How can Video Interaction Guidance be implemented with children and young people to promote wellbeing?

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Overarching abstract

There are growing concerns for children and young people's (CYP) mental health and it has been suggested that more needs to be done within schools to support CYP's wellbeing. Within this research, I adopt a relational stance to understanding wellbeing and propose that wellbeing can be enhanced through developing CYP's relationships at school using Video Interaction Guidance (VIG). VIG, a relationship-based intervention, provides the focus of this thesis. As an under-researched area, the use of VIG with CYP as participants is explored.

The systematic literature review looks into the benefits of VIG as a school-based intervention with CYP as participants in the process. The findings of studies included in the review describe a wide range of benefits, which are summarised into two overarching categories – personal benefits and relational benefits. The empirical research project reports on a professional inquiry, which explored how VIG can be used to support relationships between pupils within a single Year 4 class. Thematic analysis of interview data from the teacher, teaching assistant and seven children, suggests that participating in VIG facilitated children's appreciation of interpersonal skills in themselves and others, promoted prosocial attitudes and behaviour and fostered an inclusive relational environment within the class. Implementation factors associated with VIG are also reported and related to the organisation of the project and shared reviews.

As professional psychologists embedded within educational settings, educational psychologists have a significant role in providing support to promote CYP's wellbeing. This research has implications for future initiatives aimed at enhancing CYP's wellbeing, highlighting VIG as an intervention which has the potential to develop relationships between CYP and promote an inclusive social environment.

Declaration

This work is being submitted for the award of Doctorate of Applied Educational Psychology. This piece contains no material that has been accepted for the award of any other university module or degree. To the best of my knowledge, this work contains no material previously published or written by another person except where due reference is made.

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Chapter 1. Systematic Literature Review

Abstract

This paper presents a systematic literature review of research looking at school-based Video Interaction Guidance (VIG) interventions involving children and young people (CYP) as participants in the process. Amidst growing concerns for CYP's mental health, it is widely acknowledged that more needs to be done to promote wellbeing through school-based interventions. In this paper, a relational perspective on wellbeing is adopted and it is proposed that CYP's wellbeing is linked to the quality of relationships and social environment within school. VIG is a strengths-based intervention which aims to promote attuned interactions and enhance relationships. In recent years, there has been a research focus on implementing VIG in educational contexts with CYP as participants in the process. This paper provides the first overview of research in this area by exploring the question – *what are the benefits of school-based VIG interventions when CYP are participants in the process?* It proceeds through the stages of search strategy and screening, mapping descriptive data, quality and relevance appraisal and synthesis of findings. Six papers are included in the review. To bring together the findings of these papers, a qualitative approach is adopted using thematic synthesis. This aims to minimise interpretation and make explicit increasing levels of subjectivity involved in answering the review question. The findings indicate a wide range of benefits when CYP are participants in school-based VIG interventions. Two overarching themes are identified – personal benefits and relational benefits. These themes pertain to the outcomes of VIG reported for CYP involved in the studies and resonate with wider research associated with protecting and promoting CYP's wellbeing. The review concludes that more research is needed to expand the evidence-base and develop understanding of implementation factors which mediate the success of school-based VIG interventions with CYP as participants in the process.

1.1 Introduction

1.1.1 Current context

Growing up presents challenges for all, but for some this is compounded by a range of interacting factors. Within society today, there are high levels of family instability, economic adversity, academic and social pressures; as such, children and young people (CYP) appear at greater risk than ever of experiencing poor mental health (Feuchtwang, 2017; Roffey, 2017). This is supported by research showing a substantial number of CYP are experiencing mental health difficulties (Bentley, O'Hagan, Raff, & Bhattiet, 2016; Institute of Education and National Children's Bureau, 2017). In recent years, concerns for CYP's mental health have overwhelmed support services and led to several government initiatives (Coleman, Sykes, & Groom, 2017; Department of Health and NHS, 2015). Recent policy in the United Kingdom has focussed on responding to mental ill-health, highlighting the need for more support in schools for CYP experiencing difficulties (Department of Health and Social Care and Department for Education, 2017). However, many researchers advocate preventative approaches which promote the wellbeing of all (e.g. Prilleltensky, 2005; Weare, 2015). This represents a shift in focus associated with positive psychology, towards consideration of the conditions which enable individuals, groups and organisations to thrive (Evans & Prilleltensky, 2007; Seligman & Csikszentmihalyi, 2014).

1.1.2 Defining wellbeing

Wellbeing is a term used in many areas of life, yet it has no agreed definition or meaning. Noble and McGrath (2008; 2012, pp. 17-18) assert that across research literature, features of definitions include 'positive affect (an emotional component), resilience (a coping component), perceived satisfaction with relationships and other dimensions of one's life (a cognitive component) and effective functioning and/or the maximising of one's potential (a performance component)'. These components represent individualistic notions of subjective wellbeing common in Western societies (Christopher, 1999; Slee & Skrzypiec, 2016; Watson, Emery, Bayliss, Margaret, & Karen, 2012). Yet, increasingly researchers are recognising the social nature of this concept (Evans & Prilleltensky, 2007; Roffey, 2016). This is reflected in the findings of a review by Noble and McGrath (2012), which indicate personal and external protective factors for CYP's wellbeing. Personal factors reported include a range of

characteristics, such as social skills, emotional regulation and optimistic thinking. Whilst these traits may indicate a predisposition to wellbeing, they will arguably interact with wider factors. The most influential external factor for protecting CYP's wellbeing identified by Noble and McGrath (2012) is the nature and quality of relationships. This includes building secure attachments with parents/carers and supportive relationships with teachers and peers. Given that relationships are important to wellbeing, it is arguable that establishing strong caring communities may be as fundamental for wellbeing as investing in individual support (Prilleltensky & Nelson, 2000). Wellbeing could therefore be defined as 'a positive state of affairs in which the personal, relational, and collective needs and aspirations of individuals and communities are fulfilled' (Evans & Prilleltensky, 2007, p. 1).

1.1.3 *Promoting wellbeing through enhancing school relationships*

Taking a relational view of wellbeing, it is reasonable to argue that providing school environments based on positive relationships may enhance CYP's wellbeing and capacity to function effectively in social, emotional and academic domains (McGrath & Noble, 2010; Roffey, 2012; Slee & Skrzypiec, 2016). A key focus within the literature on school relationships includes strategies to develop positive relationships between CYP (McGrath & Noble, 2010; Pellegrini, Blatchford, & Baines, 2015; Roffey, 2014; Slee & Skrzypiec, 2016). There is some evidence to suggest that universal approaches (provided to all CYP) and targeted approaches (aimed at CYP vulnerable to social exclusion) may be effective at promoting peer relationships. Whole school approaches which aim to enhance peer relationships include restorative practices (Armstrong & Thorsborne, 2006); peer mentoring systems (Coleman et al., 2017); classroom practices, such as teaching pro-social skills (e.g. co-operation and fairness) (McGrath & Noble, 2003); and promoting inclusive values through activities such as cooperative games (Roseth, Johnson, & Johnson, 2008). Targeted approaches include interventions such as Circle of Friends (Taylor, 1997). Within the literature, Video Interaction Guidance (VIG) has been implemented as both a targeted (Coventry & Prior-Jones, 2010) and universal (Mohammed & Musset, 2007) intervention. VIG is recently gaining attention for its effectiveness in promoting positive school relationships (Musset & Topping, 2017; Walmsley McDonald, 2015) and the use of VIG with CYP is the focus of this review.

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1.1.4 What is VIG?

VIG is a therapeutic tool and intervention which aims to support participants to develop attuned interactions. Relationships are formed from patterns of interaction over time and establishing attuned patterns of interaction can enhance the quality of relationships (Fukkink, Kennedy, & Todd, 2011). Attuned interactions are considered to be apparent in 'a harmonious and responsive relationship where both partners share positive emotions within a communicative dance' (Kennedy, Landor, & Todd, 2011, p. 290). VIG originated from work by Trevarthen (1979) who filmed mothers and babies engaging in informal conversations and proposed that infants are born with an innate readiness for subject-to-subject communication and capacity for engagement with others, known as primary intersubjectivity. Children later develop secondary intersubjectivity, which involves joint attention with another on something external. The Attunement Principles (Appendix A), which underpin practice and supervision in VIG, are directly related to the concept of intersubjectivity. These outline key building blocks that contribute to developing attuned relationships during infancy and throughout the lifespan, including being attentive, encouraging initiatives, receiving initiatives, developing attuned interactions, guiding and deepening the discussion (Kennedy et al., 2011).

VIG is now implemented with a range of participants across family and educational contexts (Kennedy et al., 2011). VIG proceeds through cycles of intervention, which involve the VIG practitioner filming participants engaging in naturally occurring interactions and selecting short video clips of the most successful moments, based on the Attunement Principles (Appendix A). Participants are then involved as collaborators in 'shared reviews', during which the VIG practitioner and participants reflect together on micro-moments of attuned interaction observed in videos (Kennedy et al., 2011). The therapeutic relationship developed through shared reviews is intended to mirror the relationship being fostered within the participant's interactions. Actively involving participants in their own change with hope and optimism is an underpinning principle of VIG. This involves facilitating a collaborative and empowering forum for participants to engage in supportive dialogue about successful moments within their interactions and what makes these possible (Cross & Kennedy, 2011).

1.1.5 Theoretical perspectives on VIG

As noted above, VIG draws upon Trevarthen's work (1979) on intersubjectivity and attunement and aims to encourage responses from participants similar to those of an affectionate mother responding to her child. This involves sensitively receiving and building upon the other's communicative initiatives, both verbal and non-verbal (Bakermans-Kranenburg, Van Ijzendoorn, & Juffer, 2003; De Wolff & Van Ijzendoorn, 1997; Trevarthen, 2011, p. 211). By focussing on video-feedback of micro-moments of relational sensitivity, VIG helps to foster attuned interactions (Trevarthen, 2011). There are multiple theories which have been appropriated to provide insight into the effectiveness of VIG (Cross & Kennedy, 2011, p. 58). Shared reviews are considered to provide a supportive forum in which reflective dialogue can help participants engage in a process of change towards improved perceptions and interactions (Cross & Kennedy, 2011). The strengths-based nature of VIG resonates with positive psychology (Seligman & Csikszentmihalyi, 2014) and aims to provide optimal conditions for individuals to experience success. By viewing and reflecting upon positive exceptions within shared reviews, this experience can enhance participants' self-efficacy beliefs (Bandura, 2010), as in accordance with social learning theory, viewing oneself perform successfully can strengthen one's belief in their ability to complete specific skills competently. Through supporting participants to consider situations from the other's perspective and actively wonder about what they might be thinking and feeling, VIG also aims to promote empathy – 'the ability to be aware of, understand and appreciate the feelings of others' (Carr, 2004, p. 113).

1.1.6 Research support for VIG

The evidence-base for VIG is at an early stage and most studies exploring its impact focus on interventions within family contexts (Kennedy et al., 2011). Research on VIG within family contexts demonstrates consistently positive outcomes (Kennedy, 2018; Kennedy et al., 2011). For example, the findings of a meta-analysis conducted by Fukkink (2008) suggest VIG can enhance parental sensitivity, parenting skills and behaviour and support children's development. Further to this, recent studies have found evidence to suggest that video feedback approaches, including VIG, can foster parental sensitivity and enhance attachment patterns across a range of contexts including parents of premature babies (Barlow, Sembi, & Underdown, 2016; Hoffenkamp et al., 2015), fathers (Lawrence, Davies, & Ramchandani, 2013),

parents in the child protection system (Moss et al., 2011) and mothers presenting with insecure attachment profiles (Cassibba, Castoro, Costantino, Sette, & Van Ijzendoorn, 2015). Further to this, the findings of a study conducted by Chakkalackal, Rosan and Stavrou (2017) looking at the use of VIG with parents of children under the age of 12 months living in areas of deprivation, suggest that VIG can improve parents' self-efficacy beliefs and parental stress. VIG is now recommended by the National Institute for Health and Care Excellence (2012, 2013) for CYP with Autistic Spectrum Disorder (ASD), children's attachment and to develop social and emotional wellbeing for children aged five years and below. It is also recommended by the National Society for the Prevention of Cruelty to Children (NSPCC) within the context of neglect themed work (Whalley & Williams, 2015).

Gavine and Forsyth (2011) argue that VIG is used extensively in schools; however, there is little published research. Although this was written several years ago, the use of VIG within schools remains an under-researched area. Reviewing the available literature, this suggests VIG is a promising approach in relation to potential outcomes for a range of participants including school staff (Brown & Kennedy, 2011; Collins & James, 2011; Fukkink & Tavecchio, 2010) and CYP (MacCallum, 2013; Musset & Topping, 2017; Walmsley McDonald, 2015). Based on the findings of a study conducted in the Netherlands which suggest VIG can support teachers to develop skills in verbal stimulation and sensitive responsivity, Fukkink and Tavecchio (2010) argue that VIG can be applied effectively as a tool for training staff in the Early Years. There are also encouraging results when school staff engage with VIG to develop their relationships with pupils with special educational needs and disabilities, including those with complex needs (Collins & James, 2011) and social, emotional and mental health difficulties (Brown & Kennedy, 2011). Whilst traditionally VIG has been implemented with parents or professionals working with CYP as the focus of concern, more recently, there has been a research focus on CYP as participants in the process (e.g. Musset & Topping, 2017). This review focuses on research in which CYP are participants in the VIG process – meaning that CYP work with the VIG practitioner to review videos and jointly set goals to further develop their relationships. It is motivated by an interest in finding approaches for supporting the development of CYP's relationships and the potential role for educational psychologists (EPs) in implementing VIG in this context. The review explores the

following question – *what are the benefits of school-based VIG interventions when CYP are participants in the process?*

1.2 Stages of the Review

The stages of the review are outlined in Figure 1.1. This begins with the methodology and how the review question informed the approach. Each stage of the method is then described in detail, consisting of: search strategy and screening, mapping, quality and relevance appraisal and synthesis of findings. The findings are then considered in relation to the review question and wider context of CYP's wellbeing.

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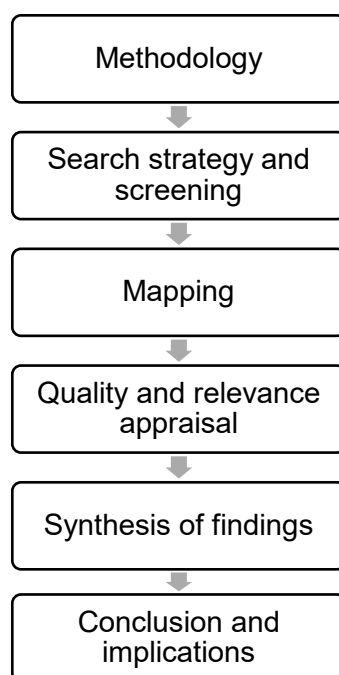
Figure 1.1 Stages of the review

1.2.1 Methodology and review question

To establish a method for the review, I considered possible approaches in relation to the review question. Reviews range from those that aim to 'aggregate' results from multiple, similar studies to those that aim to 'configure' findings (Gough, Oliver, & Thomas, 2012, pp. 8-9; Sandelowski, Voils, Leeman, & Crandell, 2011). Aggregative reviews commonly add together the results of quantitative studies to answer tightly defined review questions or test hypotheses. In contrast, configurative reviews address open-ended questions and apply iterative methods to interpret qualitative data, consider experiences and establish meanings. Whilst aggregative and configurative approaches represent opposite ends of a spectrum, many reviews include elements of both (Vogt, 2008).

Taking a closer look at the review question, I recognise VIG as an identifiable approach, which may have benefits for CYP. Yet, I remain open to what these benefits may be and recognise that these will vary depending on individual experience and context. The purpose of the review is to gain an understanding of the current findings and concepts in this area. The question could therefore be addressed by a variety of studies with different research designs. Although subjectivity cannot be avoided, interpretation should be minimised and reserved for considering the implications of findings. As such, this review combines aspects of both aggregative and configurative approaches.

1.2.2   Search strategy and screening

Searches were conducted between September and November 2017 using the following electronic databases: ERIC, Scopus, British Education Index, Education Abstracts, PsychInfo and Child Development and Adolescent studies. Grey literature was searched through the British Library EThOS database to identify unpublished theses which may be relevant to the review. This was considered important to avoid the 'file drawer problem' and ensure all available literature was represented regardless of publication bias (Rosenthal, 1979). The search terms applied were (video interaction guidance OR video interactive guidance) AND (school OR education). I considered these terms sufficient given the limited research on VIG in school-based contexts. Initial searching produced almost 300 results. After screening titles and abstracts for relevance, a large number did not involve school-based VIG interventions so were automatically excluded. Following this process, 12 papers remained. Reference list checking was then completed; this involved scanning reference and cited by lists for any papers referring to VIG in the title and generated an additional 11 papers. In total, 23 papers were identified. To find papers most relevant to the review question, I established seven inclusion criteria, which are outlined in Table 1.1.

Inclusion criteria	Rationale
Access to full text.	Need access to detailed information.
CYP are participants in the VIG process i.e. CYP were filmed and participated in shared reviews with a VIG practitioner.	Purpose of review is to establish an overview of research focussing on CYP as participants in the VIG process.
VIG is applied in a school context, either as the sole intervention or in combination with a wider approach.	Limited research exploring VIG as the sole intervention; counterproductive to limit an already narrow search base.
The benefits of VIG are explored.	To answer the review question.
Not involving family or carers.	Review focus is on school-based VIG interventions with CYP.

Table 1.1 Inclusion criteria

After several attempts, the full text of six papers could not be accessed. From the titles of these papers, it appeared that VIG was not implemented with CYP as participants; on this basis, these papers were excluded. Applying inclusion criteria to the titles and abstracts of remaining papers narrowed the search to six. As the purpose of the review was to establish a first overview of research in this area, no papers were excluded based on methodological characteristics. Rather, critical reflection was given to the contribution of the papers to the review. Six papers were taken forward to the next stage of the review; mapping.

1.2.3 Mapping

After reading the full text of the six papers, I engaged in a process of mapping. This involved extracting descriptive information from the studies and summarising this in an organised format. Describing the context and population of each study can provide a helpful overview of how much studies differ. This can provide an indication of the generalisability and transferability of findings and the conditions under which it is justifiable to apply the findings of a set of studies elsewhere (Sutcliffe, Oliver, & Richardson, 2012). This process was important to inform the synthesis of findings, provide a context for later interpretations and to highlight gaps in the literature. Table 1.2 contains descriptive information about the participants, settings, purpose, methodological approaches and outcomes.

Study	Sample	Setting	Purpose	Intervention	Study method	Data collection	Measures/ evidence	Outcomes
Coventry and Prior-Jones (2010)	Year 5 pupil with Autistic Spectrum Disorder (ASD) and a statement of Special Educational Needs and Disabilities. Group of Year 5 pupils.	Mainstream school-based small group programme run by an Additional Needs Team external to the school.	To enhance the outcomes of social skills programme with aim of increasing ASD pupil's school lunchtime attendance.	VIG with 'Play Buddies', a social skills programme.	Case study.	Observation. Informal feedback through discussion with children involved.	ASD pupil's attendance at lunchtimes. Pupils' views about the use of video.	Attendance and participation in social activities improved. Pupils enjoyed using clips, found them helpful and acknowledged positive behaviour noticed in clips.
MacCallum (2013)	Two Year 5 mentors.	Mainstream primary school.	To explore how VIG can be implemented to support peer mentors in their roles.	VIG with Peer Mentoring. Peer mentors were trained in Paired Reading over three one-hour sessions. Peer mentors then read with Year 3 mentees for 30 minutes weekly for six weeks. Each pair was video recorded three times. Mentor 1 engaged in three shared reviews with the researcher and Mentor 2 engaged in two. The final shared review was joint with both mentors and the researcher.	Case study.	Shared reviews video recorded, transcribed and analysed. Visual pupil view templates completed by mentors after each shared review.	Issues arising in shared review sessions. Pupils' reflections on viewing the video clips.	Key themes: • reflecting and evaluating self; • attunement and body language; • video as a learning tool; • mentor skills; and • collaborating.

Study	Sample	Setting	Purpose	Intervention	Study method	Data collection	Measures/ evidence	Outcomes
Mohammed and Musset (2007)	Primary 4 class with 29 pupils. Teacher (T). EP. Assistant EP.	Mainstream primary school.	To enhance class cohesion, communication, teamwork and social skills.	VIG with Circle of Friends. Initial whole class introduction to Circle of Friends and follow-up session involving group work about friends and teamwork. Class was video recorded/photographed engaging in collaborative group tasks lasting one to one and a half hours every two to three weeks. Video clips and stills were shared with the class in feedback sessions involving reflection on the VIG Attunement Principles in relation to teamwork. Three cycles were completed. T led sessions with support of classroom assistant. EP and assistant EP were also present. EP and assistant EP supported the T through this process.	Collaborative inquiry.	Evaluation questionnaires completed by pupils during sessions. Evaluation questionnaire completed by pupils three weeks after the sessions ended. Interview with T. Information from discussions/planning meetings held between the T, EP and assistant EP. EP's and assistant EP's reflections.	Pupils' views on positive aspects they noticed in the video clips. Pupils' views on taking part in the project and what they felt they had gained. Views on the project process and outcomes. T's views on pupils' self-esteem, social inclusion, enterprise and communication skills. EP and assistant EP's views on the project and role within it.	Pupils' comments included non-verbal behaviour e.g. nodding and ensuring 'everyone got a chance'. Overall positive comments from pupils'. T reported improvements in self-esteem, social inclusion, enterprise and communication skills. Enjoyed collaborative nature of project and positive about embedding approach in school.
Musset and Topping (2017)	Fifteen primary school classes. Nine experimental classes and Ts with 241 pupils.	Four mainstream primary schools with a range of socio-economic status.	To demonstrate that VIG can be implemented to enhance pupils' communication skills and self-esteem.	VIG with regular collaborative group work over an academic year. Experimental classes received three cycles of VIG.	Mixed methods repeated measures design.	Questionnaire – Myself as a Learner Scale (MALS) completed by all pupil pre- and post-intervention. Questionnaire – peer assessment schedule	Pupils' self-esteem. Pupils' views of group working behaviour of peers.	Improved self-esteem, especially for younger children in experimental group. Highly significant increases for peer assessments of group working behaviours.

Study	Sample	Setting	Purpose	Intervention	Study method	Data collection	Measures/ evidence	Outcomes
	Six control classes and Ts with 147 pupils.					completed by all pupils during group work. Retrospective experimental pupil questionnaire. Observation schedule completed from video clips at pre-, mid- and post-test stages for four class groups (relating to verbal and non-verbal behaviour). Informal discussion with five experimental teachers.	Pupils' views of how well group had worked together at start and end of year and impact of video. Verbal and non-verbal behaviours. Ts' views on the process and impact of intervention.	Pupils felt video helped their group work. It was a learning experience. Mixed responses as experience of seeing themselves on video. No significant change in non-verbal behaviour. Increase in open questions, decrease in closed questions. Ts were positive about project, reported positive impact of VIG on group work and used videos in other project related work in school.
Landor, Lauchlan, Carrigan, and Kennedy (2007)	Fourteen pupils aged between six and eleven years. Fourteen Ts.	Mainstream primary schools.	To explore the effects of feeding back the results of dynamic assessment (DA) to pupils using VIG.	Video recording of pupils' interactions in DA setting. After maximum of three weeks, EPs had feedback sessions with pupils to discuss findings and look at video recording together. If appropriate, Ts were present to support pupils to feel comfortable to speak openly.	Action research.	Interviews with pupils and Ts prior to DA and six weeks after feedback.	Themes related to post-intervention change in learning strengths (cognitive and affective) and teaching strategies.	Key findings: • focus on affective and emotional factors rather than curricular issues; • issues around feeding back to child with or without presence of class T; • Ts' comments on lack of change in learning challenges; • lessening of need for support (or growth of independence); and • increase in transfer of learning.
Walmsley McDonald (2015)	Three Primary 7 classes from each of three primary schools. Three Ts.	Mainstream primary schools in deprived local	To explore if video feedback can lead to improvements in pupils'	Classes received 11 weeks of group work lessons on health and wellbeing. Experimental groups received three to four cycles of VIG. Targets were set by the	Mixed methods: case study and multiple baseline across participants	Study 1 All pupils completed pre-intervention questionnaires – Social Inclusion Survey (SIS) and My	Study 1 Pupils' social acceptance of individual peers and actual and preferred class	Study 1 All pupils viewed as accepted or popular by peers. T reported increase in frequency of a range of group work behaviour.

Study	Sample	Setting	Purpose	Intervention	Study method	Data collection	Measures/ evidence	Outcomes
	Three experimental groups, one from each class. Groups consisted of four pupils. Each group had at least one and no more than two pupils with Additional Support Needs (ASN) consisting of Learning Difficulties (LD), Social, Emotional and behavioural Needs (SEBN) or English as an additional language (EAL).	authority in Scotland.	participation in group work.	groups related to group working and where appropriate, individual goals. Shared reviews happened between data collection points.	AB design and intervention.	Class-Inventory Short Form (MCI-SF). Ts completed pre- and post-intervention questionnaire (Cooperative Learning Evaluation Form for Ts (CLEFT)) relating to pupils in experimental group. Focus group with experimental groups. Structured interview with T. Observation schedule completed from video clips of experimental group pre- and post-intervention looking at verbal and non-verbal behaviour. Study 2 EPs completed observational ratings of pre- and post-intervention videos. Revised observation schedule completed from video clips of experimental group pre- and post-intervention. Video transcripts analysed using socio-cultural discourse analysis.	learning environment. Ts' views on pupils' group work skills. Pupils' views on group work and impact of intervention. Teachers' views on group work and impact of intervention. Verbal and non-verbal behaviour. Study 2 Group work behaviour. Verbal and non-verbal behaviour in relation to Attunement Principles. Types of talk utilised by pupils.	Positive evaluation of VIG based on focus groups, interviews and questionnaires. No statistically significant changes based on pre- and post-intervention video data. Study 2 Post-intervention videos evidenced significantly more effective examples of group work. Target pupils found to be significantly more attentive and attuned to their peers.

Table 1.2 Mapping of descriptive data

In two of the studies (Musset & Topping, 2017; Walmsley McDonald, 2015), VIG was a standalone intervention, implemented in the context of collaborative group work. Both studies applied mixed-methods research designs; however, they differed in purpose and focus. Musset and Topping (2017) had a large sample size, implementing VIG across 15 primary schools with over 200 pupils in experimental groups. In this study, Musset and Topping (2017) set out to investigate if VIG could enhance pupils' communication and self-esteem. Walmsley McDonald (2015) explored if and how VIG could enhance pupils' group working behaviour. In both studies, data collection involved gathering the views of pupils and teachers through a range of methods including questionnaires, analysis of video recordings and interviews.

The remaining studies combined VIG with another intervention and adopted qualitative research designs (case study, action research and collaborative inquiry). Three involved an intervention which focussed on developing social interaction skills: Circle of Friends (Mohammed & Musset, 2007), Play Buddies (Coventry & Prior-Jones, 2010) and Peer Mentoring (MacCallum, 2013). These studies followed flexible research designs, adopting exploratory approaches with findings related to the views and experiences of participants. Two studies gathered information from pupils (Coventry & Prior-Jones, 2010; MacCallum, 2013). Mohammed and Musset (2007) included the views of pupils and also included the views of the teacher, EP and assistant EP involved in the project. In addition to participants' views, two studies also gathered data from observation (Coventry & Prior-Jones, 2010) and analysis of video recordings (MacCallum, 2013).

The final study is perhaps most different to the others. In this study, Landor et al. (2007) implemented VIG in the context of dynamic assessment (DA), a learning-based intervention. This is the only study included in the review to focus on VIG in the context of a CYP-adult interaction, in this case, interactions between pupils and EPs. The purpose of this study was to explore the effects of feeding back the outcomes of DA using VIG in relation to cognitive and affective learning strengths. After consideration of the content and nature of each study, the next stage of the review was the quality and relevance appraisal.

1.2.4 Quality and relevance appraisal

To appraise the quality and relevance of the six papers, I developed a set of criteria on which to base my judgements (Appendix B). This was informed by the research question, type of synthesis and research designs of the papers (Harden & Gough, 2012).

The quality and relevance appraisal criteria consisted of both generic standards and review specific measures, structured utilising the three dimensions outlined by reviewers at the EPPI-Centre in the Weight of Evidence Framework: soundness, appropriateness and relevance (Gough, 2007). 'Soundness' refers to the generic quality of the study according to accepted standards associated with the specific type of research. 'Appropriateness' refers to suitability of the study design and analysis for answering the review question. 'Relevance' is how well-matched the study is to the review focus. Based on these dimensions, I assigned a rating of low, medium or high to each of the studies. These judgements were then combined to form an overall judgement of the weight of evidence in relation to the review question.

Table 1.3 provides an overview of the weight of evidence judgements. Four of the six studies were rated as high. The remaining studies received judgements of medium (Landor et al., 2007) and medium/low (Coventry & Prior-Jones, 2010). For Landor et al. (2007), this lower rating was due to review-specific measures, which suggests this study is perhaps less relevant to answering the review question than other studies included in the synthesis. In contrast, the medium/low rating assigned to Coventry and Prior-Jones (2010) related to the soundness of the study, due to limited information evidencing generic standards associated with qualitative research (Yardley, 2000). With an already small evidence-base, no studies were excluded based on quality and relevance appraisal. Perceived quality of a study is not necessarily predictive of its usefulness for answering the review question (Barnett-Page & Thomas, 2009; Dixon-Woods et al., 2006; Pawson, 2006) and all but one of the studies were assigned a rating of at least medium. As such, all six papers were taken forward to the next stage of the review; synthesis.

Study	WoE A Soundness of the study	WoE B Appropriateness for answering this review question	WoE C Relevance for answering this review question	WoE D Overall weight of evidence
Coventry & Prior-Jones (2010)	Low	Medium	Medium	Medium/low
Landor et al. (2007)	High	Medium	Medium/low	Medium
MacCallum (2013)	High	High	Medium	High
Mohammed & Musset (2007)	High	Medium	High	High
Musset & Topping (2017)	High	High	High	High
Walmsley McDonald (2015)	High	High	High	High

Table 1.3 Weight of evidence (WoE) judgements

1.2.5 Synthesis

To integrate and interpret the findings of the papers in relation to the review question, I considered possible approaches to synthesis (Harden, 2010). Of the six papers identified, four studies were qualitative and two adopted mixed-methods approaches. As the quantitative data produced in these studies was accompanied by detailed descriptions, this allowed for qualitative synthesis of the findings. This appeared the most appropriate approach for answering the review question, which is exploratory and concerned with establishing conceptual information.

To bring together the findings of the studies, I applied thematic synthesis. This approach aims to minimise interpretation and makes explicit the increasing level of subjectivity involved in synthesising findings to answer the review question (Thomas & Harden, 2008). To begin, I extracted findings from the studies and collated these in NVivo 11 (qualitative analysis software). These ranged in size from one page to several pages for lengthier theses. After reading the papers, I followed the three stages of thematic synthesis, as outlined by Thomas & Harden (2008): coding text line-by-line, developing 'descriptive themes' and generating 'analytical themes'. The descriptive themes were formed through a 'bottom-up', iterative approach and

remained closely linked to the primary studies (Howitt & Cramer, 2007). Establishing analytical themes involved going beyond the primary studies to explain the findings in relation to the review question. This involved developing constructs based on my own judgement and interpretation. Initially, 'basic analytical themes' were formed. Following further analysis, these basic themes were grouped into two 'overarching analytical themes' (see Appendix C for example of coding).

The first two stages involved generating codes for the findings of each study. Every sentence was assigned at least one code and most had several. New codes were generated when existing codes were insufficient. The number of codes increased as new codes were developed. Additional codes were also created to capture the meaning of groups of initial codes. Codes not relating to the benefits of VIG for CYP were eliminated. To ensure consistency and rigour, before completing this stage of the synthesis, I re-read the findings to check the coding and created additional codes when required.

Sixty-one codes were initially generated. After looking for similarities and differences between these codes and merging codes as appropriate, 17 descriptive themes were established. Each of these themes, in order to be included, had to have been contributed to by two or more papers. Table 1.4 illustrates the themes and relative contribution of each paper.

Theme	Study						
	Coventry & Prior-Jones (2010)	Landor et al. (2007)	MacCallum (2013)	Mohammed & Musset (2007)	Musset & Topping (2017)	Walmsley MacDonald (2015)	**Number of sources**
Ability to self-reflect, evaluate and learn from this	X	X	X	X	X	X	6
Awareness and recognition of positive communication and social skills	X	X	X	X	X	X	6
Self-efficacy, self-esteem and confidence improved		X	X	X	X	X	5
Non-verbal communication skills improved e.g. listening, eye contact, body language	X		X	X	X	X	5
Social communication skills improved e.g. turn taking, encouraging others, contributing	X		X	X	X	X	5
Awareness, appreciation and inclusion of others improved	X		X	X	X	X	5
Collaboration and group work improved	X		X	X	X	X	5
Positive impact on learning and skill development		X	X	X		X	4
Shared understandings between CYP, teachers and parents		X	X	X		X	4
Verbal communication skills improved e.g. questioning skills and extending ideas			X	X	X	X	4
Recognition of and learning from skills demonstrated by others	X			X	X	X	4
Maturity and independence		X		X	X	X	4
Improvements in emotional state, attitude and enjoyment	X	X		X		X	4
Problem-solving and conflict resolution improved				X	X	X	3
Skills transferred and generalised to other contexts		X		X		X	3
Concentration and on-task behaviour improved		X		X		X	3
Friendship				X		X	2
Contributions by each study	**8**	**9**	**10**	**17**	**11**	**17**	

Table 1.4 Contribution of papers to each theme

The next stage involved developing analytical themes to capture these initial themes in a form which answered the review question. This involved using my judgement and is comparable to developing 'third order interpretations' in a meta-ethnography (Noblitt & Hare, 1988). Initially, six basic analytical themes were established: role of metacognition and the other, improved relationships and social atmosphere, improved communication and interaction skills, improved learning and engagement in school, a positive outlook and self-perception and development of life skills. Figure 1.2 illustrates these six categories and associated descriptive themes.
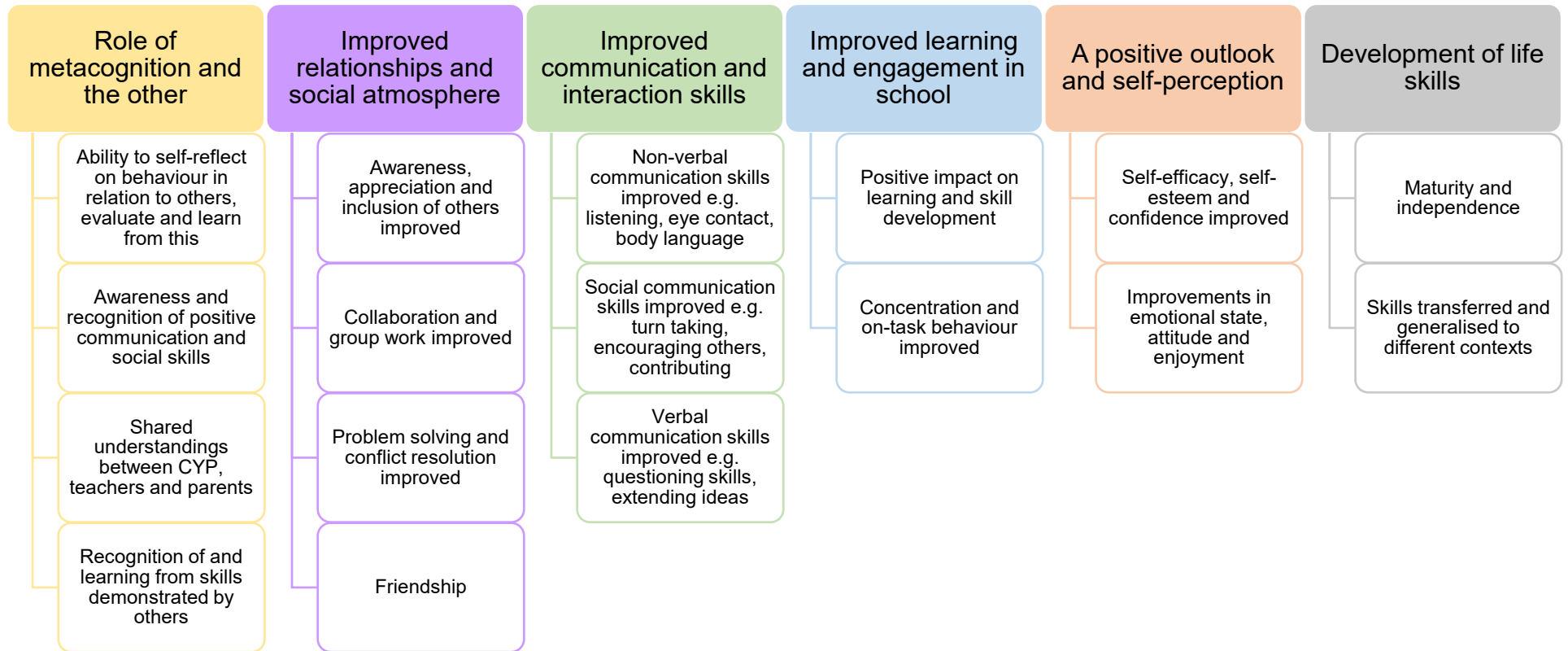
Figure 1.2 Themes representing the benefits of VIG for CYP

The diagram contains six main themes, each with associated sub-points:

Role of metacognition and the other
- Ability to self-reflect on behaviour in relation to others, evaluate and learn from this
- Awareness and recognition of positive communication and social skills
- Shared understandings between CYP, teachers and parents
- Recognition of and learning from skills demonstrated by others

Improved relationships and social atmosphere
- Awareness, appreciation and inclusion of others improved
- Collaboration and group work improved
- Problem solving and conflict resolution improved
- Friendship

Improved communication and interaction skills
- Non-verbal communication skills improved e.g. listening, eye contact, body language
- Social communication skills improved e.g. turn taking, encouraging others, contributing
- Verbal communication skills improved e.g. questioning skills, extending ideas

Improved learning and engagement in school
- Positive impact on learning and skill development
- Concentration and on-task behaviour improved

A positive outlook and self-perception
- Self-efficacy, self-esteem and confidence improved
- Improvements in emotional state, attitude and enjoyment

Development of life skills
- Maturity and independence
- Skills transferred and generalised to different contexts

Upon closer consideration, the six themes were further grouped into two overarching analytical themes – relational benefits and personal benefits. Relational benefits refer to factors present within CYP's social interactions. For example, improved social skills and awareness of how one's own actions may influence others and the nature and quality of relationships. Personal benefits refer to individual characteristics. For example, enhanced self-esteem. Figure 1.3 provides a visual representation of the 17 descriptive themes in relation to the analytical and overarching themes. These findings are described in more detail in the next section.
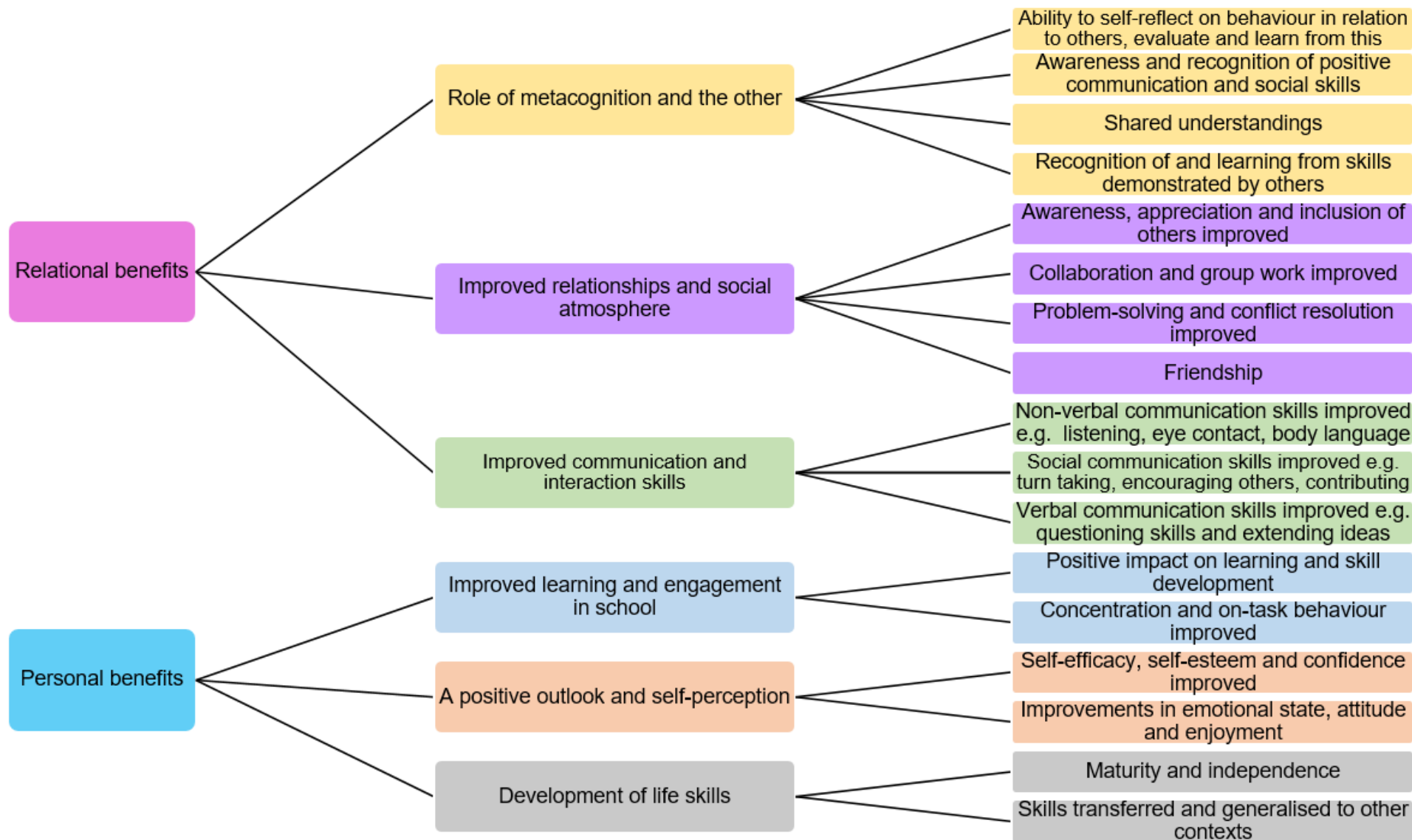
Figure 1.3 Overarching, analytical and descriptive themes representing the benefits of VIG for CYP

1.3 Findings

This section provides a more detailed consideration of the themes created through the synthesis in relation to the papers. It is separated into two parts corresponding to the overarching themes – relational benefits and personal benefits.

1.3.1 Relational benefits

As illustrated in Figure 1.4, relational benefits consisted of 11 descriptive themes which were grouped into three analytical themes: role of metacognition and the other, improved relationships and social atmosphere, and improved communication and interaction skills.

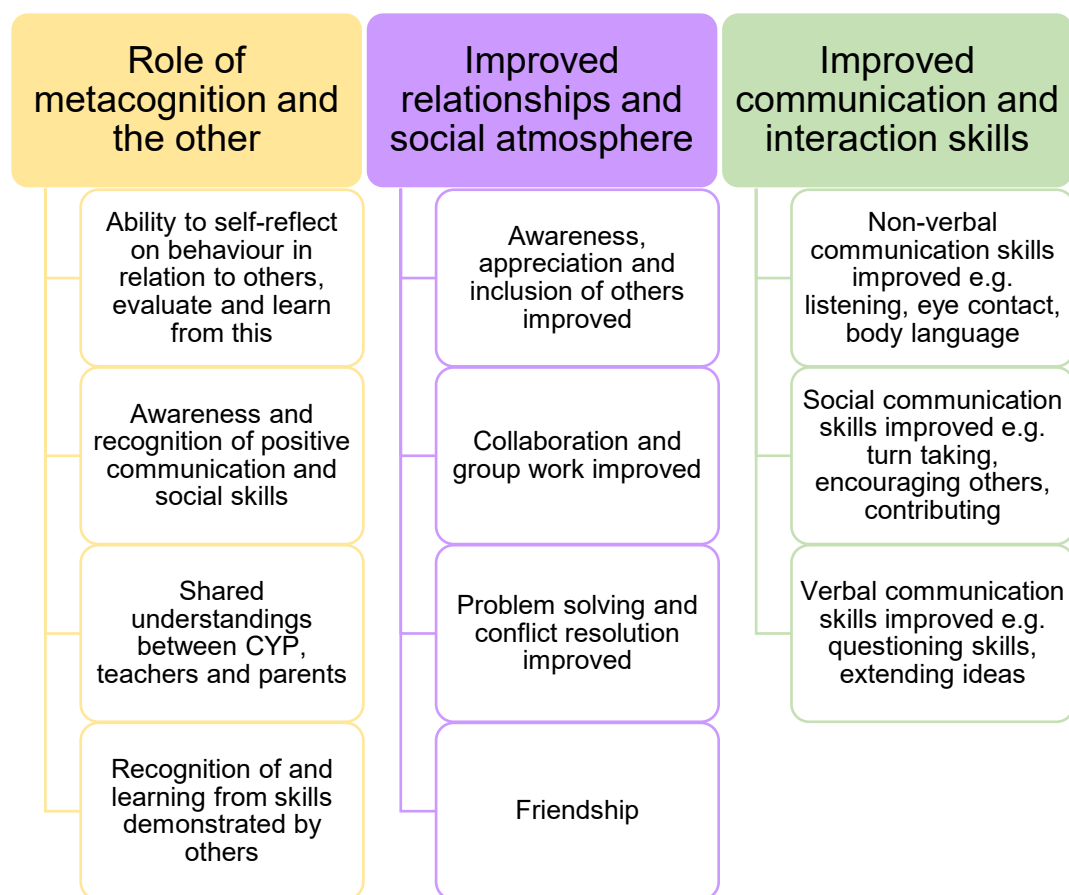| Role of metacognition and the other	Improved relationships and social atmosphere	Improved communication and interaction skills
Ability to self-reflect on behaviour in relation to others, evaluate and learn from this	Awareness, appreciation and inclusion of others improved	Non-verbal communication skills improved e.g. listening, eye contact, body language
Awareness and recognition of positive communication and social skills	Collaboration and group work improved	Social communication skills improved e.g. turn taking, encouraging others, contributing
Shared understandings between CYP, teachers and parents	Problem solving and conflict resolution improved	Verbal communication skills improved e.g. questioning skills, extending ideas
Recognition of and learning from skills demonstrated by others	Friendship	

Figure 1.4 Relational benefits

Role of metacognition and the other received the most contributions, with the first two themes: ability to self-reflect on behaviour in relation to others, evaluate and learn from this, and awareness and recognition of positive communication and social skills, identified in every paper. The remaining two themes were represented in four of the papers.

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Improved relationships and social atmosphere consisted of: awareness, appreciation and inclusion of others improved and collaboration and group work improved, which were each identified in five papers. Problem solving and conflict resolution improved, was identified in three papers, with friendship represented in two. The only paper which was not present in any of these themes (Landor et al., 2007) may be explained by the context of the study. VIG was implemented in combination with DA and the study focussed predominantly on learning rather than social relationships.

The final category was improved communication and interaction skills. This accounted for three descriptive themes. Non-verbal communication skills improved and social communication skills improved were both identified in five papers. Verbal communication skills improved was identified in four. Again, Landor et al.'s (2007) paper was the only study not represented in this category. Although several of the studies looked at VIG in combination with another intervention, most of these were related to developing social skills and involved interactions between peers. Landor et al.'s (2007) study is perhaps most different, implementing VIG in relation to CYP-adult interactions in the context of a learning intervention, which may explain its absence.

1.3.2 Personal benefits

Personal benefits consisted of six descriptive themes. These were grouped into three analytical themes: improved learning and engagement in school, a positive outlook and self-perception, and development of life skills. Each category was represented by two descriptive themes, as outlined in Figure 1.5.
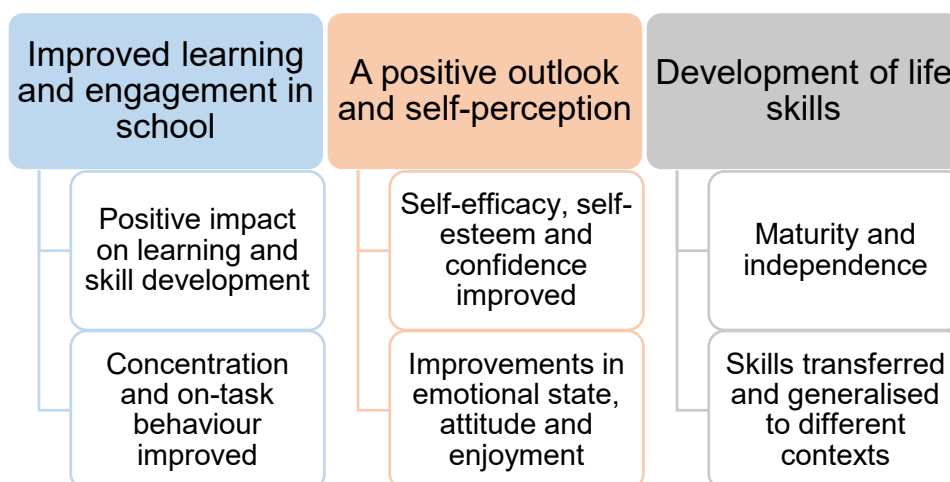

Figure 1.5 Personal benefits

Improved learning and engagement in school consisted of: positive impact on learning and skill development (identified in four papers) and concentration and on-task behaviour improved (identified in three papers). Two papers were not represented in this category, which may be due to the social focus of these studies (Coventry & Prior-Jones, 2010; Musset & Topping, 2017).

A positive outlook and self-perception comprised: self-efficacy, self-esteem and confidence improved (identified in five papers) and improvements in emotional state, attitude and enjoyment (identified in four papers). This was the most represented category considered to be personal benefits for CYP, with all papers identified in one or both descriptive themes and suggests a positive outlook and self-perception are common benefits of VIG.

Development of life skills consisted of: maturity and independence (identified in four papers) and skills transferred and generalised to different contexts (identified in three papers). Only half of the papers contributed to this category, suggesting this is a less salient effect of VIG in the studies represented here.

1.4 Conclusions and Implications

To conclude the synthesis, this section begins with critical reflection on the relative contribution of the papers. The extent to which the review question has been addressed is then considered and outcomes of the synthesis are discussed in relation to CYP's wellbeing. Finally, limitations of the synthesis are acknowledged and implications for future research considered.

1.4.1 Contribution of studies

Returning to consider the relative contribution of studies based on the weight of evidence judgements, it appears that the greater perceived quality and relevance of the study, the more it contributed to the synthesis (Table 1.4). Two studies contributed to all 17 descriptive themes; this consisted of two unpublished papers, a thesis (Walmsley McDonald, 2015) and a local authority project (Mohammed & Musset, 2007). As these papers were not restricted by publication word length, both were substantially longer than the others and provided comprehensive descriptions of methodologies and findings. This is important to acknowledge, as it is likely to have influenced the perceived quality of the papers and findings of the review. Whilst

there appears to be an overall trend, it must be noted that the difference in contributions between studies judged as medium/low (Coventry & Prior-Jones, 2010) and medium (Landor et al., 2007) and two of the studies judged as high (MacCallum, 2013; Musset & Topping, 2017) was minimal, differing by three or less. This supports the view of Pawson (2006), who proposed that perceived quality and relevance of a study is not necessarily predictive of its usefulness for answering the review question. As such, this warrants the decision not to exclude papers based on quality and relevance appraisal.

1.4.2 Answering the review question

The findings suggest that VIG had a variety of benefits for CYP involved as participants in school-based interventions reported on in the studies included in this review. Seventeen descriptive themes were generated from a small number of papers. This diversity of themes could have occurred for several reasons. Although implementing VIG with CYP as participants was common to all studies, the nature of filmed interactions varied. This included groups of pupils within a class, in a paired context with children of different ages and with an adult in the context of a learning intervention. As VIG is a personalised intervention that differs depending on the circumstances, goals and experiences of participants (Kennedy et al., 2011), the breadth of findings is likely related to this diversity. Further to this, the context in which VIG was implemented differed greatly. VIG was combined with an additional intervention in four of the studies; two focussed on developing social skills and the remaining studies combined VIG with Peer Mentoring and DA respectively. The level of training, skills, experience and the style of VIG practitioners will also have influenced participants' experiences of the interventions (Chasle, 2011). With such diversity between studies within a limited field, this inevitably makes synthesis challenging. Despite the diversity, there were commonalities between the findings of studies which could be grouped into two overarching categories (relational benefits and personal benefits). Whilst these themes provide an overall indication of the benefits VIG can have and a useful framework to summarise findings, it is acknowledged that this is one possible interpretation and it is difficult to draw conclusions without considering the context of each study. As the descriptive themes provide a more detailed account of the breadth of benefits, these perhaps provide a greater depth of understanding in relation to addressing the review question.

1.4.3 VIG for wellbeing?

The review suggests that VIG can have positive personal and relational outcomes for CYP. Taking a closer look at the personal benefits theme, this could be likened to the personal protective factors for wellbeing identified by Noble and McGrath (2012). CYP involved in the research included in the review are reported to have developed a positive outlook and self-perception, engagement in school and greater maturity. Given that VIG is a strengths-based intervention and aims to create the conditions for participants to experience success, it is perhaps unsurprising that CYP developed a more positive outlook (Kennedy et al., 2011). However, this is an important finding, as having positive emotions and optimism can support individuals to cope when faced with challenges (Keyfitz, Lumley, Hennig, & Dozois, 2913; MacLeod & Moore, 2000; Roffey, 2012; Tomlinson, Keyfitz, Rawana, & Lumley, 2017). Several studies found that VIG enhanced CYP's self-efficacy beliefs (Mohammed & Musset, 2007; Musset & Topping, 2017), that is, the CYP's perceptions that their actions would lead to successful outcomes (Bandura, 2010), which may have increased motivation and in turn led to greater engagement in school. Being engaged in school and having a sense of purpose and motivation to succeed are all characteristics associated with wellbeing (Catalano, Oesterle, Fleming, & Hawkins, 2004; Pietarinen, Soini, & Pyhältö, 2014; Weare, 2017). Reflecting on the relational benefits theme, CYP involved in the studies reported on in this review, developed prosocial values, interpersonal skills and positive relationships. Taking wellbeing as a socially embedded concept, this suggests that VIG may have potential for creating a positive social environment, which is also considered important for wellbeing (Easthope & White, 2006; Evans & Prilleltensky, 2007).

1.4.4 Limitations

Several limitations in the review are acknowledged. Firstly, VIG was implemented in combination with another intervention in four of the six studies. It is impossible to know if the benefits recorded were a result of VIG, the additional intervention or a combination of both. It is also unclear if the same benefits would be established if VIG was implemented in the absence of the additional interventions. The findings reported in the studies included in the review provide a snapshot of participants' views and experiences; however, the evolving nature of knowledge makes it impossible to reach definitive conclusions (Brinkmann & Tanggaard, 2010; Dewey,

1931; Hammond, 2013; McNamee, 2014). Although the synthesis provides an indication of possible benefits for CYP involved as participants in the VIG process, VIG will arguably be experienced idiosyncratically by different participants in different contexts. Further to this, I recognise that my own assumptions and biases will inevitably have influenced the overall review process and findings. It is hoped that maintaining critical self-reflexivity will have helped to counteract this as far as possible (McNamee, 2014; Willig, 2008). For example, synthesising findings of papers involved my own interpretations of the understandings of the authors of the original papers and respective participants. Whilst problematic, being open about the increasing levels of interpretation involved in each stage of synthesis offered transparency in relation to this process. Of course, it is recognised that maintaining neutrality is impossible and any conclusions drawn from this review will inevitably be shaped by my own subjective perceptions.

1.4.5 What next?

This is the first review to provide an overview of recent research which focuses on school-based VIG interventions with CYP as participants. The findings of this review indicate that when VIG is implemented with CYP as participants, it may be associated with positive personal and relational benefits. This review has several implications for research and practice. Firstly, the evidence-base for VIG as a school-based intervention for CYP as participants is at an early stage and most studies in this area look at VIG in combination with another approach, rather than as the sole intervention. This review has highlighted multiple ways that VIG can be applied with CYP in practice and the wide range of benefits it can have. The finding that VIG might be linked with positive changes in the relational environment of school is particularly noteworthy given current concerns for CYP's mental health. This highlights a potential role for VIG as a universal and targeted intervention to promote CYP's wellbeing through developing relationships. Further research is needed with CYP as participants to expand the evidence-base and develop greater understanding of the implementation factors which contribute to successful outcomes of VIG for CYP in school contexts.

Chapter 2. Bridging Document

Abstract

The bridging document provides an insight into the decision-making processes involved in completing the thesis. An overview of the evolution of the thesis is provided, which details the initial motivation for focussing on Video Interaction Guidance (VIG) and children and young people's wellbeing and how this developed through the systematic literature review into the empirical project. Consideration is then given to the philosophical assumptions underpinning the thesis with reference to pragmatism and relational constructionism. Both stances highlight the dynamic nature of knowledge and are consistent with the professional inquiry adopted within the empirical project. Relational constructionism is particularly significant, given that it focuses on improving relational processes and 'how we go on together', pertinent to the application of VIG. The remaining discussion focuses on ethicality and suggests this is linked to the quality of inquiry-based research. Three areas of the empirical project are discussed in more depth in relation to ethicality and quality – professional inquiry, participatory-relational processes and data gathering and analysis. This highlights the complex research processes and difficult thinking involved in completing the thesis.

2.1 Evolution of Thesis

This thesis has evolved from concerns for the wellbeing of children and young people (CYP) and an interest in the therapeutic potential of educational psychologists (EPs). From previous experiences as a teacher and in my present role as a Trainee EP (TEP), I have become increasingly frustrated by government policy which evaluates schools on the academic attainment of pupils. This appears to be placing undue pressure on teachers, fuelling a culture of individual competition and side-lining healthy social and emotional development. Perhaps unsurprisingly, there are rising mental health concerns amongst CYP (Department of Health and Social Care and Department for Education, 2017; Weare, 2015). Amidst these concerns, there is increasing acknowledgement of the benefit of therapeutic work in schools including individual work with CYP and more systemic approaches (Dunsmuir & Hardy, 2016; Weare, 2015). As professional psychologists embedded within educational settings, EPs have a significant role in providing therapeutic support (Dunsmuir & Hardy, 2016; Squires, 2010). This is an area of practice which I am committed to developing and central to this thesis.

The therapeutic potential of Video Interaction Guidance (VIG) caught my attention during a staff meeting as an assistant EP when a colleague shared an example from their practice. I was struck by the process, which seemed to me to demonstrate the positive and uplifting nature of the intervention. During my first year of the doctorate, I had the opportunity to take part in initial VIG training and complete a cycle of VIG with a parent. This first-hand experience highlighted the impact that VIG could have and has inspired this thesis. Through engaging in the systematic literature review (SLR), I have developed a greater awareness of how VIG can be implemented with CYP as participants and the personal benefits (improved learning and engagement, a positive outlook and skills for life) and relational benefits (improved communication and interaction skills, relationships and overall social atmosphere) this can have. Consideration of the outcomes of the SLR highlighted further areas for exploration, as illustrated in Table 2.1. Taking account of these areas and responding to local need within my practice contributed to the rationale for the empirical project.

- Limited evidence-base for school-based VIG interventions with CYP as participants in the process.

- Most studies implement VIG alongside another intervention.

- The findings of the papers included in the review suggest that for the CYP who experienced VIG, this had a range of benefits. Some of these benefits, such as a more positive outlook and improved relationships, have been associated with protective factors for wellbeing (Noble & McGrath, 2012). So, could VIG be implemented as both a universal (offered to all) and targeted (aimed at those identified as in need of intervention / at high-risk of developing mental health difficulties) approach to protect and enhance CYP's wellbeing?

- The review highlighted the diverse contextual factors apparent across a small number of studies, including demographics of participants, aims of studies, skills and experience of VIG practitioners, number of CYP involved in shared reviews and whether these included individuals or groups. This diversity appeared to be reflected in the variety of findings identified by authors of the papers included in the review. So, this suggests that the nature and context of studies is important and warrants further consideration of implementation factors associated with the success of school-based VIG interventions.

Table 2.1 Areas for further exploration highlighted in the SLR

The empirical project involved a professional inquiry exploring the use of VIG to support relationships between CYP. Although research is often presented as progressing neatly from start to finish, in reality, the research process is far more intricate. In this document, I intend to provide an insight into the complex research processes and difficult thinking involved. In the discussion which follows, I consider two key areas – my philosophical stance and approach to ethicality and quality.

2.2 Philosophical Stance

The philosophical stance I have adopted in this thesis draws primarily on the positions of pragmatism and relational constructionism (RC). Key characteristics of these perspectives, along with the stance adopted in this thesis, are outlined in Table 2.2 and addressed in the discussion which follows.

	Pragmatist stance (Brinkmann & Tanggaard, 2010; Dewey, 1939; Hammond, 2013)	Relational constructionist stance (Hosking, 2011; McNamee, 2014)	Stance in this research
Ontological and epistemological assumptions	Generating knowledge is an ongoing dialectical process of transaction between agent and environment and related to actions and consequences. Knowledge is consequential, generated after action and reflection on action, even if we can use what we know (antecedent knowledge) to guide our actions. Intelligent action is stimulated by indeterminate situations; an important question to ask is 'what should we do?' In contrast to trial and error approaches, intelligent action requires new habits of reflection and analysis. Antecedent ideas are constructed in particular circumstances for particular ends.	Humans are relational beings and have communal rather than individual rationality. Relational processes are centred. There are multiple self-other relations being created and negotiated through continuous interactions. Knowledge development occurs through dialogue and multi-voiced approaches; language is significant. New knowledge develops through ongoing dialogue and 'inter-acts' with others. Certain forms of life can be stabilised.	People are considered to be relational and understanding develops through interaction with others. There is a multiplicity of self-other relations being negotiated. Knowledge is socially shared and transformed through dialogue. Knowledge is viewed as a process which is continually evolving. Whilst stable assertions can be made, these are viewed as fallible.

	Pragmatist stance (Brinkmann & Tanggaard, 2010; Dewey, 1939; Hammond, 2013)	Relational constructionist stance (Hosking, 2011; McNamee, 2014)	Stance in this research
	Warranted assertions are stable, social agreements but they do not offer a correspondence view of reality. Humans can and do understand the world subjectively, but can also have intersubjective understandings.		
Consideration of social, local, cultural and historical context	Concerned for social and moral consequences of action. Sensitive to context and addressing issues arising. Disinterested in sociological explanations. Ecological view of knowing based on transaction between agent and environment.	Forms of life (including knowledge and doing) can be stabilised and are justified or questioned through ongoing local and historical practices. Knowledge, which is shared in dialogue, is socially, culturally and historically situated. Development and change are social, cultural and historical projects. Knowledge and development/changes occur within social, local, cultural and historical contexts, which	The process of knowing is shared and development/change occurs within social, local, cultural and historical contexts, which influence the realities that emerge.

	Pragmatist stance (Brinkmann & Tanggaard, 2010; Dewey, 1939; Hammond, 2013)	**Relational constructionist stance (Hosking, 2011; McNamee, 2014)**	**Stance in this research**
		influence the realities developed.	
Assumptions about change	Action orientation and concerned with change. Concerned with addressing problems and focuses on a problem solving pedagogy rather than radical transformation of society.	Multiple relational realities are always in process and full of possibilities for change. Process oriented and concerned with how we go on together.	Change is always in process and the act of inquiring through dialogue brings about change. Concerned with facilitating change through action to address problems.
Assumptions regarding positioning, agency and collaboration	Humans have individual agency and live in pluralistic and rapidly changing communities. Generation of knowledge is value laden. Concerned with how democratic values can be expressed and the emancipatory potential of reasoned action. Has concern for the collaborative and communicative nature of inquiry and the generation of	Inquiry is viewed as a process of reconstructing relations and local realities. It supports the notion of doing research 'with' others rather than 'on' others. Individuals are positioned as being able to draw upon personal understandings to support new understandings to develop through collaboration. Invites critical reflexivity and considers how power relations are constructed.	Agency is possible at both individual and collective levels, but is enacted relationally. People have opportunities to engage in collaborative and emancipatory inquiries through doing research. Invites critical reflexivity in relation to how power relations are constructed.

	Pragmatist stance (Brinkmann & Tanggaard, 2010; Dewey, 1939; Hammond, 2013)	Relational constructionist stance (Hosking, 2011; McNamee, 2014)	Stance in this research
	intersubjective agreement on the consequences of action.		

Table 2.2 Key concepts associated with a pragmatist stance, relational constructionist stance and stance in this research

There are multiple conceptualisations of pragmatism, but here, I refer primarily to the work of Dewey, 1939. For Dewey (1939), all knowledge is connected to practical action and we come to know through a dialectical transaction with other people and the environment. 'Knowledge is about the relationship between what we do (action) and what happens (consequences)' (Brinkmann & Tanggaard, 2010, p. 256). Knowledge is constantly changing and subject to pluralistic interpretations, so always provisional and fallible (Brinkmann & Tanggaard, 2010; Dewey, 1939; Hammond, 2013). For pragmatists, rather than asking 'what is happening?', the important question is 'what should we do?' (Brinkmann & Tanggaard, 2010). This active view of knowledge and stance of professional inquiry is influential to my practice as a TEP, and as far as possible, represented in the processes and presentation of this thesis. At times, requirements of the thesis have appeared contradictory to an active view of knowledge, such as the fundamental concept of the SLR, which required synthesis of stable forms of knowledge (depicted in the findings of studies). However, Dewey (1939) argues that theory, thinking and reflection are forms of activity which are necessary when faced with indeterminate situations (Hammond, 2013, p. 606). Stepping back from the immediate world to consider alternative ways forward is an important part of the inquiry process. As Brinkmann and Tanggaard (2010, p. 244) assert 'ideas are not representations or copies of how the world is, but are tools, with which we transform, engage with, and cope with the world'. This concept lends some justification to the SLR process, which highlighted possibilities which had implications for the empirical project.

Although pragmatism has been influential to my thinking, it falls short of addressing important sociological issues crucial to ethical practice within the empirical project. RC centres relational processes and raises important questions about *how* we go on together (Hosking, 2011; McNamee, 2014). In RC, individual rationality is replaced with communal rationality, constructed through relational processes (Hosking, 2011; McNamee, 2014; Sampson, 2008). This perspective highlights the significance of language and resonates with dialogic thinking in which 'the boundary between self and other is fluid' (Barrow & Todd, 2011, p. 283) and meaning is constructed through interaction in a 'dialogic space' between self and other (Bakhtin, 1981; Marková, 2003). Whilst in RC, certain forms of life can be stabilised, multiple relational realities are always in process and full of possibilities for changing 'how we go on together'

(McNamee, 2014, p. 93; Wittgenstein, 1999). This perspective shares similarities with the social justice and transformational concerns of a participatory worldview (Van der Riet, 2008). It attends to issues of power differentials; which communities are speaking and which are silenced; local, cultural and historical influences; and how we are implicated in research and practice (McNamee, 2014). These issues have framed an ongoing process of critical reflexivity throughout the project.

At a basic level, pragmatism and RC share an ontological assumption that reality is characterised by change and process (albeit with differing emphases as presented in Table 2.2). Epistemologically, these perspectives align with an inquiry approach to the study of human action, as adopted in the empirical project, outlined in chapter three of this thesis (Hammond, 2013; McNamee, 2014).

2.3 Ethicality and Quality

Practice-based inquiries often face criticism for being problem-solving activities where 'anything goes' (McNiff & Whitehead, 2005). Yet, traditional discourses of validity are inappropriate for this form of research (Wolcott, 1990). To address this gap, Groundwater-Smith and Mockler (2007, p. 204) suggest a framework for quality in practice-based inquiries is ultimately a matter of ethics and put forward five broad ethical guidelines as indicators of quality. These are outlined in Table 2.3 in relation to the project.

Ethical dimension	Evidence
Observe ethical protocols and processes	• This research has received the full ethical approval of the university and has been conducted in accordance with BPS ethical guidelines (British Psychological Society, 2018).
Transparent in processes	• Discussions presented in chapters two and three of this thesis critically reflect upon decision making processes involved in the empirical project. Key topics of discussion include: philosophical stance, professional inquiry, participatory-relational processes, data collection and data analysis processes.
Collaborative in nature	• See discussion regarding participatory-relational processes.
Transformative in intent and action	• See discussion regarding professional inquiry. • The purpose of the project was to support the development of relationships between CYP within a single primary class. Findings reported by participants suggest that positive peer relationships were facilitated (as well as other benefits as discussed in chapter three of this thesis). • Discussions with the teacher and teaching assistant (TA) during the inquiry and as part of data collection processes suggest the class atmosphere was transformed through participation in the project, which has impacted upon their daily classroom experiences. Introducing VIG to the class was also reported to have impacted positively upon the teacher and TA's approach (e.g. through greater emphasis on relationship development between children) and on future lesson planning (e.g. incorporating collaborative activities). • I have experienced transformation in several ways, relating to the multiple roles which I occupied during the project. Through a process of ongoing self-reflexivity, I have a greater understanding and critical awareness of the processes involved in participatory research. For example, the challenges of making this a fully democratic process in which participants are involved in decision-making processes at all stages of the research. Engaging in VIG supervision supported a process of double-loop learning (Argyris & Schon, 1974), by providing opportunities to reflect upon my interactions with children in shared reviews and subsequently adapt my approach with a view to empowering the children.
Be able to justify itself to its community of practice	• Arguably demonstrated throughout this thesis, as a professional inquiry pertinent to the work of educational psychologists and educational professionals more generally. • Empirical project was conducted within the context of my casework as a TEP. The purpose of the project was to support relationships between CYP, a need apparent within a primary school class identified by school staff (senior leader, class teacher and TA).

Table 2.3 Ethical framework for practitioner inquiry and evidence from thesis

Over the course of any inquiry, considerations of ethicality and quality will be concerned with one broad issue more than another (Reason & Bradbury, 2006). Throughout this project, I engaged in a continual process of ethical decision making through internal considerations and dialogue with research participants and my supervisor, which I recorded in a research diary. When reviewing these reflections, three prominent issues stood out, which deserve attention in the discussion which follows: how the inquiry was conceived and enacted, participatory-relational processes and approaches to data collection and analysis.

2.3.1 *Professional inquiry*

The empirical project took the form of a professional inquiry, guided by the cycles of VIG and underpinned by the principles of action research (AR), depicted in Figure 2.1.
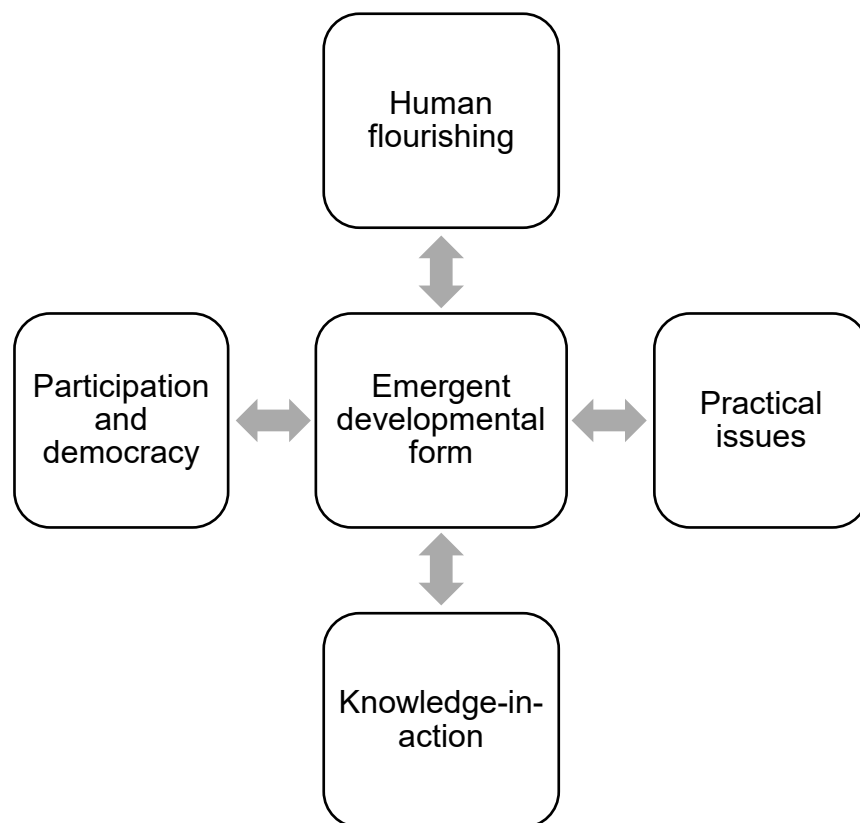

Figure 2.1 Characteristics of action research adapted from Reason and Bradbury (2006, p. 2)

AR is summarised by Reason and Bradbury (2006, p. 1) as a 'participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes…it seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities'.

Given the principles of AR espouse a transformative, emancipatory and democratic process, consideration must be given to the purposes and processes involved in the inquiry (Reason & Bradbury, 2006). With potential to influence data collection, analysis and reporting procedures, these issues are significant to the quality of the research (Groundwater-Smith & Mockler, 2007; Sachs, 2003).

Ultimately, the inquiry was motivated and undertaken as part of my doctoral thesis, driven by my personal interests and influenced by my experience of local need. Due to university requirements, I submitted a project proposal long before the inquiry began, so the extent of democratic participation was inevitably constrained. When I approached a school with the proposition, it was met with enthusiasm from senior leaders who soon identified a class they felt it could help. Though I welcomed their enthusiasm, I recognised this may have been mediated by my prior relationship with the school. Sachs (2003, p. 89) emphasises that 'first and foremost, desire to engage in [*sic*] research must be a choice'. As such, I fully informed all potential participants about the project and stressed that participation was voluntary. This initial process of establishing consent was a key point in the inquiry and can provide a basis for trust (Manson & O'Neill, 2007).

The primary purpose of the inquiry was to create positive changes for the children, teacher and teaching assistant (TA) in the context of their class and potentially influence future interactions between the children and the practice of the teacher/TA. This transformational intent could be likened to 'catalytic validity', which is concerned with the extent research 'reorients, focuses, and energizes participants' (Lather, 1986, p. 67). Reflecting on the process and findings of the inquiry, it does appear that the project inspired and benefited both children and adults and may have an ongoing influence. Further to this, whilst not claiming 'anywhere, anytime answers', reporting

on the processes and outcomes of the inquiry has the potential to relate to the work of other practitioners (Elliott, 2007; Hammond, 2013, p. 609).

The inquiry took elements of both an 'Apollonian inquiry culture' (relating to a rational, linear, systematic approach to cycling between reflection and action) and 'Dionysian inquiry culture' (relating to a more imaginal, diffuse and tacit approach to the interplay of making sense and action), with emphasis on the latter (Reason & Bradbury, 2006, p. 148). Consistent with an Apollonian culture, the cycles of reflection and action within VIG and the Attunement Principles provided an element of structure (Appendix A). Yet in practice, the inquiry proceeded as a 'more imaginal, expressive, spiralling, diffuse, impromptu and tacit approach to the interplay between making sense and action… as a creative response to the situation' (Reason & Bradbury, 2006, p. 148). As such, it aligned more closely to a Dionysian culture. Such an approach could be considered as giving 'power to' participants as their involvement was pivotal to shaping the inquiry (Hosking, 2011). This was enacted in different ways with the children and the teacher/TA. Within some of the early shared reviews, initially, I provided visual prompts to support children to engage with the Attunement Principles. Whilst these perhaps provided a useful starting point, the children were pivotal in shaping the focus and development of discussions. For the teacher and TA, informal discussions throughout the project were open and allowed for creative responses. For example, the nature of filmed activities facilitated by the teacher and the idea to have a whole class session to conclude the project.

2.3.2 Participatory-relational processes

Though I intended the project to be collaborative, I recognised that it could never be a fully participative process where participants acted as co-researchers (Baum, MacDougall, & Smith, 2006). Instead, the inquiry involved participation with the teacher, TA and children in different ways. This included co-facilitating whole class sessions with the teacher at the beginning and end of the inquiry and ongoing cycles of VIG involving filming and shared reviews with groups of children (some involving the teacher/TA). In addition to these formal aspects, I regularly took opportunities to speak informally with the teacher and TA about their experiences of the project. Sometimes this was simply to check how the project was unfolding and related to practical arrangements. At other times, we shared reflections related to experiences with the children in shared reviews and wider school life.

Having a critical awareness of my own position in relation to power dynamics involved in the inquiry was important to foster democratic relational processes (Barrow & Todd, 2011; Mockler, 2014). With respect to my relationships with the teacher and TA, prior to engaging in the project I regularly worked within the school as part of my casework as a TEP. As such, I recognised the potential for power imbalances, with EPs often being positioned by others as 'experts' who will impart psychological advice to 'sort things out', despite resisting this role. As I hadn't worked with the teacher, TA or the children prior to the inquiry, I could maintain something of a division between my role as TEP and that of researcher. Meeting with the teacher and TA prior to beginning the project also provided a useful opportunity to discuss the nature of the inquiry and be explicit about our roles within it. Adopting a stance of curiosity about their lived experiences and the class and openly communicating a desire for the inquiry to be a collaborative endeavour helped to create a more equal power dynamic.

Forming democratic relationships with children was perhaps more complex, due to the inherent power imbalance between adults and children, particularly within an educational context (O'Kane, 2008; O'Reilly & Dogra, 2017). From the outset, I aimed to ameliorate this differential. This included explaining to the children that sometimes I worked in the school as a TEP and sometimes I went to university to learn. Presenting the inquiry as a way for us to 'learn together' was enhanced by the cycles of VIG. By filming myself during shared reviews and explaining to the children that I would be looking at my own practice with my supervisor, this arguably created more equality (Barrow & Todd, 2011).

Engaging in shared reviews brought its own challenges and VIG supervision was invaluable to critically reflect on relational processes. A prominent feature of supervision was discussion around 'activation', in which the practitioner encourages initiatives from participants, and 'compensation', in which the practitioner leads or offers opinions to participants (Kennedy et al., 2011, pp. 290-291). Both approaches are appropriate, but it is the VIG practitioner's attunement to the responses of participants which is significant. In the first cycles of VIG, relatively new to the approach, I was anxious about the potential for power imbalances and keen to develop a rapport with the children. At the same time, I was aware of my role as a VIG practitioner and conscious of group dynamics and ensuring everyone had an

opportunity to contribute. In the early stages, I used supervision to think carefully about how I could encourage initiatives from the children through the questions I posed. As I engaged in further cycles, I soon recognised the power of video as a visual tool to stimulate children and in doing so, ameliorate power differentials (Barrow & Todd, 2011). For example, initiating shared reviews with a still image of a moment of attunement was a useful approach which activated the children to name what they could see. Children often wondered aloud about how attuned moments had come about and watching video clips to look for evidence proved a helpful approach to compensate.

Bringing the video to the fore throughout shared reviews, appeared to energise the groups and created a feeling of 'togetherness' around the video akin to 'secondary intersubjectivity' (Kennedy et al., 2011). This was evident in the children's emotional responses and in comments made during interviews in which they shared that they enjoyed viewing the videos and engaging with one another about these in shared reviews. Rather than dyadic communication between the children and I, the children showed interest in one another, asking questions and building on one another's ideas, which created a sense of attunement. Although attuned interactions and intersubjectivity are central to VIG, democratic communication necessitates more than mutuality, which leaves little scope for challenge, creative difference or transformation (Marková, 2003). Democracy within relationships could be considered 'in forms of communication that are genuinely reciprocal, where all parties are receptive to the voices of others and communication is not closed down by an expert or dominant voice providing the "last word"' (Arnett & Arneson, 1999; Barrow & Todd, 2011, p. 279). So rather than aiming for consensus, conversations should be 'jointly owned and always ongoing' (Barrow & Todd, 2011, p. 279), facilitating a 'dialogic space' for differing perspectives and meaning to be negotiated between the self and other (Bakhtin, 1981; Marková, 2003). The notion of 'dialogic space' refers to a social domain of activity in which individuals 'engage with each other and, in a sense, learn to see the task through each other's eyes' (Wegerif, 2007, p. 3). Sharing ideas within dialogic space can transform communication and facilitate change in individual perspectives (Wegerif, 2011). Within shared reviews, video could be considered a visual tool which acted as a catalyst for shared reflection and invited differing perspectives (Van der Riet, 2008). When viewing video clips within shared reviews,

children often noticed and emphasised different aspects of interactions. By using the video as 'evidence', this provided an 'outsider' perspective which facilitated greater depth of discussion and allowed for differing perspectives to be explored and valued without impacting upon power dynamics within the group (Barrow & Todd, 2011).

2.3.3 Data gathering and analysis

Initially, I struggled with the concept of making stable assertions in a continually evolving world (McNiff & Whitehead, 2005). RC significantly influenced my thinking in relation to this. It considers all research worlds to have a place, as outlined in Figure 2.2, and research methods should be selected based on which would be the most generative. Of course, this comes with 'a very strong caveat acknowledging that any depiction of these complex ideas is potentially misleading' (McNamee, 2014, p. 81). So, choice of research methods (including data collection and analysis procedures) must be accompanied by critical reflexivity regarding the implications of any approach.
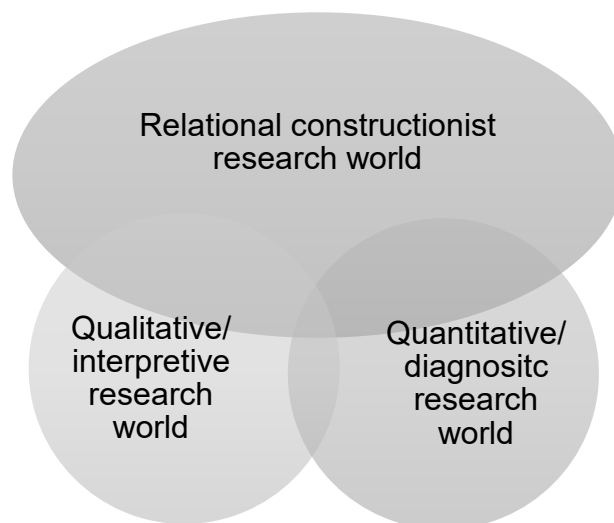

Figure 2.2 Intersecting research worlds adapted from McNamee (2014)

During the inquiry, I gathered formative data to track and feed into the process (relating to filming sessions and shared reviews). Summative data was gathered at the end to develop an evaluative understanding of the project from the view of participants. This was motivated primarily by the need to report on the project as part of my doctorate, but also with regard to the broader context of educational

psychology and emphasis on accountability (Dunsmuir, Brown, Iyadurai, & Monsen, 2009). Gathering summative data took multiple forms. A joint interview was conducted with the teacher and TA to develop shared understandings. Data gathering with the children began at a whole class level with a blind ballot which generated quantitative data, this led on to individual interviews with seven children, generating qualitative data. This funnelled approach was to ensure that all children were included and data gathered was sufficiently detailed. Visual methods were applied throughout, to engage the children, enable all children to participate and create research 'with rather than on people' (Clark, 2013, p. 2). Conducting individual interviews helped to avoid difficulties inherent with group dynamics and enabled the children to go into detail about their experiences (O'Reilly & Dogra, 2017). By this point, I had worked with the class regularly over two months and had formed relationships through the process of conducting VIG shared reviews, which helped to ameliorate power differentials. However, I recognise as an adult with a formal identity badge, this linked me to authority. Although the primary intention of interviews was to gather data to feed into the findings of the research, as highlighted by Strong (2004, p. 217), questions are 'performative; they can evoke, construct, and invite positions and experiences from which generative dialogues can emerge'. Reflecting on this, the interviews could be considered as 'generative transformational processes' in themselves (McNiff & Whitehead, 2009, p. 41). This was certainly apparent for some of the participants in which engaging in dialogue about experiences of the project appeared to lead to new and profound realisations. For example, one boy commented upon a greater capacity to manage uncomfortable emotions and respond to conflict in a more constructive way.

As the researcher, it was my responsibility to 'clarify, explain, elaborate and draw out possible implications' from the data (Thomson & Hall, 2016, p. 199). Quantitative data was displayed graphically and I analysed the interview data using inductive thematic analysis (Braun & Clarke, 2006). Although I acknowledge that 'analysing data is not a neutral process' (Thomson & Hall, 2016, p. 198), I chose to engage in a data-driven approach to ensure themes generated were closely linked to the data (Patton, 1990). This process necessitated reflexivity and a systematic and transparent approach to testing out different possibilities and applying increasing levels of interpretation. At the end of this process, the findings suggest the outcomes

were positive. Whilst this could be an indication that the project was a success, it warrants critical consideration, as Groundwater-Smith and Mockler (2007, p. 206 & 208) highlight 'evidence is not an innocent construct' and there is a 'current inclination to celebrate practice rather than develop an authentic critique'. Through analysing the data, it was difficult to find a critical edge in the accounts shared by participants. As the primary intent of the work was to develop positivity and the nature of VIG focuses on success, this positive lens was perhaps to be expected.

According to Cook (2009, p. 289), 'anarchic as it initially may seem – for rigorous research to take place, researchers need to both create and delve into the messy area'. I hope through engaging in this document, I have provided insight into some of the difficult decision-making processes involved in this research.

Chapter 3. Empirical Project

Abstract

Amidst growing concerns for children and young people's (CYP) mental health, it is proposed that more needs to be done within schools to promote CYP's wellbeing. A relational perspective of wellbeing is adopted and explained in this paper and it is suggested that CYP's wellbeing may be enhanced through developing peer relationships using Video Interaction Guidance (VIG). VIG is a relationship-based intervention which uses video as a reflective tool to support development of attuned interactions. Recent research demonstrates promising outcomes when VIG is implemented with CYP as participants; however, this remains an under-researched area. This paper reports on the findings of an empirical project involving a professional inquiry which set out to explore the question – *how can VIG be used to support relationships between pupils within a primary class?* This involved a single Year 4 class who participated in cycles of VIG within small groups over a two-month period. Data collection involved a whole class blind ballot and eight semi-structured interviews; a joint interview with the teacher and teaching assistant and individual interviews with seven children. Outcomes of the blind ballot are represented graphically. Interview data was analysed using inductive thematic analysis. The effects of VIG are presented as two thematic maps, which outline benefits associated with VIG (insight gained from shared reviews, prosocial attitudes and behaviour and class cohesion) and implementation factors associated with VIG (organisational factors and shared review factors). It is concluded that participating in VIG can support children to appreciate their own and others' interpersonal skills, facilitate positive peer relationships and foster an inclusive relational environment. It is proposed that this study highlights the potential of VIG as a universal approach to promote CYP's wellbeing through developing relationships between children.

3.1 Introduction

3.1.1 Relational basis for wellbeing

Amidst rising concerns for children and young people's (CYP) mental health, promoting wellbeing within educational settings is a growing area of research (Weare, 2015). There is little consensus of what constitutes wellbeing and discourses of wellbeing are wide-ranging (Watson et al., 2012). Across Western literature, wellbeing is commonly considered an individual notion, including a subjectively experienced pursuit of happiness or fulfilment (Slee & Skrzypiec, 2016). Yet, as Dewey (1931, p. 5) points out; 'the most pervasive fallacy of philosophic thinking goes back to neglect of context' and this has implications for understanding wellbeing. As CYP develop within dynamic ecosystems, wellbeing can be considered interdependent with environmental, cultural and social influences (Bronfenbrenner, 2005; Easthope & White, 2006). Drawing on cross-cultural research, Kagitcibasi (2005) emphasises the role of psychological interdependence for wellbeing, asserting both individual agency and relationships with others are necessary for optimal functioning. Furthermore, based on a large empirical study conducted in Australian schools, Thomas, Graham, Powell and Fitzgerald (2016) argue that CYP understand wellbeing primarily in terms of interpersonal relationships. Within this report, I therefore adopt a relational perspective, which considers CYP's personal sense of wellbeing to be interdependent with the wellbeing of their relationships and the wellbeing of the communities in which they reside (Evans & Prilleltensky, 2007; Prilleltensky & Nelson, 2000). When the needs of individuals and communities are fulfilled, Prilleltensky (2005) suggests this is reflected in signs of wellbeing at personal, relational and collective levels. At a personal level, this may be expressed through self-determination, self-efficacy and optimism. Signs of wellbeing at a relational level include the presence of mutually supportive relationships, such as enduring friendships and affirming partners. At a collective level, wellbeing may be reflected in communities based on shared values of social justice, in which there is fair access to opportunities and resources for all and norms that promote reciprocity, collaboration and affirmation of diversity.

Feeling accepted and valued by other people within our social groups is argued to be a basic human need (Maslow, 1943; Ryan & Deci, 2000). Developmental psychologists such as Trevarthen (1979) have provided empirical evidence which

supports a relational perspective, indicating that children are born with a predisposition for intersubjectivity. This refers to an innate capacity for reciprocal engagement between two people where emotions are both expressed and received (Trevarthen, 1979). A need and desire for intersubjectivity is suggested to grow not only through affectively-intense attachment relationships, but also through companionship with teachers and peers (Trevarthen, 2009). Whilst the concept of intersubjectivity is philosophically complex (Gillespie & Cornish, 2010), Marková (2003) suggests that this acts to reduce the distance between self and other. From an evolutionary perspective, Cortina and Liotti (2010) propose attachment developed for purposes of safety and protection, whereas intersubjectivity evolved to enable humans to function in social groups and is related to sharing and social understanding. Rather than intersubjectivity equating to mutuality (a fusion of self with other), Bakhtin (1981) emphasises that intersubjectivity can and should happen alongside individual agency, to allow for constructive difference in which meaning can be negotiated between self and other. This is consistent with Kagitcibasi's (2005) view that autonomy and relatedness can co-exist and both are needed for wellbeing. Given that relationships are fundamental for optimal functioning (Ryan & Deci, 2000) and school provides the context for CYP to experience a myriad of relationships, it follows that the nature of CYP's school relationships may be crucial to their wellbeing. Taking a relational view, it is therefore arguable that fostering inclusive school communities, which enable positive relationships for all, could promote the wellbeing of CYP (Catalano et al., 2004; McNeely, Nonnemaker, & Blum, 2002; Vidourek & King, 2014). However, within an education system which places value on individual competition and performance, this may be difficult to establish (Roffey, 2013).

3.1.2 *Social capital, recognition and peer relationships*

Networks of relationships which provide important opportunities and resources are characteristic of school communities with high social capital (Hargreaves, 2001; Nahapiet & Ghoshal, 1998). According to Hargreaves (2001, p. 490), social capital has a structural component (the networks in which people are embedded by strong ties) and a cultural component (relating to the level of trust, reciprocity and collaboration). Taking this concept further, Putnam, Feldstein, and Cohen (2003, p.2) assert there are two different forms of social capital: 'Some networks link people who

are similar in crucial respects and tend to be inward-looking – bonding social capital. Others encompass different types of people and tend to be outward-looking – bridging social capital'. This distinction resonates with the concepts of recognition and misrecognition described by Fraser (2001, p. 24). According to Fraser (2001), recognition occurs when people are viewed as 'peers capable of participating on a par with one another in social life' (relating to a community of bridging social capital). Where the community is based on bonding capital, those who are 'other', for whatever reason, may not be recognised; consequently, they may not be able to establish full participation within social encounters. This resonates with the concept of misrecognition, which occurs when people are 'denied the status of a full partner in social interaction and prevented from participating as a peer in social life' (Fraser, 2001, p. 27). These concepts provide a useful framework, which will be adopted within this report to understand the differing nature of relationships between CYP within school; peer groups that actively promote inclusion and connection (relating to bridging social capital and recognition) and peer groups characterised by in-groups and marginalisation or rejection of those who do not fit in (which might reflect bonding social capital and potential for misrecognition).

Experiencing positive peer relationships can yield a range of benefits (Pellegrini et al., 2015). These include developing skills in cooperation, reciprocity and mutuality (Majolo et al., 2006; Pellegrini et al., 2015; Wentzel & Muenks, 2016), improving CYP's perception and enjoyment of school and positive mental health into adulthood (John-Akinola, Gavin, O'Higgins, & Gabhainn, 2013; McGrath & Noble, 2010). Supportive peer relationships can also enhance classroom dialogue, participation in learning, understanding and attainment (Kutnick & Colwell, 2010; Pellegrini et al., 2015). However, not all CYP are fortunate enough to be part of a supportive peer group. For those who are not welcomed into social interaction with peers and who subsequently experience chronic social isolation and rejection, this can create feelings of disconnection and lead to a range of negative outcomes. These outcomes include a greater risk of being bullied, poor social skills and higher levels of aggression (Coie, Dodge, & Kupersmidt, 1990; McGrath & Noble, 2010; Wentzel & Muenks, 2016), depression and anxiety, lower academic attainment (Wentzel, 2009) and social difficulties into adulthood (McGrath & Noble, 2010). Friendship issues and bullying can create significant sources of worry and lead to long-term mental health

difficulties (Arseneault, 2017; Ashton, 2008; Hymel & Swearer, 2015). It is therefore worth considering how to facilitate the building of bridging social capital and support CYP's social relationships in school, in order to reduce the risk of misrecognition, feelings of rejection and social isolation.

3.1.3 Promoting positive peer relationships

Interventions to develop peer relationships often focus on changing the behaviour of specific individuals. Whilst developing social skills of individuals (e.g. cooperation and conflict resolution) can enhance peer acceptance, this individual approach does not address relational processes constructed between children or the wider social context (Harrist & Bradley, 2003; McNamee, 2014; Tomlinson, 2017; Bronfenbrenner, 2005). Targeted interventions can risk implying that CYP are different or lesser than their peers, which can have a detrimental impact on their self-concept (Slee & Skrzypiec, 2016, p. 42). Enabling change in the context and relationships of CYP may have a greater impact than focussing solely on changing the behaviour of individuals (Dunsmuir & Hardy, 2016). Video Interaction Guidance (VIG) is an intervention rooted in the notion of relationship (Kennedy et al., 2011). When implemented with CYP as participants, recent research indicates promising outcomes including improvements in peer relationships (Mohammed & Musset, 2007), self-esteem (Musset & Topping, 2017), learning and engagement (Landor et al., 2007) and inclusion (Mohammed & Musset, 2007). So, in working towards supporting the development of peer relationships, this is an intervention worthy of consideration.

3.1.4 What is VIG and how does it work?

VIG is a relationship-based intervention designed to promote the development of attuned communication through reflecting on videos in relation to the Attunement Principles (Appendix A) (Kennedy et al., 2011). These are considered to be key building blocks that contribute to developing attuned patterns of communication (Kennedy et al., 2011) and directly relate to Trevarthen's (2009) notion of intersubjectivity. VIG proceeds through cycles of intervention, which involve the VIG practitioner filming participants engaging in naturally occurring interactions and selecting short video clips of the most successful moments in relation to the Attunement Principles. Participants are then involved in 'shared reviews', during

which the VIG practitioner and participants watch short clips of these interactions and reflect together on micro-moments of attuned interaction (Kennedy et al., 2011). The therapeutic relationship developed through shared reviews is intended to mirror the relationship being fostered within the participant's interactions. This involves facilitating a collaborative and empowering forum for participants to engage in supportive dialogue (Cross & Kennedy, 2011). Through viewing successful moments of interaction and reflecting with the VIG practitioner, participants can be supported to develop their relationships (Kennedy et al., 2011). When implemented with parents and educational professionals, VIG has been found to promote positive outcomes, including improvements in interaction skills (Fukkink, 2008; Fukkink & Tavecchio, 2010). Whilst traditionally VIG has been implemented with adults as participants and CYP as the focus of concern, recent research indicates promising outcomes for the use of VIG with CYP as participants (e.g. Musset & Topping, 2017).

Multiple theories have been appropriated to explain the effectiveness of VIG (Cross & Kennedy, 2011, p. 58). It is proposed that participants' intuitive emotional responses to observing themselves communicating in videos can provide the stimulus for deep reflective dialogue within shared reviews (Cross & Kennedy, 2011). This experiential process is considered to have an indirect impact on participants' relationships, through changing perceptions and approaches to interacting with others (Cross & Kennedy, 2011). The role of optimism is considered fundamental to this process, which involves capturing and reflecting upon positive moments within videos (Cross & Kennedy, 2011). This can enhance self-efficacy beliefs, by fostering the perception that one's actions will lead to successful outcomes (Bandura, 2010). These beliefs can be further enhanced through opportunities to notice and develop rich descriptions of relational strengths during shared reviews (McCartan & Todd, 2011). VIG also aims to promote feelings of empathy (Kennedy et al., 2011), which is described by Carr (2004, p. 113) as 'the ability to be aware of, understand and appreciate the feelings of others'. This is present within moments of intersubjectivity (Jensen & Moran, 2012) and fostered within VIG through participants wondering what the other is doing, thinking or feeling (Kennedy et al., 2011). This is significant to the focus of relationships within this report, as it is argued that having empathy is crucial to developing supportive relationships (Carr, 2004). Rather than an intervention

which teaches individual social skills, this highlights the potential of VIG as an approach which focuses on developing relationships.

3.1.5 The present study

Building on the small existing research base for VIG with CYP as participants, in this exploratory study, I consider VIG's potential to develop positive relationships between CYP. Through engaging in a professional inquiry with a teacher, teaching assistant (TA) and single class from a primary school, this project aims to explore the following question – *how can VIG be used to support relationships between pupils within a primary class?*

3.2 Method

3.2.1 Research context

The project took place within a larger than average, inner-city primary school in the North East of England. The school has a well above average proportion of pupils who are known to be eligible for pupil premium. The focus of the research was a Year 4 class, consisting of 30 pupils aged eight to nine years old. The class came to my attention through my casework as a trainee educational psychologist. At the time, the teacher and TA expressed concerns about frequent disagreements both inside and outside of the classroom and negative attitudes which were impacting on teaching and learning. The inquiry which developed from these initial discussions forms the basis of this report.

3.2.2 Research process

An overview of the research process is outlined in Figure 3.1. This is followed by discussion of ethical considerations and a summary of the professional inquiry and data collection processes (see Appendix O for a detailed account of the research process).
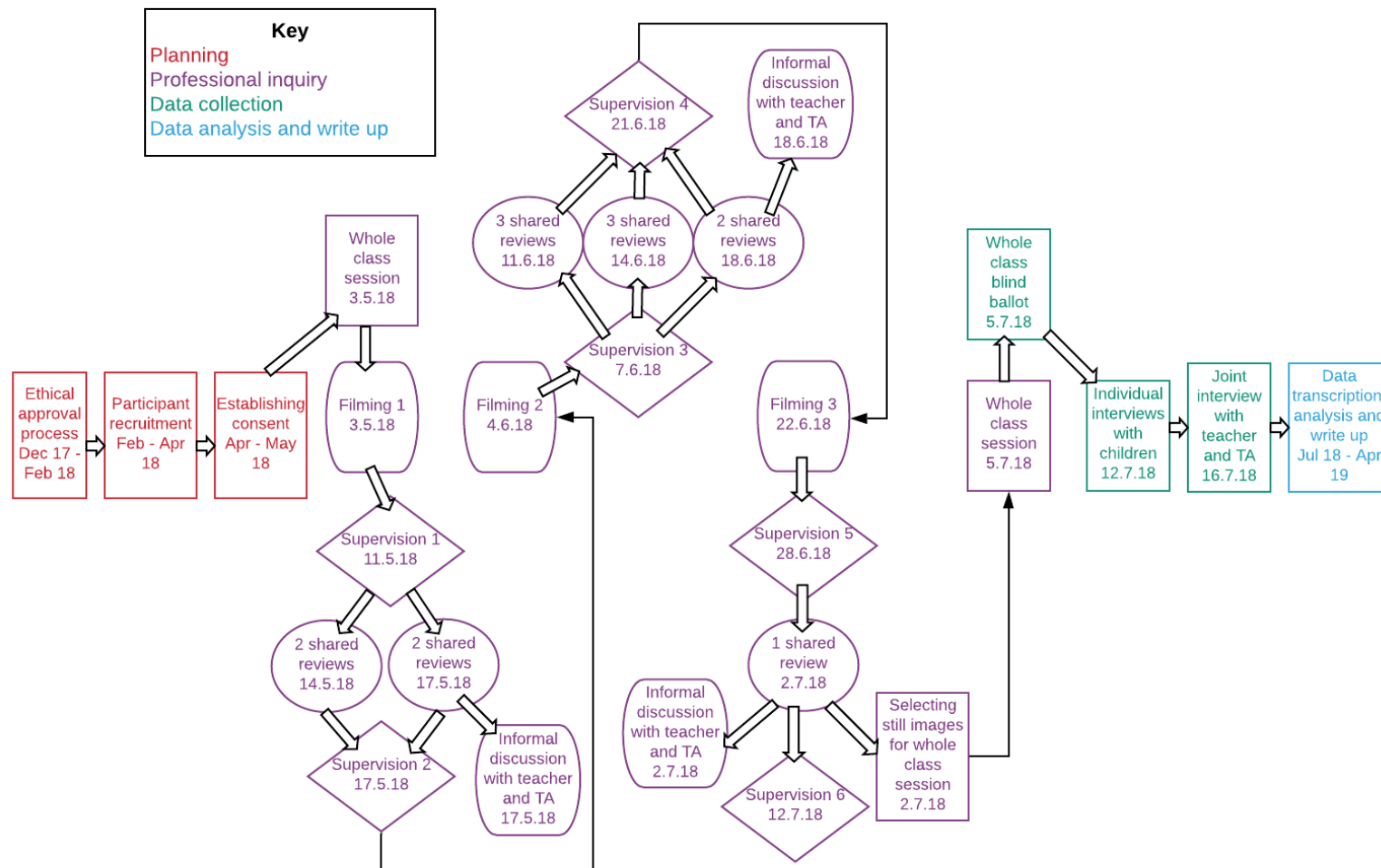
Figure 3.1 Graphical representation of the research process

3.2.3 Ethical considerations

The research was subject to Newcastle University's ethical approval process; a summary of key points is provided in Table 3.1 (a more detailed account is provided in Appendix O).

Ethical consideration	Rationale
Information and consent (Appendices D-I)	• Researchers must be clear about all aspects of the research from the outset so that participants are not misled in any way (British Psychological Society, 2014). • The teacher, TA, children and parent/carers were provided with differentiated information sheets and consent forms. Face-to-face meetings with potential participants enabled further clarification in relation to the project. • Although written consent was established for all participants, consent was viewed as a process akin to Cock's (2006) notion of assent. This asserts that constant reflexivity on the part of the researcher is needed, by being vigilant and attuned to children's responses in order to know when to end children's involvement in the research. • This was pertinent for one child and having awareness of the child's discomfort protected his emotional wellbeing and right to withdraw from the process.
Data storage	• According to the Data Protection Act 2018, all personal information must be anonymised and protected from risk of access by anyone not entitled to the information. • Videos and audio recordings were encrypted and stored on a password protected USB until they could be transferred onto the university secure server. Interview transcripts were anonymised immediately. Once the research is complete, raw data will be destroyed following university regulations.
Participatory processes associated with the professional inquiry	• The inquiry was intended to be a collaborative process. However, the nature and extent of participation was constrained by several factors (e.g. motivations of the research, time constraints and potential power imbalances). • Several steps were taken with a view to promoting democratic participation (e.g. critical awareness and reflexivity in relation to my own position in the research (Cho & Trent, 2006), regular VIG supervision to distance myself from the immediate context and reflect on my actions and role in relation to participants (Kennedy et al., 2011)).
Adult-child power imbalances associated with interviewing children	• Acknowledging the potential for adult-child power differentials, I engaged in continual reflexivity throughout the interviews (Cocks, 2006; Griffin, Lahman, & Opitz, 2016). • Although I recognise my formal identity badge linked me to authority, I had worked with the class over two months and formed relationships through the process of conducting VIG shared reviews, which helped to ameliorate power differentials. • Children were assured anonymity of their contributions and I was clear about my role as researcher, emphasising my interest in their views. This was intended to reduce the potential for the social desirability effect (responses being influenced by expectations of what the other wants to hear) (Bryman, 2016).

Table 3.1 Ethical considerations and rationale

3.2.4 Professional inquiry

The project took the form of a professional inquiry, conducted over a two-month period between May to July 2018. This was based on the theoretical framework of action research (AR). AR has a practical orientation, it is participatory and involves creating change through a cyclical process of reflection on action (Reason & Bradbury, 2006).

The inquiry involved the following key features:

- Two whole class sessions co-facilitated by the teacher and I to initiate the project (establish children's consent and discuss key change issues) and conclude the project (share experiences through reflection on still images and videos used within shared reviews) (see session plans outlined in Appendix P).

- Following an initial meeting involving the teacher, TA and I, which included a discussion of ideas for activities which could be facilitated during filming sessions, the teacher planned and facilitated a weekly 'games hour' for the class. These sessions involved whole class discussions relating to teamwork and a range of cooperative games – activities which required the children to work together in small groups to reach a shared goal. For example, the teacher designed an outdoor maths 'treasure hunt' in which the children had to work together to solve a series of maths clues hidden in different locations across the playground. Filming was conducted during these sessions, although games hour continued outside of filming (filming sessions are described in Appendix Q). Following each cycle of VIG, informal discussions I had with the teacher and TA included reflections on the cooperative games implemented, with a view to the teacher planning for subsequent sessions.

- Three cycles of VIG involving filming children participating in cooperative games within groups and subsequently reflecting on short clips from the films within shared reviews (two shared reviews were observed by the teacher, one by the TA). An outline of the VIG cycle is provided in Figure 3.2.
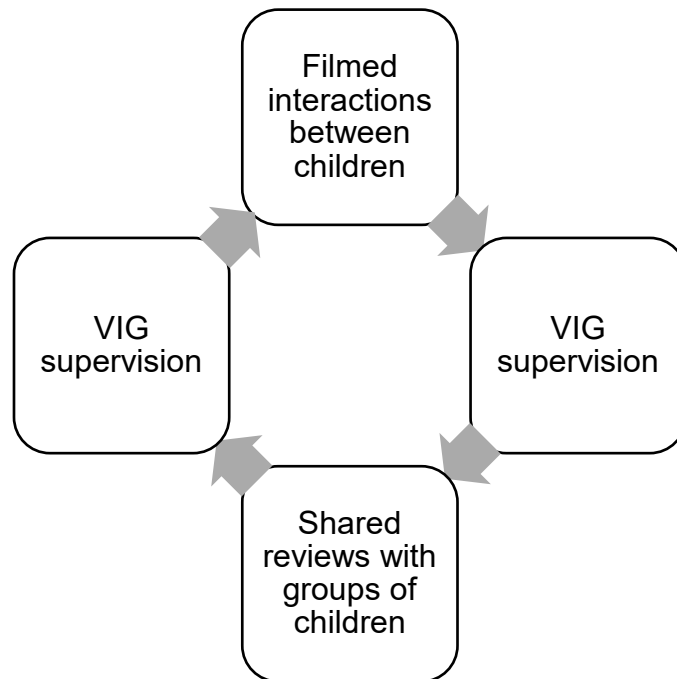
Figure 3.2 VIG cycle

- During shared review sessions with the groups of children, we reflected upon the key change issues discussed as a whole class during the initial session facilitated by the teacher and I. These change issues included developing relationships between children within the class and having more positive attitudes. In addition to this, during each shared review I supported the children to reflect upon what they hoped to develop through engaging with VIG and any learning which may have occurred during each session. Commonly the children expressed that they wanted to work together better as a team. Reflective comments made by the children regarding what they had learned during shared reviews varied depending on the focus of discussions. For example, some children noted skills such as how important it is to listen to one another and how that can make someone feel. Although traditional VIG interventions commonly include a 'helping question' intended to support progression towards participants' goals for their own development through engaging with VIG (Kennedy et al., 2011), this approach was arguably more suited to working with different groupings of children from

session to session and allowed the children to consider their shared and personal goals.

- VIG supervision was external to the research context and supported my development as a VIG practitioner. Supervision sessions involved reviewing films of groups of children participating in cooperative games and reflecting on my interactions with the groups of children in shared reviews.

- Reflective dialogue between the teacher, TA and I (informally following each cycle of VIG to reflect and plan) (illustrative sample from research diary provided in Appendix R).

3.2.5 Data collection

The purpose of data collection was to explore how VIG can be used to support relationships between pupils. During the whole class session, two months after VIG had been introduced to their class, all children contributed to a blind ballot. The class were asked the question – *has participating in VIG made a positive difference to the class?* to which they responded with a number from one to five to indicate their perceived level of difference. This whole class approach was intended to stay committed to the collaborative and universal nature of the project. Semi-structured interviews were then conducted in order to gather rich data.

Firstly, a joint interview with the teacher and TA was conducted. Taking a relational perspective, I consider knowledge to be developed through interaction with others. This approach was therefore deemed appropriate to reach shared understandings (Hosking, 2011). The interview schedule is outlined in Appendix J. Questions were designed to generate an evaluative understanding of the project (e.g. pros, cons, learning and changes).

Individual interviews were then conducted with seven children. Attempts were made to ensure a mix of children, including boys and girls and children involved in different groups during shared reviews (the choice of children from each group was randomised). One-to-one interviews with children had the advantage of allowing interviewees to develop their ideas and negate concerns associated with interviewing groups of children, including moderating the range of contributions, staying on task, handling digressions, confusion and pacing and also to ensure quieter voices were not silenced (Denscombe, 2014). The interview schedule outlined in Appendix K

guided the discussions, although interviewees were free to speak more widely on the issues raised. Similar to the adult interview schedule, questions centred on what the children enjoyed, what could be better and any learning and changes.

A visual approach was a hallmark of both the intervention and the approaches taken to data collection (Thomson, 2009). Firstly, videos previously used in shared reviews were shown to each child to stimulate recall and help children to develop their ideas (Lyle, 2003). Children were given a choice of clips from those previously observed in shared reviews. For two of the questions, children were asked to pick 'blob people' from a range of choices as a visual tool to support them to indicate children who they felt had experienced VIG and children they thought VIG would help (Wilson & Long, 2018). As the chosen pictures depicted a range of non-specific cartoon figures engaged in a range of activities, it was hoped that this would allow for interpretive freedom.

3.2.6 Data analysis

Results of the blind ballot were displayed graphically. The interview data was transcribed and analysed using the inductive thematic analysis procedure as outlined by Braun and Clarke (2006). This was a data-driven approach intended to ensure themes generated were closely linked to the data (Patton, 1990). The stages of analysis are outlined in Appendix O; while presented as a linear process, the analysis was iterative and reflexive. Data was subjected to successive levels of inductive coding conceptualised as 'descriptive coding', 'interpretative coding' and 'pattern coding' in accordance with Miles (1994). During coding, teacher/TA data and children's data were initially analysed separately. As there were multiple commonalities between the teacher/TA and children's data, pattern codes were subsequently analysed together to allow for the identification of themes. Boyatzis (1998, p. 161) defines a theme as 'a pattern in the information that at minimum describes and organises the possible observations and at maximum interprets aspects of the phenomenon'. Themes were refined and organised into thematic networks – 'web-like illustrations that summarise the main themes constituting a piece of text' (Attride-Stirling, 2001, p. 1).

3.3 Findings

The findings of the whole class blind ballot are presented first, this is followed by discussion of themes generated from interview data.

3.3.1 Whole class blind ballot

Both the teacher/TA and children were enthused by the project and expressed that it made a positive difference to the class. As the teacher stated, *'the idea from start to finish was a brilliant one'*. This is supported by the outcome of the class ballot, as illustrated in Figure 3.3.
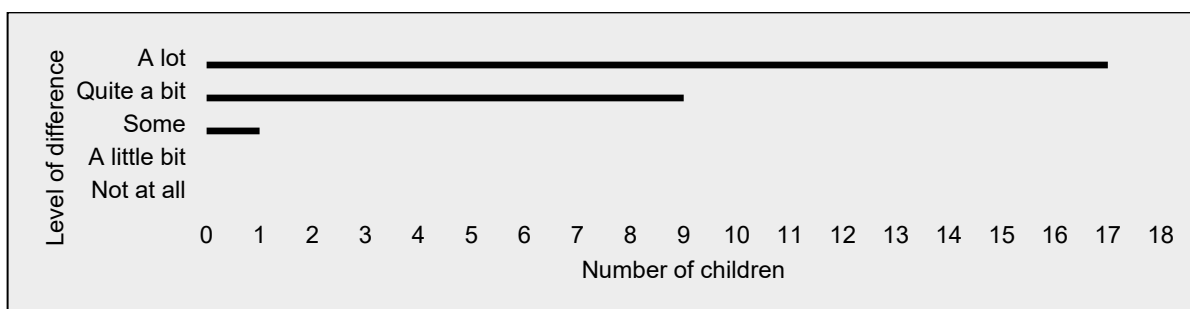

Figure 3.3 Bar chart to show children's responses to the blind ballot question – *has being involved in VIG made a positive difference to the class?*

Whilst it is acknowledged that this approach could not capture the complexity of children's experiences, it did enable all children to contribute a view and gives an indication of the children's perceptions of the influence VIG may have had on all children involved in the project.

3.3.2 Thematic analysis of interview data

In total, 67 pattern codes were assigned to the data. From these codes, 18 initial themes were identified. Following a process of further refinement, two initial themes were subsumed into others, resulting in 16 basic themes. Through further analysis, basic themes were grouped into several organising themes. Consideration of basic and organising themes generated two overarching global themes, as illustrated in Table 3.2 (examples of coding are provided in Appendices T & U). The findings in relation to these two organising themes will first be presented and then discussed.

Basic themes	Organising themes	Global themes
Teamwork	Prosocial attitudes and behaviour	Benefits associated with VIG
Empathy		
Managing conflict calmly		
Interacting with different members of the class	Class cohesion	
Positive class atmosphere and relationships		
Appreciating positive interpersonal skills in self/others	Insight gained from shared reviews	
Recognising capabilities and motivation		
Overall VIG had a positive impact		
Variety of collaborative activities	Organisational factors	Implementation factors associated with VIG
Varying groupings of children		
Flexible facilitator-teacher arrangements		
VIG practitioner	Shared review factors	
Engaging and accessible forum		
Teacher experiencing shared reviews		
Teacher's future practice	VIG can have a positive influence on teachers' practice; it is a versatile approach which can be applied across the curriculum	
VIG should be used regularly across the curriculum		

Table 3.2 Basic, organising and global themes

1.1.1 Benefits associated with VIG

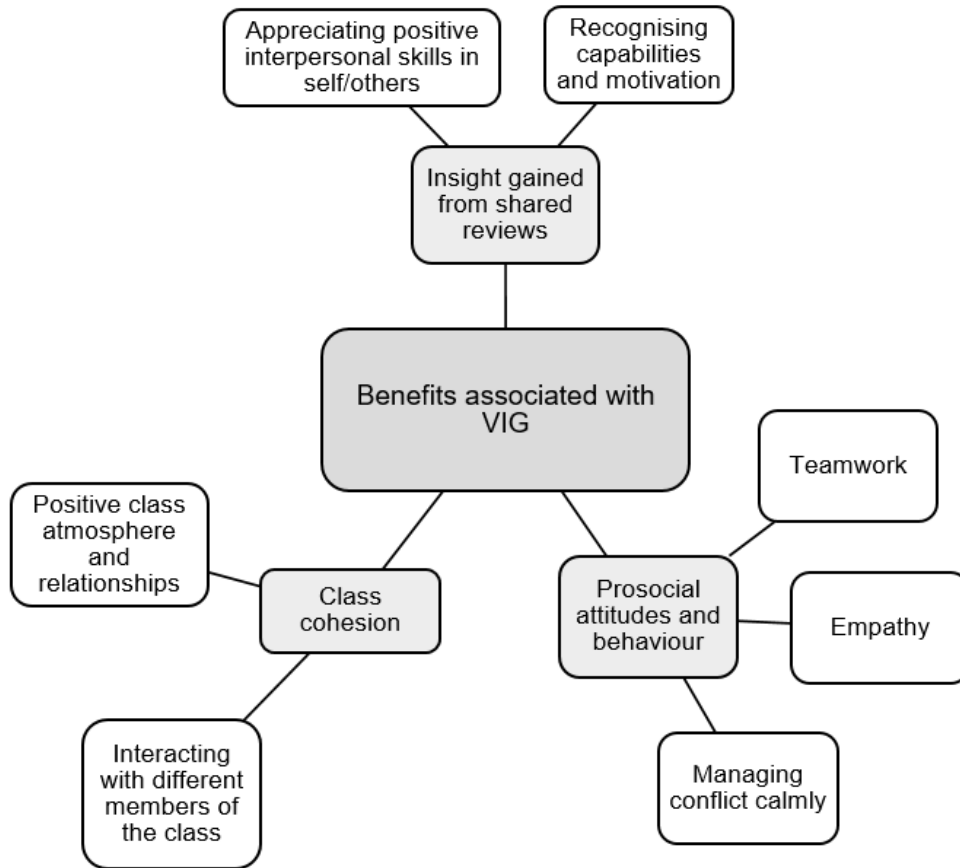A variety of benefits were described, which are presented in the thematic network below.

Figure 3.4 Thematic network illustrating benefits associated with VIG

Insight gained from shared reviews

Appreciating positive interpersonal skills in self/others

All children commented that shared reviews supported them to recognise positive aspects of their own and others' behaviour. This included identifying a range of interpersonal skills, such as turn taking and helping others, as illustrated by comments made by the children:

'I think it's good cos you see the best bits of what you're doing like when you help each other or you're giving people space to say what they need to say.' (Child A)

'I think in that video I was helping letting people answer…letting them talk.' (Child E)

Reflecting on interpersonal skills demonstrated in a group task, one child expressed:

'That's how it helped us to do it!' (Child D)

An interest in teamwork processes was echoed by others, who shared an understanding of how their interactions could support successful group work e.g. by listening to one another.

For the teacher, the shared reviews enabled children to *'appreciate'* and *'accept'* one another and *'notice other people they wouldn't necessarily have acknowledged'*.

The children, teacher and TA all expressed that watching and discussing positive moments in the videos was a positive experience for the children. As the teacher commented:

'It made them feel good cos they were talking about what they did well so that just gave them that feel good factor which is exactly what they needed…and you can see it in their walk, they're smiling and they're happy and you can tell they're proud of what they've been doing'.

Recognising capabilities and motivation

Seeing successful moments in the videos was also reported to highlight to children their own and others' capabilities. This brought new realisations to children who expressed that previously they had doubted their own and others' abilities and potential to work well together. Comments shared by the children suggest that they were motivated by the shared reviews; as one child explained:

'I think it was really good cos you get to see that you can work together properly without arguing and like cos people think different things to people, but you still don't like shout in their face, you all get turns and stuff. When you look back at the videos and you do actually work well then it just makes you want to do it more.' (Child A)

Prosocial attitudes and behaviour

Teamwork

All participants expressed there had been a noticeable improvement in children's attitudes, this appeared to allow for more equal relationships between children, which facilitated teamwork. Prior to the project, the TA explained:

'You had individuals that kind of overpowered the rest and they were allowed to dictate…it was about them as individuals and I think that's why they didn't get on very well as a class'.

This view was shared by children who commented:

'I always knew that someone would take over and be the boss'. (Child G)

Since participating in the project, the teacher expressed:

'Now it feels like they're working properly as a group and everyone in the group is more valued…no one is left out, they all have a role to play'.

Reflecting on this, one child shared that children are more content in their own knowledge and abilities so are more willing to:

'*Give other people chances rather than just taking control of it all'. (Child G)*

Moreover, she explained that children have more positive attitudes towards one another and recognise others as *'capable'*. While some children are enabling others to have a role in group tasks, she commented that others are *'stepping in'*. The child shared that at one time:

'Some people thought they didn't have to do anything, but now they know that working as a team also involves them because now they get a chance'. (Child G)

The teacher and TA shared this view and also emphasised that the children's confidence has grown and they are creating opportunities to have their voices heard and take on different roles. As the TA explained:

'They're not allowing others to dictate, they're not standing up for themselves, but they're being a bit more confident about how they say things and giving their opinion'.

Several comments were also made by children that they are being *'more sensible' (Child A & F)*, *'concentrating' (Child F)* and *'knuckling down' (Child G)*, both within collaborative activities and more generally in classroom learning.

Empathy

Since participating in the project, the findings suggest that children are showing more empathy towards one another, as the TA described:

'It's empathy, it's understanding how other people feel and how you can help them'.

Both the teacher and TA shared anecdotes of this, for example:

'I was struggling coming through… and Daniel[1] said "I'll help you when I've finished my breakfast", and he was up out of his seat and he had them in his hand before I even had time to say thank you. And I wouldn't have necessarily at the beginning of the year expected him to do that cos [because] he just wouldn't have seen that situation'. (Teacher)

Empathy was a salient topic for all participants interviewed, who explained that children are *'showing that they care' (teacher)*, *'helping others' (teacher)* and *'being kind' (Child B)*. This is reflected in children's choices of blob people and associated comments, depicted in Figure 3.5.
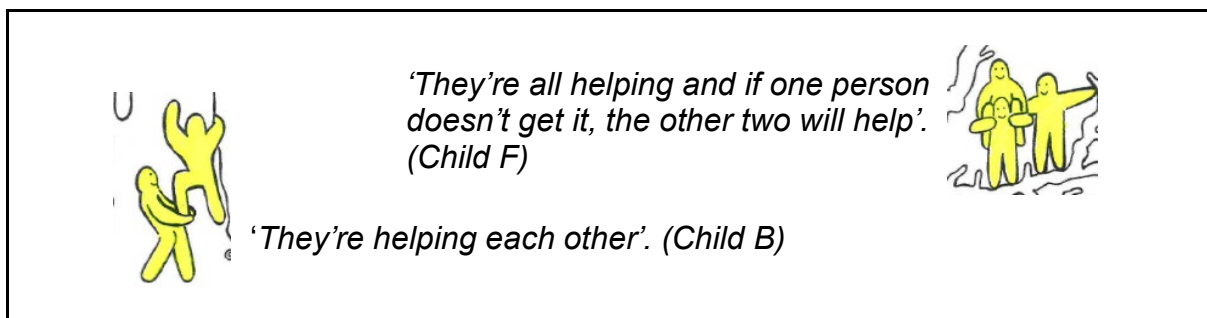

Figure 3.5 Empathy[2]

All children expressed an understanding of themselves in relation to others, as one child explained:

'If you treat them nicely, they'll treat you nicely back'. (Child E)

Rather than *'aggravating other people' (Child F)*, participants commented that children are demonstrating *'friendly' (Child D)* attitudes and being more *'accepting' (teacher)* of others.

<u>Managing conflict calmly</u>

Two of the boys shared that their attitudes have improved since participating in VIG and they are experiencing less anger. One boy commented:

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[1] All names used in this report are anonymised
[2] Blob people depicted were chosen in response to the question – *if you had to pick one person in the picture who has experienced VIG, who would you pick and why?*

'Everyone's got better…not everyone, but all the silly ones like me. I haven't showed anger in a long time, I have my moments, but then I go to calm down'. (Child D)

This improvement was also noted by other children who expressed:

'His attitude is much better…he's getting along with more people'. (Child A).

When conflict does arise, the boys explained that they are responding to this more thoughtfully. For example, one boy shared:

'I think that now I'm just gona [going to]…if they hit us I'm just gona [going to] try and get away before they hit us and then just walk away. And I don't think I would've done that before'. (Child B)

The teacher also recognised these positive changes, stating:

'They would just see red mist…but it's making them stop and think about how to deal with it calmly so it doesn't explode and when they do get in those sticky situations they can think…what did I do, what have I learned…and it's making them think back positively about what they can do which they can positively relay to that situation. They're learning lifelong strategies for coping with difficult situations'.

The teacher also shared:

'If there's something wrong or there's something they disagree with they're more open to coming to speak to us now'.

The TA echoed this, explaining that they are:

'Either walking away or telling an adult'.

Class cohesion

<u>*Interacting with different members of the class*</u>

Before the project, the teacher explained the class:

'Had their own little friends and they wouldn't come out of their comfort zone'.

Likewise, children shared that there was fear and uncertainty about working with different people, such as those perceived as likely to be '*silly*' and less familiar members of the class. This was also apparent at playtimes, as one child explained:

'It used to be this group that plays with this group'. (Child A)

Since participating in the project, the children reported they are more willing and eager to work and play with new people:

'I think I've learned that you don't just have to stick with your friends, like you can have more than just your friends. You don't have to just be friends with the same gender as you, because before that I was only friends with girls'. (Child A)

Positive class atmosphere and relationships

The children spoke enthusiastically about their relationships with others in the class and explained that they're getting to know others better now. One child expressed:

'Now everybody gets along better than they used to and it's happened in the classroom and outside the classroom'. (Child E)

'Making friends' was a common topic amongst all the children, who expressed that the project helped them:

'To make friends with each other and to make new friends and stronger friendships'. (Child C)

The teacher, TA and children commented that overall the class is happier and more positive. As one child expressed:

'It feels welcoming and nice to be in the environment of the classroom'. (Child G)

At one time, participants reported that there were regular arguments between children, but now the teacher shared that children are:

'Much more positive towards each other and flare ups are not as often'.

The children agreed, commenting that:

'Emotions have changed… like happy emotions have got bigger. More positive energy. This is what we were working on'. (Child D)

This positive perceived influence of VIG is illustrated by children's choices of blob people depicted in Figure 3.6.
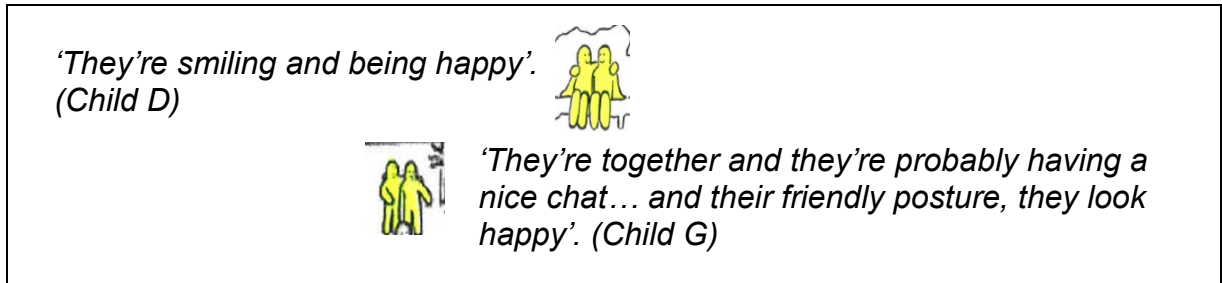

'They're smiling and being happy'. (Child D)

'They're together and they're probably having a nice chat… and their friendly posture, they look happy'. (Child G)

Figure 3.6 Positive class atmosphere and relationships[2]

3.3.3 Implementation factors associated with VIG

The success of VIG was considered to have been associated with factors related to the organisation of the project and shared reviews, as outlined in the thematic network below.
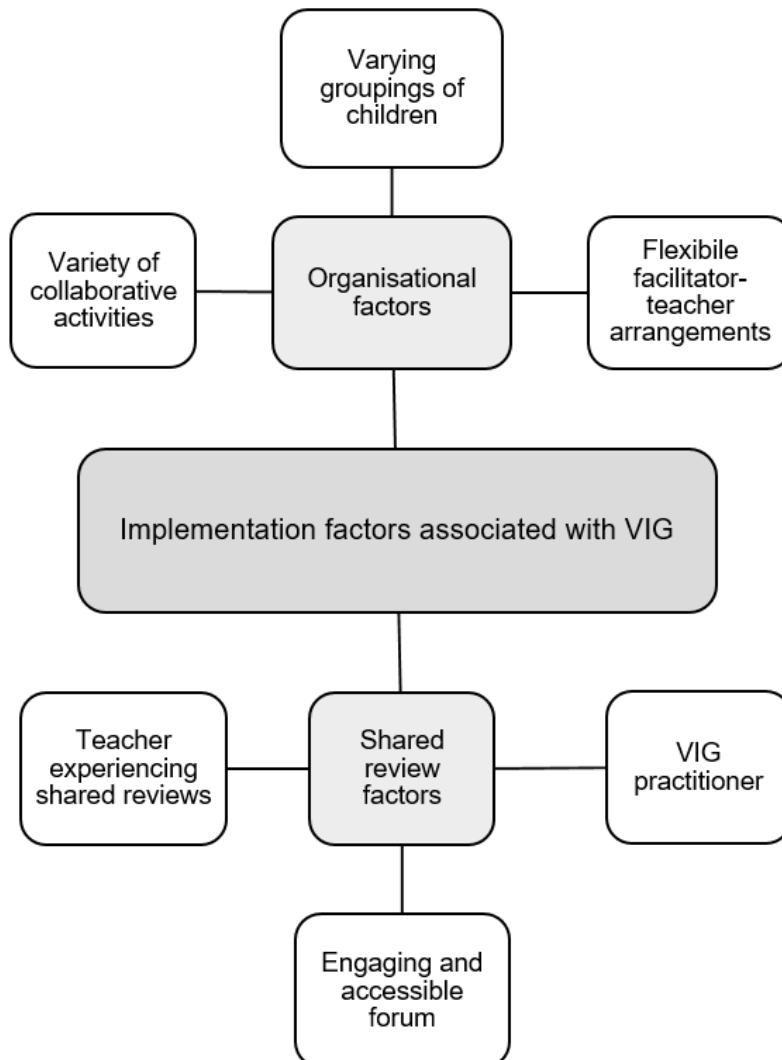
Figure 3.7 Thematic network illustrating implementation factors associated with VIG

Organisational factors

During the project, the teacher set up a weekly games hour, which involved a variety of novel cooperative games. The children commented on how much they enjoyed these sessions:

'We know it's just a bit of fun, so we can relax and enjoy spending time together'. (Child G)

Likewise, the teacher recognised the value of these activities and commented that she intends on incorporating these into her future practice:

'It's made me think outside the box…I think it's a good way for them to mix and to talk to each other'.

Varying the groupings of children was an important aspect of the project reported by all participants. The children commented that it offered them opportunities:

'To work with different people and get to know them better'. (Child A)

The teacher and TA highlighted that mixing children of different abilities enabled children to:

'Realise that other children have strengths which maybe they don't have'.

These wider organisational factors were reported to be enabled by what the teacher described as *'open'* facilitator-teacher arrangements, such as flexible timings and approach to filming sessions, which *'worked well'*.

Shared reviews

Reflecting on shared reviews, the teacher explained that she valued opportunities to experience these. Due to other commitments within school, opportunities for this were limited and both adults expressed that they would have liked to experience more.

Both the teacher and TA commented on how powerful it was for children to see successful moments in the video. For example, the teacher shared:

'They've had the chance to watch themselves now in slow motion and the stills to pick out the tiny little things that you just wouldn't see. And that one for me when Leo put his arm around Amy, it was a total… they would have completely missed that if they'd just been watching that as a video… but I think it's those little things they've become more appreciative of'.

The TA highlighted the unique nature of VIG, which provided the children opportunities for positive self-recognition. This was perceived by the TA to be engaging for the children and enabled them to see beyond themselves and recognise positives in others. Crucially, the shared reviews were considered accessible to all

regardless of academic ability and enabled all children to participate; as the teacher stated:

'The points he was making and the things he was picking up on were just so valid…and he doesn't always get that opportunity in the class'.

For the children, they reported that shared reviews were an enjoyable experience and considered these a valuable opportunity to spend time together. Further to this, one child commented that discussions in shared reviews provided opportunities to learn about how others' were thinking and feeling. As one child stated:

'It was so interesting finding out about others' feelings'. (Child D)

The children also commented on the VIG practitioner's positive approach; for example, one child explained:

'You really pick out things that are not just simple things to say...you can get a proper answer from someone' and reported that she valued *'giving us chances to stop the video'. (Child G)*

3.4 Discussion

Key issues arising from the findings along with implications of these will now be discussed in relation to the question this project set out to explore – *how can VIG be used to support relationships between pupils within a primary class?* The discussion considers three interrelated areas represented in the findings in relation to relevant theory and research.

3.4.1 Efficacy beliefs

Prior to participating in the project, it was reported that children preferred to work by themselves. However, since engaging in VIG, the findings suggest children find more enjoyment in working together, they are more engaged in learning and teamwork has improved. To deepen understanding in relation to this, it is useful to consider children's explanations for previous reluctance to work with others. Salient reasons reported by children and outlined in the findings above include assumptions that working together would result in arguments, perceptions that others would be silly or take over tasks and uncertainty about working with those who were less familiar. However, since participating in the project, comments shared by participants suggest

children are appreciating positive interpersonal skills in themselves and others. So, it is arguable that following participation in the project, children's self- and other-relational efficacy beliefs improved (one's perceptions of capability to interact successfully within social contexts) (Bandura, 2010; Lent & Lopez, 2002; Schunk & DiBenedetto, 2009). The accessible nature of shared reviews is reported in the findings as an implementation factor which participants considered contributed to the success of VIG. Shared reviews were perceived by participants to highlight children's strengths and enable everyone to participate. Improvements in beliefs regarding one's own and others' abilities might therefore be explained by opportunities children had to notice and discuss relational strengths in the supportive space of shared reviews. This might have challenged negative perceptions previously held by the children and created cognitive dissonance, in which children's self- and other-perceptions were inconsistent with evidence observed in videos (Festinger, 1962). It is possible that through witnessing and validating more positive descriptions of themselves and one another in relation to the Attunement Principles (Appendix A), this may have supported children to develop more positive self- and other-relational efficacy beliefs.

Reflecting on comments made by participants, improved self- and other-perceptions appear significant in developing more positive relationships between children. This is reflected in personal experiences shared by two children, who commented that since participating in VIG, they recognise that they can approach situations differently and subsequently their attitudes and behaviour have improved. For example, when faced with conflict, the children reported managing their emotions better in order to de-escalate situations. Conflict is a part of life and developing skills to effectively deal with this when it arises is an important life-long relational skill (Slee & Skrzypiec, 2016). These improvements were also noticed by other children, who commented that they are more eager to interact with members of the class they previously may have been reluctant to and to involve others in both learning and social activities. Consistent with previous research exploring the use of VIG with CYP as participants (e.g. Coventry & Prior-Jones, 2010; Mohammed & Musset, 2007; Musset & Topping, 2017), these findings suggest VIG can enhance efficacy beliefs, promote prosocial behaviour and support inclusion.

3.4.2 Negotiating relational spaces

Looking more closely at the nature of children's interactions, engaging in VIG was perceived to improve interpersonal sensitivity during teamwork and facilitate empathetic behaviour. Participants shared that previously during group tasks, some children tended to dominate whereas others contributed less or not at all. This perhaps reflects the wider educational context, which emphasises academic performance and appears to facilitate individual competition rather than collaboration (Roffey, 2010). Consistent with this, reports from participants suggest egosystem (i.e. individualistic) motivations previously held by children (e.g. to complete tasks quickly and competently) may have contributed to problematic intergroup relations (Crocker, Garcia, & Nuer, 2008, p. 178). It is possible that this contributed to misrecognition and subsequent power imbalances between children (Fraser, 2001). However, since participating in VIG, the findings from this study suggest that children who would have dominated are showing interest in and listening to others, quieter children are making contributions and overall children are more eager to help one another. These improvements could be likened to the concept of recognition described by Fraser (2001, p. 24), as participants' reports suggest the children developed a view of one another as 'full partners in social interaction'.

During shared reviews, exploratory discussions involved reflecting on moments of intersubjectivity, affirming individual actions, but also considering thoughts and feelings evoked in others. Through engaging in this process, children regularly commented on what they thought they were doing well and what they wanted to do more of and these comments commonly related to the impact of their actions on others. During interviews, the interpersonal skills which children highlighted as important resonated with these reflective comments and related to being attentive to others and receiving others' initiatives (e.g. by giving each other space). Further to this, all participants commented on empathy displayed by children, both for one another and for the teacher and TA. This suggests deep learning may have taken place about how to go on together in order to foster positive relationships (Kolb, 2015). Rather than teaching social skills, this highlights how VIG may offer an approach which facilitates learning through supporting participants to notice attunement within their interactions and explore one another's thoughts and feelings (Kennedy et al., 2011).

Improving teamwork and developing more positive attitudes towards one another were primary goals of participating in VIG expressed by children throughout the project. Indeed, the cooperative games facilitated by the teacher were designed to be collaborative and support children to work together in order to complete tasks. The nature of activities was highlighted as an important part of the project by participants and is reported in the findings as an implementation factor associated with the success of VIG. Emphasising 'ecosystem' (i.e. collaborative) goals through implementing cooperative games may therefore offer an alternative explanation for improvements in interpersonal relations (Crocker et al., 2008). It is impossible to know whether improvements in relations between children were due to the cooperative games, VIG or a combination of both. Nevertheless, teamwork and empathy are considered to be fundamental to positive relationships (Carr, 2004; Slee & Skrzypiec, 2016) and perhaps explain children's accounts that participating in the project supported them to form new friendships and strengthen existing ones.

3.4.3 Towards bridging social capital and wellbeing

Looking at the relational dynamics of the class, descriptions of the class prior to the project suggest a social context of bonding social capital in which children remained in certain social groups and had limited interaction with other children in the class. The findings arguably suggest a shift towards bridging social capital compared to the start of the project, with children demonstrating inclusive attitudes and behaviour. Indeed, all participants commented on the positive atmosphere since participating in the project, with one child describing the class environment as 'welcoming and nice'. Based on the findings, there could be multiple explanations for this. Participants highlighted the importance of varying the groups of children during filmed activities (and corresponding shared reviews), which is reported in the findings as an implementation factor associated with the success of VIG. However, participants also emphasised the value of shared reviews, which they felt facilitated meaningful engagement with different members of the class and enabled them to recognise possibilities for new and positive relationships.

In addition to this, the teacher also reflected upon developments in her perceptions and pedagogy due to the insight she gained through being involved in the project. For example, she commented positively on varying the groups of children and explained that since viewing videos during the shared reviews, she recognises that

the children can work together well and remain on task during group learning. Expanding on this, the teacher commented upon the importance of providing children with cooperative learning opportunities in her ongoing practice and shared that she felt the cooperative games facilitated during the project were well received by the children, fostered peer relationships and promoted the children's social development and learning. Based on these reflections, it is arguable that the positive changes in the teacher's perceptions and pedagogy may also have strengthened her relationship with the class and contributed to changes in the relational environment of the class. So, it is reasonable to assume that both VIG and the organisational elements of the project were considered by participants as fundamental to improvements in the relational dynamics of the class.

Commonly, school-based interventions aimed at developing children's relationships target individuals with a view to improving social skills (Slee & Skrzypiec, 2016). In contrast, this study offers a universal approach, which implemented VIG with all members of a single class to develop relationships between children. In addition to avoiding the stigma which might be associated with targeting individuals for intervention, this approach is arguably more suited to embedding change. As the findings indicate, it can address relational processes which go on between children and influence the wider relational environment. Overall, the findings suggest that those involved in the project feel participation in VIG can strengthen relationships between children and foster an inclusive relational environment. Taking a relational view of wellbeing, this is significant, as it highlights VIG as a universal intervention with potential to promote positive relationships between children. Given evidence indicating the benefits of peer relationships for wellbeing (John-Akinola et al., 2013; McGrath & Noble, 2010), this has potential implications for approaches to supporting wellbeing within primary schools.

Reflecting further on the relational nature of wellbeing, based on comments made by the participants, it is arguable that participation in the project may have fostered signs of wellbeing at personal, relational and collective levels (Prilleltensky, 2005). At a personal level, through improved self- and other-relational efficacy beliefs and positive attitudes described by the children. At a relational level, through improved and new relationships between children within the class, reflected in comments made by the children. Finally, at a collective level, through changing norms within the class,

as described and fostered by the teacher and the children, towards a relational environment which emphasises collaborative approaches and inclusion.

3.4.4 Limitations

Several limitations of the study are acknowledged. Firstly, the nature of the research means the findings cannot be generalised in a positivist sense. However, whilst not claiming 'anywhere, anytime answers', reporting on the processes and outcomes of the inquiry may relate to the work of other practitioners (Elliott, 2007; Hammond, 2013, p. 609). By describing the context of the study and reporting implementation factors, it is hoped that this can enable reasoned judgements to be made about the degree of transferability possible across different contexts (Guba & Lincoln, 1982, p. 247). Taking a relational perspective, whilst certain forms of life can be stabilised, multiple relational realities are always in process so any claims to knowledge are provisional and fallible (McNamee, 2014). As such, I recognise that data gathered offers a tentative snapshot of participants' experiences constructed through interviews and themes and salient areas discussed suggest one possible interpretation of participants' views. Whilst I intended to stay as close to participants' reports as possible, I recognise that my experiences and assumptions will have influenced my interpretations. This is especially pertinent given my dual role as VIG practitioner and researcher. At risk of appearing self-celebratory, the positive nature of effects described also warrants consideration (Groundwater-Smith & Mockler, 2007). As VIG is a strengths-based intervention, this was perhaps to be expected. Steps were taken during interviews to encourage participants to share their ideas openly (e.g. ensuring anonymity of responses).

Further to these methodological considerations, it is worth reflecting on implementation factors associated with participating in VIG. Although participants emphasised the importance of shared reviews, it is unclear the extent to which implementation factors contributed to the success of the project. There is research indicating that cooperative games can promote social and emotional learning in CYP (Hromek & Roffey, 2009; Johnson & Johnson, 2009) and grouping children in different ways can foster inclusive behaviour (Pellegrini et al., 2015). It is therefore impossible to know if it was VIG, cooperative games, different groupings or other factors which led to the benefits of the project reported by participants.

Finally, in addition to these considerations, the teacher and TA commented that they would have liked to participate in more shared reviews so contextual constraints may have limited how embedded they were in the research process.

3.4.5 *Future research*

This exploratory study focuses on a single class from a primary school participating in cycles of VIG. The findings of this study indicate that participating in VIG may facilitate relationship building between CYP and this has implications when taking a relational view of wellbeing. As wellbeing was not directly addressed through data collection processes, this study perhaps offers a starting point for future research in this area. With reference to the wider context, most studies on VIG focus on interventions involving adults and CYP, so continued research exploring CYP's experiences of VIG are required. Of the studies with CYP as participants, most are focussed on primary-aged pupils, so it would be interesting to explore how this is experienced by older pupils. Transitioning from primary to secondary school can be an especially worrying time for CYP, with forming and maintaining positive relationships key concerns (Ashton, 2008). It would be interesting to explore how VIG may support CYP through this process. Whilst there were limits to the research being a fully participatory process for the teacher, TA and children, I was committed to doing research *with* rather than *on* people (Heron & Reason, 2006). Further investigation is also needed to consider how engaging with VIG can become a fully participatory process in which CYP are involved in all aspects of the intervention from preparation, analysis and sharing of outcomes. Finally, developing greater understanding of implementation factors, such as the nature of filmed activities and ecological factors within the school context (e.g. relating to school climate and ethos, behaviour and anti-bullying policies), may support practitioners to understand how VIG can be implemented to foster successful outcomes across different contexts.

3.4.6 Conclusion

This study has explored how VIG can support relationships between children in a single class within a primary school. The findings suggest participating in VIG supported children in the class to appreciate their own and others' interpersonal skills, develop prosocial attitudes and behaviour and create an inclusive relational environment. It is more common for interventions aimed at developing peer relationships to focus on teaching social skills to targeted individuals, but this study offers a universal approach to developing relationships. Taking a relational perspective on wellbeing, it is argued that through developing relationships between children and facilitating an inclusive relational environment, engaging in VIG may be one way of supporting CYP's wellbeing, although it is recognised that this requires further empirical study. This study has several implications for educational psychologists (EPs). Firstly, it offers EPs a universal approach which may support the development of relationships between children and improve the relational environment within a class. It also highlights the potential for EPs to work together with school staff to raise the prominence of CYP's relationships and contribute to the development of practices and policies which support these. Finally, it highlights the potential for EPs to contribute to the body of research that seeks to understand CYP's relationships in school (Pellegrini et al., 2015; Roffey, 2012) and the importance of these for wellbeing (Prilleltensky, 2005; Roffey, 2014; Slee & Skrzypiec, 2016). This has been an exploratory research project in an under-researched area. Further research implementing VIG with CYP as participants would be useful to expand this area of study and develop understanding of VIG's potential as an intervention to promote wellbeing.

Appendices

Appendix A Attunement Principles adapted from Kennedy et al. (2011)

Attunement Principle	Description
Being attentive	• Looking interested with friendly posture • Giving time and space for other • Turning towards • Wondering about what they are doing, thinking or feeling • Enjoying watching the other
Encouraging initiatives	• Waiting • Listening actively • Showing emotional warmth through intonation • Naming positively what you see, think or feel • Using friendly and/or playful intonation as appropriate • Saying what you are doing • Looking for initiatives
Receiving initiatives	• Showing you have heard/noticed other's initiatives • Receiving with body language • Being friendly and/or playful as appropriate • Returning eye-contact, smiling, nodding in response • Receiving what the other is saying or doing with words or phrases
Developing attuned interactions	• Receiving and then responding • Checking the other is understanding you • Waiting attentively for your turn • Having fun • Giving and taking short turns • Contributing to interaction/activity equally • Co-operating – helping each other
Guiding	• Scaffolding • Extending, building on the other's response • Judging the amount of support required and adjusting • Giving information when needed • Offering choices that the other can understand • Making suggestions that the other can follow
Deepening discussion	• Supporting goal-setting • Sharing viewpoints • Collaborative discussion and problem-solving • Naming difference of opinion • Investigating the intentions behind words • Naming contradictions/conflicts • Reaching new shared understandings • Managing conflict

Appendix B Criteria for appraising Weight of Evidence adapted from Harden and Gough (2012)

Judgement	Rationale
WoE A: Soundness of study – in relation to generic standards associated with type of research	

Qualitative research

Soundness of study considered in relation to 4 characteristics of good qualitative research outlined by Yardley (2000):

1. Sensitivity to context:
   Theoretical; relevant literature; empirical data; sociocultural setting; participants' perspectives; ethical issue.
2. Commitment and rigour:
   In-depth engagement with topic; methodological competence/skill; thorough data collection; depth/breadth of analysis.
3. Transparency and coherence:
   Clarity and power of description/argument; transparent methods and data presentation; fit between theory and method; reflexivity.
4. Impact and importance:
   Theoretical (enriching understanding); socio-cultural; practical (for community, policy makers, health workers).

High	• Demonstrates all criteria to a large extent
Medium	• Partially demonstrates criteria
Low	• Limited evidence of criteria

Mixed methods research

Soundness of study in relation to 'Good Reporting of a Mixed Methods Study' (GRAMMS) criteria described by O'Cathain, Murphy, and Nicholl (2008):

1. Describes the justification for using a mixed methods approach to the research question.
2. Describes the design in terms of the purpose, priority and sequence of methods.
3. Describes each method in terms of sampling, data collection and analysis.
4. Describes where integration has occurred, how it has occurred and who has participated in it.
5. Describes any limitation of one method associated with the presence of the other method.
6. Describes any insights gained from mixing or integrating methods.

High	• Demonstrates all criteria to a large extent
Medium	• Partially demonstrates criteria
Low	• Limited evidence of criteria

WoE B: Appropriateness of study for answering the review question	
High	• VIG implemented in school with children and young people (CYP) as participants and the benefits of this are explored. • Benefits can be attributed to the VIG process. • CYP's views are gathered.

Appendix B Criteria for appraising Weight of Evidence adapted from Harden and Gough (2012)

Medium	- Some information is gathered about the benefits of VIG. - Benefits are at least partially attributed to VIG.
Low	Medium criteria not satisfied.

WoE C: Relevance of the study focus to the review	
High	- Participants are in education and experienced VIG in this context. - Assessing the effects of VIG was a main or primary focus of the study. - CYP are involved as participants in VIG interventions.
Medium	Identifying the effects of VIG was not the main purpose but done as one part of a broader objective.
Low	Medium criteria not satisfied.

WoE D: Overall weight of evidence	
High	- High in every category, or; - High in two categories and medium in the third.
Medium	- Medium in all categories. - Different ratings in each category, resulting in a high to low spread across all three. - Medium in two categories (specify in final rating whether high or low in the third by noting medium/high or medium/low). - Other combinations not meeting the criteria for a high or low rating.
Low	- Low in all categories. - Low in two categories and medium in the third.

Appendix C Example of coding in systematic literature review

Paper	Extract	Descriptive theme	Analytical theme	Overarching theme
MacCallum (2013)	Mentor 2 was more able to describe using language to respond to video clips and identify what he felt he was doing well as a peer mentor. *[I gave]….body language, clues……….eye contact…….like turn towards her…..and looking at her and stuff.(Mentor 2)*	Awareness and recognition of positive communication and social skills.	Role of metacognition and the other.	Relational benefits.
Mohammed and Musset (2007)	The CT felt that this was a result of using the video clips to heighten the pupils' awareness of their verbal and non-verbal behaviour.			
Walmsley McDonald (2015)	When they were being videoed they knew what was expected of them and they rose to the challenge most of the time [now] at other times they are clearer on what they should be doing you can sometimes hear them in their other groups say 'we're supposed to be taking turns'.			

Appendix D Information sheets (teacher/TA)

Introduction
I am a trainee educational psychologist in Year 2 of my training. I am carrying out a doctoral research project at Newcastle University. This research will take place in the summer term of 2018.

What is the aim of this research?
I am exploring how an intervention called Video Interaction Guidance can develop relationships within a class and how this influences the class atmosphere and social actions. VIG involves being filmed and then watching and talking about the positives in the film.

Do you have to take part?
Taking part is voluntary and even after consent is given, you can withdraw from this project at any point without giving a reason, up until data is combined and the project is written up.

What will your role be in the project and what will your class do?
I will first meet with you to discuss the project in more depth. If you agree to take part, I will share consent forms with you to distribute to pupils. Once parental consent has been established, I will meet with the whole class to introduce myself and discuss the project further.

After this, I will return to school to film the pupils working in groups. Each group will be filmed for 5 to 10 minutes. After I have selected video clips, I will return to school to watch these clips back with the groups of pupils in 'shared review' sessions. Each shared review will last approximately 30 minutes. Some of these sessions will be filmed so I can reflect on my own practice with a supervisor. Where pupils agree, they will be given the opportunity to share a selection of video clips or still images from the different groups with the whole class. You will be encouraged to join in with some of the group shared reviews. This process will be repeated two or three times.

This project is collaborative, and we will decide together how best to proceed with this. After each cycle, we will meet for a short planning meeting. During this, I will ask you about any changes you may have noticed. About 3 weeks after the project, I will return to school to conduct focus groups with pupils and interview you about your experiences of the project. With your permission, these groups and the interview will be audio-recorded so the data can be transcribed for analysis.

What happens to the information in this project?
All data collected will be confidential, anonymous and stored securely. Videos will only be viewed by those involved in the research process, the researcher and VIG supervisor. Following completion of the research, video and audio recordings will be destroyed in accordance with university regulations.

What happens next?
If you are willing to be involved, please inform the SENCo and contact me to arrange a time to meet. If you have any questions or would like further information, please get in touch.

Researcher XXX   Email: XXX Tel. XXX

Research Supervisor XXX   Email: XXX

Introduction
I am a trainee educational psychologist in Year 2 of my training. I am carrying out a doctoral research project at Newcastle University. This research will take place in the Summer term of 2018.

What is the aim of this research?
I am looking at how Video Interaction Guidance can help children get along with each other and how this affects the atmosphere of the whole class. VIG involves being filmed and then watching and talking about what is going well in the film.

Do you have to take part?
Taking part is voluntary and your child will only take part if both you and your child agree. Even if you both agree now, you or your child can change your mind at any time during the project, without giving a reason, up until the project is written up.

What will your child do in the project?
Children who take part will be filmed working in a group for 5-10 minutes in a normal lesson 2 or 3 times. Each time, I will come back to school to show the children video clips and talk about what was going well. Some of these sessions will be filmed so I can look at my own practice. After each session, I will ask the children what they have learned. 3 weeks after the project has ended, I will come back to school to ask children about their experiences of the project; this will be voice-recorded.

What happens to the information in this project?
All information will anonymous, confidential and stored securely. Children's answers to questions I ask will not be linked to them. Videos will only be seen by the children, teachers, myself and my VIG supervisor. When the project has been written up, video and voice-recordings will be destroyed following university regulations.

What happens next?
If you are willing for your child to take part, please talk to your child, and if they agree, please sign the consent form attached and return to your child's class teacher.

If you have any questions or would like more information, please contact:

Researcher XXX   Email: XXX Tel. XXX

Research Supervisor XXX Email: XXX

Newcastle University

My name is X and I am a student at university, I also work in different schools in (Local Authority) I am interested in working with children in schools, to see how they get on with each other. Hopefully, this will help your class get along even better.

For this project, I will visit you at school and film you working in a group with other children in your class. After this, I'll come back into school and show you the video clips which I like the most, especially the bits when your group are getting along well. We might do two films or even more if you'd like to. Apart from you and your group, the only people who will see the videos are your class teacher, me, and the person helping me do this work. If you want to, we might show some of the videos to the rest of your class, but we don't have to. I will come back to school after the project has ended to ask you about how it was. If it's ok with you, I'll record your voice, so I can remember what you told me.

After that, I will write about the project. You can change your mind at any time if you don't want to be in the project anymore, just tell me or your teacher, you don't have to give a reason. If you want to take part, I'll come into school to meet you and your class to have a chat before we do any filming.

From XXX

Using VIG to develop relationships in a class

I am inviting you and your class to take part in this research which explores how Video Interaction Guidance can develop relationships within a class and how this influences the class atmosphere and social actions. Taking part is voluntary. Even after consent is given, you can withdraw from this project at any point without giving a reason, up until data is combined and the project is written up. All data collected will be confidential, anonymous and stored securely. If you would like to take part, please sign and return the slip at the bottom.

For further information on this research please contact

Researcher: XXX **Email: XXX Tel. XXX**

Research supervisor XXX
Email: XXX
Address: XXX

……………………………………………………………………………………………………

……………

Using VIG to develop relationships in a class

I have read the information sheet and agree to:	Please tick
Collaborating with the researcher to shape the implementation of the project	
My class being filmed during group work at school and participating in shared review sessions in groups	
Meeting with the researcher to plan and share my views	
Information gathered in interview being audio-recorded and transcribed	
The project being written up and submitted as a thesis	
I understand my right to withdraw from the project at any time, without giving a reason, up to the point of data synthesis and write-up	

Your name: …………………………………

Signature: ………………………………… Date: ……………………..

Appendix H Consent forms (parent/carer)

Using VIG to develop relationships in a class

I am inviting your child to take part in this research which explores how Video Interaction Guidance can help children get along with each other and how this affects the atmosphere of the whole class. Taking part is voluntary and your child will only take part if both you and your child agree. Even if you both agree to take part now, you or your child can change your mind at any time during the project, without giving a reason, up until the project is written up. All data collected will be anonymous, confidential and stored securely. If you would like your child to take part, please sign the slip at the bottom and return to your child's class teacher.

For further information on this research please contact

Researcher: XXX **Email:** XXX   **Tel.** XXX

Research supervisor XXX
Email: XXX
Address: XXX
………………………………………………………………………………………………………

…………

Using VIG to develop relationships in a class

I have read the information sheet and agree to:	Please tick
My child being filmed	
My child sharing their views	
Information gathered in interviews being voice-recorded	
The videos being shown to the university VIG supervisor	
The project being written up and submitted as a thesis	
I understand my right to withdraw my child from the project, without giving a reason, at any time up to the point that the information is put together and the project is written up	

Child's name: ………………………………… Your name:

……………………………………

Signature: ……………………………… Date: ……………………..

Newcastle University

Would you like to take part in this project where you are filmed working in a group with other children?

The information in the letter has been shared with me and I agree to:	Please tick
Being asked questions about how my group and class get along	
My voice being recorded	
Being filmed working in a group with other children in my class	
The videos being shown to the adult helping Sarah with the project	
The project being written about	
I know I can change my mind if I want to	

Name: ………………………………….

Signature: ………………………………….

Date: ………………

Interview schedule (teacher/TA)

1. What was it like to be involved with the project?
- *How did you find the practical arrangements of facilitating the project?*
- *If I were to facilitate this with another class, is there anything that you think it would be important for me or them to know/do? E.g. type of activities, general organisation and set up, communication etc.*

2. What did you like about…
- *Taking part in the overall project?*
- *VIG in particular?*

3. Is there anything you didn't like about…
- *Taking part in the overall project?*
- *VIG in particular?*

4. Has anything changed since being involved in the project?
- *If so, how?*
- *Could you give an example?*
- *Have you noticed any changes in individual children/groups of children/relationships between children/relationships between yourself and the children/the overall class?*
- *Are you/individual children or groups of children/the class doing anything differently since being involved in the project? If so, what?*
- *If so, what do you think it is about the project/VIG which has helped?*
- *At the beginning of the project we set some overall aims together with the class, have you noticed any changes in relation to these aims? Could you tell me about this… (positivity – relationships between boys – spending more time together – attitudes)*

5. Do you think that you have learned anything from being involved in the project that you will take forward into your work with other children in the future?
- *If so, what?*
- *What was it about the project which helped with this?*

6. Is there anything you would change to make the project better?

7. I'm hoping to learn from this experience…so I wondered if there is anything about how I facilitated the project that you thought was helpful or I could change?

8. Is there anything else you'd like to tell me about the project that I've not asked about?

Interview schedule (children)

1. Have you enjoyed taking part in the project?

2. What did you like about taking part?

- What was it about that that you liked?

- What did you like doing best?

- Did you have a favourite part?

3. Is there anything you didn't like about the project?

- What did you not like about x?

- What would have made those things better?

4. Has anything changed since the project began?

- Are there any changes you've noticed about yourself or anything you're doing differently now?

- Are there any changes you've noticed about other children or what they are doing?

- Are there any changes you've noticed about how you and other children in the class get along together?

- Do you think the project has helped you/them?

- Is there anything you have learned through being involved with the project? If so, what?

- Do you think the project has helped the class work towards the goals we set at the beginning?

(positivity – relationships between boys – spending more time together – attitudes)

5. If you had to pick one person in the picture who you think has experienced VIG who would you pick? Why?

6. If you had to pick one person in the picture who you think VIG would help, who would you pick? Why?

7. If you were in charge of doing this project with another class, what would you change?

- How come you would change those things?

- Is there anything else you would change to make the project better?

8. Is there anything else you would like to change about how you and the other children in your class get along?

9. If the project continued with your class next year, are there any goals which you would want to work on? *(in terms of your class, or for yourself).*

10. I'm trying to learn through doing this project so when I work with other children I am doing it in the best way I can… so I wondered how you found working with me?

- Is there anything good about what I did? / Is there anything that I did that you thought would help other children?

- Is there anything I could do differently if I did this with other groups of children? Or anything that you didn't like about what I did?

11. Is there anything else you'd like to tell me about the project that I've not asked about?

Appendix L Participant debrief sheet (teacher/TA)

Using VIG to develop relationships in a class

Thank you for your participation in this project.

The aim of this project is to explore how an intervention called Video Interaction Guidance (VIG) can develop relationships within a class and how this influences the class culture (atmosphere and social actions). As the culture of a class can have an influential effect on the wellbeing of pupils, I am interested in how educational psychologists can contribute to enhancing a class culture by focussing on the development of relationships.

The project involved engaging pupils in cycles of VIG. Pupils were filmed working in groups for 5-10 minutes during normal lessons. After I had selected video clips, I returned to school to watch these clips back with the groups of pupils in 'shared review' sessions. Some of these sessions were filmed so I could reflect on my own practice with a supervisor. Where pupils agreed, they shared a selection of video clips/still images with the whole class. You were closely involved throughout the project and collaborated in its implementation.

Throughout the project, I gathered ongoing feedback from the pupils and yourself. After the project had come to an end, I returned to school for focus groups with the pupils and an interview with yourself to gather information about your experiences of VIG, relationships within the class and the class culture. These focus groups and the interview were audio-recorded so the data could be transcribed for analysis.

All data collected is anonymous, confidential and stored securely. Videos will only be viewed by those involved in the research process, the researcher and VIG supervisor. Following completion of the research, video and audio recordings will be destroyed in accordance with university regulations. You can withdraw from this project at any point without giving a reason, up until data is combined and the project is written up. Once the project has been completed, I will provide a written information sheet summarising the main findings and conclusions.

If you have any questions or would like further information regarding the project, please do not hesitate to contact me.

XXX (Researcher)

Email: XXX   Tel. XXX

XXX (Research supervisor)
Email: XXX
Address: XXX

Appendix M Debrief sheet (parent/carer)

![Newcastle University logo]

Using VIG to develop relationships in a class

Thank you for letting your child take part in this project.

The aim of this project, is to look at how an intervention called Video Interaction Guidance (VIG) can help children get along with each other and how this affects the atmosphere of the whole class. As the whole class atmosphere can have a powerful effect on children's wellbeing, I am interested in how educational psychologists can improve this by looking at relationships in a class.

The project involved filming children working in groups for 5-10 minutes in a normal lesson. Each time, I came back to school to show the children video clips and talk about what was going well. Some of these sessions were filmed so I could look at my own practice. After each session, I asked the children what they learned and spoke with the teacher. 3 weeks after the project ended, I came back to school to ask children in groups about their experiences of the project and their views were voice-recorded. I also interviewed the teacher.

All information collected is anonymous, confidential and stored securely. Children's answers to questions I asked are not linked to them. Videos will only be seen by the children, teachers, myself and my VIG supervisor. When the project has been written up, videos and voice-recordings will be destroyed following university regulations. Taking part is voluntary and you can withdraw from the project at any time, without giving a reason, up until the information is put together and the project is written up. Once the project has been completed, I will provide a written information sheet summarising the main findings and conclusions.

If you have any questions or would like further information regarding the project, please get in touch.

XXX (Researcher):

Email: XXX   Tel. XXX

XXX (Research supervisor)
Email: XXX
Address: XXX

Thank you for taking part in the project. I am interested in working with children in schools to see how they get on with each other. The aim of the project was to help your class get along even better.

For this project, I visited you at school and filmed you working in a group with other children in your class. After that, I came back into school and showed you the video clips which I liked the most, especially the bits when your group were getting along well. I asked you what you had learned each time and spoke to you after the project had ended to find out what you thought about it. I recorded your voice, so I could remember what you told me.

Apart from you and your classmates, the only people who will see the videos are your class teacher, me, and the person helping me do this work. No one will know it was you who answered my questions and I will destroy the videos and voice recordings when the project is over.

You can change your mind up until I write about the project if you don't want to be in the project anymore, just tell me or your teacher, you don't have to give a reason.

Thanks for taking part, I really enjoyed working with you.

From XXX

Appendix O Methodological stages and justifications

Stage	Step	Decision/process	Justification/ethical considerations
Planning	Ethical approval	Newcastle University ethical approval process.	All research conducted in the University must be carried out in accordance with the University's Policy and Procedure for Ethical Review.
	Design	Professional inquiry drawing on the principles of action research (Reason & Bradbury, 2006).	To enable collaborative working with school staff and children in a real-world context with a focus on change (McNiff & Whitehead, 2005). Transformational approaches to validity were therefore pertinent. The inquiry arguably demonstrated 'catalytic validity' (the degree to which the research energises and empowers participants (Lather, 1986)), as the findings suggest it created a process of change for the children involved and reports from the teacher and teaching assistant (TA) suggest it may have an ongoing impact upon their practice (e.g. emphasis on the VIG principles and planning for collaborative activities between children). Engaging in the project also transformed my practice, e.g. by developing critical self-reflexivity in relation to my role as a researcher and VIG practitioner (discussed in relevant sections of this table and in chapter two).
		I intended the professional inquiry to be participatory.

The inquiry was characterised by a Dionysian Inquiry Culture, this is an open approach which allows for creativity, in which reflection on action | To work collaboratively with school staff and children with a view to empowering them in a process of change towards their own goals for relationships between children within the class (Heron & Reason, 2006).

The extent of democratic participation within the inquiry is a key consideration (discussed in more |

Appendix O Methodological stages and justifications

Stage	Step	Decision/process	Justification/ethical considerations
		can lead to imaginative responses (Heron & Reason, 2006).	detail in chapter two), which may have been limited by: - Motivations of the research (personal interests of researcher and doctoral purposes). - Time constraints led to the teacher and TA collaborating with the researcher primarily in organisational aspects of decision-making processes (e.g. facilitation and design of filming sessions) rather than shared reviews and with children in relation to shared reviews rather than the overall running of the project. - Power imbalances: • Between the teacher/TA and the researcher – due to additional role as a trainee educational psychologist (TEP) within the school and Video Interaction Guidance (VIG) practitioner which may be associated with perceptions of being an 'expert'. • Between the children and researcher – due to inherent power differentials between adults and children (O'Kane, 2008). • Between the teacher/TA and children – as the teacher volunteered the class, the research was in part motivated by adult rather than child concerns. By encouraging children to participate in the process, this could be considered as school staff attempting to control them (Gallacher & Gallagher, 2008).

Appendix O Methodological stages and justifications

Stage	Step	Decision/process	Justification/ethical considerations
			Attempts to enhance democratic participation included: - Information and consent processes (see relevant sections of table). - Having critical awareness and reflexivity in relation to my own position in the research (Cho & Trent, 2006). - Positioned myself as a *trainee* EP and VIG practitioner, learning *with* the school staff and children through the process of inquiry. This positioning was emphasised by filming myself during shared reviews and explaining the purpose of this (to reflect upon my own practice with supervisor) to participants. - Engaging in regular supervision to distance myself from the immediate context and reflect on my actions and role in relation to participants. This was enhanced through video-reflection and dialogue in shared reviews (Kennedy et al., 2011). - Co-facilitated whole class sessions alongside teacher – through open questions and listening, demonstrated curiosity for school staff and children's hopes for the project. - Used video as a visual tool within shared reviews to facilitate reflection rather than over compensating with my own thoughts, this activated children to share theirs (Van der Riet, 2008).

Appendix O Methodological stages and justifications

Stage	Step	Decision/process	Justification/ethical considerations
			- The use of VIG facilitated a context of empowerment and respect, which is suggested to facilitate democratic relational processes (Kennedy et al., 2011). - Facilitating a Dionysian inquiry culture involved a fluid approach which allowed for the 'chaos' and 'complexity' associated with real-world research (Reason & Goodwin, 1999). Though the stages of VIG provided a structure, this allowed for creativity in response to action (Heron & Reason, 2006, p. 148), perhaps giving 'power to' participants (Hosking, 2011). For example, children led the focus of dialogue within shared reviews and the teacher and TA were influential in planning activities based on previous experience of filming sessions.
	Participant recruitment	Identified school with which I was working as a TEP. E-mailed the special educational needs and disabilities co-ordinator (SENDCo) to gauge initial interest in project.	Through working within the school as a TEP, I had an awareness of needs within the school, which were consistent with the aims of the project, and an established relationship with the staff. Seeking a school with features relevant to the research question (rather than for convenience) and developing relationships are key factors fundamental to place-based research (Walford, 2006).
		Primary aged pupils.	Within primary schools pupils remain in the same class, whereas secondary school pupils change classes throughout each day. Focussing on a single class was consistent with the aims of the project.

Appendix O Methodological stages and justifications

Stage	Step	Decision/process	Justification/ethical considerations
		I met with the SENDCo and deputy head teacher to discuss the project.	Establishing endorsement from senior leaders was pivotal to ensuring the project was given adequate time and priority. Further to establishing formal consent, forming and maintaining relationships with members of the school community who may influence the research (from office staff to senior leaders etc.) can be crucial in facilitating the running of place-based research, as Wanat (2008) describes, this enables 'cooperation' rather than simply 'access'.
		Class teachers volunteered their classes to take part.	As the project took the form of a professional inquiry with the purpose of facilitating change, it was crucial that participants involved had a choice in volunteering to take part (Sachs, 2003).
		Two classes were considered; the Year 4 class was selected by the deputy head teacher and SENDCo.	The two classes considered had been volunteered by the class teachers. The deputy head teacher and SENDCo prioritised these classes as they had been associated with issues regarding relationships between children, which fitted the project brief. The class chosen was deemed by senior leaders as most in need at the time of the project, with a view to implementing VIG with the remaining class after reviewing its impact.
	Data protection	Videos and audio recordings were encrypted and stored on a password protected USB until they could be transferred onto the university secure server. Interview transcriptions were anonymised immediately. Once the research is complete, raw video and	According to The Data Protection Act 2018, all personal or sensitive information must be anonymised and protected from the risk of access by any who are not entitled to have the information. University regulations allow such data to be stored for research purposes, providing consent has been obtained.

Appendix O Methodological stages and justifications

Stage	Step	Decision/process	Justification/ethical considerations
		audio data will be destroyed following university regulations.	
	Information (Appendices D - F) Consent (Appendices G - I)	All participating in or linked to the research were provided with information sheets regarding the nature of the study, methods and requirements from participants, right to withdrawal, data storage and researcher contact details. Information sheets were differentiated for different audiences. This included letters for the children, which were considered to be age appropriate. In addition to providing participants with written information, I had a meeting with the teacher and TA and met the children in a whole class session, co-facilitated with the teacher. The teacher and TA also met with parents/carers to explain the purposes of the project and establish consent. Differentiated consent forms were distributed for the teacher and TA, parents/carers and children. The voluntary nature of the project was emphasised.	Researchers must be very clear about all aspects of the research from the outset, so that participants are not misled in any way (British Psychological Society, 2014). Face-to-face discussions with the teacher/TA and children, and between the teacher/TA and parents/carers enabled further clarification in relation to the project and what this would entail and helped to ensure all participants were fully informed and happy to proceed. As discussed, as the project was intended to be participatory and involve participants in a process of change, it was important that participation was a choice (Sachs, 2003).
	Safeguarding – emotional	Whilst consent had been established from all parent/carers and children,	Whilst all children were aware that they could withdraw at any time during the project, there is a

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Stage	Step	Decision/process	Justification/ethical considerations
	wellbeing of children	consent was viewed as a process and children were monitored by the teacher, TA and I for any signs of unease during the project. This was pertinent for one child and by having an awareness of the child's discomfort and asking if he would preferred not take part, this protected his emotional wellbeing and right to withdraw from the process. The child was happy to join in with cooperative games and whole class sessions; however, he preferred not to be filmed and this choice was respected.	risk associated with research with children that due to inherent power imbalances between adults and children, particularly within educational settings, that even with this knowledge, withdrawal from the process may be less likely. Viewing consent as a process is akin to Cock's (2006) notion of assent. This asserts that constant reflexivity on the part of the researcher is needed, by being vigilant and attuned to children's responses in order to know when to end the child's involvement in the research/remove oneself.
Professional inquiry	Initial whole class session	The first cycle began with a whole class session, co-facilitated with the teacher.	The purpose of this session was to engage the children in discussion about the purposes of the project and their hopes and aims. From prior discussions with the teacher and TA, in their view, there was a high level of negativity within the class and frequent arguments between children which was impacting upon teaching and learning. During the whole class session, the teacher initiated the discussion, expressing that she hoped the project would support a more positive feeling within the class. This led to comments from children about arguments, particularly between the boys, and negative attitudes. One child also commented on a desire to have more enjoyable time to spend together during lessons.

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Stage	Step	Decision/process	Justification/ethical considerations
			It is acknowledged that comments made by children may have been mediated by other factors. These include the social desirability effect (Bryman, 2016), in which comments made related to what children felt others would want them to say including other children, school staff and I. This may also have been influenced by power imbalances and status between children within the class (Pellegrini et al., 2015; Slee & Skrzypiec, 2016). In addition to ideas shared, this may have influenced which children chose to contribute. As such, it is acknowledged that the hopes and aims established within this session provided one possible indication of some children's views within the class. McNiff and Whitehead (2009, p. 41) describe change as a 'generative transformational process', in which change is diffuse and spirals in different direction. All children indicated a desire to be involved in the project (consent process). Whilst these aims provided an opportunity to set the tone of the project and begin the process, the nature of change will have been experienced differently by each child. Having critical reflexivity in relation to this and checking in with the children during shared reviews, provided additional opportunities to consider what being involved in the project meant for the children (Cho & Trent, 2006).
	Games hour set up for filming sessions.	The teacher set up a weekly 'games hour', consisting of a variety of cooperative games. Filming took place	This was considered an important aspect to set the tone for the project and focus on developing supportive relationships.

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Stage	Step	Decision/process	Justification/ethical considerations
		during these sessions, though games hour continued outside of filming.	Whilst cooperative games were implemented, these were embedded within the aims of the wider curriculum. Cooperative games are considered to enhance children's engagement and dialogue (Kutnick & Colwell, 2010) and appeared to provide a rich stimulus for filming.
	VIG cycles	Three filming sessions of children participating in cooperative games within groups: Filming one led to four shared reviews Filming two led to eight shared reviews Filming three led to one shared review Through discussion with the teacher and TA, we decided to reduce the number of children in shared reviews from four or five to three. During shared reviews, children commented positively about having opportunities to work with and reflect upon their interactions with different members of the class, so through discussion with the teacher and TA, we decided to continue to vary the groupings of children.	Filming groups of children enabled VIG to be implemented with the whole class and provided the context for a multitude of interactions. Reducing the number of children in groups was considered important to enable all children to meaningfully participate in shared reviews. Varying the groups was intended to support children to interact with different members of the class.

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Stage	Step	Decision/process	Justification/ethical considerations
		All children participated in at least one shared review, most participated in two.	There is no set number of VIG cycles and one can be sufficient to enable reflections and promote changes in thinking (Kennedy et al., 2011).
		The teacher observed two shared reviews, the TA observed one.	Time constraints limited the number of shared reviews the teacher and TA were available to observe. However, this was considered important to facilitate the school staff's understanding of VIG and embed VIG principles more systemically.
		VIG practitioner participated in supervision after filming and shared reviews.	Engaging in supervision had multiple purposes and benefits.

Firstly, 'critical reflexivity of the self' is a key validity criterion cited by Cho and Trent (2006). Engaging in regular supervision allowed me to move between being immersed in the context of the research and being distanced from this (Van der Riet, 2008). This process enabled reflection in relation to my own position as researcher/VIG practitioner and discuss some of the tensions I experienced in this role.

Engaging in supervision related to my practice as a VIG practitioner, supported a process of double-loop learning (Argyris & Schon, 1974), in which through reflection, I progressed within my interactions towards enacting the Attunement Principles. |
| | | Reflective discussions with the children during shared reviews and regular informal discussions with the teacher and TA. | According to Cho and Trent (2006), engaging in member check reflexivity, is a key validity consideration for inquiry-based research. This refers to continual dialogue between researcher and participants regarding their lived experiences. |

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Stage	Step	Decision/process	Justification/ethical considerations
			During shared reviews, I set time aside to talk to children about their experiences of the project, such as how they were finding VIG and if they thought it was useful. I also regularly engaged in conversation with the teacher and TA. Sometimes this was to gauge an overall sense of how they were finding the project and at other times, I shared specific reflections to ask their views. Planning for further cycles of VIG emerged as a result of these discussions (see discussion of 'VIG cycles' relating to changes).
		The teacher shared a desire to have a whole class session to enable all children to share and celebrate their experiences of VIG. This was arranged for the final session. Prior to the session, all children were involved in choosing still images used previously in shared reviews to share with other children during the whole class session. This was met with enthusiasm from the class.

The still images chosen by children previously were used as a stimulus for reflection in the whole class session. All children had an opportunity to view every image in a 'round robin' activity which involved annotating the images with positives noticed (related to the Attunement Principles and based on | A whole class session appeared a suitable approach to mark the end of the project and give the children opportunities to share their experiences.

Whilst the idea was initiated by the teacher, engaging children in the process of planning for this session enabled them to become more active within this process.

The activities within the whole class session were intended to echo the shared review process. |

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Stage	Step	Decision/process	Justification/ethical considerations
		experiences within shared reviews). Children were also asked to consider what the children in the images might have been thinking and feeling at the time.	
Data collection	Whole class	Blind ballot.	To stay dedicated to the universal and participatory nature of the project, all children were involved in the blind ballot. Although subsequent interviews were necessary to gather rich data, this approach enabled all children to contribute a view. The blind ballot approach also ensured data was anonymised.
	Semi-structured interviews	One-to-one interviews were conducted with seven children. Attempts were made to ensure a mix of children (including gender and children involved in different shared reviews), choice of children was randomised. Interview schedules guided the discussions (Appendix K), although interviewees were free to speak more widely on the issues raised. Questions were designed to gather evaluative information regarding the project. Visual tools were implemented in interviews including:	One-to-one interviews allowed interviewees to develop their ideas and negate concerns associated with interviewing groups of children, including moderating the range of contributions, staying on task, handling digressions, confusion and pacing (Denscombe, 2014). Videos were shown to stimulate recall and help children to develop their ideas (Lyle, 2003). As the chosen blob people depicted a range of non-specific cartoon figures engaged in a range of activities, it was hoped that this would allow for interpretive freedom. Acknowledging the potential for adult-child power differentials, I engaged in contiual reflexivity throughout the interviews (Cocks, 2006; Griffin et al., 2016). I had worked with the class regularly

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Stage	Step	Decision/process	Justification/ethical considerations
		- For two questions, children were asked to pick 'blob people' from a range of choices to indicate children who they felt had experienced VIG and children they thought VIG would help (Wilson & Long, 2018). - Children were given an option of video clips previously used in shared reviews, which they viewed at the beginning of interviews. Children were assured anonymity of their contributions and I was clear about my role as researcher, emphasising my interest in their views.	over two months and had formed relationships through the process of conducting VIG shared reviews, which helped to ameliorate power differentials. However, I recognise that my formal identity badge linked me to authority. Emphasising anonymity and being clear about my role was intended to ameliorate potential for the social desirability effect in which children's repsonses were influenced by what they thought I would want to hear (Bryman, 2016).
		Joint interview with the teacher and TA. Interview schedules guided the discussions (Appendix J), although interviewees were free to speak more widely on the issues raised. Questions were designed to gather evaluative information regarding the project. The teacher and TA were assured anonymity of their contributions and I was clear about my role as researcher, emphasising my interest in their views.	A joint interview was deemed appropriate as this joint approach was common during informal discussions throughout the project and it supported shared understandings. Emphasising anonymity and being clear about my role was intended to ameliorate potential for social desirability effect in which repsonses were influenced by what they thought I would want to hear (Bryman, 2016).
Concluding inquiry	Debriefing	Debrief sheets provided for all participants, differentiated appropriately to the audience (teacher/TA,	By taking part in the project, participants may have reflected on issues that they were previously unaware of and this may have been uncomfortable for them. It was therefore my duty to ensure the

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Stage	Step	Decision/process	Justification/ethical considerations
		parents/carers and children). (Appendices L – N).	participants had an opportunity to contact me and have their questions answered.
		Information regarding the project provided to school staff, parents/carers and children.	Once the project has been submitted, I will also provide school staff, parents/carers and children and with a written summary of the findings and conclusions of the project.
Data analysis	Inductive thematic analysis	Data-driven approach	Although I acknowledge that analysing data is not a neutral process (Thomson & Hall, 2016, p. 198), I chose to engage in a data-driven approach to ensure themes generated were closely linked to the data (Patton, 1990). This process necessitated reflexivity and a systematic and transparent approach to testing out different possibilities and applying increasing levels of interpretation.
	Coding	Coding teacher/TA data and children data separately.	To enable both the adults and children to maintain a voice through the data analysis process. Commonalities between the data sets allowed for shared themes to be generated at a later stage.
	Descriptive coding	Rudimentary line-by-line, surface-level analysis of raw data. Paraphrasing used as appropriate.	To reduce data, ease further analysis and increase familiarisation with text.
	Interpretative coding	Segments of data dealing with similar issues collated. More abstract codes assigned, supplemented with illustrative quotes.	To further condense and make meaning from the data. Quotes used to ground coding in the data.
	Pattern coding	Succinct phrases assigned to interpretative categories. Further collation/merging of codes as deemed appropriate.	To support the identification of patterns/similarities/tensions within and between the data.

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Stage	Step	Decision/process	Justification/ethical considerations
	Collating children's and teacher/TA's pattern codes	'Code book' generated with pattern codes from children and teacher data arranged into three broad groups: benefits, facilitators and miscellaneous (Appendix S).	To aid cross-referencing and checking. To compare pattern codes from the separate data sets.
	Identifying initial themes	Related pattern codes clustered and interpreted as themes.	To identify significant, salient and unifying patterns within the data.
	Refining themes	Initial themes refined and arranged into basic, organisational and global themes (Attride-Stirling, 2001).	To improve the ability of the thematic analysis to depict the overall interpretation of the data. To structure the already identified themes by identifying higher order themes.
Write up	Findings and discussion	Transparent reporting included: - Reflections upon my own world view and what this means for the research. Taking a relational constructionist stance, it is acknowledged that interviews involved emerging processes in which meaning was negotiated through dialogue (McNamee, 2014). Accuracy of information is therefore problematic. It was important to represent data as a snapshot of participants' views and my interpretation of their views, which are fallible. - I have clearly outlined the stages of analysis and provided a data trail to evidence decisions made.	To support the validity of the research by providing transparency and evidence of critical reflexivity (Groundwater-Smith & Mockler, 2007; Yardley, 2000).

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Stage	Step	Decision/process	Justification/ethical considerations
		- This table offers critical consideration of decision-making processes involved in the research with justifications and ethical considerations.	

Whole class session	Outline of activities *(NB critical discussion of activities is provided in Appendix O)*
Initial	• Co-facilitated session with the teacher – teaching assistant (TA) was also present. • Introductions and discussion of my multiple roles: - As a trainee educational psychologist – the children may have seen me in school in relation to wider casework. - As a researcher – emphasised that I was learning and hopes that we could learn together through engaging in the project. - As VIG practitioner – explained the VIG cycle and what this would involve (the teacher and/or parents/carers had introduced children to the project as part of discussions in relation to information and consent processes so this was designed to build on these initial conversations and make children fully aware of what the project would involve). • Whole class discussion/peer talk and feedback in relation to hopes and aims of the children for their class and the relationships within it. The teacher initially shared some ideas, expressing that she hoped the project would support a more positive feeling within the class. This led to comments from children about arguments, particularly between the boys, and negative attitudes. One child also commented on a desire to have more enjoyable time to spend together during lessons. • Time for questions. • Provided children with information letters and consent forms (Appendices F & I).
Final	• Prior to the session, all children had been involved in choosing still images from videos of themselves previously watched in shared reviews that they were happy to be used within a whole class setting and share with the other children within the class. • The teacher and I co-facilitated the whole class session. At the beginning, I explained the nature of the tasks and highlighted the importance of being respectful and focussing on positives. • The images previously chosen by the children were arranged on large sheets pieces of paper distributed across the tables within the class with different images on each sheet of paper. • Children worked in groups of three to look at the images and annotate the sheets with what was happening in the picture – this was considered to replicate the 'naming' process often used at the beginning of shared reviews. Examples of annotations made by the children include: 'He's smiling and they look happy'; 'they're looking at each

	other'. When the children had exhausted their ideas, they were then asked to annotate the images with possible thoughts and feelings of the children in the images. The children then swapped tables and repeated the same activity as they moved between the sheets of paper. There was an opportunity for sharing ideas at the end. • As some of the children had previously expressed a wish to share some of the videos with the whole class, children who wanted to, were given an opportunity to share a short video clip previously used within shared reviews. • To conclude the session, I asked the children to contribute to the whole class blind ballot (as discussed in Appendix O).

Appendix Q Outline of filming sessions

Filming session	Outline of session
1	- The teacher began the session with a quote related to working as a team. - The class were then split into two groups and engaged in a warm-up activity involving sharing a positive comment about another member of the class. - Children worked in small groups to complete a cooperative maths game.
2	- The teacher began the session with a quote related to working as a team. - The children then worked in groups of 3 to complete an outdoor activity. This involved a cooperative maths game.
3	The children worked in pairs or small groups to make roman sandals.

Appendix R Extract from research diary following the end of the first VIG cycle

Researcher field notes 17.5.18
Informal discussion with teacher/TA comments: • Following observation of shared review, commented on how valuable watching the video back could be. • Explained that one of the children who participated in the shared review is particularly good at supporting other children in the class and very mature, but is also humble about her own skills and abilities. This has given her the opportunity to have her skills recognised and valued by others.
Key points made by children during shared reviews: • Positive reflections on working with different children in the class. • For example, one child shared that her friend always wanted to work with her but she enjoyed working in a group that she wouldn't normally have. • Seemed to be acknowledgement amongst children that 'some children don't work well together' and others work better. However, despite working in groups they wouldn't normally, children commented that they could see on the videos they were working together well and getting along. Children's words that stood out in shared reviews: • Respectful, peace, supportive, team work, listening.
My reflections: • Initially, I was apprehensive as this was the first time I had engaged in VIG with a group of children. However, there was immediately lots of enthusiasm, energy and interest from the pupils. • My positioning within the shared review? - Tension between involving all children / awareness of behaviour management whilst also aiming to give power to the children. Reducing group size could help? - Finding a balance between compensating by modelling what VIG is all about/using visual cues at the same time as activating the children.

Appendix S Code book

Codes (67)		Themes identified (18)
Children (37)	**Teacher/TA (30)**	
Benefits		
- Children who were overshadowed are actively participating in group work - Appreciating one's own and others' teamwork skills - Recognising others as capable and giving everyone a chance to contribute - Shift in attitude from individual competition to thinking about the group - Improved communication with one another	- Children are having a voice, taking on different roles and not allowing others to take over - Shift in attitude from individual competition to thinking about the group - Valuing one another's strengths and including everyone	Children are demonstrating teamworking attitudes and behaviour
- Treating others as they would like to be treated - Friendly towards and accepting of others - Helping and being kind - Not aggravating others - Acting as role models	- Helping others - Aware of their role in social situations	Children are showing empathy and helping others
- Concentrating and working sensibly		Children are concentrating and working sensibly

- Negative emotions (anger, upset) have reduced - Dealing with conflict situations thoughtfully	- Accepting when they've done something wrong and being honest - Dealing with conflict calmly - Valuing themselves and speaking to teachers when they feel wronged	Children are managing conflict calmly and thoughtfully
- Uncertainty/fear of working with others diminished - Know others better - Enjoy working and playing with different people	- Children are willing to and enjoy working with different people - Uncertainty about working with children outside their clique has diminished	Children are working and playing with different members of the class
- Preference for collaborative rather than independent work - New and stronger friendships - Everyone gets along better	- Children get along better - Positive attitude to one another	Children get along better and have new and stronger friendships
- Happy and positive class atmosphere - Less conflict inside and outside of the classroom - Children are happy with how the class get along now	- Less conflict between children	The class atmosphere is happier and there is less conflict
- Recognised interpersonal strengths and things to improve on - Recognised positive interpersonal skills in self and others (e.g. turn taking, helping, communication)	- Shared reviews helped children to accept and appreciate one another - Shared reviews promoted understanding of self in relation to other - Insight gained by looking at positive micro-moments within interactions	The shared reviews supported children to appreciate positive interpersonal skills in themselves and others

- Motivated by seeing what they were capable of (individually and collectively) - Empowered by seeing successful moments in the videos	- Seeing successful moments in the videos made children feel good	Children felt empowered and motivated by seeing the videos which highlighted their capabilities (individually and together)
Facilitators		
- Enjoyed fun and novel activities - More opportunities for collaborative work - Enjoyed working together - Children would keep the project the same	- Opportunities for fun collaborative work	The project provided opportunities for children to experience a variety of fun collaborative activities
- Appreciated opportunities to work with different people	- Opportunities to work with different people (including mixed abilities)	The project provided opportunities for children to get to know different members of the class
	- Flexibility of facilitator-teacher arrangements worked well	The flexibility of facilitator-teacher arrangements worked well
- Positive and exploratory approach of VIG practitioner - VIG practitioner enabled children to take ownership - Enjoyed working with VIG practitioner	- VIG practitioner was experienced in highlighting positive micro-moments within interactions	The positive approach of the VIG practitioner was supportive
- Visual prompts were supportive - Forum for sharing ideas with one another	- By appreciating themselves, children could appreciate others - Shared reviews were accessible to all regardless of academic ability - Children enjoyed the shared reviews	Shared reviews were engaging, accessible to all and provided a forum for sharing ideas

	-	Adults enjoyed the shared reviews and would have liked to see more shared reviews	Adults valued shared reviews and would have liked to experience more
	-	Positive nature of project	Overall positive impact of VIG
	Miscellaneous		
	-	Positive influence on future practice e.g. design of activities, relationship focus	The project has had a positive influence on the teacher's future practice (e.g. design of activities, relationships focus)
	-	Timing of project important	
	-	VIG should be used regularly across the curriculum	VIG should be used more regularly across the curriculum
	-	Experiencing shared reviews may encourage reluctant pupils to participate	

Appendix T Example of coding for teacher and TA data

Verbatim transcript	Descriptive code	Interpretive code	Pattern code
Teacher: They've got their own little cliques of friends and then they don't really interact very well (with other children) and I think it's allowed them to interact with children who they wouldn't necessarily have chosen. And because the groups have been different everytime they've gone out with you so they haven't always gone out in the same group, it's made them appreciate, I think it has, appreciate and notice other people they wouldn't necessarily have acknowledged. *TA: …or thought they couldn't work with … and cos it's always been in ability groups sometimes and this year we've mixed it up on the tables as well as the activities so I think they've realised that other children have strengths that maybe they don't have which is nice because you have the more academic ones and you can see they kind of stick together.*	Allowed children to work with others they wouldn't normally. Mixed ability groupings.	Children had opportunities to work with different members of the class.	Opportunities to work with different people (including mixed abilities).
	Didn't work well with other children (outside of clique). Before children thought they couldn't work well with others. The academic children used to stick together.	Children stuck to their 'cliques', thought they 'couldn't work well with others' and 'didn't come out of their comfort zone'.	Uncertainty about working with children outside their clique diminished.
	Noticing children they wouldn't normally have acknowledged. Children appreciated one another.	Shared reviews made children 'appreciate and notice other people' who they wouldn't necessarily have acknowledged.	Shared reviews helped children to accept and appreciate one another.
	Realised other children have strengths they don't have.	Children are valuing one another's differing strengths 'everyone in the group was more valued' and including everyone 'there wasn't anyone left out they all had a role to play'.	Valuing one another's strengths and including everyone.
	Children are taking on leadership roles. Children are taking on different roles in groups.	All children are actively participating in group work and taking on different roles 'they're having a voice and not allowing others to take over'.	Children are having a voice, taking on different roles and not allowing others to take over.
	Supporting and helping other children.	Children are helping others 'she's been able to use what she knows to help and support others'.	Helping others.

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Appendix U Example of coding for Child A data

Verbatim transcript	Descriptive code	Interpretive code	Pattern code
It (video) helps you see that it's a good thing that's happening you're not just doing it for fun so you can get out of work, it's helping people be better people. I think it's good cos you see the best bits of what you're doing like when you're helping each other or you're giving people space to say what they need to say.	Showed us what we were doing that made us get along and succeed in tasks.	The videos showed children what they were doing that 'made us get along' and 'what they could've done better'.	Recognised interpersonal skills and things to improve on.
	Noticed helping.	Children noticed examples of helping in videos 'like when you're helping each other'.	Recognised positive interpersonal skills in self and others (e.g. turn taking, helping, communication).
	Showed us that we can get along and work together.	Videos showed children examples of what children were capable of doing (individually and together) – you look back and think 'yeah I can do that'.	Motivated by seeing what they were capable of (individually and collectively).
	Showed us we can have fun and work at the same time.		
	Showed what you 'can do' and makes you want to do it more.		
	Felt good to see the best bits.	Watching the 'best bits' in the videos made children feel good – 'when you watch the videos it makes you feel good and that makes you happy'.	Empowered by seeing successful moments in the videos.

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