thinking about**
50 **you know those questions about who do we work with and where do we place**
51 **our efforts.** Erm ... and trying to hold I guess both those, erm ... you know how
52 to support the school to, erm ... make **connections** with [Name], **how to**
53 **support them to seek ways of understanding her experiences,** how do I act as a
54 bridge between those two things and is it helpful to have that **bridge**, erm ... you
55 know how do you make that a positive thing rather than a barrier, you know to
56 their **relationship**. Erm ... And I guess another big question for me in this, in this
57 case has been thinking about what are the goals I am working towards, **what**
58 **are the goals the young person is working towards and what are the goals that**
59 **the school is working towards and areas where they overlap and areas where**
60 **the don't necessarily overlap and how to manage that.** So for example [Name]
61 has been very unhappy at her high school and one of the things that she is, erm
62 ... wanted for sometime is to move schools and I guess, erm ... in thinking with
63 my work with her one of the questions has been about how much am I working
64 in service of that goal or **not**. Erm ... yeah, when it's a piece of work that in a
65 sense has been questioned by the school that she is part of, erm ... so yes those
66 are my three big practice **questions** and I guess in the progress of the work
67 which I talk about in the little there is another big practice question for me in
68 terms of the way that the work is at the moment and how it is about, erm ...
69 about looking at the impact of what's, erm ... how we have worked in the
70 relationship that we built and questions about, erm ... whether the intervention
71 has been helpful or not, effective or **not**, erm ... yeah so, erm ... the work that I

Comment [A260]: References to emotion - 'it feels ok' EP as reflective practitioner
EP as emotional
EP as connecting to emotions and using this information to inform reflection and practice??

Questions around narrative practice - becoming and wanting to practice in this way/exploring this way of practising as a psychologist

Comment [A261]: Specific reference to feelings involved in decision making and reflecting on the rationale for selecting an approach.
Child at the centre of decision making
Value placed on collaborative working
Consultation rather than expert led approach
Professional reflections

Comment [A262]: EP role - assessor/EP as therapeutic as working individually with the child?? Consider the differing narratives/discourses

Is there a relationship between this talk and time needed...?

Comment [A263]: Emphasis on relationships and the need to consider 'everyday' connections - the role of the EP in supporting the child - EP mindful to strengthen relationships with the familiar network as opposed to obstruct that and/...

Comment [A264]: Another reference to connections - what might the talk be doing here in terms of positioning - EP as privileging the emotional links?

Comment [A265]: EP as responsive and an active participant in the work

Comment [A266]: EP as collaborator
EP as working within/as part of the system
EP as mutual, critical friend
EP part of community and working to recover links, empathy, ...

Comment [A267]: Reference to conflicting agendas - who is the EPs client - the child or school, or both? And how are these tensions managed?

Comment [A268]: Consultation rather than expert led approach
EP as problem solving and reflecting
EP as making links between the systems ...

Comment [A269]:
EP as seeking to collaborative and gain some cohesions and connection between the individuals/groups and goals.....

Comment [A270]: Collaboration valued - positioning and power differentiation and influence considered

Comment [A271]: EP as critically reflective ...

72 have done has been, erm ... a number of weekly session with [Name] talking
73 about the issues that she identified very early on that she was concerned about
74 and, erm ... some goals that she identified in relation to, erm ... feeling happier
75 and more settled in school, seeing more of her friends and also for, erm ... gosh
76 I am trying to ... erm ... for her wanting to find a different way or finding some
77 way to reduce, erm ... the worry, the black cloud, the thing that she identifies
78 as, erm ... the shyness as being problematic for her. Erm ... so those are sort of
79 the goals that she identified, erm ... it felt like, erm ... at the beginning I also, I
80 used, erm ... the Beck Youth Inventory with her, erm ... which isn't a tool that I
81 had used at all before, erm ... I thought that that would be useful as a way of,
82 erm ... getting a feel for the different areas, erm ... that potentially were
83 concerning and worrying for her particularly because at the start when we were
84 talking about how things had come about the details about the self harm and
85 how she had ended up being admitted to hospital were very woolly and in fact ...
86 the same time I met with dad to talk about that we gathered some information,
87 but again there was a sense that it was quite difficult to put together a picture
88 of, erm ... of what had happened, erm .. And I guess I had questions about how
89 comfortable how [Name] and her family were about talking about this really
90 significant event. Erm ... and so I guess that is part of what got me thinking
91 about whether a narrative approach might be helpful in this particular case
92 because of the emphasis on very obviously shifting the issues, externalising the
93 issues that, erm ... that that problem isn't [Name], the problem is very much the
94 context that she is in and when she began to talk about things like shyness and
95 worry and self consciousness it felt like those were sort of, erm ... ideas,
96 concepts, thinking's that could be, erm ... talked about very much as a separate
97 from her. Erm ... I am rambling ... erm ... yeah so I did the Beck Youth Inventory,
98 I met with [Name] and we had a chat right at the beginning about who I was,
99 why I had come into school, erm ... gathered some information about her
100 strengths, we used the strength cards with her, erm ... talked a bit about
101 interest, people she admired, hope for the future and began to try and get a
102 sense of some of her resources, erm ... and friends came up, friends outside of
103 her school came up as a big one. Erm ... and took some time to find out from her
104 what it was that she wanted to be different. So hopefully we were establishing a
105 kind of, erm ... a focus for the work, erm ... and I guess, I suppose that in this
106 piece of work again that has been a big issue for me to think and reflect on
107 about who leads the work and, erm ... checking back in with those goals that
108 [Name] set right at the very start and whether we were following those. Erm ...

Comment [A272]: Narrative language - EP as narrative practitioner - EP as embodying the theory through the re-telling of the approach to casework.....?

Comment [A273]: Another - specific reference to the psychology/paradigms applied - narrative approaches/cognitive behavioural approaches.

In depth reflections about approaches to case work and how to problem solve

Use of the word 'tool' - does this contrast with a way of being?? Or does this compliment a way of being

Selecting the approach based on the situation - although there seems to be a clear pull towards narrative therapy and engaging in this way of practising.....

Comment [A274]: EP as stepping into a more expert role - information gatherer? How might the talk be positioning the EP here - significant or not?

Comment [A275]: EP as explorative - EP as wondering - EP as questioning as a way of supporting their understanding

Comment [A276]: The talk illustrates narrative approaches to engaging with a problem - reference to externalisation.

EP as narrative practitioner or EP as applying a narrative approach

Comment [A277]: EP as advocating for the child - listening to her story (narrative ref) and privileging the child's voice/discourse rather than hypothesising in isolation...does this link to the EP as having expertise rather than EP as expert discourse??

Comment [A278]: EP as led/driven by client feedback/interactions/success of relationships - level of connectedness.....

EP as collaborative
EP as placing the child at the centre and actively considering what the interaction looks like and why.....

109 particularly I suppose because, erm ... it has taken time to build a relationship
 110 with [Name], erm ... she has been quite quiet, quite reserved, she has been
 111 quite confident, she has been quite bubbly, she has been quite uncomfortable
 112 with some of the stuff we have talked about, she has been quite comfortable. So
 113 I guess, **I suppose there is in practice always that issue of how you**
 114 **navigate that really isn't it, and who is in charge** and yeah I guess
 115 reflecting on the piece of work, that is still a big question because I don't think I
 116 could say with absolute confidence that this has been a piece of work that she
 117 has driven. Erm ... so there are questions about is the work being done with, is
 118 the work being done to, erm ... and I guess as I am sitting here thinking now, I
 119 am thinking there has been lots of done with moments. Erm ... but maybe also
 120 some done to moments, erm ... which I guess I will think about a bit more in a
 121 minute. Erm ... so we have taken things session by session and largely, erm ...
 122 tried to stick with the goals that [Name] identified at the beginning but also as
 123 [Name] has come in each session checking with where she is and what has been
 124 going on, and you know to some extent be led by what is on her mind at the
 125 moment. And I guess, erm ... there has been a mixture of approaches in the
 126 sessions but I think probably the biggest narrative tool that I have used with
 127 [Name] has been the letters after the sessions as a way of, erm ... re-capping
 128 what we have talked about, checking out what we have talked about, erm ... me
 129 quite actively pursuing this idea of externalisation and, erm ... and the different
 130 stories that there are about [Name] and the different stories that she wants to
 131 write, she does want to write, step towards, step away from. Erm ... and asking
 132 questions to think about between the sessions, erm ... yeah so I will come back
 133 to that in a minute. Running alongside of that, erm ... I have had a number of
 134 consultations with the SENCO, the head of Year 7, erm ... and also with one of
 135 the Support Assistants who was identified right at the beginning as a good
 136 person for [Name] to, erm ... to meet with again on a week to week basis to
 137 begin to establish, erm ... a **connection** and a relationship with someone in
 138 school. Erm ... to sit alongside and to compliment and to co-ordinate with the
 139 kind of work that I was doing with [Name]. Erm ... and I guess for me as a
 140 psychologist I felt that my work was about using some of these psychological
 141 approaches like narrative, like CBT and to look at, erm ... with [Name] some of
 142 the psychology of what is going on for her, the focus in my mind in establishing
 143 those links in school was to, erm ... help the school to get more, erm ... just
 144 more information, more understanding about [Name], who she was, what she
 145 was interested in, what her strengths were, erm ... what she was worried about,

Comment [A279]: Relationship building takes time - does this approach jar with time pressures faced by EPs? Does this approach position the EP in a more therapeutic discourse?

Comment [A280]: explicit consideration of power differentiation and how EP can influence the opportunity for the child to have influence

Reflection of power dynamic and how this might play out.....

Comment [A281]: EP as supporting through consultation using a narrative framework and not by offering an expert view.....'done with moments'

Comment [A282]: EP as critically reflective
EP as open about thoughts and feelings

Comment [A283]: Child at the centre - EP as valuing the child's views and input

EP as advocate for the child's rights - links to empowering the child....

Value placed on relationships

EP as respectful and cautious not to make assumptions - resisting the expert role in the traditional positivist sense....EP as expert/assessor

Comment [A284]: Ongoing reflective talk

Comment [A285]: EP as valuing the time spent to make a connection and establish a relationship - recurring talk used to construct identity? EP as valuing relationships.....

Time.....EP as time bound/free from time restraints/prioritising and investing time spent on involvement....?

Comment [A286]: explicit reflection of role/identity - implications for identity construction.....

146 erm ... for her to kind of be known and seen in school because it felt very much,
147 erm ... at the beginning this was something of a bolt out of the blue, erm ... for
148 the school there wasn't a sense of, erm ... them having, yeah it was a bolt out of
149 the blue in some respects for both the family and the school and big questions
150 about blimey how did we get here, kind of thing. Erm ... so I guess there has
151 been different consultations about that and we have had some practical
152 consultations around the arrangements for [Name] in terms of placement in
153 groups, placement in tutor groups and some thinking about what is going to
154 help support her with that, erm ... and I guess we have done quite a lot of
155 consulting and thinking about bigger questions about, erm ... understanding
156 what other barriers in school for [Name], understanding her point of view, erm
157 ... and I guess for me professionally thinking about again what is the psychology
158 behind that which is about building awareness, understanding, opportunities to
159 think, reflect, plan, put something into place. Erm ... and again sitting alongside
160 that have been meetings with parents involving, erm ... initially involving just me
161 and the SENCO but then trying to incorporate all of these other people, so we
162 are trying to build a bit of a network really, erm ... around [Name]. Erm ... yeah,
163 erm Can you ask me that question again?

Comment [A287]: EP as containing the situation

EP as supportive

Comment [A288]: EP as using consultation as an approach to making connections and problem solving - EP as consultative/applying a consultation approach

Comment [A289]: Collaborative and consultative approach - building of networks - connections - EP as probe

164 INT: Yeah, so I was asking about, erm ... asking if you could tell me about a piece of
165 case work that has been challenging, erm ... and maybe what aspects you found
166 challenging and what your thoughts are round that.

167 EP: Yeah, I think, erm ... one of the challenges, erm ... one of the challenges I think
168 for me has been using the **narrative approach which is relatively new to me and I think the challenge of the confidence of sticking with it**, erm ...
169 and the challenge of what it means to take a narrative approach because its, I
170 think the more generally that I have got into narrative stuff and the more that I
171 think the more generally that I have got into narrative stuff and the more that I
172 have used it here the more it feels like it's a way of being and how do you begin
173 to move towards that way of being and how do you begin to move towards that
174 way of being, I guess my question for them where am I on that way of being in
175 the moment and what pulls me into a narrative approach. Erm ... what is
176 appealing about it and what is it that pulls me in a different direction, so I
177 suppose when I did the narrative training I just loved the idea of externalising
178 things because when we did all these activities on our training it just felt like
179 such a great way off, erm ... giving permission to talk about things, erm ...
180 distancing yourself from the issue but also really getting into the issue in a way
181 that feels hopefully and in my experience when I have done it myself feels less

Comment [A290]: Sticking with it - mirroring sticking with the situation 'holding things together'?

Comment [A291]: Narrative as a way of being - what might this mean for identity construction and what does the narrative therapy/practitioner discourse offer/allow for/enable...?

Comment [A292]: Integrating practice and values associated with being a narrative practitioner??

Comment [A293]: Emphasis on what is being felt - the talk make connections with feeling and how this relates to the choice of an approach and way of engaging with it - EP as emotionally connected to the work and theory.....links again to a ;way of being'.....

182 personal, less threatening, less blaming, erm ... so I suppose yeah there is a
183 sense, erm ... of wanting to use that approach and feeling that approach would
184 be helpful here. And I guess one of the challenges has been, erm ... you know
185 seeing what [Name] made of that approach and how she responded to that, erm
186 ... and I think her response has been quite a quiet one and I guess that has left
187 me with questions and wonderings about what do I then make of that, that
188 quietness, erm ... she has engaged with me up to a point at the end of term
189 there was a big disengagement in our work together which has been very
190 challenging to manage and to think about what that might be about in terms of
191 our, erm ... our relationship, in terms of the context of what is going on in
192 school, erm ... yeah. Sorry, yeah I guess as we have worked together there have
193 been moments when, erm ... there has been connection or it has felt like, erm
194 ... and that connection to me is important because it has been about an
195 opportunity for [Name] to be seen and heard and for her to tell her story and
196 then for me to be able to act as a hopefully something of a mediator to get the
197 story out there and to support her in getting her story out there to be more seen
198 and known, erm ... in school. I am kind of lost again

Comment [A294]: Narrative around value placed on narrative approaches but trying to be self aware not to let the desire to use and practice a technique overpower the need to reflect on the rationale for choosing to use it - critically reflexive

199 INT: You were talking about connection with her, and I was wondering about the
200 connection because you have mentioned that word a few times. Could you tell
201 me a bit more what you mean by that.

Comment [A295]: Multiple references to the term 'connection' what might this mean for the constructions of identity? EP as emotionally connected? EP as valuing therapeutic approaches ways of working? EP as valuing 'authentic interactions

EP as respectful and aiming to collaborate and co-construct as opposed to being prescriptive and dictating.....

Comment [A296]: EP as using a narrative approach and narrative language - EP as narrative practitioner

202 EP: I think on ... I think as my practice has developed and thinking where I am now
203 and the sort of the things I am trying to think about and develop there are
204 different levels to it but I suppose on at a most basic level I guess the
205 connection is about being seen and being heard for the young person to
206 experience being seen and being heard and for me to, erm ... see and hear what
207 is on offer. Erm ... and I guess in this case that has felt really important because
208 it seemed like [Name] had really flown under the radar until this thing
209 happened, erm ... yeah and I suppose more recently I guess I have started
210 framing some of that idea about connectiveness in relation to attunement you
211 know and how attuned my interactions are with, erm ... you know what is going
212 on in the interaction in the here and now with me and [Name] in the sessions
213 and how attuned the stuff that I do ran alongside and runs alongside that with
214 the other people it is with them but also how in tune it is with the conversation
215 that I am having here. So if some of the conversation that we are having and
216 the focus we are having has been about, erm ... looking at shyness,
217 understanding its tricks, understanding, erm ... how much or how little of

Comment [A297]: Importance placed on relationships/connections and relationships are a measure of success - an outcome desired??? Can this be measured??? Should it be?

Comment [A298]: How is the talk constructing the child...? What does this say about the EP - how does this position the EP?

Comment [A299]: The talk elaborates on connectiveness and its importance - reflecting/constructing EP as reflexive/critically reflexive and explicitly discussing the importance of relationships and meaningful interactions as part of being and EP.....

218 [Name]'s life it has hold of, which bits it has you know a footing which bits are
219 free of it. Erm ... how to then ... how to use that information helpfully to promote
220 these other **connections** and respectfully because it's this persons information
221 that makes [Name]'s information that she has shared it... it was her journey.
222 Erm ... I think for me I suppose one big question that this, one of the questions
223 that this piece of work has raised with me and one of the ... again sort of self
224 challenges to sit with is about that evaluation process, session, to session to
225 session, erm ... about is the work that we are doing useful, helpful, having an
226 impact, erm ... how is [Name] experiencing this, how is everyone experiencing
227 this, erm ... and I guess you know when I am thinking about the narrative
228 approach I think in some ways it appeals to me because it is very much a talking
229 approach and in writing letters very much a writing approach and I am
230 conscious that perhaps those are my strengths, skills, areas where I feel
231 comfortable. And I guess I thought in this piece of work about things like here is
232 a young person who, erm ... who is very communicative but also who is
233 experiencing this issue around shyness, erm ... who can be articulate, erm ... but
234 also can be quite quiet, erm ... who I am very conscious of my power
235 relationship with because my hunch is that it would be very easy for her to nod
236 and go along with and accept, erm ... the power and balance that obviously
237 exists between us, so what you know we had some conversations about ways
238 that she would let me know that she was feeling uncomfortable and I have
239 asked lots of questions about that in the letters, but I guess the big question for
240 me is, is always is that enough, is it affective, is it **authentic, is it real** ... erm ...
241 its interesting isn't it when you start drawing down. Erm ... and I guess my
242 conclusions, erm ... I suppose if we had this conversation you know three weeks
243 before the end of term my conclusions about this would be really different
244 compared to my conclusions today because we worked together on mapping out
245 shyness and understanding a little bit about its tricks and tactics, we talked a
246 little bit about, erm ... the hopelessness that can be around and what that
247 sometimes does for [Name]. We have talked a bit about the dumb bug which is,
248 erm ... a belief about being dumb, erm ... that [Name] talked about and that was
249 quite a difficult one I found to externalise and to try and frame that and that felt
250 so important to try and frame that in a really, erm ... clear external way. We
251 done lots of exploring of those different kind of issues and [Name] had engaged
252 with that and introduced things that she was concerned about and, erm ...
253 shared things and wanted to be witnessed as well as someone who is successful
254 and competent and all of those things sort of felt generally very positive and

Comment [A300]: EP as thoughtful/respectful

Comment [A301]: High importance placed on evaluating self in practice and what EP can do to support but not lead/dominate the situation

Comment [A302]: What is important about this - linking value to practice -is the talk here referring to a way of being?

Comment [A303]: EP as collaborative
EP as recognising and trying to address the potential for power imbalance through critical reflection...
EP as consciously engaging with the issues of the traditional expert model
EP as cautious when interpreting responses which seemingly give permission and levels of engagement

Comment [A304]: Rich description/ reflection of the act/process

Comment [A305]: EP as collaborative/exploratory as opposed to seeking to confirm a hypothesis

EP as researcher

255 moving in the direction of addressing some of the things she talked about it at
256 the beginning and some of the concerns that the school had. Erm ... two weeks,
257 three weeks before the end of term, erm ... at a point of which there had been a
258 meeting with her family about remaining at school and some issues about
259 bullying in school, we had a session where she said very little, erm ... and then
260 we had a final session where in fact she said very very little at all and it felt like
261 there had been, erm ... a shift in our work together and I had and have big
262 questions still about what had that been about, questions for myself about, erm
263 ... does that mean that the approaches that I have been using have been
264 unhelpful, does that mean that, erm ... the approaches that I have used have
265 been helpful. You know what story, what do I want to make about what has
266 happened here you know could I make a story about where [Name] is, has been
267 about making a strong statement about this is what I want to happen, I am not
268 going to go to school, I do not want to engage in these things I am taking some
269 sort of control autonomy about pushing for what it is that I want which is to be
270 in a different place to this school. And a sort of assertiveness, you know could I
271 make a story about that being a positive assertive declaration of independence
272 autonomy. Could I also make a story about that being about a fracture in our
273 relationship, or erm ... a failing in my practice, a failing in my attunement as
274 well, I am not sure. So I still have questions and wonderings about that, erm ...
275 could I make a story about, could I have an interpretation about this being
276 about endings and relationships and disconnections at the end of the year. Erm
277 ... I don't know, erm ... in my conversations with [Name] I have reflected with
278 her on the experience of what the sessions have been like and wondered about
279 what is going on for her, I followed those up with some letters again asking
280 those kind of questions and seeking, erm ... ongoing evaluation of the process,
281 erm ... and I am planning to do a home visit, erm ... tomorrow to again follow
282 some of this up. So, erm ... yeah I think, yeah, erm ... the context I guess things
283 in school, erm ... actually at this point I am not talking about something ... and
284 maybe that is why I am talking about it I suppose from the schools perspective
285 perhaps also doesn't feel very successful, when the school looked at, erm ...
286 [Name]'s academic progress as they were moving towards the end of the year
287 they found that she has made sub levels, regression progress and we are very
288 concerned about that and there has been a plan on the part of parents and
289 [Name] to look at moving her to a different school. Erm ... because has
290 increasingly communicated how unhappy she is with being at the school. So,
291 sorry [Name] can you ask me the question again?

Comment [A306]: Problem solving through narrative techniques - through a narrative way of being with the problem

Comment [A307]: EP as trying not to appear self indulgent when using the narrative approach

Comment [A308]: EP as critical of self and practice .EP engaged in critical reflexivity - does the talk suggest that the EP feels vulnerable/anxious/a heavy sense of responsibility

Link to professional ethics

Comment [A309]: ongoing evaluation - the learning journey - EP as part of the journey - EP as action researcher - EP as collaborative even after the direct work has finished - does a narrative process facilitate this connection.....?

Comment [A310]: Connection between home and school - EP as community worker - EP as interconnected with systems

Comment [A311]: Aware of not making an issue explicit - anxiety???

Comment [A312]: EP as working for/with the child - implications being addressed here appear to be that the desired outcome for school (increased sub levels) has not been realised

292 INT: Yeah I think it was about kind of just really it was quite an open question about
293 could you tell me about a piece of care work that you found challenging and you
294 have talked lots about that.

295 EP: Yeah, it has ... it has been challenging and rewarding you know its all the co-
296 existence of both of those things and I think in some respects sitting here
297 reflecting about it, erm ... thinking about how things are at the moment feels
298 quite uncomfortable and a little bit I suppose exposing, in terms of thinking
299 about you know my professional practice and the quality of that, erm ... and I
300 suppose thinking about it from the schools perspective around whether or not I
301 have met the expectations that they had at the outset of the piece of work
302 which were around getting to know [Name] more and helping her feel more
303 settled at school, but certainly and again I will reflect with them, I am planning
304 a meeting in September, I suspect they would say that they feel that they know
305 her a lot more, but in knowing her perhaps also there are greater levels of
306 concern about what they do know, that the knowing is both helpful and
307 uncomfortable and to be tolerated and to be worked through really. I think it
308 has been a really meaty piece of work as an educational psychologist, its been
309 unusual because you know its not often you get to do quite so many sessions
310 with a young person, quite so many sessions you know linking, erm ... maybe
311 people who are supporting that young person as well and it has encouraged me
312 to do lots of thinking about you know what sort of practitioner am I, what sort of
313 practitioner do I want to be, what are the skills and strengths I have got, what
314 are the areas I still need to work on, whose responsibility is this piece of work,
315 whose responsibility is the well being of this young person. Erm ... how do we
316 share that, you know what are the hooks into me feeling personally responsible
317 or the ethical bits about needing to be responsible. Erm ... it would be nice to be
318 able to sit here and say and [Name] is now at the point of looking forward to
319 Year 10, she is settled in the high school, she is you know she has got some
320 strategies about the shyness and what kind of space she wants it to have in her
321 life or not, and you know she is got a position about the story about the dumb
322 bug, but you know we are not there, erm ... I wish we were but we are not but I
323 certainly learnt a lot in the process, I think my biggest fear is, erm ... I suppose
324 my biggest fear is about that thing that you always start where you know
325 practitioner do no harm, erm ... yeah and questions about that. Yeah.

Comment [A313]: Tensions - managing these feelings - EP as emotional practitioner

Comment [A314]: EP as vulnerable

Comment [A315]: EP as vulnerable and possible feeling some anxiety about doing a good job.....'meeting expectations'

Concept/construct of what constitutes a 'good enough EP'

Is this linked to how EPs are positioned and how they are constructed by others - e.g. LA/school etc.

Comment [A316]: EP as welcoming feedback - links to evaluation practice and critical reflection of role/contribution and impact

Comment [A317]: Importance placed on the emotion involved - space created and permissions given for individuals emotions to be acknowledged ad recognised

Comment [A318]: Time pressures on engaging with this type of work. EP invested time on this work - it has been a really meaty piece of work'

This indicates that spending this amount of time is unusual....

Comment [A319]: Being a psychologist rather than doing psychology - connections between personal and professional selves.....

Comment [A320]: EP as a critically reflexive practitioner

EP as consciously engaging with the work - links between theory and practice EP as reflective researcher

Comment [A321]: EP valuing child led/co-constructed approaches?

EP valuing child's voice and encouraging active participation

Comment [A322]: EP as having some anxieties about practice and around who takes responsibility - who is the decision maker? Who is driving the work/intervention?

EP as vulnerable...emotional...acknowledging feeling

This seems to link to ethos/values

Do the HCPC and BPS guidelines link here

EP as engaging in critical reflexivity - EP as critically reflexive.....

326 INT: Thank you is there anything else which you want to say about that particular
327 piece or anything that you feel that you would like to say before we finish or
328 that you haven't had the chance to say.

329 EP: I don't think so, I suppose in thinking about you know your piece of work and
330 discourses as an EP and how they influence our practice and I suppose stuff
331 about discourses, actions, congruence between them, erm ... I think for me at
332 the moment where I am in my practice that is a big question for me about, erm
333 ... the narrative approaches that I would like to embed more into my practice
334 which is I suppose a question for me, is my discourse is the way I talk about
335 things and think about things narrative or not. Erm ... and where am I on that,
336 will it ever be and where am I. Yeah ...

337 INT: Thank you, thank you very much.

338 END

Comment [A323]: analysing discourse in practice when approaching and considering casework.....?

Comment [A324]: Discussion a way of being seems to be recurring in the talk - emerging identity - EP as narrative practitioner/narrative therapist.....?