UNIVERSITY OF WINCHESTER

Equipping pupils to steer the road of adolescence

The innovation and impact of AS Tracking: an educational tool to assess, support and track pupil self-regulation

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The authorship of different components submitted in evidence is made clear in the evidence index. Where relevant, further clarification is made within the thesis text.

I confirm that this thesis is entirely my own work.

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Most of all, I thank my husband Simon and my three children, who have accompanied me on this journey and from whom I have learnt so much.

ABSTRACT

This context statement critically narrates the innovation and impact of AS (affective social) Tracking: a tool to assess, support and track pupil self-regulation. Written as autoethnography, the context statement uses the literary device of metaphor to guide the reader through this professional journey.

I begin by recognising that an increasing number of pupils are struggling to steer the high-opportunity, high-risk road of adolescence, resulting in an increasing number of pastoral crashes. Whilst schools have introduced many initiatives to equip adolescent learner drivers to steer this road, I explore why their impact has been limited. I point to self-regulation as a foundational developmental skill, enabling pupils to make wise, emotionally healthy and pro-social choices. I reflect on my experience as a local authority advisor for BESD (behavioural, emotional, social difficulties), standing at the side of a pastoral crash scene. I explain how this compelled me to adopt a proactive, strategic and evidence based approach in my own practice, and shaped an organisational approach across a local authority. Whilst this approach had a significant impact, there were several limitations.

I describe the innovation and impact of an assessment, action planning and tracking tool that overcame these limitations. AS Tracking supports proactive, targeted, evidenced pastoral care by identifying at an early stage those pupils who are struggling to self-regulate – pupils who are developing habitual and limiting thinking or behavioural biases that increase their future risk of 'crashing'. AS Tracking guides teachers in targeting low level, strategic support to help individuals steer more wisely, and tracks pupils' self-regulation over time.

In conclusion, I analyse how the development of AS Tracking was shaped by this professional journey, and how the use of AS Tracking has begun to shape a culture of proactive, targeted and evidence based pastoral care. Whilst recognising the impact of AS Tracking, it remains a tool in formation. As its use across different sectors widens, there are challenges ahead that will necessitate further development if it is to continue to make a powerful contribution in equipping pupils to steer the road of adolescence.

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INTRODUCTION

This autoethnograph is written in four parts. Part one serves a social critique, critically exploring the social, educational and psychological landscape over which my professional journey travels, and in which AS Tracking finds its foundations. Parts two and three are narrative in form. Part two reflects upon the professional journey towards the development of AS Tracking; part three reflects upon the innovation and impact of AS Tracking. Part four serves as a conclusion, analytically reflecting upon the previous chapters through the experience of the journey travelled, and pointing to the journey ahead. A summary of each chapter is presented below, and an overview in diagrammatic form is presented in Figure 1.1.

I begin in chapter one by exploring the development phase of adolescence. I describe the many concurrent transitions an adolescent has to navigate and the associated pressures and strains this brings. I suggest the current generation of adolescents face an additional strain; they are growing up in a time of unprecedented global transition in an increasingly de-traditionalised society. I introduce the metaphor of a *learner driver*, navigating the journey of adolescence on a high-opportunity and high-risk road. I propose that the strain of navigating this adolescent road is having a detrimental impact on pupils' social and mental health, leading to an increasing number of pastoral crashes.

In chapter two, I acknowledge the growing concern in the education community about the social and mental health of their pupils. I outline recent initiatives to improve pupils' social and emotional health, and reflect on their sustained impact. I conclude by suggesting that learner drivers need to learn how to *steer* on this road – to make wise, intentional choices as they drive. The question is – what are wise choices, and how do we make them?

In chapter three, I consider how the ability to make wise choices relates to the cognitive skill of self-regulation. I draw on academic research that identifies self-regulation as a critical developmental skill, foundational to future healthy affective-social functioning, and a protective factor throughout childhood and adolescence. I suggest that if this is true, we need

to identify pupils struggling to self-regulate at an early stage, target support to equip them to steer more effectively, and track their progress over time.

In chapter four I reflect on my experience as a local authority advisor for BESD (behavioural, emotional, social difficulties). I revisit how it felt to stand at the scene of a pastoral crash, analytically exploring my observations, and reflecting on the dissonance with my own professional paradigm. I explain how this dissonance compelled me to develop a different approach in my own practice.

In chapter five, I describe how I developed a strategic methodology to assess, support and track pupils who had *crashed*. The methodology comprehensively assessed a pupil's needs, addressed their specific needs through a targeted and strategic action plan involving parents, teachers and pupil, and evidenced progress. Whilst this approach supported those pupils who had already crashed, it did not identify those pupils *at risk of* crashing. Schools needed to identify pupils at an earlier stage, before limiting patterns of behaviour became entrenched and crashing became inevitable.

In chapter six I describe how I developed a whole school process to support proactive, targeted and evidenced based pastoral care. The BESD Whole School Overview identified at an early stage those pupils at risk of crashing; it targeted strategic support to teach pupils to steer more wisely in the areas in which they struggled, and tracked their progress. In addition, it identified limiting patterns of behaviour within their school culture and supported schools in signposting and modelling wiser patterns of behaviour. I conclude by reflecting on the impact of this process, and explaining why its impact was limited.

Chapter seven is a short, transitional chapter in which I explain how my experience as a deputy head teacher caused me to ask myself a pivotal question: *how can I serve my profession most strategically?* A convergence between my own professional journey, my husband's professional journey and an opportunity presented by a group of school principals, led to the development of AS Tracking.

In chapter eight, I introduce AS Tracking as a professional tool that has enabled schools to be proactive, targeted and evidenced in their pastoral care. I explain how this on online assessment identifies pupils with limiting patterns of behaviour who are struggling to self-regulate, guides teachers in writing personalised action plans to support individual pupils in their specific area of need, and tracks pupils' self-regulation over time. I reflect on how teachers' feedback has continued to shape the tool and its impact on the sector to date.

In conclusion, I return to the title of this thesis, asking to what degree is AS Tracking equipping pupils to steer the road of adolescence. I discuss the strengths, weaknesses and limitations of the tool as well as clarifying misconceptions or generalisations. As an autoethnographic thesis I have chosen to structure this analytical reflection in two parts reflecting the two autoethnographic stands of social critique and self-reflection.

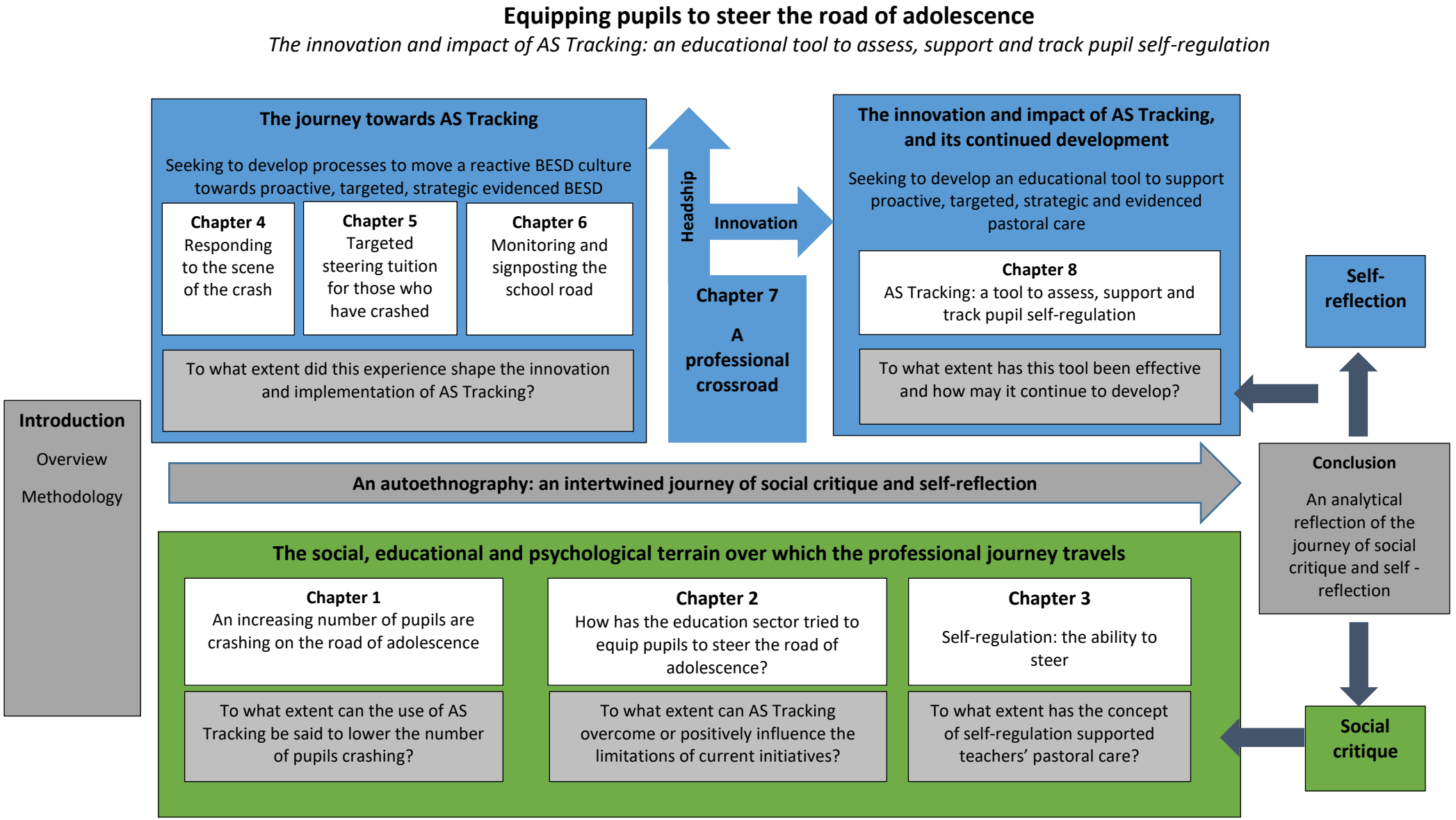


Figure 1.1: A diagrammatic overview of the journey explored in this context statement

Methodology

The context statement takes the form of an autoethnograph. Autoethnography is an approach to research that narrates and systematically analyses (*graphy*) personal experience (*auto*) in order to understand cultural experience (*ethno*) (Ellis 2004; Holman Jones 2005).

In the words of Carolyn Ellis (2004), the autoethnograph connects 'the autobiographical and personal to the cultural, social and political' (p. xix). My intention is to lead you through a reflexive account of my own professional journey across a particular educational landscape, over a particular period of social and political change. It is a journey that has shaped my thinking, and a journey shaped by my thinking ; perhaps this is why autoethnography has been described as literary social constructionism (Ellingson, Ellis 2008).

It is a form of writing through which my personal thoughts, experiences, feelings and observations are made visible, giving voice to my subjectivity, rather than seeking to limit it as would be expected in empirical, quantitative research. I am mindful that autoethnographic writing has received criticism from more analytical, 'objective' social scientists for being "unreliable, impressionistic and not objective" (quoted by Denzin 1994, p.5), and "biased, navel gazing, self-absorbed or emotionally incontinent" (quoted by Maréchal 2010, p45). In response, I have submitted my writing to the criteria used by Richardson to evaluate autoethnography (Richardson 2000, pp. 15-16).

Reflexivity: *Has the author's subjectivity been both a producer and a product of this text?*

Finlay describes reflexivity as a confluence of self-reflection and social critique:

> Reflexive practitioners engage in critical self-reflection: reflecting critically on the impact of their own background, assumptions, positioning, feelings, and behaviour whilst also attending to the impact of the wider organisational, discursive, ideological and political context.
>
> (Finlay 2008, p.4)

Becoming a reflexive practitioner has been a complex, multifaceted process involving a wider ecology of influences. Brookfield (1995) introduces the metaphors *stance* and *dance* to convey the dynamic movement between a critically reflective practitioner and the context in which they are working. The fluid image of *stance* depicts the open, emergent transition of my thinking as I reflected on and responded to different experiences. Sometimes this critical reflection caused a degree of dissonance; there were times when I felt profoundly unsettled as I ques-

tioned both what I saw and my own part in it. Though destabilising, this dissonance did often catalyse greater clarity, depth and direction, moving my practice forward and sharpening my rationale for why I worked as I did. Dewey advocates critical reflection for this very purpose (1997, ©1938). The fluid image of the stance also captures the temporary nature of any resolution to the dissonance I felt. As the situation evolved and emerged, so did my thinking, resulting in further opportunities for growth and development, which would not have been brought to fruition if the first solution had been adequate (King, Kitchener 1994).

Brookfield's metaphor of *dance* describes my experience of working as one small element within a wider educational context. As a reflexive practitioner, I tried to listen to the rhythms of the institutional dance, whilst also listening to the inner rhythm of self. Larrivee describes this difficult balance, recognising the wisdom needed to know when to move to the current rhythm and when to seek to modify practice with a different rhythm:

> The dance incorporates experimentation and risk as a reflective practitioner seeks to modify practice whilst moving to a fluctuating, and possibly contradictory, rhythm.
>
> (Larrivee 2000, p.295).

Aesthetic merit: *Does this piece succeed aesthetically?*

Autoethnographs have been described as literary storytelling (Bochner, Ellis 1992); they communicate a lived and embodied narrative to the reader (Ellis 2004 p. xix). For this reason, I have chosen to write my journey as narrative, leading the reader through a period of my professional life in which I stop and reflect at different vantage points before signposting and stepping into the next stage of the journey.

Ellis asserts that autoethnographs can shift widely held assumptions and present innovative perspectives *because* they present research in a compelling manner, using literacy devices such as character, scenes and metaphor (Ellis 2004). The most intentional literacy tool used in my autoethnograph is that of metaphor: the learner driver navigating the high-opportunity, high-risk road of adolescence.

Yet I am cautious of a narrative approach, heeding the words of Chang who warns of an "over emphasis of narration rather than analysis and cultural interpretation", and an "exclusive reliance on personal memory and recall as a data source" (Chang 2008, p. 15-18). In response, I endeavour to write a context statement which succeeds not only as an *evocative autoethno-*

graph, focusing on making visible and evoking an affective response (Ellingson, Ellis 2008, p. 449), but also as an *analytic autoethnograph*. I intend to develop a theoretical exploration and explanation to account for my felt experience. Hence, chapters one to three lay out the psychological, educational and sociological paradigm in which my own narrative sits.

Expresses a reality: *Does this text embody a fleshed out sense of lived experience?*

Autoethnography is a literacy device intended to bring "readers into the scene" (Ellis 2004, p. 142), particularly into thoughts, emotions, and actions in order to "experience an experience" (Ellis 2006). My intention in sharing my personal experience is that it will find resonance with your own personal experience as child, pupil, adolescent, parent, grandparent, professional, and citizen. I imagine all who read this will know of someone who has crashed on this difficult road, and wished for tools which could have identified and supported them earlier to steer this road more wisely.

Autoethnography is a means by which 'narrative truths' are made visible and owned not only by the author, but also *through* the reader (Ellis 2004). The high opportunity, high risk road on which adolescents are learning to drive, is one we all must now drive. The ability to read the road, and make wise, emotionally healthy and pro-social choices is a skill increasingly critical to the stability and wellbeing of not only the individual, but of community and wider global society. It is a point made strongly by Bauer and Baumeister in the preface of their seminal handbook on self-regulation.

> Failures of self-regulation are at the root of many personal and societal ills; the consequences of failed self-regulation can therefore create enormous social and economic costs, thus placing a heavy burden on society. In contrast, effective self-regulation allows individuals and cultures to thrive by promoting moral, disciplined and virtuous behaviours.
>
> (Bauer, Baumeister 2011, p.64)

Substantive contribution: *Does this piece contribute to a wider understanding of social life?*

Bochner believes autoethnographs can reach those people that traditional research usually disregards, making personal and social change possible for more people (Bochner 1997). Writing this thesis has led me to a range of academic literature that has given greater depth and coherence to the paradigm that underpins the tools I have developed. I intend to show how I

have used this paradigm to inform and equip a professional sector to support pupils' self-regulation.

Impact: ***Does this piece affect me emotionally and/or intellectually? Does it generate new questions or move me to action?***

Whilst autoethnographs ought to be both emotionally engaging and intellectually stimulating, they must catalyse positive social change and action (Bochner 2000). Perhaps this is why Denzin describes autoethnography as a 'politics of hope' (Denzin 2000, p. 256). My intention is to articulate how my experience of standing at the scene of yet another emotional, social 'crash' did not leave me overwhelmed or impotent, but stirred within me a drive and passion to change the situation. This context statement aims to evidence the contribution AS Tracking and Footprints curriculum are currently making in equipping pupils to wisely steer the increasingly fragile road of adolescence.

Ethical statement

As an autoethnographic account, I have written retrospectively about my own professional journey. The supporting evidence includes documentation that accrued over that journey, rather than documentation gathered specifically for this doctoral thesis. Where evidence reflects the words of adults or children, they have done so within the ethical guidance of the local authority at that time. Where evidence includes pupils' or teachers' names, they have been removed to ensure anonymity. Where names are used, their contribution is already within the public domain.

CHAPTER 1

AN INCREASING NUMBER OF PUPILS ARE CRASHING ON THE ROAD OF ADOLESCENCE

"I have been a housemaster for sixteen years. Over the last seven years the pastoral issues I am dealing with on a daily basis have changed beyond all recognition"

Housemaster of a major public school, Somerset,
spoken in conversation (24.2.2014)

I began my teaching career twenty-three years ago, in inner city London. At a time of considerable global unrest, like many schools - my school was a point of stability for many refugee children fleeing the war-torn lands of Bosnia, Algeria, Somalia and Lebanon. Many had experienced trauma; its damaging impact on their social-emotional wellbeing was expected. Two decades later, despite living in one of the most stable and affluent counties in the world (Layard 2005), the wellbeing of UK adolescents is of major concern. Some might call it an adolescent mental health crisis; a view substantiated by recent global studies. A 2007 study carried out by UNICEF showed UK adolescents to have the lowest level of wellbeing in the Western World (UNICEF 2007). Its findings suggested children and young people were less happy, less satisfied with their lives, and have a poorer quality of life than other peers in other developing countries. Two further international reports correlated this finding (Bradshaw, Richardson 2009; OECD 2009).

It is a concern shared by the teaching profession. A recent survey conducted by the HMC (Head Master and Mistresses Conference), representing the independent school sector, indicated a steep rise in teachers' concern about pupil mental and social health (HMC 4/10/2015). A survey conducted by the NAHT (National Association of Head Teachers), representing the state sector, reported a fifth of pupils under the age of eleven had a mental health difficulty (BBC News 2/8/2016). It is a concern brought into the public domain by journalists who see it as a matter of public interest, seen by The Sunday Times collaboration with Young Minds. An increasing number of pupils are evidencing mental health difficulties, and at an ever earlier age. Why might that be?

Whilst the journey of adolescence has long been recognised as a time of heightened fragility (Bandura et al. 2003; Blakemore 2008), research suggests this current generation face greater

challenges than previous generations (Collishaw et al. 2004; Hagell 2012). To understand those challenges, we must begin by exploring the journey of adolescence itself.

Defining the period of adolescence

The Handbook of Adolescent Development defines adolescence as the 'transitional period between childhood and adulthood' (Jackson, Goossens 2013 p.1). The biological changes of puberty mark the onset of adolescence, and transition into adulthood marks its closure. Whilst age of onset and closure is variable, there has been a growing trend towards earlier onset of puberty, and delayed transition into adulthood (Archibald et al. 2003; Tanner 1972). Suggested contributory factors towards earlier onset include healthier diet and lifestyle, an increase in obesity and higher levels of stress. Delayed transition into adulthood is attributed to fewer opportunities for older adolescents to develop autonomy and responsibility. They remain financially dependent on their parents, are less committed to long term relationships, and focus on short rather than long term outcomes (Arnett 2000).

A time of concurrent transition

Adolescence is a transitional period in which adolescents navigate many concurrent transitions: social, biological, psychological and educational (Bandura et al. 2003). Let us explore what those transitions are, and how collectively they might increase the strain on pupils.

Adolescence is a time during which adolescents increasingly individuate from their early, primary caregivers, seeking a higher degree of autonomy and identity (Erikson 1968). As they individuate from the family unit, they seek intimate relationships outside the family unit (Kupersmidt, Dodge 2004; Jourard 1971; Brown, Wright 2001; Hunter et al. 2011; Ignatius, Kokkonen 2007; Sroufe 1997). They experience higher intensity of affect due to the onset of puberty (Sebastian et al. 2008; Schwartz et al. 1999; Smetana et al. 2006). They are drawn towards higher levels of sensation seeking and impulsivity, particularly when in a social setting (Wills et al. 1994; Smith et al. 2014; Morrongiello, Lasenby-Lessard 2007; Steinberg 2007, 2008; Blakemore 2008). They make school transitions, leading to a change in friendships. They face increased external evaluation of their academic performance bringing additional expectations and pressures (Muris et al. 2004; Hewitt et al. 1992; West, Sweeting 2003; Wentzel et al. 1990; Coren, Luthar 2014). Furthermore, a cognitive shift towards a more

abstract mode of thinking leads to a greater propensity for introspection and evaluating oneself against others (Hansell et al. 1986; Harrison, Treagust 1993).

In describing adolescence as a journey, we might see it as a physical road on which adolescents are driving. We might illustrate adolescents as learner drivers, transitioning from passenger to independent driver. In learning to drive their own autonomous car, they are increasingly distinct from those around them, making their own choices, and increasingly curious about the extent of their power and influence. As they drive, they encounter new and unknown situations in which they draw on the knowledge and experience laid down as mental maps as passengers in their caregivers' car. These mental maps shape how they see the road before them and influence the way they drive. Just as learner drivers concurrently manage many new aspects of driving, so our adolescents concurrently manage many different aspects of their affective- social development.

Generations of adolescents have managed these concurrent biological, social, academic transitions without too great a difficulty. The early twentieth century view projected by Stanley Hall (1904) in which adolescence was anticipated as a time of universal 'storm and stress' has long been tempered by academics. Whilst adolescence is indeed a sensitive developmental period, research suggests that it is the confluence of adverse factors, rather than adolescence per se which increases an adolescent's risk of floundering in their adolescent years (Cote 1994; Arnett 1999). If true, might this explain why an increasing number of pupils are crashing on this current adolescent road? Might this current generation be learning to drive on a riskier, more complex road than previous generations?

A generation of adolescents who are learning to drive on a riskier adolescent road

The road on which adolescents are learning to drive is changing rapidly; the current generation of adolescents are growing up in a world of unprecedented global transition. Let us consider just a few of the changes that distinguish the experience of this generation and their parents' adolescence. The accessibility of social media and the internet has increased adolescents accessibility to encounters and information which may not be benign (Weinstein, Selman 2014; Valkenburg et al. 2011; Courtois et al. 2012; Davis 2012). The dismantling of family, community and religious structures that once brought cohesion and collective security has left young people confused, rootless and vulnerable to ideologies and behaviours which bring shared identify and surety (Amato, Sobolewski 2001; Fomby, Cherlin 2007; Weare 2002). The

availability and choice of goods, resources and leisure opportunities has adversely affected young people's health as they struggle to make wise choices about what, when and how they consume what is available to them (Flouri 2004; Sweeting et al. 2012).

This generation have far more choices and opportunities available to them, yet the road on which they are driving has fewer instructive signposts to guide and inform their choices. It has fewer road markings dictating fixed constructs such as identity and social class. It has fewer road barriers to protect adolescents when they seek to explore the extent of their freedom and power. Whilst the freedoms, choices and opportunities of older generations were constrained by these signposts, road markings and boundaries, one might argue that they served a limiting or protective purpose.

Sociologist Anthon Giddens describes current society as 'high opportunity, high risk' (Giddens 1986, ©1984, 2014). He points to a current era of *detraditionalisation* in which old norms and structures are being eroded. Although there are positive aspects to detraditionalisation, it places on us all the burden of choice. Previous generations of adolescents drove on well-worn grooves, in predetermined lanes; their choices were constrained by social road barriers and internalised social signposts. Their journey whilst restricted was simpler; the road was more predictable, and consequently, they had fewer choices to make. If, as psychologists tell us, making choices is a complex and costly cognitive process (Bauer, Baumeister 2011; Bargh 2006), the burden of choice will be further increasing the strain on adolescents.

An increase in the number of adolescents who are crashing

Navigating this high opportunity, high risk adolescent road has led to an ever increasing level of strain on adolescents' social and mental health (Monahan et al. 2009; Blonigen et al. 2010; Bohlin, Hagekull 2009). A startling array of statistics evidences this strain.

- 24% of UK teens are using alcohol by the age of 13 (Hagell 2012).
- 1 in 12 children/young people deliberately self-harms (Brophy, Holmstrom 2006).
- The of pre-teen children treated by hospitals for eating disorders has tripled in four years (Daily Telegraph 2013)
- 8% of 13-18 girls have posted intimate pictures of themselves on social media (BBC News 10/16/2013)
- 87% increase in calls to ChildLine citing online bullying from 2012-2014 (The Guardian 9.1.14)

- 1 in 10 children aged 5-16 suffer from a diagnosable mental health condition (Green et al. 2005). More than half of adults with mental health problems were diagnosed in childhood. Less than half were treated appropriately at the time (Collishaw et al. 2004).
- Between 2012 and 2015, 1,839 children in the UK were recommended for a de-radicalisation programme. 415 are under 10 (Daily Telegraph 2016).

Affluence and aspiration: an additional risk factor

Research suggests academic ability, socio-economic class or wealth are not the protective factors we might assume them to be; they may even increase adolescents' risk factors.

- 38% of fifteen year old girls from the most affluent classes are suffering with depression or anxiety related to 27% of girls from the lowest socio economic class (West, Sweeting 2003).
- More affluent children are more likely to use substance abuse to alleviate personal distress (Luthar, Becker 2002).
- The greater the level of family wealth, the greater the child's perceived isolation form parents (Luthar, Becker 2002).
- The higher the socio economic class of a family, the less likely they are to seek help (Luthar, Becker 2002).
- The wealthier a family, the less likely mental health symptoms are taken seriously (Puura et al. 1998).
- Adolescents from middle class homes have been found to experience greater emotional and physical isolation, and have fewer supervised contexts (Luthar, Latendresse 2005b, 2005a).
- The more affluent a pupil, the more driven they are to achieve both academically and through extra-curricular activities causing performance related mental health issues (Luthar, Latendresse 2005a).
- The more aspirational a pupil, the more likely they are to experience maladaptive perfectionism (Vohs et al. 1999; Hewitt et al. 1992).
- 8% of calls to ChildLine cite exam pressure as major anxiety, an increase of 200% from 2013-2014 (ChildLine 2015)

Perhaps these pupils and their parents feel an increased pressure to succeed on this fast moving and competitive road in order to maintain their economic and social security. Perhaps their economic spending power presents opportunities that increase the risks they face. Perhaps affluence provides resources to self soothe in unhealthy ways. Perhaps their isolation prevents them from getting support early enough. Those we may see as privileged are perhaps facing the greatest level of risk, and are accessing the least support. In October 2015 the HMC published the results of a survey (HMC 4/10/2015) which found:

- 94% of schools report misuse of social media as an issue, a 109% increase over five years.
- 82% of schools report cyber bullying as an issue, a 110% increase over five years.
- 88% of schools report self-harm as a concerning issue, a 57% increase over five years.
- 87% of schools report depression as a concern, an 85% increase over five years.
- 85% of schools report eating disorders as a concern, a 33% increase over five years.

Chris Jeffrey, chair of the HMC well-being committee prefaced the press release with the words:

> In publishing these results today, we are acknowledging that the young people in the schools we represent need more help in coping with much of what life throws at, and demands of them. It's too important an issue for us to stay silent, whatever the risks to the reputation of our schools of speaking up.
>
> (HMC 4/10/2015; Griffiths 2015)

Over my professional career, I have worked with both poles of the socio-economic spectrum. I acknowledge my earlier ignorance in dismissing the needs of those I saw as privileged and protected, choosing to focus my passion and concern towards those I saw as more deserving. I now recognise these 'privileged' pupils as facing a higher risk of crashing, and indeed the consequences for society may be more damaging than we might imagine. Let me explain.

These adolescents are more likely to hold positions of strategic influence and power within society; if their use of structural power and influence is not wisely executed – the damage to others with less power and influence is significant. Conversely, if structural power and influence is used wisely, they may have the power to change the road on which future adolescents may drive. This optimistic stance is one suggested by Giddens whose theory of structuration recognises an individual's agency to shape the structural world in which they live, rather than being defined by it (Giddens 1986, ©1984).

How can we equip pupils to wisely steer the high opportunity, high risk road of adolescence?

The education sector, both state and independent are taking these mental health trends very seriously, particularly in light of cuts to child and adolescent mental health services (CAMHS). In chapter two I will explore how the education sector has tried to equip pupils with the knowledge and skills to navigate this high opportunity, high risk road of adolescence.

CHAPTER TWO

HOW HAS THE EDUCATION SECTOR TRIED TO EQUIP PUPILS TO STEER THE ROAD OF ADOLESCENCE?

"We have an uncritical acceptance of the need to improve wellbeing- which is poorly defined and inconsistent-this includes a simplistic understanding of children, their bodies and their social and cultural milieu."

(Watson 2012a p222)

Over the last fifteen years, the education sector has recognised the need to equip pupils to steer this changing adolescent road. Whilst the aim of the National Curriculum (1988, 2002) was to equip pupils with knowledge and skills for later life, the ECM (Every Child Matters) agenda of 2003 was more specific in its measures of success. Its aim was to ensure that every child, whatever their background or circumstances, had the support they needed to: stay safe, be healthy, enjoy and achieve, make a positive contribution, and achieve economic well-being (ECM 2003). Implicit within these outcomes was the social and emotional wellbeing of pupils. Very significant resources were allocated to the development of wellbeing, leading to the launch of many initiatives. Studies now show the long-term impact of those initiatives; sadly, many have fallen short of expectation. Let us consider some of the reasons why.

The SEAL curriculum

In 2005, the SEAL curriculum (social and emotional aspects of learning) was launched across state primary and secondary schools at a cost of £30 million (Watson 2012a). This New Labour flagship aimed to improve behaviour and promote pupil wellbeing through a taught, systemic curriculum. Whilst some believe these aims have been achieved, albeit to a lesser extent than initially hoped (Wells et al. 2003; Weare 2010; Crow 2008), some argue these aims have not been realised, and the initiative may even have been detrimental (Watson 2012a; Ecclestone, Hayes 2009; Hallam 2009; Durlak et al. 2011; Craig 2007; Harrison 2013). The strongest argument to account for its failure, put forward by Ecclestone and Hayes, along with Craig, was its generic deficit approach. They argue that the SEAL curriculum erroneously assumed that all pupils needed to hear the messages taught in the perspective lessons, when in fact many did not. Furthermore, they identified a prescriptive generic pupil outcome, which Craig goes so far

as to call 'social engineering'. She argues that SEAL elevated a particular template of behaviours that were inherently female, and not necessarily healthy:

> The type of person being aimed at in SEAL is largely of a nice girl who expresses her feelings 'appropriately', gives compliments, is empathetic and doesn't hurt anyone's feelings.
>
> (Craig 2007, p.10)

Systematically teaching a prescriptive curriculum to all pupils, irrespective of their emotional and social need may even have had an adverse impact on wellbeing. Critics believe the SEAL curriculum may have contributed to a rise in self-referencing, individualism, passive narcissism, emotional fragility, learned helplessness and inappropriate emotional self-disclosure (Ecclestone, Hayes 2009; Craig 2007). Whilst some pupils needed to hear the messages taught through the SEAL curriculum, a strategic approach would be to identify and support these particular pupils.

A universal drive to raise self-esteem

Over the last twenty years, low self-esteem has been widely recognised as a root cause of disengagement, psychological dysfunction and other maladaptive behaviours. Many have made the implicit assumption that the more pupils are told they are 'special' or 'successful', the more resilient, secure and happier they will be. It is a view that has emanated from the highest of educational echelons. Educationalists in the US tasked with investigating the anticipated link between low self-esteem and maladaptive behaviours in the 1980s began with a premise of extraordinary certainty.

> I cannot think of a single psychological problem - from anxiety and depression, to fear of intimacy or of success, to alcohol or drug abuse, to spousal battering or child molestation, to suicide and crimes of violence--that is not traceable to the problem of a poor self-concept. Positive self-esteem is a cardinal requirement of a fulfilling life. There is overwhelming evidence, including scientific research findings, that the higher the level of an individual's self-esteem, the more likely that he or she will treat others with respect, kindness and generosity.
>
> (Branden 1984, p.12)

Assimilating this assumption, many schools sought to improve emotional wellbeing, pro-social behaviours and academic performance by boosting the self-esteem of their pupils. Pupils receive certificates, sometimes for merely turning up to an event. Young pupils are awarded affirming stickers, yet sometimes cannot even explain what it was for. Whilst apparently benign, such gratuitous praise may actually diminish pupils' ability to be resourceful and resilient (Skipper, Douglas 2012). Pupils are told they can be anything they want to be, without

sufficient emphasis being place on the importance of effort, perseverance, or struggle. Seligman, an advocate of positive psychology, urges teachers to raise self-esteem not through praise, but by focusing on developing pupils' mastery, self-efficacy and personal agency. He warns against boosting or falsely inflating their self-esteem, only for it to diminish as soon as they hit struggle (Seligman et al. 1995). Some schools have removed apparent threats to self-esteem, such as competitive sports, so that pupils do not have to deal with uncomfortable emotions such as losing or being left out. The resilience model proposed by Daniel and Wassell sees struggle as a precursor of resilience; it is not something to be shielded from or avoided (Daniel, Wassell 2002). Working through discomfort and adversity is how we develop the resourcefulness and resilience that leads to the mastery and self-efficacy described by Seligman.

Most importantly, the link between high self-esteem and better performance, interpersonal success, happiness, or healthier choices has not been found. Indeed evidence shows a greater correlation between high self-esteem and a number of 'societal ills' (Baumeister et al. 2003). The generic boosting of self-esteem may have contributed to what has been described as an epidemic of high self-regard. Academics and popular commentators suggest this self-esteem boosting culture has led to a rise of learned helplessness, individualism, passive narcissism, fragile resilience in adversity, an increased need for immediate gratification, and inflated self-worth (Baumeister et al. 2003; Gerrard et al. 2000; Lee 2014; Twenge, Campbell 2010, c2009; Harrison 2013; Mason, Brackman 2009). Whilst sufficient self-worth is critical in the robust formation of self (Maslow, Frager 1987; Leary 2005), universal messages and programmes to raise self-esteem could be described as well-intentioned but ill-considered, even detrimental. The term *credo consolans* is apt: might the generic raising of self-esteem be trying to find a simple solution to a complex question?

A study in the US showed that only 7% of pupils were adversely affected by negative self-evaluations (Alsaker, Olweus 1992). Surely, a strategic approach would be to identify those pupils and to target support in developing their self-efficacy and personal agency.

Whole school practices to support wellbeing

Practices such as happiness lessons, mindfulness training, character building activities and resilience programmes are now embedded in the daily life of many schools. Studies show such practices reduce self-reported mental health and social difficulties throughout the programme duration, however their impact on sustained wellbeing is inconsistent or negligible (Challen et

al. 2011). Why might this be? Might pupils see these practices as standalone activities rather than informing their daily habits and mindset? I wonder how many pupils who participate in guided mindfulness techniques at school, draw upon them at the times when they need them most. Might I suggest that those who do so are already those with good social and mental health? Those who need these practices most are unlikely to draw upon them, and remain at risk.

A correlation has been found between the sustained impact of a taught practice on pupils' mental health outcomes and the degree to which their teachers have been personally influenced by the methodology and content of what they are teaching (Weare 2002, 2010, 2012; Watson 2012a). Teachers who integrate wellbeing practices into their pedagogy, repeating key messages and modelling habits have a significant impact on their pupils' adoption of healthy wellbeing practices. We might surmise that developing teachers' knowledge and expertise has a greater impact on pupils' outcomes than 'bolt on' curriculum courses. This view was evidenced by Hattie in his synthesis of meta analyses of what works most effectively in schools (Hattie 2008). To revisit our road metaphor - rather than bolt on driving training which rarely transposes into pupils' daily driving habits, perhaps we ought to focus on modelling good day to day driving in our schools. As teachers, we might reflect more on the implicit and subliminal signposts and messages pupils see and hear; such a 'caught' curriculum may well influence learning more than our intentional taught curriculum.

One off courses led by expert trainers

Many schools invite specialist trainers to teach one-day courses educating pupils about the potential dangers of drugs, social networking and sexual behaviours. Once taboo issues such as pornography, abusive relationships, self-harm and eating disorders are now tackled head on. Such events give pupils essential knowledge and understanding, however research suggests they have limited impact on the *real time choices* pupils make (Steinberg 2007, 2008; Morrongiello, Lasenby-Lessard 2007). Adolescent social neuroscientists deduce from this that it is not a lack of knowledge that influences adolescents' decision making and subsequent actions, but the socio-emotional context in which they are making that decision.

For example, it is now widely understood that adolescent risk taking does not stem from ignorance or generic impulsivity, but from a drive for social reward (Steinberg 2007; Morrongiello, Lasenby-Lessard 2007; Jarvi et al. 2013; Smith et al. 2014; Gardner, Steinberg

2005; Chein et al. 2011a; Crockett et al. 2006; Rolison, Scherman 2002, Kelley et al. 2004a, 2004b). Perhaps schools need to look more closely at the *priming influences* shaping pupils' actions, rather than seeing their actions in isolation (Bargh 2006). We could illustrate this by the futility of teaching someone to drive in a classroom, without recognising how contextual factors influence a person's ability to drive in a real life situation. If pupils are to make wise choices, we will need to identify and address the adverse priming influences that shape pupils' decision-making.

An increase in pastoral support staff

In 1997, there were 60,000 teaching assistants (TAs) and learning mentors (LMs) in UK schools. A component of their role is to support pupils struggling to access the curriculum and experience inclusion due to their social and emotional difficulties. In January 2010 that number swelled to 190,400 (DfE 2010a). We might assume that additional adults who can model how to steer effectively in school, anticipating and successful navigating challenging situations and making visible how to make appropriate choices, would support pupils' ability to make wise choices. However, meta-analyses suggest less favourable pupil outcomes. The DISS project cited by Webster and Blatchford (Webster, Blatchford 2012 p81) reported that pupils receiving the *most* support from TAs made the *least* academic progress. There was little evidence that 1-1 support improved the learning behaviours that underpin academic performance such as increased confidence, motivation, independence and collaborative learning skills. It is important to clarify that pupil progress was accelerated when TAs and LMs facilitated focus pupils' engagement in social learning contexts; it was when in a 1-1 learning context where progress was inhibited (Hattie 2008). Though well intentioned, might it be that TAs have inadvertently steered for the pupil, closing down the opportunities for the pupils to learn to steer for themselves? If pupils are to become skilled drivers on this adolescent road, they will need to make wise choices for *themselves.*

The emergence of a values curriculum

Since the Dearing Report of 1995, the moral education of our pupils has been addressed, most notably through the teaching of values. Many schools have an explicit values curriculum, often taught through Collective Worship or PSHE (personal, social and health education) lessons. A values curriculum is built upon moral absolutes such as honesty, kindness and humility, yet

there are many philosophical dilemmas associated with abstracting behavioural moral absolutes. Let us take for example the value of honesty; is it always appropriate or wise to tell the truth? What about the pupil suspended for telling the Head Teacher what she really thinks of her? Let us consider the value of kindness; must we always be kind? What about the pupil who though wanting to be kind, is drawn into a controlling relationship with an abusive other? Erricker and Erricker's exploration of moral education in our schools provides an excellent discussion of this point (2000), yet is beyond the scope of this paper.

Schools reassuring themselves that they are equipping pupils to make wise, emotionally healthy, pro-social choices through the teaching of a values curriculum may need to think more carefully about how those moral absolutes are worked out in every day practice.

So, how can schools equip pupils to steer the road of adolescence?

Whilst these strategies and interventions have all in some way contributed towards pupils' social and emotional wellbeing, an increasing number of pupils continue to crash. Perhaps we need to be more specific in identifying the specific skills adolescents most need to develop if they are to navigate this high opportunity, high risk road. Giddens (2014) believes the burden of choice and freedom of opportunity requires an individual to reflect more on their actions before they are taken. If so, perhaps a critical developmental skill for adolescence is the ability to make wise choices.

CHAPTER THREE

SELF-REGULATION: THE ABILITY TO STEER

"A growth in self-regulation during adolescence may improve children's ability to navigate the challenges and stress in their increasing broadening and decreasingly supervised contexts that mark the transition to adolescence."

(King et al., 2013 p.2)

Adolescence is a period of necessary exploration through which pupils broaden their experiences and make their own choices in order to develop and assert their emerging identity (Erikson 1968). It is a time of appropriate fluctuation, as pupils navigate the many concurrent transitions that mark the onset of adolescence (Harter 1999). The metaphor of the adolescent learner driver transitioning from child passenger to skilled driver captures this increasing sense of freedom, individuation and autonomy; yet it also captures the threats and risks that we know beset many learner drivers.

Statistics suggest that an increasing number of current adolescents growing up in western societies are struggling to steer the high opportunity, high risk road of adolescence (Bradshaw, Richardson 2009; OECD 2009). The fast changing social road on which we all now 'drive' presents opportunities and experiences that were not available to earlier generations, yet the boundaries and signposts that guided their parents through the necessary transitions of adolescence are less visible. Today's adolescents face more choices than any other adolescent generation before them, with the potential adverse consequences more far-reaching and irreversible, perhaps even resulting in them steering off the road and pastorally 'crashing'. The ability to steer effectively, making wise choices is critical.

The description of those choices as 'wise' rather than 'right' is intentional. To have used the word 'right' might infer that the choices adolescents have to make are dualistic and binary, simple and clear. They are not. Most real time choices that adolescents make are complex, with many conscious as well as subconscious influencing factors. Adolescents' ability to make wise choices infers judgment; discerning a course of action amidst complexity where the way forward is not necessarily clear.

It is important to acknowledge that the construct of 'wisdom' is imbued with philosophical and spiritual meaning. It is a word often associated with age; a virtue honed through the journey of

life as one begins to lay down accrued personal maps whilst remaining open to the current landmarks and signposts that guide future actions. It may seem an anomaly and inappropriate to expect wise choices of adolescents who are still in the process of accruing those mental maps. Yet, the cost to adolescents of not making wise choices as they navigate the road of adolescence is perhaps greater than it has been for previous generations. If pupils are to navigate this road, we must equip them to wisely steer their responses to the choices they are presented with. To do so, we must ascertain at a cognitive level what is happening neurobiologically when an adolescent makes a wise choice. We might consider describing this neurological process as 'steering cognition'. Whilst further exploration of this suggested term cannot be afforded at this point, an extended exploration can be read in the paper 'How the AS Tracking assessment measures steering cognition' (E:8.5)

Over recent years, a number of neuroscientists have explored the link between wisdom and cognition. Their objective is to measure the specific cognitive functions that could account for how and why some people make wiser choices than others do. Wise choices in this context refer to decisions which lead to personal emotional health, and pro-social behaviours (Birren, Svensson 2009; Watson 2012b; Meeks, Jeste 2009; Watson 2012b). Their premise is that if these cognitive functions can be identified, they could be positively influenced, leading to improved emotional health, pro-social behaviours and social decision-making. The cognitive function most aligned with the ability to make wise choices is the psychological construct of *self-regulation.*

Defining self-regulation

Self-regulation has been described as the ability to flexibly activate, monitor, inhibit or adapt one's non conscious, automatic affective-social strategies in response to direction from internal cues, environmental stimuli or feedback from others, in order to bring about an intended outcome (Eisenberg N. et al. 2006; Demetriou 2000; Rothbart et al. 2000a). A more pithy definition is offered by Meeks and Jest who describe it as "the ability to reflect on and control behaviour, thoughts and emotions" (Meeks, T.W., Jeste, D.V. 2009 p.3). Self-regulation is a purposeful, effortful and dynamic process, requiring both awareness and action. Adolescent 'learner drivers' who are increasingly making their own choices on an increasingly complex road, need to develop the ability to self-regulate. They need self and social awareness to 'read' the road on which they are driving, and the ability to purposefully adjust their responses to bring about an intended outcome.

We might describe self-regulation as wise driving. As wise drivers drive, they draw on the knowledge and mental maps they have accrued through experience. They use their internalised highway code to read the signposts, and adjust their actions because they foresee the consequences of not doing so. They are aware of their strengths and limitations as a driver, modifying their actions accordingly. They are aware of contextual variables such as the weather, the capabilities of their car or their own mood. They notice and anticipate the actions of other road users, adjusting their responses moment by moment. They exhibit awareness and agency, both of which are central to the construct of self-regulation (Dunlosky, J., Metcalfe, J. 2009).They are continuously reading the road and adjusting their response; it is an on-going dynamic interaction.

Figure 3.1: A wise driver reads the cues as they drive, adjusting their response for the situation at hand.

A critical developmental goal of childhood and adolescence

Research in the field of self-regulation has grown exponentially over the last fifteen years. In the preface of their seminal handbook on self-regulation, Vohs and Baumeister state:

> Self-regulation has emerged from obscurity and uncertain beginnings to become one of the most central important concepts of all psychology.
>
> (Vohs, Baumeister 2011, p.vii)

Their bold statement is underpinned by evidence identifying self-regulation as the bedrock of healthy psychological, emotional and social functioning and a critical developmental goal of childhood and adolescence (Vohs et al. 2008; Neuenschwander et al. 2012; Allan, Lonigan 2011; Bandura et al. 2003). Many academics believe self-regulation acts as a protective buffer to the inevitable strain as adolescents transition into adulthood (Caspi et al. 1995; Mischel et al. 1988; Kalavana et al. 2010). In contrast, poor self-regulation correlates with a wide range of internalising and externalising difficulties, suggesting poor self-regulation is an early indicator of future affective-social difficulty (Vohs, Heatherton 2000; Blair 2002; Eisenberg et al. 2000; Simonds et al. 2007; Tangney et al. 2004; Trentacosta, C.J., & Shaw, D.S. 2009). We shall look at the impact of self-regulation on affective-social functioning further on in this chapter.

How self-regulation develops throughout childhood and adolescence

Self-regulatory capacity is evident from a young age. Babies of just a few weeks adjust their affective-social responses in order to elicit attention from their caregivers (Kopp 1982, 2009). By the end of their first year, toddlers show an ability to purposefully withhold their affective response from a care giver (Calkins, Fox 2002). These early indicators of self-regulation are driven by the subcortical system; a system sometimes described as the sensory, present-focused, impulsive circuit of the brain. As their prefrontal cortex matures, children are more able to anticipate cause and effect and exhibit self-control - skills more commonly associated with self-regulation (Mischel et al. 2011; Heatherton, Wagner 2011).

Self-regulatory skill develops through scaffolding and modelling (Goldberg 2006], ©2005, 2009; Bruner 1977). Infants who experience *'good enough'* care from their early caregivers (Bowlby 2005b) are initially extrinsically regulated (Eisenberg et al. 2010; Hubbard, Dearing 2004). Their caregivers give them routines, boundaries and structures, enabling them to see the world as a consistent, reliable and predictable place. This physical containment gives them a sense of safety and security; they begin to internalise maps or schemas that make sense of how the world works. They also experience emotional containment in times of distress; their needs are acknowledged and their emotional valence is 'emotionally contained' and re-regulated (Eisenberg et al. 2010; Maughan, Cicchetti 2002; Sroufe 1997; Geddes 2006). We might describe infants as metaphorically belted into their baby seat whilst caregivers negotiate the driving for them.

Throughout early and middle childhood, for the majority of children, the level of scaffolding gradually decreases as their ability to self-regulate increases (Bruner 1978; Cassidy, Cassidy-Shaver 2008; Fabes et al. 2001; Spinrad et al. 2007a; Bronson 2000; Vygotsky L. 1962, Vygotsky, Cole 1978, 1978) . They are given behavioural expectations which signpost and make visible appropriate self-regulation in different situations. They are taught effective problem solving strategies which increases their self-efficacy and agency (Bandura et al. 2003; Casey, Caudle 2013; Yurgelun-Todd 2007; Sebastian et al. 2008). The language of choice and consequence enables them to anticipate the consequences of the choices they make, developing skills for self-reflection to support improved choices in the future. They notice how others emotionally self-regulate in times of high affect and start to mimic it themselves (Bandura 1977b). When distressed or overwhelmed, they are supported to find a healthy and

socially appropriate expression of those feelings (Sroufe 1997; Smith, Hart 2011). Children who experience *'good enough'* care at this stage are perhaps out of their car seat; they are observant and curious passengers, picking up the modelled habits of those around them. They are accruing knowledge and understanding, laying down the mental maps that will inform their driving when they become learner drivers themselves. Of course, the hope is that those accrued mental maps will support wise future driving; sadly, this not always the case.

Adolescents show increased evidence of intrinsic self-regulation (Ryan, Deci 2000). They exhibit decreased impulsivity (Casey et al. 2008; Colman et al. 2006; Steinberg 2007), increased ability to anticipate, plan and execute a decision (Bandura 2010; Bandura et al. 2003) and are more discerning about what they disclose and to whom (Leon-Carrion et al. 2004b; Leone, Hawkins 2006; Altman, I., & Taylor, D. A 1973; Jourard 1971). There is a widely circulated myth that adolescents' self-regulation of risk is biologically impaired during adolescence. On closer look, studies suggest this impairment is contextual rather than biological. Risk taking is strongly influenced by a desire to accrue social recognition from peers (Rolison, Scherman 2002; Smetana et al. 2006; Morrongiello, Lasenby-Lessard 2007; Dalton et al. 2010; Crockett et al. 2006; Chein et al. 2011c). For many, adolescence is a time of improved self-regulation; the mitigating factor is that they are no longer passengers, but learner drivers who are learning to steer a more powerful engine, on a high opportunity, high-risk road and navigating many variables all at the same time.

Self-regulation has a biological component

The level of affective-social self-regulation exhibited by a child is influenced by an interaction of biological and contextual factors (Colman et al. 2006). Psychologists identify a genetic predisposition towards self-regulation, suggesting some children may find self-regulation more challenging than others. For example, babies who are highly impulsive or experience high emotionality are likely to need a higher level of extrinsic regulation and scaffolding (Rothbart, Bates 2007; Sallquist et al. 2009; King et al. 2013; Lengua 2002). Research suggests that children who struggle to self-regulate at an early age are less resilient to the adverse impact of contextual factors such as economic disadvantage, marital discord and neo and post-natal

stress (Compas 2009; Raver 2004). In contrast, children with a genetic predisposition towards self-regulation experience a greater level of buffering from adversity.

The impact of different parenting styles on the development of self-regulation

A correlation has been identified between the quality of caregiving and a child's ability to self-regulate (Kozhevnikov 2007). Inconsistent limit setting, poor maternal wellbeing and lack of caregiver warmth, sensitivity and responsiveness have all been found to hinder self-regulation (Maughan, Cicchetti 2002; Lengua 2002; King et al. 2013; Williams et al. 2009; Raffaelli et al. 2005; Choe et al. 2013; Bowlby 2005a; Eisenberg N. et al. 2006). Mccoby and Martin's parenting style categorisation is a helpful framework to explore this further (1983).

Authoritarian parenting, defined by high control and low warmth has been associated with difficulties in making wise decisions and personal agency (Holmbeck et al. 1995). We might see these pupils as driving on a narrow road, which is didactically signposted. Permissive or indulgent parenting, defined by low control and high warmth, has been associated with high levels of impulsivity and substance abuse, academic apathy and helplessness, and anticipated autonomy (Steinberg 1990). These children could be seen as those driving in powerful cars, on a wide road with bouncy crash barriers; they remain naïve and impervious to the learning experiences that should develop their self-regulation. Absent or negligent parenting, defined by low control and low warmth has been associated with particular difficulties in the self-regulation of social behaviours and an increase of externalised difficulties. They have not experienced the level of scaffolding and modelling essential for self-regulation is to develop (Bowlby 2005b; Siegel 2007; Siegel 2001). They see themselves as driving on an unsafe road; they develop their own internal maps and self-protective strategies to keep themselves from harm. For good self-regulation to develop, children need parenting with high control and high warmth, described as authoritative. These children have choices within boundaries; they are supported in their decision-making, anticipating cause and effect. They grow up within a supportive context in which they learn from experience and modelling. These children show improved self-regulatory skill which supports emotional resilience, pro-social behaviours and sustained academic performance (Juang, Silbereisen 1999). These pupils are learning to drive, a skill for life.

Self-regulation is increasingly stable, yet remains contextually influenced

Longitudinal studies show that once acquired, self-regulation exhibits a trait like state (Rothbart et al. 2000b, 2000a). Whilst stable, it is not a fixed construct; self-regulation can increase or deplete in response to intrinsic or extrinsic influence particularly throughout childhood and adolescence. We might see this as a pupil driving differently on different roads. For example, a pupil may show a high level of self-regulation at home, but contextual factors at school may adversely influence her ability to self-regulate at school.

As the brain loses its plasticity in later years, self-regulation capacity is increasingly stable and less malleable. Older adolescents develop more organised patterns of behaviour which become socially reinforced (Bandura 1977b). They are harder to influence, just as we might see driving habits becoming increasingly entrenched over time. Baumeister describes self-regulation as a muscle which can strengthen in response to intentional activity (Bauer, Baumeister 2011). This suggests that pupils who struggle to self-regulate can develop these skills if given targeted support (McMunn et al. 2001; Masten 2004; Raffaelli et al. 2005). Our driving metaphor might illustrate this as purposeful driving instruction given to a pupil who is struggling to drive. Unfortunately, it may not be easy to offer that purposeful support. Children and adolescents with self-regulatory difficulties can evoke a frustrated, anxious, controlling response within their caregivers, culminating in a damaging bi-directional cycle. The very children who need to experience the best self-regulatory support and modelling often receive it least, leading to further entrenched patterns of poor self-regulation (Spinrad et al. 2007b; King et al. 2013; Fabes et al. 2001).

Self-regulation: a protective factor in adolescence

Longitudinal studies show a strong correlation between pupils who self-regulate from an early age and subsequent emotional, social and academic competence (Trentacosta, C.J., & Shaw, D.S. 2009; Tangney et al. 2004; Colman et al. 2006). They are more able to manage strong emotions; they exhibit increased self-management and self-efficacy under pressure and stress, and are less likely to exhibit volatility or impulsivity.

Socially, they demonstrate a greater level of social competency and behave in a more pro-social manner. They deal with conflict and problems more effectively; they are more likely to

adjust their response to the particular social situation and audience, and make wiser decisions around risk taking. Consequently, they experience greater peer social acceptance, are more popular amongst peers and are more likely to be given leadership opportunities. They exhibit increased self-management; they have healthy eating habits, more appropriate levels of alcohol consumption and use money more wisely.

As learners, they are more likely to exhibit executive control; they are more able to self-reflect, plan ahead, exhibit self-efficacy and metacognition (Wentzel et al. 1990; Zimmerman 1990; Simonds et al. 2007; Bandura et al. 2003; Bandura 2010). They are more able to choose effective social and cognitive learning strategies; they exhibit appropriate levels of motivation, focus and drive, and cope more effectively with work related strain and pressure. Consequently, they exhibit sustained academic competency.

Conversely evidence shows children and adolescents with poor self-regulation have a heightened risk of developing internalised and externalised difficulties (Eisenberg et al. 2003; Eisenberg et al. 2000; Eisenberg et al. 2010; Halberstadt et al. 2001; Hofer et al. 2010). Internalised difficulties include rumination and over control (Roelofs et al. 2009; Muris et al. 2001; Muris et al. 2004), social withdrawal (Eisenberg et al. 2010), depression and anxiety disorders (Buckner et al. 2009; Hirshfeld-Becker et al. 2008; Thapar et al. 2012), eating disorders (Cassin, von Ranson, Kristin M 2005; Kalavana et al. 2010), and self-harm (Dich et al. 2014). Externalising difficulties include impulsivity, poor social competency and anti-social behaviours, social exclusion, substance and alcohol abuse, emotional volatility, lack of inhibition, risky sexual behaviours, lower empathy and school disengagement (Crockett et al. 2006; Kelley et al. 2004b; Leon-Carrion et al. 2004a; Muris et al. 2011; Lin, Tsai 2002; Chein et al. 2011b; Tangney et al. 2004; Luthar 2003).

The associated risks of poor self-regulation

Over- regulation

We might assume pupils who exhibit a high level of consistent self-regulation are most equipped to make wise choices, and are more resilient. There are however risks associated with what might be described as *over- regulation.* A sustained high level of self-regulation can increase pupils' risk of future affective-social difficulties. Let us explore why.

Self-regulation is often described as *effortful control* (Eisenberg et al. 2000; Eisenberg et al. 2010; Hofer et al. 2010; King et al. 2013; Baumeister, Vohs 2013). It is volitional, conscious and

purposeful; to self-regulate to a high level over a sustained period is costly and exhausting. Baumeister et al use the word 'depletion' to encapsulate the idea of a resource increasingly spent (Bauer, Baumeister 2011; Masten 2004; Muraven, Baumeister 2000; Vohs, Heatherton 2000; Vohs et al. 2008). They point to a decrease in self-regulatory capacity leading to depleted coping skills and the onset of internalising and externalising difficulties.

Our road metaphor illustrates this powerfully. Wise, self-regulating drivers, whilst aware and responsive, may sometimes drift into autopilot, particularly when driving a route they have driven many times before. Drivers who 'over regulate' are *constantly* monitoring and vigilant; they do not go into comfortable autopilot. They notice all the cues around them, continually adjusting their response. Imagine how tiring such vigilant, effortful driving must be.

Figure 3.2: Over regulating pupils are hyper-vigilant and self-monitoring.

Children and adolescents who over-regulate are highly self and socially monitoring; we might even describe them as hyper vigilant (Ickes et al. 2006; Leone, Hawkins 2006). Their self-regulatory skill makes them advanced drivers on the school road; they probably hold positions of responsibility; they may be socially skilled, providing support to those around them who are less so; they probably exhibit excellent learning skills. These skilled 'drivers' no doubt receive feedback which tells them how good they are at driving, which reinforces the pressure they put on themselves to continue excelling in this area. They may have additional responsibility because they manage so well, adding additional burden. Yet, the risk of over-regulating to this degree over a sustained period is a sudden depletion of self-regulatory capacity. This can manifest a sudden onset of internalised or externalised difficulty. Identifying who these pupils are is critical if we are to support healthy self-regulation and refrain from placing additional pressure that could lead to depletion.

It is important to note that some pupils may over regulate, yet may not fit the description above. A small group of pupils may use their advanced social cognition and self-regulation in order to manipulate other people or social situations for their own advancement. Although these pupils are skilled self-regulators, they could not be described as wise (Meeks, Jeste 2009). Whilst their over-regulation does not pose risk to self, it does pose a risk to others. For further exploration, see AS Tracking paper *'A psychological understanding of over-regulation'.*

Contextual dysregulation

Dysregulation can be said to occur when a pupil's ability to self-regulate is adversely affected by contextual factors (Fishman 2008; Muraven, Baumeister 2000; Vohs et al. 2008). These factors may be located within a particular environment; for example, a pupil who is able to self-regulate out of school, yet when in school struggles to do so. This may be in response to a particular incident such as bullying, school anxiety or a particular peer dynamic. Our road metaphor might see these pupils able to drive well on one road, yet unable to transfer these driving skills onto the school road.

Dysregulation may also occur in response to a confluence of adverse factors that deplete a pupil's self-regulatory capacity. Factors might include loss, exam pressure or the onset of puberty (Blair 2010; Worden, Silverman 1996). Our road metaphor might see these pupils as able to drive, then suddenly though a confluence of concurrent factors - find themselves swerving across the road.

Figure 3.3: Pupils' self-regulatory capacity can be dysregulated by contextual factors.

If dysregulated pupils receive early, targeted and sensitive support, over time they regain their ability to self-regulate. They may even demonstrate enhanced resilience (Daniel, Wassell 2002). Having learnt to drive in adverse driving conditions, they are more able to draw on these skills in further times of adversity (Eisenberg N. et al. 2006; King et al. 2013; Masten 2004). It is important not to be complacent, presuming that pupils will always 'bounce back'. During a time of dysregulation, pupils are more likely to develop unhealthy self-soothing and coping strategies which may be place them at risk, and become increasingly entrenched (Blair 2010; Bandura et al. 2003; Martínez-Íñigo et al. 2013; Masten 2004; Skinner, Zimmer-Gembeck 2009).

A polar bias towards one affective-social response

Pupils who iterate the same affective-social response irrespective of the context could be said to exhibit a polar bias. Whilst other pupils observe the contextual cues, and purposefully adjust their response, these pupils do not. They may dismiss, ignore, or misread those cues.

Figure 3.4: Pupils with a polar bias misread or ignore the cue that ought to guide them in adjusting their responses.

Consequently, they habitually repeat the same response irrespective of the context. Our road metaphor may see these pupils as attentionally blind to the signposts or drivers around them. It is as if their steering is biased toward to one direction, which prevents them from making the purposeful steering adjustments necessary to drive wisely.

Of course, younger pupils are more likely to exhibit polar biases. For many, those biases become increasingly moderated as they become more aware of the boundaries and signposts around them. They learn wider repertoires of behaviours from which they can select at different times. For some pupils, those thinking and behavioural biases become increasingly habitual, and part of their self-concept. Blyth and Traegar describe the self-consistency motive, in which events or feedback which does not fit with our self-concept is dismissed (Blyth, Traegar 1983). These pupils, left to habituate these biases further develop increasingly fixed patterns of behaviour. The more they habituate these patterns of behaviour, the more others expect it of them, leading to negative social reinforcement (Bandura 1977b). They develop a smaller repertoire of behavioural choices and miss vital opportunities to develop rounded, healthy patterns of thinking and behaviour. This increases their risk of developing future affective-social difficulties.

For additional exploration of the specific affective-social difficulties which may result as a consequence of polar biases see the AS Tracking paper for each of the AS Tracking factors; *Self-disclosure, Trust of Self, Trust of Others and Seeking Change (E:8.8).*

Self-regulation: an educational priority

If pupils are to be equipped for a world that is increasingly high opportunity and high risk, they will need more help than previous generations to make wise choices. If wise choices emanate from the ability to self-regulate, schools ought to reflect on how they nurture this skill in their pupils. I believe there are several questions to consider; they address both the individual and cultural aspects of self-regulation.

- *How can schools identify those pupils who struggle to self-regulate at an early stage, before they crash?*
- *How can schools target support in the areas where pupils are most struggling to self-regulate?*

- *How can school track pupils' self-regulation over time?*
- *How can schools measure the impact of their school culture on pupils' ability to self-regulate?*
- *How can schools optimise their school culture to most support pupils' self-regulation?*

Whilst schools have many tools to measure, support and track pupils' cognitive and academic development, it is less easy to measure, support and track pupils' affective-social development. The next part of this context statement narrates a period of my professional journey in which I grappled with these questions and co-developed an assessment, action planning and tracking tool to support schools in answering them.

A further question is one of timing. The longer pupils habituate limiting or unhealthy patterns of behaviour, the harder it will be for them to self-regulate. These are the pupils most at risk of 'crashing'. If the earlier pupils learn to self-regulate, the more equipped they are to make wise choices - surely self-regulation ought to be an explicit curriculum goal. Yet, how can schools teach the complex psychological construct of self-regulation to younger children? The final part of this context statement narrates the development of a curriculum that intends to do just that.

CHAPTER FOUR

RESPONDING TO THE SCENE OF THE CRASH

"I remember Jo, overwhelmed by the task ahead - struggling to know what to do, what to say or how to help. She just didn't know where to start"

Simon Walker, my husband 4.11.2003

I begin my narrative ten years into my career. Having been a classroom teacher for ten years, I took a year out of education to complete an Advanced Diploma in Executive Coaching. Over the year, I accrued a greater understanding of the nature of 'behaviour'; in particular, recognising behaviour as a dynamic strategy, rather than fixed by trait.

I returned in 2003 to take up a post as a local authority advisor for behavioural, emotional, social difficulties (BESD). As a specialist teacher with responsibility for thirty-six schools across Oxfordshire, my role was to equip teachers and school leaders with the knowledge, skills and resources to support pupils (aged 3-14) referred to the Behaviour Support Service (BSS). Referred pupils displayed high level BESD, such as school refusal, non-compliance, physical aggression, social isolation, and emotional fragility.

A pupil was referred through the process of a referral form outlining their BESD. Incident reports, personal statements and exclusion paperwork substantiated the referral. I recall my first week, overwhelmed as I struggled to comprehend a level of dysfunction and aggression, beyond anything I had experienced as a classroom teacher. It was akin to arriving at a crash scene.

My first response was to visit to assess the pupil's needs. I would observe the pupil in class, meet the pupil, their parents, and teaching staff, and then use this information to write an individual behaviour plan (IBP). The IBP would form part of the pupil's special education needs provision. I would monitor pupil progress against the IBP, giving additional advice and support where necessary.

Within a few weeks, having attended many pupil crashes, I began to reflect on a number of themes.

When pupils crash, there is a high level of affect which needs to be acknowledged before moving forward

By the time a pupil met the referral criteria, their BESD had reached a critical stage, causing a trail of significant destruction and disruption both to self and to those around them. I could not help but empathise with the exhausted, fraught teachers before me. Their language and tone was one of defeat, impotence and threat. They felt ill-equipped to deal with pupils with such a high level of need; they felt overwhelmed by the burden of responsibility to keep everyone safe; they were confused how they could balance the needs of one against the needs of the whole class. They felt humiliated as professionals - impotent to implement professional authority. As a teacher, I understood. I could see the bidirectional cycle referred to earlier at play – the less these pupils were able to self-regulate, the more extreme and habitual their behaviours became, and the less able and willing teachers were to support them.

The parents and carers of referred pupils were also under considerable emotional strain. Their emotions ranged from impotence and desperation for support, to denial and a need to blame others for the situation. Some parents longed for a label such as ADHD to explain their child's difficulties and access support. Others feared their child's exclusion from a community that had misread, or in some way caused their difficulties. Some parents had their own educational scars, which leaked out through self-protective disengagement or volatility in meetings. Some parents struggled to recognise the child described by the teachers, having seen different aspects of their child displayed in a home context. Such dissonance resulted in a breakdown of communication, with parents or teachers accusing the other of dishonesty or denial.

Pupils presented with a range of self-strategies. Some were outwardly hostile, a mask shielding their vulnerability. Others exhibited complete disregard for those around them, almost excited by the power they exerted over teachers they rendered impotent. Some were broken, retracting into patterns of behaviours to control the fears they struggled to contain. What united them all was a pattern of behaviour that over time had become increasingly entrenched.

By the time pupils crash, their behaviours are entrenched and less easy to influence

By the time of referral, unhealthy, antisocial, self-limiting behaviours were deeply entrenched in pupils' day-to-day interactions and responses. They had adopted habitual, increasingly autonomic patterns of behaviour that were increasingly fixed and less open to change. They

anticipated responses from others, and often misread or ignored road signs that indicated that a different response was needed. The more a pupil steered in this way, the more the other *drivers* on the road expected him to steer in this way, and the coercive cycle reinforced. If a pupil were to make different choices in their interaction, the whole social dynamic would need to be addressed.

When pupils crashed, teachers tended to look at the driver in isolation not the dynamic of the road

Teachers often described pupils' difficulties as fixed aspects of the pupil's character, rather than behaviours that were contextually influenced. Because a pupil steered as she did on one road, they generalised that she steered like that on all roads. Unfortunately, the BSS observation pro-forma reinforced this assumption. It resembled a tally sheet where the observer would tally the times this behaviour of concern was observed. There was no recognition of the contextual factors that may influence disruptive or disengaged behaviours, such as the pupil's ability to access the lesson content, who the pupil was sitting next to, or the class dynamic. It presumed I would observe a driver without looking at the other drivers on the road, the driving conditions or indeed the road on which the pupil was driving. It extrapolated from this snapshot how a pupil steered on all roads.

I wanted to know if there was a pattern to the way the pupil steered, depending on what road he was driving on, who the other drivers were and what scenarios were encountered. I wanted to know whether the difficulties reported by the school were triggered in a particular situation, time of day or encounter, and to what extent these difficulties had been positively influenced in other contexts.

In discussing incidents with teachers, rarely did they exhibit self-reflection or self-critique. The expectation was that the pupil should be able to steer effectively, rather than how could they have adjusted their own steering to support the pupil to steer. Neither did they question the provision that could have been put in place to prevent the pupil from crashing. Unless additional and different provision was put in place, could they not see that the same thing would carry on happening? The driving context needed to change, not only the driver.

When pupils crash, teachers tended to focus on the crash itself, not the cause of the crash, and if they did – they often misread it

Whilst pupils were referred to BSS with BESD, the emotional (E) and social (S) component was often overlooked; the emphasis was on the behavioural (B). Teachers focused on pupils' externalised conduct difficulties - particularly those with an adverse impact on others. They struggled to recognise the emotional or social difficulties that lay beneath these behaviours. The idea that these externalised behaviours might be the only language available to a pupil to express their emotional needs was a new thought to many.

When teachers did explore possible emotional needs driving the behaviour, I was surprised how often low self-esteem was named as the obvious causal factor. Whilst for some children, their fragile sense of self clearly lay at the heart of their self-protective or self-doubting behaviours, for others it seemed less likely. For some pupils, their behaviour seemed to be rooted in high self-esteem, an inflated sense of self which manifested in behaviours of dominance, defiance, invincibility, learned helplessness, self-referencing and attention expectancy (Baumeister et al. 2003; Gerrard et al. 2000; Twenge, Campbell 2010, c2009).

Praise and reward were ubiquitous strategies used to support pupils in developing more pro-social behaviours. Tangible rewards such as stickers, treats and merits often had some immediate impact but rarely long term (Skipper, Douglas 2012). Whilst the language of 'catching pupils being good' was an essential paradigm shift from the damaging response of negative reinforcement, I had several misgivings about how simplistically this strategy was used. Firstly, a sticker did not adequately make the link between the behaviour and the reward – opportunities to talk to the child to make the link clear were rarely taken. Secondly, many pupils had a complex response to tangible praise of this kind; for some it was a means to exert social control and manipulation. For others, it reinforced their need for attention and dependence. For those who doubted the sincerity of adults, they simply dismissed and diminished these rewards. Thirdly, pupils soon habituated the rewards; the rewards needed to be improved or they ceased to be a motivator. For others, the psychosocial reward of publicly dominating a teacher was more attractive than the reward on offer for compliance. Fourthly, the language of reward sat uncomfortably with me, and many teachers, parents and pupils alike who were concerned that some pupils were rewarded for doing what other pupils did day in day out, without any reward was unfair. Surely, the language of *reward* was inappropriate. Later in this statement, I will evidence a different approach to positive reinforcement that I developed in Oxfordshire.

When pupils crashed, schools reacted by widening, or narrowing the school road, rather than teaching the pupil to steer

In some schools, to manage challenging behaviour, staff widened the road on which a pupil was driving. In order to minimise potential crashes and subsequent disruption or volatility, they let things go, giving the pupil too much choice and control. As an observer, the very pupils who needed road boundaries seemed to receive them the least. They risked imbuing these pupils with an inflated sense of power and agency, an agency that was not healthy or pro-social. Such a response resonated with the permissive, indulgent parenting style referred to in chapter three.

Other schools adopted an authoritarian parenting style by narrowing the road. They wrote zero tolerance contracts with unachievable absolutes such as 'I will obey all adult instructions'. With the road boundaries brought in, sometimes to a narrowness that no other pupil encountered, the pupil inevitably crashed. Consequently, this led to a repeated cycle of exclusion and an irretrievable breakdown of relationship.

When pupils crashed, schools sometimes took the pupil off the road, or asked others to steer for them, rather than teaching the pupil to steer

Another strategy was to lessen the time a challenging pupil spent in school. Sometimes this was well intentioned. Less time in school lowering the risk of further incidences, attending favourite or 'successful' lessons enabled the pupil to build success over time. Sometimes this decision was financially driven; schools struggled to bear the cost of supporting the pupil in school. At other times, it provided a cooling off period for teachers and pupils worn out and strained by the behaviours of an individual. In reality, a contracted timetable simply meant the pupil fell further behind their peers, often fuelling self-protective strategies that masked learner vulnerability. For some, it gave an inappropriate sense of their own power and agency, believing that they could choose when they attended school. Such an approach did not teach them to steer wisely on the road; it decreased their opportunities for driving practice.

Another strategy was the designated support of a learning mentor or teaching assistant. This well-meaning adult was often found shadowing the pupil, coaxing and cajoling them to engage in the activities others were doing. Whilst for some, this level of nurture and attachment was crucial (Boxall, Lucas 2010; Bowlby 2005b; Geddes 2006), LMs and TAs were not always trained sufficiently to use their time and expertise most effectively. For others, adult support led to

learned helplessness, reliance and impotence; they were not learning to persevere through struggle or discomfort in order to yield resourcefulness, resilience and self-efficacy (Bandura 1977a; Bandura 2010; Bandura et al. 2003; Dweck 2012; Zimmerman 1990). What these pupils needed was targeted support to improve their own steering ability.

How can we prevent the crash?

I became increasingly convinced that intervening at the point of crash was futile; behaviours were deeply entrenched by this point; the damage was far reaching and the financial costs were enormous. We needed to prevent these pupils from crashing. Woven through my professional DNA was a belief that proactive, strategic and targeted intervention brings about improved, sustained outcomes for pupils in the most cost and time effective way. I found myself at odds with what I saw as a reactive culture. My first response was to fear that I had taken the wrong job; my more considered response welcomed this dissonance as an opportunity for growth.

Dewey described dissonance as a catalyst for reflection (Dewey 1997); only when we acknowledge doubt, hesitation or perplexity related to our experience of a problem or dilemma do we become an active inquirer. Active inquiry analyses current conclusions and looks for new hypotheses that bring about a solution. Working within an institutional culture with a set of prescribed processes and systems, there was a temptation to iterate those familiar processes and systems. However, Dewey argued that:

"Reflective thinking moved people away from routine thinking/action (guided by tradition or external authority) towards reflective action (involving careful, critical consideration of taken for granted knowledge)."

(Finlay 2008 p.3)

Thinking reflectively, was my first challenge. To believe that I could turn that thinking into action was the second; the temptation was to focus on the constraints of system. Freire writes of a 'magical consciousness' in which practitioners assume that what is happening is beyond their control, internalising a degree of impotence and diminished self-efficacy (Freire, Ramos 2014). I wanted to challenge the status quo; I wanted to influence a culture away from reactivity, towards proactivity. I wanted to find a way to prevent these pupils from crashing in the first place.

CHAPTER FIVE

TARGETED STEERING TUITION FOR THOSE WHO HAVE CRASHED

"Over the time Jo worked with us, our effectiveness as a support service improved dramatically. The tools and processes she developed from her own practice and shared with her colleagues had a profound impact on the quality of support pupils with high level BESD received in schools across Oxfordshire"

Bernice Smurthwaite, Head of Behaviour Support Service, Oxfordshire 5.4.2015

My goal was to move from reactivity to proactivity; I wanted to identify and support those pupils at risk of crashing **before** they crashed. However, I still had a full caseload of pupils who had already crashed, and no additional time given to me. It was clear that if I was to increase my capacity, my time at the crash scene needed to be as targeted and effective as possible.

To guide my thinking, I explored three key questions:

1. How could I most comprehensively identify the needs of a pupil?
2. How could I target support most effectively?
3. How could I measure and evidence progress?

Over the next months, I developed and demonstrated the impact of a process that answered these three questions. The process was adopted across Oxfordshire BSS, and led to improved and measurable efficiency across the county.

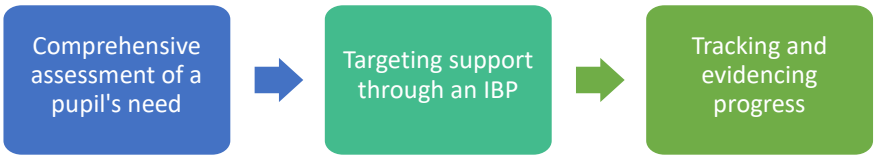


Figure 5.1: A diagram to show the process of supporting pupils with high level BESD.

Step one: Identifying a pupil's needs

To build a comprehensive assessment of a pupil's needs, I developed a time efficient and comprehensive process, which drew on the perspectives of parents, teachers, pupils and advisor.

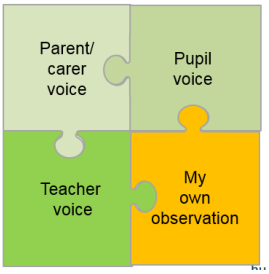


Figure 5.2: A diagram to show the different voices contributing towards pupil assessment.

Eliciting adults' voices

The first change to my practice was to meet a pupil's parents and teachers collectively, before observing the pupil. My intent was to create partnership and mutual respect between home and school; it was imperative that both parents and teachers saw each other as equal partners who could work together to support the needs of the pupil. To give structure, I developed a pro forma *'Information Gathering Prior to Pupil Observation'* that collated both perspectives on one single document, giving both equal status. It steered dialogue in a positive and purposeful way: identifying the pupil's strengths, recalling effective strategies, and identifying successful contexts. Drawing upon my coaching skills, I wanted to explore the underlying causes or catalysts of behavioural difficulties, rather than only seeing the difficulty itself. For an example of a completed pro forma see E:5.1. My goal was to create a cohesive, relational, support structure around the child. It was a powerful approach, recognised and appreciated by schools and parents alike, evidenced by quotes from 360 appraisal feedback (E:5.2-6).

Eliciting the pupil's voice

Hearing the pupil's voice was critical. From my coaching work, I understood how people very often disclose different aspects of themselves to different audiences (Walker 2010; Goffman 1990, ©1959). Many pupils concealed their vulnerabilities on their *back stage*, and projected something different on their *front stage* as a deflection, a defence, a mask. Their masked behaviour was their only language to express unresolved affective social difficulties. If I was to elicit the thoughts and feelings that caused them to 'steer' their behaviour as they did, I needed to find tools that reached behind the mask.

This was not going to be easy. Many had adopted protective, brittle personas to shield their vulnerability; they projected an indifferent, invincible exterior, yet inside they were fearful and alone. Their accrued mistrust of adults caused them to recoil at the intimacy of a 1-1 context; they were suspicious, detached and defended. Their deep sense of hopelessness exhibited as helplessness and impotence. Others were self-reliant and indifferent to the view of others – refusing to acknowledge their behaviours needed to be addressed, perhaps enjoying the control and dominance their actions gave them. Another group yearned for attachment. Behind their attention-needing behaviours were frightened children, longing for security and safety. Most of these pupils could never have put into words what they felt. Their only expression was in their behaviour, and their behaviour was causing them to crash.

The pupil voice self-assessments used by BSS at this time, did not, in my view, support pupils' self-expression. Pupils did not have the concentration to plough through long and complex self-assessment statements. Even if they did, they struggled to comprehend the words, or were affectively triggered by emotive vocabulary. Some pupils filtered their disclosure to deflect attention or reinforce a particular impression. Few had the self-awareness to understand how or why they felt or behaved as they did; their behaviours had become automated.

My reading led me to the work of therapists such as Margot Sunderland and Trisha Waters (Sunderland 2000; Waters 2004). Both advocate the use of metaphor as a safe medium through which children can explore their unconscious, unprocessed thoughts, experiences, feelings and questions. I drew upon their work to develop my own assessment processes and tools, which enabled pupils to do just this. I will refer to two examples that evidence the power of this process.

Abu was a nine-year-old boy living with extended family, following the disappearance of his mother. He was disengaged at school, rude to teachers and dismissed all offers of support. His relationship with his teachers was fractured, and he was at the point of being transferred to a 'fresh start school'. My work with Abu used drawing as a metaphorical tool to help him express his feelings. He began by choosing from number of feeling cards those feelings he himself felt, then selected one feeling he wanted to think more about. He chose *sadness*. I asked him to draw how he felt 'sadness' on a body shape and to permit me to annotate his words on the sheet as he spoke them (E:5.7). When I met with staff to explore the drivers behind Abu's behaviours, I shared his drawings and annotated words. Abu's words and drawing gave his teachers an insight into his experience that completely changed how they read his behaviours. It broke the coercive cycle, and they were more willing to persevere in giving him the support he so desperately needed.

Georgia was a fifteen-year-old girl, excluded from school many times for acts of aggression. To elicit Georgia's voice, I used a therapeutic story approach. This involved Georgia randomly selecting six picture cards from a picture card pack. With the support of a story framework, Georgia used the cards to tell a story. The story she told inevitably wove in themes of loss, loneliness and fear from her own experienced narrative; a fact evidenced by reading her Social Services pupil file. Georgia's stories (E:5.8) are a powerful expression of her voice, and again, shaped the way adults in school saw and responded to her.

Process and tools such as those exemplified above gave me an insight into the experiences and thinking of the most disengaged, disaffected, and resistant pupils. This enabled me to advocate for them, ensuring their needs were made visible and met by the advisory guidance I wrote for schools (E:5.9; E:5.10). I have continued to use metaphor as a powerful tool to enable pupils to express their own story. As a consultant in boarding schools today, you will see it features heavily in a resource pack written for house parents and pastoral tutors (E:5.11). Feedback from teachers suggests that they are tools that have supported their own practice (E:5.12). Metaphor continues to play a seminal role in my work; it is an important component of the AS Tracking assessment, and a powerful medium in delivering the intended outcomes of the Footprints PSHE curriculum.

Professional observation

As described in chapter four, the observation pro-forma in use resembled a tally chart. With the agreement of my Head of Service, I designed an observation pro-forma that looked at the wider dynamics of a pupil's behaviour, rather than looking at the behaviour in isolation. I purposefully looked for the times when a pupil was able to self-regulate, demonstrating an ability to make wise choices, as well as noticing the times when a pupil struggled. When struggling, I looked for possible causal factors, and the response behaviours elicited from others. I tried to observe a pupil in at least two different contexts, so that I could see how different social dynamics influenced behaviour. For an example of a completed observation see E:5:13.

Establishing a baseline

Finally, I established a baseline so pupil progress could be measured and evidenced. Several baseline assessment tools were used in schools, but no standardised approach, enabling comparison and analysis. I chose to use the QCA behaviour assessment, an assessment with three different sections: learning behaviour, emotional behaviour and conduct behaviour. With permission from the Qualifications Curriculum Authority, I reordered the assessment sections to reflect my view that emotional behaviour underpins conduct behaviours which in turn underpins learning behaviour. The QCA assessment is found in my box of evidence (E:5.14). Whilst the QCA Behaviour Assessment is a tool completed by teachers, I was given permission to write a 'pupil version' enabling pupils to self-assess against the same items; this can be found in my supporting evidence (E:5.15).

Step two: Targeting support

My next step was to support teachers with a tool and process to ensure precise, targeted intervention. The tool currently used in schools was an IBP (individual behaviour plan). The IBP pro-forma in use at that time was set out in two sections: the list of behaviours the school wanted to see and subsequent rewards, and the list of behaviours the school did not want to see and subsequent sanctions. It was a stark example of behavioural modification, with behavioural strategies positively or negatively reinforced. I tentatively approached my head of service with a new design and explained the rationale behind it.

I was acutely aware that my colleagues had been instrumental in creating the tools and processes used to date in the service; to critique them could appear destructive and threatening. To affect change, I needed to be invitational rather than confrontational in my approach – a point well made by Larrivee (Larrivee 2000). I asked for permission to design a new pro-forma, to use it within my own practice, and to invite observation and feedback from my colleagues. My rationale for the IBP was to ensure support was targeted at meeting a pupil's identified need and gave clear, comprehensive guidance to staff and parents. To illustrate this rationale, I invite you to refer to an example of a completed pupil IBP (E:5.16), and other supporting documentation which you will be guided through as we go along. I shall firstly explain the process by which an IBP was created.

In line with my coaching training, if teachers were to be empowered to implement the plan, they needed ownership over the process. Firstly, teachers completed a QCA assessment to identify a QCA goal that was limiting a pupil's progress. To help teachers identify a SMART (specific, measurable, achievable, realistic and time phased) target as a first step towards that goal, I wrote a set of resources to guide them through this thinking process (E:5.17-20). We focused on one target at a time, believing self-efficacy increased as pupils, parents and teachers experienced success. Having identified a target, I asked teachers, and where age appropriate - pupils, to baseline on a 0-10 rating scale where they were now in achieving this target, and where they thought they could be within six weeks.

Drawing upon a master IBP pro forma (E:5.21), I then used all our ideas to write a personalised comprehensive plan in three sections. Please refer back to the IBP examples (E:5.16). The first section was proactive. It gave schools concrete, explicit strategies to support the pupil in learning to make different choices. In line with the chapter title, adults were giving the pupil indi-

vidual steering tuition and intentional signposts to guide him/her in making wiser choices. Notice that strategies also required the teacher to adjust the environment for the pupil, recognising that the road itself needed to change if the learner driver was to drive differently. In addition, this section also included strategies the pupils could use to help themselves - if the pupil was to steer more effectively, they would need to develop personal responsibility and mastery.

In contrast to the inherited IBP format, I purposefully chose not to use the term 'reward'. My intention was to positively reinforce improved behavioural choices, not by tangible reward, but through positive social recognition. I encouraged both parents and teachers to use a GOTCHA strategy, the rationale of which is in my supporting evidence (E:5.22). I created age appropriate GOTCHA cards for pupils to remind them how to make wiser choices. For examples of GOTCHA cards, please see E:5.23. I recall with great affection the GOTCHA celebrations I was invited to when pupils achieved their targets – class conga around the playground with our referred pupil leading the way full of pride and a sense of achievement, or celebratory non-school uniform day for their class. Having been seen as a troublesome pupil, the pupil was reframed as a valued peer whose behavioural choices led to a collective celebration. For some pupils, this brought an experience of recognition, affirmation and belonging they had not experienced before.

Older pupils were given greater responsibility for their target. Again, informed by a coaching philosophy of ownership and responsibility, I wrote a student memo pro-forma that helped older pupils communicate their IBP target with their teachers along with the strategies they would be using or requesting other to use. E:5:24 shows a blank pro forma; pupils themselves would populate this, send it to their teachers and collate their responses.

The second and third sections of the IBP were responsive. They guided schools in how to respond when the pupils did not make wise choices, when the pupil reverted to habitual limiting behaviours (E:5.16). Guidance was stepped, moving from the lowest to highest level of intervention, giving teachers and parents explicit and predictable scripts. My intention was to model an authoritative approach, giving pupils clear and explicit boundaries, as well as a supported and modelled opportunity to develop self- reflection and self-control.

Finally, there was a reparative component to the IBP. In the last box, there was guidance to help teachers support pupils in reflecting on and learning from their mistakes. I developed a number of age appropriate resources to support teachers in leading pupils through this process (E:5.25).

Step Three: measuring and evidencing progress

I asked teachers to use a daily monitoring sheet to rate progress against the baseline and their intended goal (E:5.26). This gave an opportunity for pupil and teacher to reflect together and listen to each other – building openness and relationship, as well as pupil self-awareness. Daily monitoring highlighted patterns which influenced pupils' behaviour. For example, some children struggled to settle at the start of a week, but improved over the week, indicating school supported improved self-regulation. For others, there was a correlation between a blip in self-regulatory skill and a visit to an estranged parent, indicating such visits dysregulated them. Identifying these patterns enabled teachers to work with families to put in place proactive provision that would support the pupil at such fragile times.

With the IBP and daily monitoring sheet in place, I met frequently with parents, teachers and pupils to review progress. Once an IBP target was achieved, usually after about six weeks, the pupil's progress was recognised through an age appropriate certificate that descriptively affirmed the new patterns of choices being made (E:5.27). The teacher would then repeat the QCA assessment to compare progress against the baseline. Often, there was progress across several QCA goals in addition to the particular goal identified, supporting my premise that targeting one specific area brought increased self-efficacy. Usually, another goal was identified, and the process repeated. Only when pupils' overall QCA scores had evidenced sufficient progress were pupils discharged from my caseload.

What impact did this new process have?

A performance management observation by the Head of Service evidences the impact of this approach on one young man's progress, and can be read in the supporting evidence (E:5.28). Within a year, all eighteen teachers in the Oxfordshire Behaviour Support Service adopted this methodology for assessment, support and tracking. My templates were published in the SEN handbook as working resources for Special Needs Coordinators across the county. The process

brought consistency of approach amongst behaviour support teachers and parity of experience across schools in Oxfordshire. Pupils had safe, accessible means to express their experience, and their teachers better understood the emotional and social needs that drove their destructive or disengaged behaviours. This changed perceptions, building rapport and lessened the fear or frustration that so often fuelled teachers' responses. Pupils' needs were comprehensively and holistically assessed, moving towards a more therapeutic rather than behavioural approach, evidenced by the feedback of a SENCo (Special Educational Needs Coordinator) (E:5.29) and head teacher (E:5.30). Teachers and parents felt resourced and equipped to support pupils in making wiser choices and created a greater parity between the supportive strategies used at home and at school. This increased both teachers' and parents' expertise, equipping them to use a similar approach with other children at risk of crashing. Perhaps most critical to a wider political and social perspective, the Oxfordshire BSS was able to evidence its impact on pupil outcomes, and at a time when public funding was being cut, this was essential.

What were the limitations of this process?

Whilst this methodology ensured high-level pupils received effective and targeted support, ever-increasing numbers of children were being referred to the BSS, with yet higher level and more complex behavioural issues. The high level of opportunities and risks associated with the changing social road were ever more apparent. Social networking, the accessibility of addictive substances, family breakdown, economic pressures, a more fragmented, less prescriptive society were all features of this changing road at this time. If schools were to equip pupils to wisely steer this road, we needed to identify those who were struggling at a much earlier stage, before their entrenched behaviours led to the inevitable crash.

Towards a more proactive, strategic approach

Firstly, I wanted to explore whether the QCA assessment could be used across a school to identify at an early stage those pupils whose emotional, social behaviours increased their risk of developing future emotional and social difficulties. Secondly, I wanted to see if QCA assessment data could highlight recurring themes that could be addressed through strategic whole school approaches.

CHAPTER SIX

MONITORING AND SIGNPOSTING THE SCHOOL ROAD

"The process is SO useful because it highlights those children who are a concern. The concerns can be addressed before they turn into high-level issues that may become unmanageable. It is possible to see straight away where needs are and where CPD may be appropriate."

Head teacher, primary school in Oxford 2009 (E:6.14)

"During the last five years, Jo has impacted the children and staff significantly. She has challenged and encouraged staff to reflect on their own practice in a supportive professional environment. Our staff always feel equipped to deal with critical incidents. She has provided a range of tools for staff to develop their proactive and provide the highest possible quality of provision. She's advised and developed the SMT, helping to develop whole school policy and practice."

Deputy Head teacher, primary school in Oxford 2009, contributing to my NPQH application p.5 (E: 6.8)

Directing resources towards pupils with the highest level of need was like standing at the scene of one crash, whilst missing opportunities to support those at risk of crashing. To move from reactivity towards proactivity, I needed to train teachers to think proactively, strategically and evidentially - just as they did when considering pupils' academic development. Pupils whose academic progress was falling behind were identified as early as possible, put on intervention programmes and their progress carefully monitored. Teachers did not wait for pupils to academically crash; they intervened proactively. I could see no reason why the same approach could not be taken in considering pupils' social and emotional development. If I could convey this message to a group of piloting head teachers, I felt sure they would agree to trial a new approach to supporting pupils with BESD.

To be proactive, targeted and evidence based, we needed to ask four questions:

- Who was at risk of crashing?
- What specific needs did they have?
- How could we target support to meet this identified need?
- How could we measure and track their progress?

The answers led me to develop the **BESD Whole School Overview**: a whole school approach to BESD assessment, intervention and tracking. The process radically changed the way support was directed in schools. Its rationale was to identify at an early stage those pupils who were developing limiting patterns of behaviour, to strategically target support, and to measure and track progress. The resource pack for schools will make the practical process evident (E:6.1). For the purpose of this context statement, I will refer to the process briefly, focusing more on its impact.

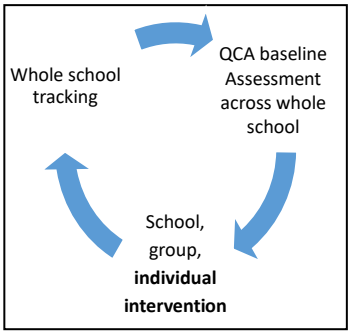


Figure 6.1: A diagram to show the BESD Whole School Overview process.

Step one: Assessment

Once a term, each class teacher or tutor in a school completed the QCA assessment on any pupil whose emotional, conduct or learning behaviours were of concern. This was a significant change of culture; previously the QCA had been used to assess high-level pupils, I was now asking teachers to assess pupils at an earlier level of concern. I then collated pupil data on a Pupils of Concern register along with other important data such as gender, ethnicity, special education needs, and free school meals. See E:6.2 for a completed, anonymous example. The addition of this data enabled me to identify themes across cohorts of pupils or across a school culture.

Step two: Intervention

Intervention was at three different levels: individual, group and whole school.

Individual intervention

Pupils' needs were classified as high, medium, or low level of concern. The lower a pupil's QCA scores, the higher the level of concern. The first revelation to schools was how many pupils with low QCA scores had been overlooked. Attention often focused on those whose behaviour was most physically destructive or socially dominating; those whose needs were less overt, but just as concerning easily fell off the radar. This screening process ensured **all** pupils of concern

were identified and were referred to the appropriate agency for further assessment where necessary. To see examples of actions for high-level pupils, see the final column of E:6.2.

Small group intervention

Secondly, I looked for groups of pupils with similar needs who could be clustered to access a specific short-term intervention. To see examples of small group plans, see E:6.3. My first intention was to match pupils' QCA needs with a particular intervention that had a specific intended set of outcomes. For example, if a pupil struggled taking turns or listening to others, they joined a board games group where these skills were purposefully taught, modelled and rehearsed. To support schools, I compiled a resource bank that matched specific QCA goals with suggested small group activities (E:6.4). Some were published resources; others I wrote myself to purposefully meet specific learning outcomes. These are identified on E:6.4 as 'BSS' and highlighted. Examples of these interventions are found in my supporting evidence (E:6.5). Please note that E:6.6 (Strikers, a peer coaching group for KS3 boys) contains pupil feedback.

In writing new resources, I wrote a rationale with intended outcomes. This enabled teachers to strategically match pupils' needs with the most appropriate intervention, and gave a clear success criterion to measure pupil progress. Focused, purposeful intervention mapping was a purposeful response to what I perceived in schools at the time as a scattergun approach to BESD intervention. I had seen many pupils slotted into a group that was inappropriate, yet seen as provision because it gave them something *additional* or *different* to mainstream provision.

My second intention was to deploy TA time more effectively, and ensure TAs had sufficient training to deliver interventions to a high level. At this time in education, the number of non-teaching staff in schools had risen very considerably, yet as explored in chapter three, TAs and LMs often lacked training and strategic deployment. My training methodology drew on Bruner's construct of learner *scaffolding* (Bruner 1977). I would firstly meet with TAs to explain the rationale behind the intervention. I would then model leading the first session with the TA observing; the second with them assisting; the third with them leading and me assisting, and the fourth with them leading and me observing. From then on, they would lead the group alone. This was a very effective strategy, with TAs feeling a greater degree of ownership and agency in their school role; they even began to train one another, leading to a cascading model within and across schools. They increasingly used and applied their knowledge, understanding

and skills beyond the confines of the intervention, leading to a greater degree of school expertise within the TA and LM body.

In my supporting evidence, you will see examples of two specific interventions and their impact.

Tigger group was a six week intervention to support pupils (age 4-7) develop impulse control and social awareness. Please see E:6.7 for a fuller rationale. A peer observation evidences pupils' responses (E:6.8), and further analysis of its impact can be read in my NPQH (National Professional Qualification for Headship), application (E:6.9, p. 4, key area 2, example 1)

Behaviour Buddies (age 7-11) / Support Circle (age 11-16) was a short-term intervention that used peer mentoring to help a pupil make wiser choices in a specific context, see E:6.10 for a fuller rationale. A performance management narrates a group in action (E:6.11), and further analysis of its impact can be read in my NPQH application (E:6.9, p.4-5, key area 2, section 2). In 2006, Behaviour Buddies was awarded the Thames Valley Partnership Schools in Action award for innovation and impact (E:6.12).

Whole school interventions

Thirdly, I looked for limiting themes across the whole school or within particular cohorts of pupils. I purposefully encouraged school leadership teams to reflect on these patterns or themes, often facilitating such discussions myself. For examples of a whole school action plan and subsequent school planning see E:6.13.

On analysis, schools began to identify interesting themes. A theme that emerged in one city school was a correlation between Muslim boys and specific conduct behaviours, and Muslim girls and confidence. This was a highly sensitive issue, and needed a wise and proactive response. We decided to invite the local imam to join with the school staff in exploring why this might be, and how this issue could be collaboratively addressed. It was a highly productive meeting, with the school and Muslim community working together to inculcate respect among the next generation of Muslim boys, and purposefully looking for ways to raise the confidence of the girls. Further analysis of this data can be found in my NPQH application (see E:6.9 p.10 and 11 Key area 6, example 2). This example is particularly pertinent given the Prevent agenda now in place in British schools to combat pupil radicalisation. I believe that working together

with religious communities at that time was a highly effective way of identifying and supporting those pupils who may have been at risk of the early dangers of radicalisation.

A second theme emerged across several schools. The QCA assessment identified a high proportion of younger pupils with poor social awareness and communication skills. There appeared to be a possible causal link between pupils with poor social communication skills and subsequent behavioural difficulties; a causal link I now know to be evidenced (Giddan et al. 1996). To address this issue proactively, I facilitated staff discussions to explore the causal factors and consequences for children in terms of future behaviours. Consequently, additional curriculum time was spent explicitly teaching social communication skills, and the Speech and Language Team were invited to run workshops for parents to increase their skills in modelling good communication skills to their children. To return to our road metaphor, monitoring the drivers on the road led to proactive, targeted intervention that supported those specific pupils most at risk of future crashing.

Step three: Tracking

The process was repeated three times a year, with a simple colour coding system used to show progress or a decline in pupils' scores; please refer back to E:6.2. Comparing current and previous data enabled schools to evidence the impact of an intervention and track pupil progress. School leaders used this data to continue to direct their finite resources as strategically and efficiently as possible.

The impact of the BESD Whole School Overview

Within two years, the process was fully embedded in seven primary schools and one secondary, with several more keen to join the next cohort. Its impact is evidenced through the quotes of Head teachers, SENCos and local authority consultants; they can be found in my supporting evidence (E:6.14). Further evidence can be found throughout my NPQH application (E:6.9, key area 1, example 1-2, p.2-3; key area 4, example 2, p.7-8; key area 5, example 1-2, p.8-9).

Firstly, the process enabled schools to be **proactive**. Pupils were identified at an early stage before their social, conduct and learning needs became entrenched high-level behavioural

difficulties. Because teachers saw data improving pupil outcomes, they were willing to commit time to the process. School leaders had a strategic overview of the key themes and patterns that were limiting pupil outcomes; they were then able to reflect upon this to direct and measure targeted intervention.

I want to expand a little further on the importance of reflection driving action. In my experience, many teachers had an instinctive bias towards 'doing' rather than 'thinking'. Kolb's learning cycle (Kolb, Kolb 2005) might find them skipping through the phases of reflection and conceptualising, preferring to experiment and do without stopping to really look or grappling with the why. Reflecting on their own data, and identifying their own responsive actions was a critical component of activated sustained change, a view strongly inculcated from my coaching training (Whitmore 2009; O'Neill 2007). A reflective, autonomous approach was counter to the implementation approach state schools were required to adopt at this time. Coinciding with a time of numerous national directives, schools had little choice but to implement these directives, irrespective of whether their data suggested a need for it.

Secondly, it enabled schools to be **targeted** in their support**.** Teachers were more nuanced in their understanding of BESD. They were more able to identify and meet the specific social, conduct and learning needs that drove their explicit difficulties.

Thirdly, it enabled schools to be **evidence based.** Schools had a clear measure to evidence pupil progress; this enabled them to allocate their resources confidently and purposefully, and validate the impact their school culture was having on pupils' social, conduct and learning behaviours.

In 2009, I was asked to present the process and its impact at the Oxfordshire SENCo Conference 2009. My power point slides (E:6.15) show the content of my presentation. Feedback from delegates was extremely positive, evidenced by the words of the event organiser (E:6.16), and led to many other schools in Oxfordshire developing a similar approach.

Limitations of the BESD Overview

The BESD Overview relied on a standardised assessment tool that could identify pupils at an early stage of need, inform support and track progress. Whilst better than many other assessment tools, the QCA assessment had limitations that I believed lowered the impact of the BESD Overview.

Firstly, and most importantly the assessment data did not elicit the pupil's voice. Whilst I had written a version of the QCA assessment (E:5.14), there were several limiting factors around the use of such a self-report. These included pupils filtering their responses, struggling to understand the questions, lacking concentration as they progressed through the questions, and being affectively influenced by recent events that biased their data. Although I had overcome some of these issues using metaphor as a safe medium of expression, pupils' responses needed skilled interpretation and could not be standardised in a way that made the data measurable. I felt increasingly compromised; I had given schools a very clear message that the pupil voice was an essential component of the jigsaw, yet, I had not found a way of using their voice to support a whole school approach.

Secondly, teachers could only assess what was externalised and disclosed to them. Consequently, when teachers completed an assessment, it merely told them what they already knew. If a pupil did not externalise affective-social difficulties, the teacher had no way of knowing that a pupil needed support. I recall pupils brought to the attention of schools by Social Services or Police, yet there was no indication in the pupils' behaviour to raise concern. This suggested that some pupils might be self-holding, choosing to withhold aspects of self from those around them at school. In other situations, pupils' behaviour indicated concern, but the causal factors driving the behaviour would not be evident to teachers completing the assessment. I recall a correlation in one school between domestic violence police reports and pupils' subsequent behaviour incidents the following day. For these pupils, their conduct behaviours became their only expression; they could not put into words the experiences and feelings that drove it. We needed an assessment process that could make visible those causal drivers concealed from view.

Thirdly, a single view, observational report will always be limited by subjectivity. The QCA assessment reflected an individual teacher's professional judgement about an individual pupil's social, conduct and learning behaviours. Though infrequent, I saw assessments where teachers' subjectivity adversely influenced the quality and usefulness of the data. Let me share some examples. Some teachers had an affective bias towards a particular pupil, under or over scoring their responses in comparison to their scores for other children. Some had unrealistic expectations of pupils' behaviour, with whole classes of pupils appearing to need specialist intervention. They did not reflect on the road itself, rather continuing to get frustrated with the drivers who struggled to drive on it. Others did not identify pupils as needing support as

early as they should have done for fear of them being 'labelled'; consequently, some pupils were overlooked and their difficulties further entrenched. Others did not identify pupils in their class because they were fearful that their professional skills might be questioned and colleagues might assume they were not coping.

Fourthly, the assessment was generic, giving an overall assessment of a pupil's behaviour without the specificity of context. For some children, the road on which they were driving had a significant influence on the way they drove; hence, two teachers may complete the same assessment on the same pupil very differently. We needed an assessment process that could evidence the influence of different contextual factors on a pupil. I had indeed proved this in my own assessment of pupils with high level BESD – that is why I observed pupils in several contexts, and drew on the perspective of several adults in the pupil's life, both at school and at home.

Fifthly, the QCA assessment was built on a deficit model; it assumed that a high score in a QCA goal was preferable. Like my critique of the SEAL curriculum, the implicit assumption was that to be empathic, confident and work efficiently in a group was optimal. Yet, could too much empathy cause a pupil to take on responsibility for others which could become burdensome? Could too much confidence lead a pupil to exert dominance over others, or dismiss feedback from teachers? Could working efficiently in a group diminish a pupil's ability to work independently, developing his own resourcefulness and self-direction? I did not have the language or academic paradigm of self-regulation at this time. However, it was becoming increasingly clear to me that the ability make wise, purposeful choices was critical to the development of well rounded, socially adjusted, academically successful pupils. I began to see the need for an assessment process that could assess pupils' ability to make those wise choices rather than grading a set of optimal characteristics.

Finally, though effective to some degree, the process was labour intensive and required a high level of skill to use the data to affect practice. Whilst many school leaders were developing the skills to lead the process without my coaching, they did not have the time to do it. For processes to be embedded in school, they needed to be as time efficiently employed as possible. In addition, whilst many schools could identify themes, they still struggled to know how to respond. They needed additional training and support to increase their understanding of the causal factors of BESD, and know how to address them.

A transition point

My seven years as a behavioural advisor had been incredibly formative in shaping my professional knowledge, understanding and skills. Returning to our road metaphor, I had a growing knowledge and understanding of the reasons why pupils crashed, and the sort of road they needed to support them as learner drivers. Having stood at the side of the crash scene, I had developed skills in training teachers to give pastoral first aid, and to equip pupils to learn to drive more safely. I had developed processes that helped schools monitor and signpost their school road more effectively so they could be proactive, targeted and evidence based in their approach to pastoral care. I was passionate about the work I did, and knew it made a difference, but without additional resources from the authority, I would be unable to develop the process to overcome the limitations above. Whilst my head of service was hugely supportive, we both knew the economic climate was about to change, leading to the winding down of the Behaviour Support Service. Indeed, today, it no longer exists.

After much thought, in January 2005, I decided to begin the process towards school headship. I completed the assessment process to embark on the NPQH qualification which was at that time mandatory for headship. Successful in my application, I resigned my advisory role, and took a position as a deputy head in one of the city schools in which I had been an advisor. Over the next eighteen months, I immersed myself back at the coalface of education.

CHAPTER SEVEN

A PROFESSIONAL CROSSROADS IN MY OWN PROFESSIONAL JOURNEY

Within six months of deputy headship, I was yet more convinced that the road of adolescence was changing. The pupils in my school were struggling to wisely steer through their childhood and adolescent years; we saw increased incidents of self-harm, grooming, sexual experimentation, aggressive volatility, school refusal, anxiety and depression. We witnessed the increasing fragility of family and community structures; racial tension was increasing, family units fragmented, and incidents of domestic violence, neglect and abuse continued to rise. For many pupils, school was a road on which they felt safe, a road with consistent and protective safety barriers and guiding signposts, and modelling by more experienced drivers. If pupils were to be equipped for adolescence, processes such as the BESD Whole School Overview were essential; yet, without considerable effort to overcome its limitations, it would not be viable. Naively, I had assumed that in leading a school I would have the freedom to innovate and develop new practices and approaches; I soon realised that headship demanded every hour in the day-to-day running of a school. Furthermore, it was apparent that head teachers were increasingly implementers of policy directives and less able to innovate their own approaches.

I asked myself a critical question: how was I to serve the profession I loved most *strategically*? To serve a single school community as head teacher, or dare to believe that I could develop a tool which could serve a whole profession. With trepidation and passion, I chose the latter; a choice largely influenced by a confluence between my own professional journey and that of my husband, Dr Simon Walker. Let me firstly explain his professional journey.

Between 1995 and 2011 Simon had been developing and using a personal construct to describe social cognition called Human Ecology Theory (Walker 2009, 2011). The construct underpinned the Personal Ecology Profile (PEP), a self-assessment and reporting tool used within the field of leadership. Its aim was to identify and explore a leader's instinctive leadership posture within a small group coaching context (The Undefended Leader Course). Leaders saw their instinctive leadership posture within a larger visual map, making visible the additional range of leadership choices available to them. The key message taught them that the wisest leaders purposefully choose the appropriate leadership posture for the situation at

hand. They reflected on undefended leadership as a posture guided by wisdom, rather than fear, self-protection or self-promotion (Walker 2011).

In 2011, after ten years, Simon chose to lead his last Undefended Leader Course. Whilst many leaders would testify to the impact of the Undefended Leader Course, it was clear how hard it was for adults to challenge entrenched patterns of behaviour. It was perhaps even harder for leaders whose entrenched patterns of behaviour had led them to the successful position of leadership. Few were willing to deconstruct the tools of success, even though they may have had damaging consequences. Never was this more starkly evidenced, than in his work with the financial institutions in the run up to and beyond the banking crisis of 2007. If the next generation of leaders were to use their social and economic power wisely, for the greater good, we would need to focus on the leaders of tomorrow.

This was a thought shared by many school leaders who had heard Simon speak at leadership conferences or who had attended the Undefended Leadership Course. Many asked whether the self-assessment tool, the PEP, could be adapted for use with their pupils. A defining moment came when two groups of schools approached Simon to volunteer their schools as pilots. Both groups of schools were judged as outstanding by inspectorates of pastoral care, however they were aware of the changing adolescent road, and could see that the pastoral tools they once used, were no longer enough to prevent pupils from crashing. We were asked by one group of schools to become coaches-in-residence, a role that gave us the time and resources to develop tools and processes to equip pupils for the journey ahead.

I had an answer to my question. The most strategic contribution I could make to my profession was to continue to develop tools and processes to support pupils in making wiser choices; a skill I now recognise as affective social self-regulation. I resigned my deputy headship, and relinquished my NPQH place. We left our family home in Oxford and moved to Bath to develop AS Tracking.

CHAPTER EIGHT

AS TRACKING: a tool to assess, support and track pupil self-regulation

"I am much more guided and proactive rather than reactive. I've been doing this a long time and for the first time feel that I am not fire fighting but igniting change in young people."

Housemaster, Bath, Nov 2015 (E:8.40)

"There are numerous examples that I could offer where AS Tracking has given me an insight into a pupil that I would otherwise not have. This has inevitably led to a positive outcome for the pupil. It's the best tool at my disposal to help me in my job by far."

Housemistress, Bath, Nov 2015 (E:8.40)

The BESD Whole School Overview proved that schools could use data to assess, support and track pupils' social, conduct and learning behaviours, just as they used data to assess, support and track pupils' academic progress. The process had enabled schools to identify pupils at risk of crashing earlier, target support and evidence progress. Yet I had identified several issues that limited the impact of this process; most notably, the emphasis on teacher assessment rather than pupil voice. I believed that the PEP assessment, with adaptation, could overcome these issues and place the pupil's voice at the heart of the assessment process.

The adaptation of the PEP to develop the AS Tracking assessment

The Personal Ecology Profile (PEP ©) assessment is a 28 item self-report, completed on line by adults. It has two components, a guided visualisation followed by self-report questions that elicit a leader's patterns of behaviour across seven bipolar factors. Adults' responses are analysed and presented as an automated personalised report and explored on the Undefended Leader course. Seminal to the assessment methodology of the PEP was a belief that the imagination was a powerful medium that could be used to elicit a person's unprocessed self-strategies. If those self-strategies were made visible, it would be possible to identify iterated patterns of behaviour that either consciously or unconsciously bias a leader towards acting in a particular way. Once made visible, a leader could choose to develop a

wider range of possible responses from which they could select the optimal response in any particular situation.

Authorship of AS Tracking

It is important to note that whilst Dr Simon Walker is the author of the PEP methodology and its underlying construct of Human Ecology Theory (E:8.1), the adaptation of the PEP methodology for use within a school context is entirely the work of Jo Walker. It is important to recognise that several colleagues have contributed to the development of AS Tracking to date. Their specific contribution is made explicit in Appendix 1. Where language is inclusive, it reflects the collaboration of different colleagues.

Taking an adult assessment tool used in a taught course, and adapting it for use with pupils across a large number of schools was a demanding and complex process. It required a high level of sector experience, experience acquired over my preceding twenty years as teacher and advisor. This chapter will outline in detail how sector experience underpinned the continuous and continuing development of AS Tracking. Several key points are outlined below; others are explored at relevant points in this chapter.

Firstly, having identified the limitations of the BESD Whole School Overview, I needed to identify how the PEP methodology could overcome these limitations, summarised in E:8.2. Secondly, I needed to identify how the PEP methodology could be adapted for use with pupils, summarised in E:8.3. Both processes relied on my knowledge and experience of developing tools and processes for schools. Secondly, the development of an educational tool, primarily focused on ages eight to eighteen required a thorough understanding of adolescent developmental psychology. AS Tracking needed to be rooted in robust adolescent psychology, drawing on current constructs which were influencing the education sector, most particularly self-regulation. It is important to note that the construct of self-regulation is not referenced at any point in Simon Walker's Human Ecology Theory or PEP methodology. In addition, each factor assessed through the AS Tracking assessment needed to be revised for an adolescent context, and underpinned by an academic paper drawing on adolescent development psychology (E8:8). The early years of AS Tracking development were characterised by self-directed analysis of academic literature, without which I do not believe AS Tracking would have the validity, authority, or evidenced impact that it now has. Thirdly, training teachers to use a sophisticated assessment tool required a high level of training. In turn, this demanded a

high level of skill in developing teacher resources and designing training processes. My experience of designing tools and processes for BSS was critical. Fourthly, to ensure the data presented by AS Tracking was usable, it needed to be presented in a form that teachers would understand. Furthermore, critical to the assessment process was an inbuilt action-planning tool with a very significant amount of guidance content to equip teachers in knowing how to act on pupil data. Knowing how to pitch and phrase this content could only have done by an experienced teacher, used to writing guidance for schools.

The development of AS Tracking

In this chapter I briefly describe AS Tracking, referring examiners to supporting evidence which presents the tool in greater depth. I reflect upon the foundational years of AS Tracking: the formative decisions that focused its early development, and my response to on-going personal reflection and professional feedback that highlighted its emerging weaknesses and limitations. I analyse its impact in schools to date, recognising that it is a tool used most widely within a specific education sector, and its wider impact across a wider sector and over a longer period of time is yet to be measured. It is a tool still in process; it continues to be shaped by reflection and feedback. As such, the supporting evidence underpinning AS Tracking is likely to be reviewed and updated as the tool continues to develop.

AS Tracking in brief

The AS Tracking assessment assesses pupils' self-regulation of four affective-social factors: Self Disclosure, Trust of Self, Trust of Others and Seeking Change. It measures the degree of bias a pupil has in each factor, instinctively (when not in any particular context), and contextually (in a named context). Pupils aged eight to eighteen complete the online self-assessment, twice each academic year. E.8.4 provides a concise introduction to the assessment; E:8.5 introduces the assessment in greater technical depth. Please note that E:8.5 is co-authored by Simon Walker. At this point, examiners are strongly encouraged to experience the AS Tracking assessment themselves using the instructions found on E:8.6.

Having developed an assessment methodology, I now needed to create a process which enabled schools to use the assessment data to support their pastoral care. This involved develop-

ing the AS Tracking on line assessment, action planning and tracking tool; a tool commercially sold to schools who were trained to use their tool with their pupils.

AS Tracking is described as an assessment, action planning and tracking tool to support proactive, targeted and evidenced pastoral care. It identifies pupils at an early stage who are developing limiting patterns of thinking and behaviour. It guides teachers in analysing pupils' data along with their own professional judgment to direct low level, targeted messages, experiences and opportunities to develop individual pupils' self-regulation in specific areas. It tracks pupil progress over time, building an emerging narrative of a pupil's self-regulation through their adolescent years. In addition, AS Tracking makes visible the impact of the 'school road' on pupils' ability to steer. Analysis of data enables schools to identify limiting patterns of poor self-regulation within their school culture; it guides schools in knowing how to address these patterns and again, tracks how a culture shifts over time. For a brief introduction to AS Tracking see E:8.7.

Decisions made at the outset of development

There were several key decisions made at the inception of AS Tracking; these decisions were informed by my sector experience and shape the foundations on which AS Tracking is built.

AS Tracking should be developed within a school community

I resisted any notion of presenting AS Tracking as a commercial concept to current developers of pastoral assessment tools. It was important to me that AS Tracking should develop organically within a school, shaped by teachers' real life feedback of using the tool with their pupils. The invitation to participate in two school communities, one a senior and prep school in Bath, the other a group of prep schools in London, provided this opportunity.

Drawing upon the same strategy I had used at BSS when innovating new tools and processes, I identified a small cohort of professionals willing to work with an idea in formation and give constructive formative feedback as the tool developed. The benefits of such an approach were many. Firstly, teachers involved at this early stage resonated with the rationale of AS Tracking and were committed to the intended outcome, despite the inevitable developmental glitches and iterations. Secondly, they were professionals who enjoyed collaborating and seeing their constructive feedback influence the development of a tool. Thirdly, early renditions of the assessment were trialled in a small, contained context giving us opportunities to improve word-

ing, or iron out IT glitches before scaling. Fourthly, it gave AS Tracking a relational home. I knew that teachers would be indifferent to glossy brochures; they would want to see the tool being used by other practitioners and making a difference to individual pupils' lives. Indeed, enquiring schools frequently ask to speak to school practitioners of AS Tracking as the first step towards considering a pilot in their own school.

AS Tracking must be academically robust whilst remaining accessible to school practitioners

I have always believed that theory and research should underpin professional practice. For AS Tracking to have academic coherence and integrity, it needed to be academically robust and informed by current educational research. In developing the academic framework, I explored two fields of research in significant depth, affective-social self-regulation and adolescent developmental psychology. The first three chapters of this context statement evidence the academic paradigm in which AS Tracking sits.

I also completed an extensive literature review to explore each of the four AS Tracking factors, researching theories around the development of each construct throughout childhood and adolescence. Because the AS Tracking assessment identifies pupils who are developing unhealthy, limiting biases, I researched the risks associated with extreme biases in each of the four factors. As well as bringing academic rigour to the tool, I wanted to share this knowledge and understanding with the practitioners who would be using AS Tracking in their schools, just as I had sought to develop the knowledge, understanding and skills of those using the tools I had developed for BSS. This led me to write six short and accessible papers for AS Tracking practitioners; see E:8.8.

AS Tracking must evidence its impact on pupil outcomes

The BESD Whole School Overview gained traction because it lowered the number of pupils referred to BSS. Busy teachers were willing to do additional paperwork because they could evidence its impact. If teachers were to make the financial and time investment of introducing AS Tracking, they needed to hear stories of impact from teachers using it in their practice. They also needed to know that the assessment was reliable and its impact academically scrutinised.

Over the next two years, we gathered both qualitative and quantitative data. Perhaps of most importance to teachers was the collation of qualitative data in the form of case studies and testimonials from practitioners and parents, explored in depth later. Equally important, was quantitative evidence. We began gathering statistical evidence to support a submission to the British Psychological Society (BPS), a professional body who accredit assessment tools using a very stringent set of criteria. We employed two statisticians who could provide the level of analysis needed. BPS documentation is located in my supporting evidence (E:8.9). Whilst few pastoral assessment tools have BPS test accreditation, it is critical given the innovative methodology of the AS Tracking assessment, that the assessment has factor validity and statistical reliability; see also E:8.5.

AS Tracking must screen all pupils, so must be fully accessible to all pupils

A limitation of the BESD Overview was that teachers only completed assessments on those pupils with evident difficulties, often overlooking pupils with internalised difficulties. If AS Tracking was to identify pupils at an **early** stage who were developing unhealthy biases in their thinking and behaviours, it needed to screen **all** pupils. Consequently, the assessment needed to be accessible to all pupils, irrespective of their level of literacy, command of English, self-awareness, cultural experience, emotional fragility, or additional educational needs.

The first part of the assessment led pupils through a carefully timed audible guided visualisation so pupils could close their eyes and fully engage in the imaginative process. This was particularly supportive for pupils with lower levels of literacy, or those who struggled to settle to task. All text used in the assessment was psychologically neutral to lessen the likelihood of pupils attributing value to particular answers, or being emotionally triggered by emotionally laden vocabulary. Questions were purposefully generic to elicit underlying patterns of bias; please see E:8.10 for the assessment text. When answering the assessment questions pupils were allowed to direct the pace to allow for individual processing speeds. Questions were revealed one at a time to lower extraneous distraction to pupils who struggle to focus. Pupils with English as an additional language were resourced with a simple visual resource to help them understand vocabulary that they might not know (E:8.11).

These purposeful features of the AS Tracking assessment can be seen in action. Examiners are strongly encouraged to trial the assessment for themselves. Instructions can be found on E:8.6.

AS Tracking would need a central metaphor to introduce the unfamiliar concept of self-regulation

AS Tracking set out to assess, improve and track self-regulation. Despite the construct of self-regulation receiving considerable attention from the academic community, it is an unfamiliar term to many teachers. To understand what the AS Tracking assessment was measuring, we would need to introduce and explain this new construct to teachers.

As a teacher, I frequently used metaphor to introduce and explain unfamiliar, abstract constructs to the youngest of pupils. I will expand on this point when I introduce the Footprints curriculum in the final chapter. It was critical to find a metaphor that made this concept accessible, yet in its simplicity did not lead to erroneous misconceptions. The driving metaphor, used throughout this context statement, captured the construct extremely well and is used throughout all AS Tracking training. Please refer to the AS Tracking training power point slides E:8.12 located in the LP File. Indeed, practitioners report that the metaphor of steering has enabled them to communicate the construct of self-regulation to parents and pupils alike, with the words steering and self-regulation used throughout the school day and in meetings with parents.

Data would need to be presented in a way that was accessible to all teachers

Whilst teachers quickly grasped the construct of self-regulation, they struggled to interpret the data. We needed to make the data as accessible and useable as possible. You will see from the training slides (E:8.12) that we lead teachers incrementally from the concrete to the abstract. We move from the metaphor of a driver on a road, to the colours of red, amber, green and blue to reflect the degree of steering bias, to the introduction of numbers.

The red poles of the road indicate a polar bias, amber and green section indicate a strong to moderate bias and blue middle section indicates a danger of over regulation.

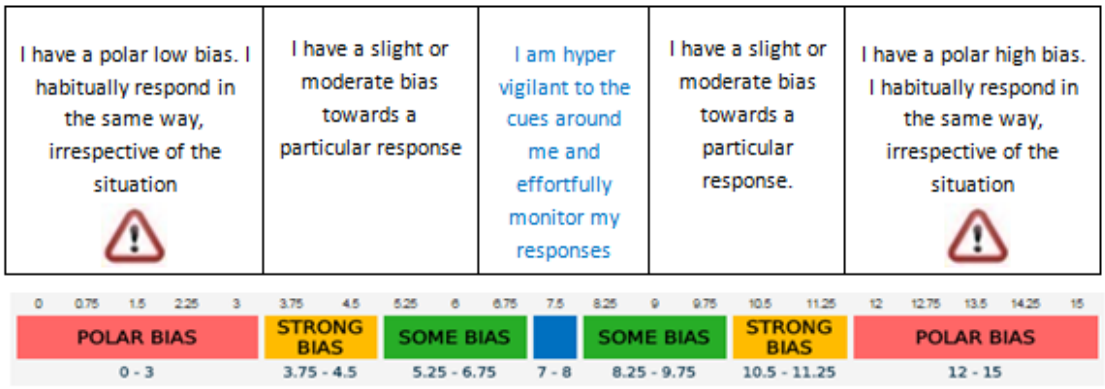


Figure 8.1: A screenshot of the road visual used to support practitioners in interpreting a pupil's bias in each factor.

You will see from the exemplar AS Tracking report (E:8.14) that both colour and numbers are used to help teachers see at a glance the degree of bias a pupil has in a factor.

	Instinctive Self-Disclosure	Contextual Self-Disclosure	Instinctive Trust of Self	Contextual Trust of Self	Instinctive Trust of Others	Contextual Trust of Others	Instinctive Seeking Change	Contextual Seeking Change
Pupil 1	2	1.5	4.5	8.25	6.75	9	11.25	9.75
Pupil 2	10.5	5.25	6.25	7.5	7.5	7.5	4.5	6.75
Pupil 3	8.25	2.25	8.25	1.5	9	8.25	4.5	1.5
Pupil 4	6.75	9.75	2.25	5.25	0.75	10.5	9	5.25

Figure 8.2: An example of the pupil data chart, showing how colour is used to denote degree of bias.

Whilst the risks associated with limiting biases are explored fully in training, (E:8.12), teachers needed a more concise resource. This led to the creation of the four factor overview (E:8.13).

AS Tracking must take two measures of a pupil's self-regulation

Whereas the QCA assessment implied fixed behaviour patterns, the AS Tracking assessment needed to make visible how pupils' self-strategies adjusted when in school. Let me share two reasons why comparable data is important.

Firstly, it shows the impact of the school context on individual pupils' self-regulation. Let me exemplify using Figure 8.2. For pupil 3, school is having an adverse impact on his self-regulation of three of the four factors; for pupil 4, school is having a beneficial impact on her self-regulation. Exploring why this might be is critical in understanding how to support the pupil.

Secondly, it enables schools to analyse the cultural impact of their school 'road' on pupils' self-regulation of a factor. Please refer to the anonymous boarding house report E:8.14. At the bottom of the report, there are two data distribution charts showing pupils' instinctive and contextual biases for each AS Tracking factor.

Let us look at the screenshot below from this report. Figure 8.3 shows a decrease in the number of pupils with a polar high bias towards seeking change. Whilst there are one or two outliers, the trend suggests the school culture is improving pupils' ability to self-regulate their drive for novelty change and risk.

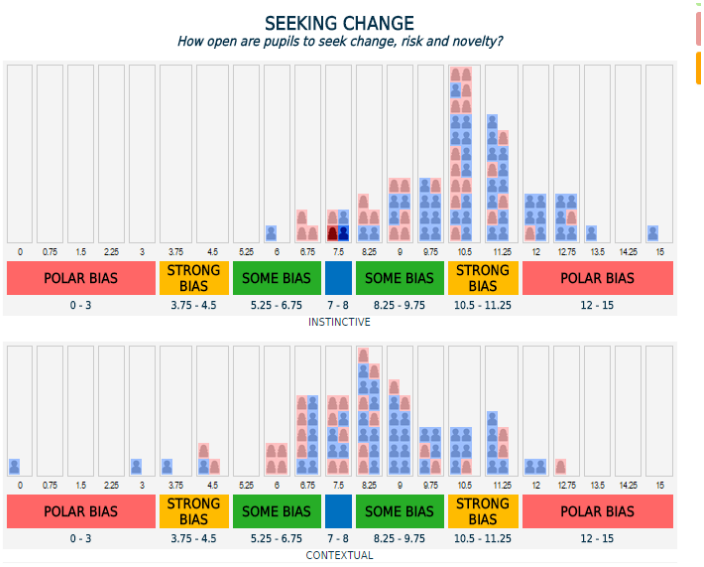


Figure 8.3: A screen shot to show impact of school on pupils' self-regulation of seeking change.

Figure 8.4 is from the same report. It shows pupils' self-disclosure is still trending towards very low. The school culture is making little impact; if left unaddressed this is likely to limit pupils' affective, social and learning outcomes.

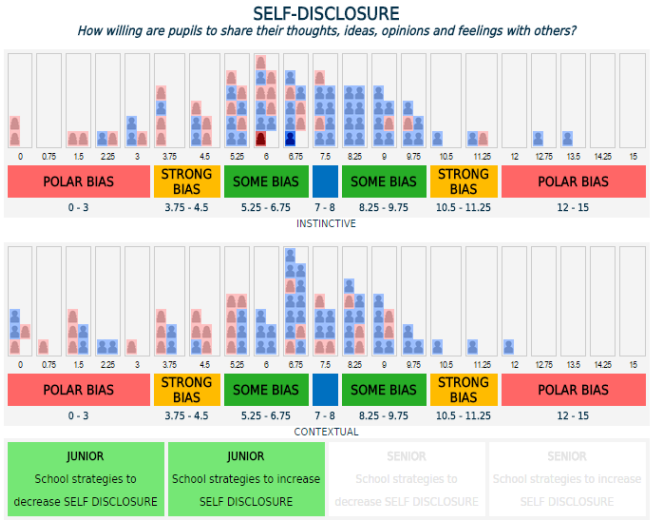


Figure 8.4: A screen shot to show impact of school on pupils' self-regulation of self-disclosure.

AS Tracking must use pupils' data to guide targeted support

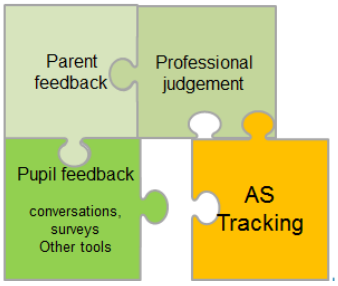


Figure 8.5: Diagram showing AS Tracking as a crucial component in building a rounded picture of a pupil.

The BESD Overview identified pupils of concern, but did not guide teachers in knowing how to support those pupils. If AS Tracking data was to improve pupil outcomes, it needed to guide targeted support. Incorporated within the AS Tracking platform was an action planning tool that guided professional discussion and led to a personalised action plan for either a pupil or group.

I was insistent the action planning tool was not to replace or diminish teachers' professional judgement, but seen as an additional piece of the jigsaw in identifying a pupil's needs. My rationale was to create an interactive action-planning tool that achieved several outcomes. Firstly, it developed teachers' understanding of the causal factors that limited a pupil's ability to self-regulate a particular AS Tracking factor and its potential consequences. Secondly, it required teachers to use their own professional judgment to select those factors and consequences pertinent to a particular pupil. Thirdly, it resourced teachers with a bank of pupil development outcomes from which they could select. Fourthly, it recognised that schools are best equipped to decide how a pupil target could best be achieved. Fifthly, it enabled teachers to share action plans with colleagues, facilitating a coherent approach to pastoral care.

Packs E:8.15 and 16 explain how pupils are identified as having limited biases, and how teachers use the action planning tool to create personalised individual and group action plans. Examples of completed action plans are also included.

Please use E:8.17 as a guide to log on and navigate the AS Tracking demonstration platform. Experiencing the platform is an important component of my supporting evidence.

There must be a clear and accessible way to track pupils' self-regulation over time

We needed a clear and simple way to track pupils' self-regulation over time, enabling teachers to track changes in pupils' data evidencing improved self-regulation or an early indicator of dysregulation.

We were aware that some teachers may prefer to read the data numerically, whilst others prefer to see it spatially, so we represented the data in two forms. Firstly, as a colour coded row of data, with the colour showing the degree of bias. Each assessment added a further row of data.

	Self disclosure		Trust of self		Trust of others		Seeking Change	
Date	Instinctive	School	Instinctive	School	Instinctive	School	Instinctive	School
29.11.2013	4.5		13.5		3.75		8.25	
16.07.2014	5.25	5.25	8.25	6	7.5	6.75	6	3.75
27.11.2014	1.5	1.5	9.75	9.75	3	4.5	7.5	5.25
07.10.2015	2.25	1.5	7.5	6	4.5	6	9	7.5

Figure 8.6: Example of a pupil's tracking data accruing over time.

Secondly, as a visual road map, showing the 'road journey' as each data point was added. We represented the instinctive and school/house data on two different charts so teachers could compare the two visually.

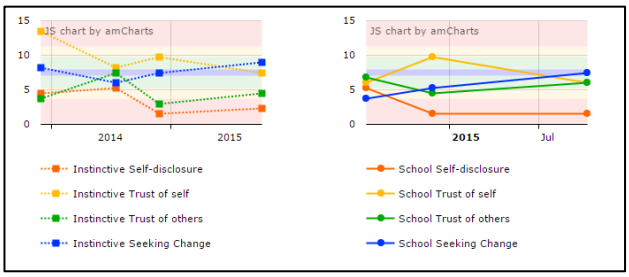


Figure 8.7: Example of the same pupil's data represented visually.

Screenshots of pupils' tracking data can be seen in my supporting evidence; they are grouped in themes (E:8.18).

AS Tracking data must be safely stored

For schools to feel secure using an on-line assessment platform, they needed full assurance that their data is stored in line with data protection protocol (E:8.19).

How practitioner feedback and self-reflection has continued to shape AS Tracking

We make it clear that we value all feedback and ideas for future development; this has led to very open and collaborative conversations with schools. For an example of an email correspondence which evidences this, see E:8.20. Below, I reflect on several developments triggered by practitioner feedback and our own continued reflection.

The emergence of an effective model for lead practitioner (LP) training

The training process has evolved considerably over the last four years. It was increasingly clear that practitioners needed a high level of training if the data was to inform practice. Insufficient training in the early renditions of AS Tracking significantly limited the usability and efficacy of the data. Emerging issues included: teacher ambivalence or scepticism about the validity of the assessment which was passed onto pupils; misconceptions about the tool unsettling the staff body; lack of confidence in using the data which meant it was not used to inform practice, and data being read incorrectly.

For the last two years, all schools using AS Tracking had committed to a two hour training session attended by all staff using the data; the training slides are located in the AS Tracking file (E:8.12). There was no charge made for this training, ensuring that restricted finance could not be cited as an obstacle. For examples of informal feedback following AS Tracking training see E:8.21. There were however continuing drawbacks. Firstly, schools have little time to engage in whole school training, and these slots are often booked up many months in advance. Secondly, most schools adopted AS Tracking through a pilot, which meant that many staff were disengaged in the training because the pilot did not involve them. Thirdly, it involved a great deal of travel for us, at considerable cost. Fourthly, two hours was still insufficient given the material that needed to be covered.

From 2016, a different training model has been in place. Two lead LPs, appointed by their school to lead the AS Tracking pilot, will attend a full day of AS Tracking training alongside LPs from other schools. It has provided an opportunity for LPs to build supportive and collaborative professional networks. Training will be increasingly delivered by master LPs - senior teachers and house parents using AS Tracking in their own school who have additional training. We believe this approach will give the tool integrity, ensuring that trainers are those who use AS Tracking in their own professional practice, can draw on their own experience as users and resonate with the questions and concerns of new LPs. The training will follow a cascade model, in which LPs leave the training equipped with training videos and other supporting materials to train their staff. At the back of my supporting evidence, you will find the current Lead Practitioner file E:8.49. We believe this cascade model will build expertise within a school, rather than relying on external trainers - an approach I took when working at BSS.

All training videos and supporting materials are accessible to examiners on the demonstration

teacher platform in the resources section.

Figure 8.8: A screenshot of the resources panel on the teachers' AS Tracking platform.

On occasion, after training, schools request an additional resource. Email E:8.22 is an example of a request for a resource for parents, and E:8.23 - the resulting resource.

The development of a reliable and time efficient IT pupil platform

The most common frustration voiced by teachers was around the administration of the assessment. Over time, the assessment platform and process underwent several developments in response to teacher feedback. Developments included:

- The removal of all buttons on the pupil platform to lessen the risk of curious pupils being tempted to explore additional features;
- The use of pupil email addresses and school passwords to lessen the risk of pupils forgetting their passwords;
- An embedded introductory PowerPoint so all pupils heard the same key messages before completing the assessment (E:8.24);
- The visualisation component of the assessment is now spoken to pupils through headphones, creating a calm, engaged atmosphere and ensuring accessibility for younger pupils and those with poorer literacy;
- The introduction of a refresh button in case connectivity was lost and the assessment process interrupted.

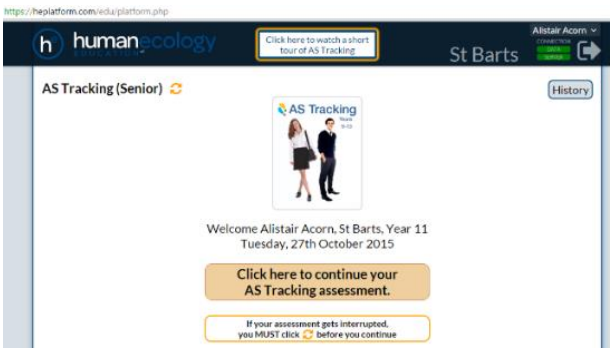


Figure 8.9: A screenshot of the pupil assessment platform.

The development of a paperless, interactive teacher platform

Teachers found paper reports cumbersome and ineffective, preferring a paperless, interactive platform that was easily accessible. To help practitioners in analysing their data, we added float over instructions leading teachers through every step of the platform. These can be seen by accessing the teacher platform using the instructions found on E:8.17.

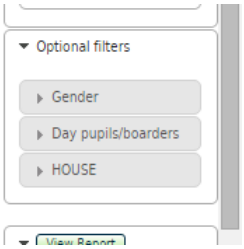


Figure 8.10: A screenshot showing some of the optional filters used to slice data.

We developed filtering options that enabled schools to slice their data to look at trends across cohorts of pupils e.g. age, gender, boarding house, ethnicity, boarding/day, special educational needs. This functionality has provided an easy way for schools to identify and influence limiting trends that had been such a powerful aspect of the BESD Whole School Overview.

We developed an interactive visual component that enabled teachers to identify how the school 'road' influenced an individual pupil's self-regulation. Let me explain by example. In the screenshot below, the data charts show a male pupil who has a bias towards polar low self-disclosure in the boarding house. By clicking on the pupil icon, his housemaster found out who he was (pupil M P), and what his instinctive self-disclosure score is. In this particular example, pupil MP was able to self-regulate his level of self-disclosure instinctively, but in school his self-disclosure dropped very significantly indeed. This alerted his housemaster that something was not right; sensitive probing and vigilant observation soon revealed that this pupil was experiencing a high level of bullying but had been unable to tell anyone.

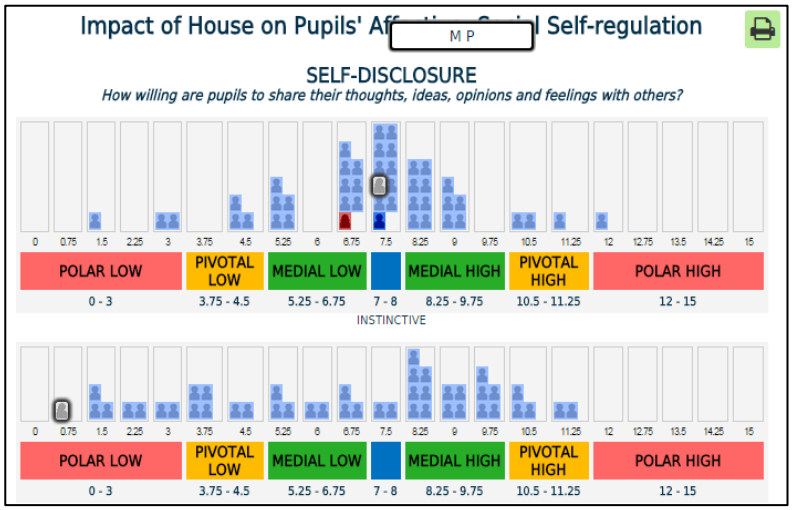
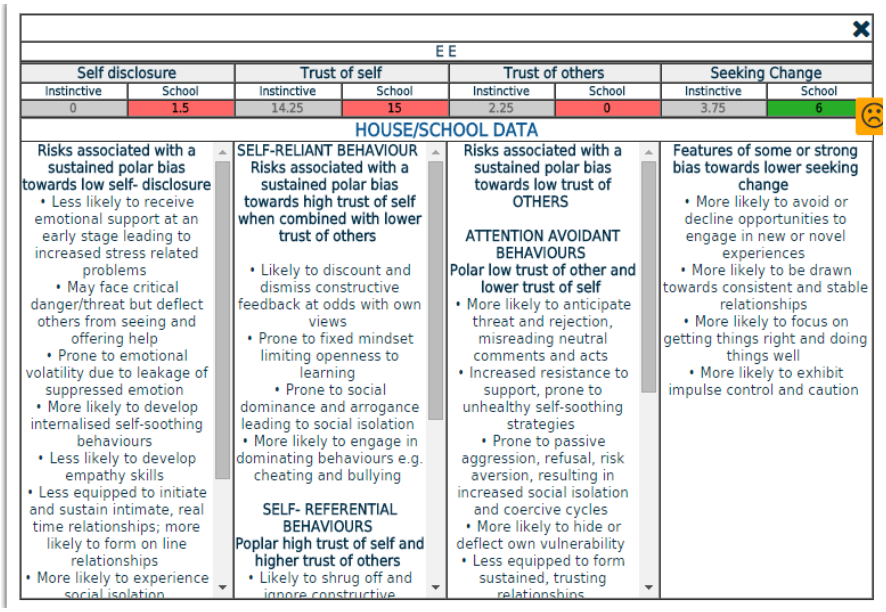


Figure 8.11: A screenshot showing a pupil's comparative instinctive and contextual data.

A recent development has been the addition of clickable cells that help schools analyse a pupil's row of data without having to refer to the four factor overview document. The email E:8.25 evidences how this feature was communicated to lead practitioners, and an example of response. E.8.17 explains how this function works in more depth, or examiners are encouraged to experience it for themselves by logging on to the demonstration platform.



E E

Self disclosure		Trust of self		Trust of others		Seeking Change	
Instinctive	School	Instinctive	School	Instinctive	School	Instinctive	School
0	1.5	14.25	15	2.25	0	3.75	6

HOUSE/SCHOOL DATA

Risks associated with a sustained polar bias towards low self- disclosure • Less likely to receive emotional support at an early stage leading to increased stress related problems • May face critical danger/threat but deflect others from seeing and offering help • Prone to emotional volatility due to leakage of suppressed emotion • More likely to develop internalised self-soothing behaviours • Less likely to develop empathy skills • Less equipped to initiate and sustain intimate, real time relationships; more likely to form on line relationships • More likely to experience social isolation	**SELF-RELIANT BEHAVIOUR** **Risks associated with a sustained polar bias towards high trust of self when combined with lower trust of others** • Likely to discount and dismiss constructive feedback at odds with own views • Prone to fixed mindset limiting openness to learning • Prone to social dominance and arrogance leading to social isolation • More likely to engage in dominating behaviours e.g. cheating and bullying **SELF- REFERENTIAL BEHAVIOURS** **Poplar high trust of self and higher trust of others** • Likely to shrug off and ignore constructive	**Risks associated with a sustained polar bias towards low trust of OTHERS** **ATTENTION AVOIDANT BEHAVIOURS** **Polar low trust of other and lower trust of self** • More likely to anticipate threat and rejection, misreading neutral comments and acts • Increased resistance to support, prone to unhealthy self-soothing strategies • Prone to passive aggression, refusal, risk aversion, resulting in increased social isolation and coercive cycles • More likely to hide or deflect own vulnerability • Less equipped to form sustained, trusting relationships	**Features of some or strong bias towards lower seeking change** • More likely to avoid or decline opportunities to engage in new or novel experiences • More likely to be drawn towards consistent and stable relationships • More likely to focus on getting things right and doing things well • More likely to exhibit impulse control and caution

Figure 8.12: A screenshot to show how clickable cells help teachers analyse pupil data.

The use of SKYPE as a consultancy medium

Built into the first year of AS Tracking training costs is ten hours of consultancy to help schools reflect on and respond to their data. The most effective delivery mechanism has been through Skype. Colleagues gather around a screen; I share my screen with them through Skype, and we explore emerging cultural trends as well as individual pupils. E:8.26 explains this process in more detail.

Before a SKYPE coaching call, I analyse the data and send the practitioner 'headlines' by email so they can do some pre-thinking before the coaching session. E:8.27 illustrate such an email and school. Other schools prefer on site coaching, meeting individual tutors to discuss their tutees. E:8.28 illustrates a follow up email to tutees following such a day.

Having built strong coaching relationships, practitioners are quick to get in touch over the year to discuss particular pupils of concern, or to check their interpretation of the data; emails E:8.29 illustrate such interchange and the resulting action plan.

Continued analysis of emerging data patterns

Working with a greater number of schools gave us a larger data sample from which we could draw more robust hypotheses and conclusions. One emerging theme was a correlation between pupils who scored medial scores across several factors in the assessment, and sudden onset of affective-social difficulty.

It was confusing why pupils whose data showed great ability to self-regulate suddenly lost this ability. In a quest to understand why, I returned to the academic literature and discovered the term *self-regulation depletion* (Bauer, Baumeister 2011). This term describes the process by which self-regulatory capacity depletes when over strained. We began to see similar patterns in the experiences and thinking patterns of those pupils who scored medially in the AS Tracking assessment. We recognised that these pupils were in fact *over regulating* which increased their risk of developing future affective-social difficulties. I discuss this in greater depth in in chapter three; a short academic paper written for AS Tracking practitioners can be found in my supporting evidence E:8.8. E:8.30 shows screen shots of pupils with over regulating tracking data; E:8.31 shows an action plan to support a young man who is over regulating, and E:8.32 shows two case studies about two over regulating pupils.

This led to two additional features on the AS Tracking platform ensuring these pupils were identified and supported to develop sustainable patterns of behaviour. Firstly, a composite risk factor icon appeared by their data in the report

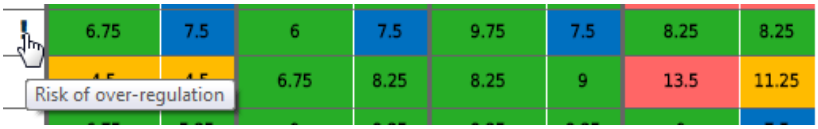


Figure 8.13: Screenshot of AS Tracking platform to show risk icon for over regulation

Secondly, we added a filter to the action-planning tool so teachers could write an action plan to support a pupil at risk of over regulating. To read the causal factors and risks of over regulation, as well as the intended pupil outcomes for over regulating pupils, please access the platform and select this filter.

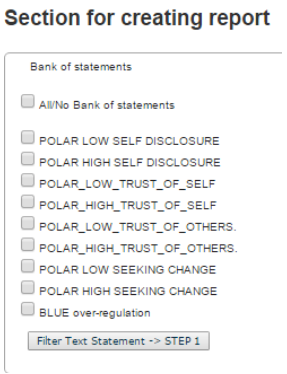


Figure 8.14: Screenshot of AS Tracking platform to show additional filter to create over regulation action plan

Two significant challenges

There have been many challenges to navigate during the development of AS Tracking. These challenges have been refining agents that have honed and shaped the tool by demanding rigour and clarity. Below I explore two such challenges.

Scepticism about the validity of the assessment

AS Tracking is a tool that elicits and tracks pupil data; trusting the assessment methodology is critical to schools' commitment to using the data to inform practice. Scepticism took several forms.

Some practitioners struggled to see the imagination as a reliable data source. There is a view amongst some teachers that sees the imagination as playful and creative, perhaps a hook to engage pupils' attention before 'real' learning begins, or confined to particular creative subjects. They place greater value on what is rational and cerebral. Developing an assessment tool that elicits data through an imaginative, metaphorical process presented a challenge; yet it was the imaginative process that elicited a quality of data that could not be elicited through traditional self-assessment methods. To trust the data, teachers needed to understand how the assessment worked, acquiring a level of knowledge which informed and reassured them, yet did not confuse or overwhelm - a difficult balance. I offered teachers several interfaces through which they could engage with the assessment methodology.

Firstly, significant time was allocated in training to explain how the assessment differed to traditional self-assessments, and to carefully unpack the assessment process step by step, giving teachers time to ask questions. Secondly, teachers were strongly advised to complete the assessment themselves to experience how the imaginative process evoked their own responses. Thirdly, teachers who wanted to explore the methodology in greater depth were pointed to two papers, one more practical and concrete (E:8.4); the other more academic and theoretical (E:8.8). Fourthly, we included all questions asked in training to a FAQ section on the AS Tracking teacher platform; a copy of all FAQ is available in paper form in my supporting evidence (E:8.33). Finally, it was important to reassure teachers that a BPS accreditation process was underway to validate the assessment, and that a number of school psychologists are now recommending the tool to their schools, see E:8.45a/b.

Some teachers raised concern about the speed at which pupils completed the assessment, assuming 'fast' pupils were not taking it seriously. We acted on this concern by answering it a FAQ in the resources section. We also introduced a speed icon to identify pupils who complet-

ed the assessment particularly quickly or slowly. An explanation of this additional feature can be read in an email correspondence to practitioners (E:8.20).

Concern was also raised over pupils' engagement in the assessment process; some teachers felt pupils would look for ways to 'play the system'. This led to an additional feature called the 'steering route'. This made visible pupils' responses to each question, showing the route throughout the assessment, and the speed of each response. This feature is explained in the above email correspondence E:8.20, in the resource E:8.17, and in the FAQs.

Anxiety about how to use the data with parents and pupils

A second major obstacle cited by schools was how to involve parents and pupils in the AS Tracking process. Let us first consider their concern around parents. Some schools were worried that their parent body might see the introduction of AS Tracking as an indicator of mental health difficulties, perhaps damaging the reputation of the school. Another anxiety was that parents may demand to see their children's data, as indeed they have the right to, which may take up a huge amount of teachers' time. Furthermore, some teachers feared parents might over react, assuming that because their child had been identified, it indicated mental health issues. These were valid concerns, given the strain on teachers' time, and current press coverage of mental health issues in children and adolescents.

In response, we wrote resources to help schools introduce AS Tracking to their parents; these are found on the AS Tracking platform and in the LP file parents section (E:8.49). We took opportunities to engage with the press so that AS Tracking was seen as a proactive response to the '*mental health crisis'* as it is referred to in the press. E:8.34 is an example of press coverage which featured in The Sunday Times; E:8.35 is the press release written by the school prior to the interview.

Despite teachers' concerns, feedback from schools shows that parents are extremely positive about the use of the tool when its rationale is made clear and explicit to them (E:8.36). Indeed, we have had a number of enquiries from parents who have read about AS Tracking and want to find out more so they can direct their child's school to explore it further. Teachers have not been inundated with requests from parents to see their child's data, rather parents have been invited where appropriate to meet with a teacher to discuss data in discussion. An example of wise practice is seen in this email correspondence from a LP to his colleagues (E:8.37).

It is my hope that as practitioners' confidence and expertise grows, they might use the AS Tracking action-planning tool to support purposeful dialogue and targeted action planning **in collaboration** with parents. The assessment will have provided a means by which parents and teachers hear the pupil voice; the action planning tool will have provided a structure for parents and teachers to work together to support those pupils who are struggling to self-regulate. If this can be achieved, it will mirror the collaborative dialogue and action-planning that was instrumental to the success of the IBP process I developed when working with BSS.

There was some anxiety about how to use pupil data with pupils themselves, and it was a concern I shared. My policy as a BESD consultant had always been to involve pupils in deciding on a target, ensuring a sense of ownership. In this situation, using AS Tracking data, I was unsure whether this was the right approach. Let me explain my thinking.

AS Tracking does not set out to identify pupils who have current behavioural issues or mental health difficulties, although these pupils are indeed highlighted in the data. These pupils have already 'crashed'. This tool sets out to identify at an **early** stage those pupils who are developing limiting or unhealthy patterns that *increase their risk of crashing before they crash.* Whilst another metaphor may be confusing, I believe it to be helpful at this point: it is similar to a pupil who does not have an eating disorder, but is developing unhealthy eating patterns. The way to respond is not to tell them they have an eating disorder, which may compound the issue, but to model and sensitively help them develop healthier patterns of eating. In the same way, AS Tracking guides teachers in giving identified pupils subtle, nuanced and sensitive signposts, or intentional opportunities and experiences to support healthier patterns of behaviour. Its focus is less about *intervention*, more about *interaction*.

In light of this, teachers are encouraged not to show pupils their data, but to see the data as an expression of the pupils' voice. To reflect a pupil's voice back as a set of numbers could be dehumanising and deeply insensitive. It could lead to anxiety and confusion amongst pupils, resulting in greater vigilance when completing the assessment next time. Our guidance to teachers has been to use pupils' data to inform their understanding of each pupil so they can shape the nature of their interactions with each pupil. Where action plans have been written, it has ensured teachers identify a particular message or experience, act on it, and evidence the difference it has made. Feedback from teachers, referred to later, evidences the power of this approach. Guidance to teachers about sharing data with pupils is found in the resources videos on the AS Tracking platform, the FAQs and in the LP file.

The impact of AS Tracking

AS Tracking has been fully embedded in seven schools for three years; twelve further schools are piloting the tool this coming year. It is significant that all piloting schools have moved from pilot to whole school adoption. Its impact has been significant across several areas.

Impact on pupils' ability to self-regulate

AS Tracking aims to improve pupils' ability to self-regulate. It identifies those pupils who are developing biased patterns of behaviour that limit their ability to adjust their responses in different situations. Identifying these pupils early on, enables teachers to target support that will enables these pupils to make wiser behavioural choices. Because AS Tracking tracks pupils' data over time, it is possible to evidence whether individual pupils' data has improved. The pupil tracking charts found in E:8.18 illustrate improved self-regulation. It is of course important that these improved data scores are reflected in pupils' behavioural patterns; a point made so well in an email from a house master who was looking at his boys' recent tracking data E:8.38. E:8.39 is a case study narrating a school's response to a pupil's sudden dysregulation in their data. It evidences the positive impact of proactive, targeted, and evidence based pastoral care.

Improved pupil self-regulation is also evidenced by the decrease in the number of pupils who exhibit explicit risks to welfare. In one school where I have a wider pastoral consultancy role, I have developed a welfare tracking system which identifies pupils who are displaying explicit risks to their welfare (E: 8.40). Because AS Tracking identifies and supports pupils at an early stage of risk, fewer pupils are identified as having welfare risks. It is evidence which enabled the Deputy Head pastoral of this school to give the quote on E:8.7.

Impact on teachers' expertise

I recently asked practitioners from one school to complete a short survey to evidence the impact of AS Tracking for their school governors. The feedback shows that the tool has had significant value in enabling them to know their pupils better; identify pupils at risk at an earlier stage; resourcing them in knowing how to support them; measuring the impact of support and tracking pupils' self-regulation over time (E:8.41).

The most powerful feedback is found in the quotes in the final part of the practitioner survey. Recurring themes include:

- the bringing together of data and professional judgement to confirm, guide or correct intuitive pastoral practice;
- increased proactive, intentional and targeted pastoral intervention;
- the ability to measure and track impact;
- knowing which pupils to prioritise time for;
- insight into those pupils who had been hard to reach;
- the introduction of a language which has supported more precise, sensitive and strategic conversations with parents, pupils and tutors.

In addition, E8.41b is a powerful indication of how AS Tracking is empowering and equipping practitioners.

Whilst AS Tracking data encourages a proactive response, there have been situations where it has discouraged proactivity. I recall a teacher telling me of a sixteen-year-old boy whose family situation had been traumatic. Despite the school's assumption that he would inevitably be dysregulated by this event, his behaviours remained stable and consistent. His AS Tracking data (E:8.42) suggests continued self-regulation and resilience despite this current adversity. To substantiate this further, I asked the school to complete a resilience profile. The profile showed that despite the current risk factors, he had sufficient protective factors in place. By *assuming* fragility, the school may have triggered an inappropriate level of interventions which may have proved counterproductive.

In February 2016, one of our early adopter schools hosted a conference for prep schools entitled Pastoral Proactivity. Practitioners from the school shared case studies demonstrating the impact of the tool; an example of one case study is found in E:8.43. E:8.44 shows how the school communicated the conference on their website and in their school magazine. Note particularly the feedback from one delegate who observed the quality of precision and insight the tool had given to practitioners.

Evidence of impact can also be seen in two press releases from two further schools E:8.45a/b.

Impact on parents' engagement

Whilst at this stage, few teachers are confident using the data with parents, those that have, testify to its impact. Indeed, at the conference above, two practitioners shared how AS Tracking data helped break a deadlock between parents and pupils, leading to improved, mutual collaboration. Informal verbal feedback has highlighted parents' appreciation of the data; feedback shows the following themes.

- Relief that their child's emotional and social development is given the same value as their academic development.
- Appreciation that their child's voice being heard and taken seriously, and sits alongside teachers' perspectives.
- Assurance that their child's data is monitored twice a year, giving an early indication of any change leading to a proactive and targeted response.
- Recognition of an improved, mutually supportive relationship between themselves and school.
- Interest in how their child's AS Tracking data is reflected in the way teachers write their reports, giving precise and textured comments (E8.46).
- Appreciation of the guidance schools have been able to give in suggesting strategies at home.

Impact on school culture

School cultures do not change quickly, and it will take time for the language and practices of AS Tracking to fully permeate and embed within a school culture. Informal, verbal feedback from school leadership teams makes particular reference to the following:

- improved clarity, focus, depth and rigour in their pastoral practices;
- data that makes visible and can measure the positive impact of their school culture on pupils' self-regulation;
- the ability to slice data to focus on a particular cohort, illuminating limiting patterns that may have gone unnoticed and unaddressed.

Above all, school leaders value a tool that resonates with their belief that education is a more rounded process than narrow UK or global league tables suggest.

> " AS Tracking has enabled us to develop highly detailed and well-focused targets for our pupils. Over time, I am confident that the system will allow us to redress the balance of our assessment systems: increasing the focus on children's social and emotional development; highlighting individuals needing further support and allowing us to monitor the impact of interventions with the same degree of rigour currently applied to the analysis of pupils' academic progress."
>
> Head teacher of first academy to use AS Tracking

As the use of AS Tracking widens across different educational sectors over a sustained period, I anticipate several challenges. These challenges will necessitate additional modifications and further research. To this end, AS Tracking remains a tool in formation. Several challenges and planned modifications and developments are explored in the conclusion to this thesis.

CONCLUSION

In conclusion, I return to the thesis title:

Equipping pupils to steer the road of adolescence
The innovation and impact of AS Tracking: an educational tool to assess, support and track pupil self-regulation

My intention is to reflect analytically on the extent to which AS Tracking is equipping pupils to steer the road of adolescence. I will discuss the strengths, weaknesses and limitations of the tool as well as clarifying misconceptions or generalisations. As an autoethnographic thesis, I have chosen to structure this analytical reflection in two parts, reflecting the two autoethnographic stands of social critique and self-reflection (Ellis 2006; Ellis 2004; Finlay 2008). In part one, I revisit the first three chapters of this thesis, critiquing the extent to which AS Tracking is beginning to reshape the sociological, educational and psychological terrain over which this journey travelled. In part two, I revisit chapters four to eight, critiquing the impact of the journey on the development of AS Tracking, and pointing ahead to ways in which AS Tracking will continue to develop. Readers are encouraged to refer to the diagrammatic outline in the introduction of this thesis (p.11). Having reflected on the professional journey, the final section of this thesis reflects upon my personal journey through this doctoral study.

PART ONE: SOCIAL CRITIQUE

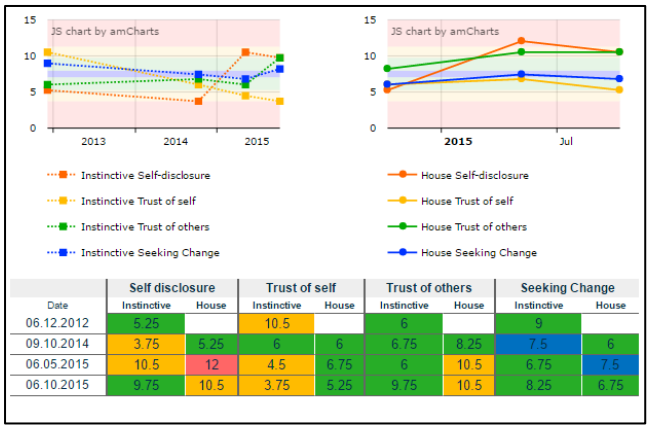
To what extent can the use of AS Tracking be said to lower the number of pupil crashes?

In chapter one I argued that an increasing number of pupils are struggling to steer the high-risk, high-opportunity road of adolescence leading to an increase in pastoral crashes. I believe that AS Tracking can make a powerful contribution in lowering the number of pupils crashing. This is a bold statement; it must be substantiated and erroneous assumptions explored. Firstly, it is important to define more tightly the metaphor of 'crashing'. I use this term to describe pupils whose patterns of thinking and behaving lead to internalised and externalised difficulties. Internalised difficulties are those adversely affecting an individual's internalised psychological environment such as anxiety, depression, self-harm, disordered eating. Externalised difficulties are those adversely affecting an individual's externalised behaviours, such as disengaged, disruptive and socially maladaptive behaviours (Eisenberg et al. 2000). Those who have crashed are pupils who are **currently** manifesting such symptoms and may already be accessing therapeutic or clinical intervention. AS Tracking does not, and should not,

claim to prevent pupils from crashing. Its claim is to lower the number of pupil crashes by identifying at an early stage those pupils who are developing limiting 'steering biases' which increase their risks of developing such difficulties. Early identification of individual pupils' specific risks enables teachers to give these pupils specific 'signposts' to support them in developing more rounded, healthy and protective patterns of thinking. It is important to cite AS Tracking as a low level preventative tool, rather than a clinical, symptomatic tool. This point is explored in greater depth in this conclusion.

Some may ask whether it is appropriate to assess and track adolescent pupils in this way. Surely, adolescence is a time in which young people are exploring their autonomy and identity. In their exploration, it is reasonable to recognise that a significant number of pupils may dysregulate leading to a higher number of emotional and social crashes. Such times of fluctuation are healthy and normal; it is through these experiences that adolescents learn about themselves, and the world. AS Tracking is not a tool seeking to narrow the adolescent road, and restrict adolescent choice. Indeed, in chapter four I critiqued a school for narrowing the road and lessening pupils' opportunities to steer for themselves. Furthermore, AS Tracking purposefully draws teachers' attention to those pupils who are *over regulating*, recognising a number of associated risks limiting healthy adolescent development. The aim of AS Tracking is to make adolescent fluctuations visible.

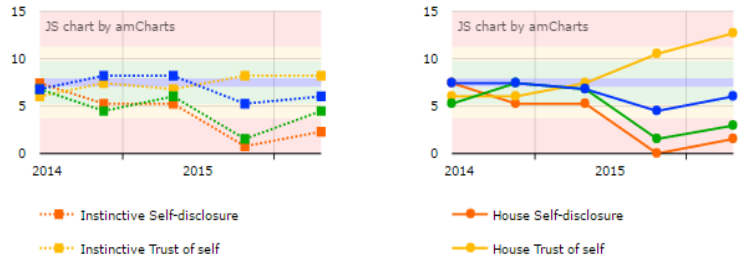
For most pupils, their AS Tracking data will show normal and healthy fluctuations throughout adolescence as seen in Fig 10.1 By screening all pupils aged 8-18 twice a year, such fluctuations are made visible, giving teachers an insight into how a pupil is thinking at this point of their development.



Date	Self disclosure		Trust of self		Trust of others		Seeking Change	
	Instinctive	House	Instinctive	House	Instinctive	House	Instinctive	House
06.12.2012	5.25		10.5		6		9	
09.10.2014	3.75	5.25	6	6	6.75	8.25	7.5	6
06.05.2015	10.5	12	4.5	6.75	6	10.5	6.75	7.5
06.10.2015	9.75	10.5	3.75	5.25	9.75	10.5	8.25	6.75

Figure 9.1: An example of pupil tracking to show fluctuation.

Some might optimistically assume such fluctuations always settle on their own; indeed, sometimes they do. However, a sudden fluctuation can be an early indicator of concern, as seen in 'Kelly's' data. Despite no noticeable changes in Kelly's behaviours, schools saw an adverse fluctuation in her data. Careful observation and sensitive interactions gave Kelly opportunity and permission to acknowledge that she was experimenting with self-harm as a self-soothing strategy to cope with family pressures. Being attentive to the fluctuation enabled the school and family to act early to help Kelly find healthier ways of coping with this strain; support which led to healthier data at the next assessment.



	Self disclosure		Trust of self		Trust of others		Seeking Change	
Date	Instinctive	House	Instinctive	House	Instinctive	House	Instinctive	House
13.06.2014	7.5	7.5	6	6	6.75	5.25	6.75	7.5
13.11.2014	5.25	5.25	7.5	6	4.5	7.5	8.25	7.5
01.05.2015	5.25	5.25	6.75	7.5	6	6.75	8.25	6.75
23.10.2015	0.75	0	8.25	10.5	1.5	1.5	5.25	4.5
24.04.2016	2.25	1.5	8.25	12.75	4.5	3	6	6

Figure 9.2 An example of pupil tracking illustrating sudden dysregulation

It is a bold claim to suggest that AS Tracking **can** lower the number of pupils crashing. One school, using AS Tracking for three years, has analysed their pastoral data evidencing that the use of 'preventative' AS Tracking action plans has almost halved the number of pupils hitting 'risk to welfare' indicators. This suggests that long term use can lower the number of pupils who develop internalised and externalised difficulties. Whilst longer term users of AS Tracking can show pastoral tracking data to evidence this, a longer-term study over a wider sample would be needed to evidence that AS Tracking **does** so.

Fewer pupils hitting **risk to welfare** indicators

	Individual welfare plans	AST action plans
2013	48	0
2015	23	25
2016	26	17

AS Tracking has had a fantastic impact in our boarding houses. It has enabled us to identify at a really early stage pupils who are struggling. We know how to help them and can track their progress. Working proactively and strategically has significantly reduced the number of pupils needing welfare action plans. A claim we can evidence. Deputy Head Teacher

MINDWORLD

Figure 9.3 A slide from a presentation to a head teachers' conference on mental health

Some schools may see AS Tracking as a panacea, offering the *credo consolans* simplistic answer to the complex problem of adolescent mental health concerns; a response I strongly criticised in chapter 2. Whilst AS Tracking can be said to lower the number of pastoral crashes, it cannot necessarily prevent all of them. A significant proportion of pupils *will* crash, despite the use of AS Tracking. These pupils may present as two groups: those whose 'steering biases' are deeply entrenched, and those for whom a confluence of intrinsic or extrinsic factors overwhelms their ability to self-regulate.

'Jack' exemplifies the first group of pupils. Despite outstanding pastoral support from the school, Jack's increasing entrenched steering biases of low Self-Disclosure, high Trust of Self and low Seeking Change mirrored increasing symptoms of internalised controlling behaviours and his gravitation to unhealthy online communities. The tool tracked these increasing biases, but additional support was needed in the form of a welfare plan and advice from external professionals. This illustrates that AS Tracking must be seen as one part of a pastoral support structure; it must not be seen to replace the structures which support pupils with manifest difficulties. It is not a clinical tool; a point made strongly in the AS Tracking ethical statement and in training.

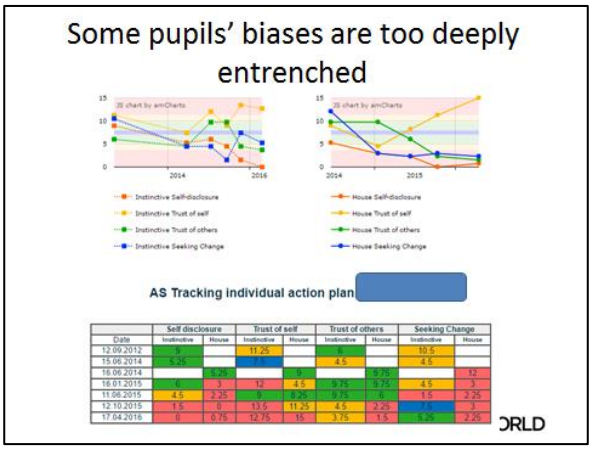


Figure 9:4 An example of pupil tracking illustrating entrenched steering biases

Penny's data illustrates the second group. It is a further example indicating the role AS Tracking data can play in supporting a clinical judgement. Over time, Penny's Seeking Change scores showed increasing variation at different assessment points. Despite several AS Tracking action plans to address these biases, Penny's erratic Seeking Changes scores continued. Her externalised behaviours became increasingly impulsive and unpredictable. The school psychologist raised questions about bipolar disorder. Whilst AS Tracking could not prevent the onset of a clinic condition, the data can form an important part of the jigsaw leading towards a clinical diagnosis.

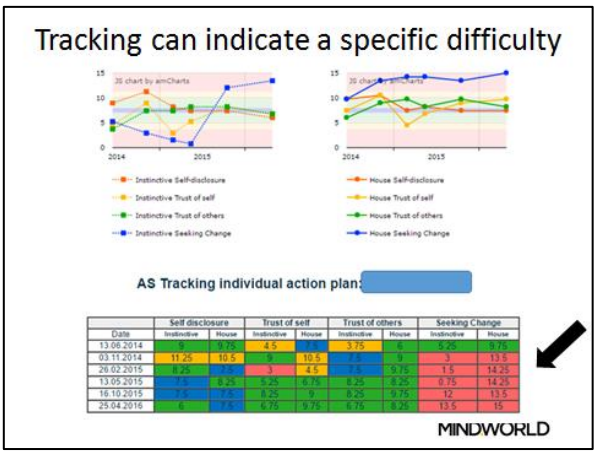


Figure 9.5 An example of pupil tracking illustrating a specific difficulty requiring clinical support

To what extent can AS Tracking overcome or positively influence the limitations of current educational initiatives?

In chapter two I critiqued the impact of educational initiatives that seek to support pupil wellbeing and wider psycho-social development. I concluded that whilst effective to some degree, their impact was limited for several reasons. In this section, I will evaluate the extent to which AS Tracking can overcome or positively influence these limitations.

I critiqued a prescriptive and universal approach to improving pupils' wellbeing; this approach gave pupils generic messages, irrespective of an individual's needs. Examples include general messages that seek to raise self-esteem, or encourage pupils to be kind, or motivate themselves to work harder. Whilst many pupils will benefit from these messages, some pupils are already trying too hard to be kind, working too hard to meet the expectations of motivation, or have a level of self-esteem that is not healthy. For these pupils to hear such generic messages may be detrimental. This is in no way to suggest that whole school approaches are not of value; shared values build community. Neither is it to suggest that teachers ought to be providing personalised signposts for each pupil; that would be unrealistic. Returning to our metaphor of the road, it is entirely appropriate that schools identify the generic signposts on their 'school road'. However, they must also recognise that they may need to nuance those signposts for particular pupils, or put additional signposts in place for those who have specific additional needs. AS Tracking seeks to be more targeted, specific and nuanced in the messages it gives to individual pupils. It achieves this by making visible pupils' steering biases, and then guiding teachers in using their professional judgement to identify the specific experiences, opportunities and messages they need to give to specific individual pupils.

I highlighted research that suggested that bolt on school programmes led by experts in fields such as self-harm, substance abuse, and mindfulness were limited in their sustained impact on pupils' real time actions. This is not to suggest that such programmes are not important; education must incorporate the sharing of new knowledge by experts. I would suggest that AS Tracking can support the sustained impact of such courses in two ways. Firstly, analysis of AS Tracking data trends can guide school leaders in identifying their specific cultural biases, and then guide them in selecting the most effective programme to support healthier, more rounded patterns of thinking. For example, a school with a high Seeking Change bias may choose to introduce a mindfulness programme, whilst a school with a low Seeking Change bias may choose to introduce a programme on managing change and transition. Secondly, AS Tracking data can measure the sustained impact of programmes. For example, has the mindfulness programme led to improved self-regulation of the Seeking Change factor, and is this sustained over the school year? In this way, AS Tracking enables schools to target programmes to meet their pupils' needs and to measure their impact. Its intention is to complement and support other educational initiatives, not replace them.

To what extent has the psychological construct of self-regulation supported teachers' pastoral care?

In chapter three I argued that the critical skill to equip pupils to steer their adolescent road was that of self-regulation – the ability to 'read' the road and to purposefully adjust their response for the specific situation. In conclusion, it is important to evaluate how successful AS Tracking has currently been in introducing this psychological construct to schools, and how effective the tool is at measuring and tracking this construct.

The steering metaphor has been an effective vehicle for introducing the construct of self-regulation. It has exemplified what Egan describes as the 'generative power of the metaphor' (Egan 2007, p62-64) in that a construct or concept becomes clearer, richer and deeper through the insights of the metaphor. It richly yet simply conveys several powerful aspects of self-regulation. For example: firstly, it encapsulates the development of self-regulation, explaining how infants transition from belted infant, to observant child passenger to adolescent learner driver. Secondly, it conveys the contextual and dynamic component of self-regulation, as opposed to any static or fixed notion that we may have. It does so by explaining how a driver may steer differently on different social roads, and may in fact be dysregulated by both intrinsic and extrinsic factors which happen during the driving process. Thirdly, it makes visible

the risks associated with sustained over regulation, exemplified by the hyper vigilant, socially and self-monitoring driver who never goes into autopilot but effortfully reads the road and purposefully responds. Metaphors which tap into our everyday experience elicit a deeper affective connection, and subsequently are more easily retained in the memory and applied (Blenkiron 2011; Marzano et al. 2001; Heath 2008). There were risks in introducing the complex psychological construct of self-regulation through the steering metaphor. Some may see it as flippant and simplistic. Indeed, as a teacher I had always been very critical of commercial programmes that took complex theories and applied them in such a way. An example of this is Gardner's theory of multiple intelligence. Schools have simplified his multiple intelligence into different colour 'smarties' from which pupils can identify how they are 'smart'. This simplification has prevented schools from grasping the wider contribution of this theory. To counter this risk, I continue to critically review the AS Tracking academic papers, ensuring that current academic literature and research papers continue to direct the robust academic foundation on which AS Tracking is built. The recent addition of the AS Tracking teacher blog housed on the AS Tracking platform aims to provide short articles and case studies to ensure AS Tracking practitioners continue to engage in the theoretical paradigm that sits beneath the accessible steering metaphor.

In introducing self-regulation to schools, it is important to acknowledge the limitations of AS Tracking in measuring this construct. The AS Tracking assessment does not measure self-regulation per se; it measures pupils' self-regulation of four factors: Self-Disclosure, Trust of Self, Trust of Others and Seeking Change. The ability to self-regulate these four factors has a positive impact on pupils' healthy psycho-social functioning. This is not to assume that these are the only, or most important factors that pupils need to self-regulate. To illustrate this point, an extended version of the AS Tracking assessment is currently being developed to address three additional factors. They are factors that pupils will need to learn to self-regulate if they are to develop a wide range of learning competencies. Furthermore, it is important to recognise that there are wider aspects of self-regulation that could have been explored in greater depth in this thesis, but due to constraints of limited word length have only be alluded to. For example, this thesis has focused primarily on adolescent self-regulation; infant and childhood self-regulation could have been explored more fully. In addition, the emphasis has been on tracking pupils' self-regulation of four factors throughout childhood and adolescence, identifying pupils with limiting biases. If AS Tracking had been positioned as a clinical tool to support pupils who had already crashed, the impact of trauma on pupils' self-regulation would have been an essential discussion. Should the AS Tracking assessment ever be used to

diagnose internalising or externalising difficulties further rigorous study led by clinicians would be essential.

One question frequently asked in training relates to the relationship between self-regulation and other psychological constructs. Two constructs currently prominent in the education sector are resilience and mindfulness. The impact of programmes to build pupils' resilience and mindfulness is currently under review, and early findings were discussed in chapter two. The construct of self-regulation is one which I believe incorporates both resilience and mindfulness; I often return to the steering metaphor to explain this relationship. If we describe self-regulation as the ability to read the road and purposefully adjust our response for the specific situation, mindfulness could be described as *driver attentiveness.* Mindful drivers are aware of their own state as they drive; they are also aware what is happening around them. They are fully 'present', and in being so are more likely to be alert to any internal biases which bias their thinking. However, for a mindful driver to self-regulate, this mindful posture needs to be followed up by purposeful, perhaps effortful adjustment of their response for the specific situation. We might describe resilience as the ability a pupil has to drive in adverse driving conditions, both external conditions such as the weather, the actions of other drivers, as well as internal conditions such as a disrupted internal state. Resilient drivers are those who continue to self-regulate despite such adverse driving conditions, perhaps to an even greater degree to counteract the adversity. Ultimately, their resilience in adversity equips them as better drivers, equipping them to steer effectively on an even wider range of road and adverse conditions. I believe it is essential to show how the construct of self-regulation needs to integrate with teachers' current lexicon, and not seen as zeitgeist replacement or bolt on educational term.

My final point in this section relates to the accreditation of the AS Tracking assessment as a test to measure self-regulation. As a company, we had hoped to achieve British Psychological Society 'test accreditation' for the AS Tracking assessment. Despite two attempts, we recognise that the assessment cannot meet the constraints of BPS test accreditation and will pursue this no further. The tension relates to my understanding that self-regulation is a stable, yet contextually sensitive construct; a point explored at length in chapter three. AS Tracking is not a 'test'; it is an assessment **and tracking** tool. The assessment measures pupils' self-regulation of each AS Tracking factor over time, building a narrative which sits alongside other important data over their school life. It is purposefully designed to notice and respond to

fluctuations. Rather than those fluctuations suggesting that the assessment is flawed and unreliable, those fluctuations give important data to schools about their pupils' emerging steering biases as they transition from childhood through adolescence. They enable teachers to support their pupils in a more nuanced and sensitive way, rather than seeing a pupil as a fixed entity. For the BPS, tracking fluctuations present a dilemma in terms of reliability. Their reliability criteria is built upon data stability; for the test to be accredited pupils' data needs to remain static rather than contextually influenced. The academic paper E8.5 states the AS Tracking reliability statistics, which are acceptable by BPS standards. However, the BPS accreditation board did not feel AS Tracking could meet the reliability criteria in full. Though disappointing, as a company we recognise that AS Tracking is an innovative, contextual assessment which does not fit more traditional criteria used to accredit profiling tests. Without BPS test accreditation, it is all the more important that as a company we continue to underpin the tools with high quality research.

PART TWO: SELF-REFLECTION

To what extent did my experience as a BESD consultant shape the innovation and implementation of AS Tracking?

Throughout chapters 4-6, I recounted my own experience as a local authority consultant for BESD. It was a journey of self and professional reflection that led me to develop a different approach in my own work that led to strategic changes across an education authority in the way pupils BESD needs were assessed, supported and tracked. As a newly appointed consultant, I had observed a reactive response to pupil BESD crashes, which I did not feel recognised the complexity of pupils' behaviours. In response, I began to develop processes which aimed to identify pupils' needs at an earlier stage, targeted specific difficulties through carefully matched interventions, and tracked pupils over time to evidence their impact. Whilst effective to some degree, this approach was limited by the assessment process. Although the AS Tracking assessment overcame the specific limitations associated with the assessment process, the experience of developing proactive, targeted and evidence based tools for schools was foundational to the development of AS Tracking in its wider form. These formative experiences explored in greater depth in chapters 4-6 at the point of relevance, but I have identified several choices I made which were directly influenced by my experiences as a BESD consultant.

- Choosing to develop a tool to screen all pupils, rather than assessing only those with observable concerns, as had been the case with the BESD Whole School Overview
- Choosing to take two comparative measures rather than one as was the case with the QCA assessment
- Choosing to place the pupil voice at the centre of the assessment, with professional judgement critical to the action planning process; in contrast to the BESD Whole School Overview which relied on teacher assessment
- Choosing to invite practitioners to engage in the development of AS Tracking, as I had done in developing tools for BSS
- Ensuring AS Tracking was time efficient and easy to use, in contrast to the QCA which was paper-based and time consuming to collate
- Choosing to invest in building teacher' knowledge and expertise to lessen reliance on an external AS Tracking consultant; an issue which ultimately flawed the BESD Whole School Overview.

Whilst my experience as a BESD consultant was formative, there were some knowledge and experience discrepancies in transferring from the state to the independent sector. I discovered that independent school teachers were not used to gathering or using pastoral data neither were they used to writing pastoral action plans. This was a challenge, and one that I had to overcome by proving that pastoral data and focused pastoral action plans led to improved pupil outcomes and could justify the time allocation. At a time when I am hoping to increase the number of state schools using AS Tracking, I anticipate another sector difference presenting another challenge. In independent schools, the school day is longer, and more time is allocated to pastoral tutoring. For state schools piloting AS Tracking, particularly secondary schools, it will be challenging to find time in the school day for tutors to purposefully engage with their tutees in the way that is advocated in the AS Tracking process. I have already begun to address this in state school training; a point explored further in the next section.

To what extent has this tool been effective; how may it continue to develop?

AS Tracking has made a significant impact in the schools in which it has been trialled over the last four years; a point explored in depth in chapter eight. I summarise the most pertinent areas of impact below.

- Earlier identification of pupils with limiting thinking and behavioural biases, as well as those pupils who data fluctuating, indicating an adverse response to contextual factors.
- Pupils' unconscious, perhaps hidden biases, are made visible to teachers who may not have observed any overt concerns. This ensures lower self-disclosing pupils are not overlooked, and receive the support they need.
- Teachers are equipped to guide their pupils more effectively. Using their professional judgement, they can identify the specific signposts for individual pupils.
- Schools can evidence the impact they have on pupils' self-regulation, and can use the tool to measure the impact of specific cultural interventions.

However, as the use of AS Tracking widens across different educational sectors over a sustained period, I anticipate several challenges. These challenges will necessitate additional modifications and further research. To this end, AS Tracking remains a tool in formation. Several challenges and planned modifications and developments are outlined below.

The first challenge relates to assessment fatigue. Pupils who complete the assessment twice a year from the age of eight to eighteen will engage in the same assessment twenty times. This is very likely to lower pupils' engagement with the process, especially given pupils do not currently receive feedback. Whilst the assessment process itself cannot change, or the ability to track pupils would be compromised – some elements of the assessment process can change to sustain pupil engagement. The following modifications will be in place as of 2016-2017.

- Different voices will introduce the assessment. The gender, tone, pace and intonation of the voice will be matched to the age of the pupil.
- Pupils will watch an age appropriate introduction to the assessment. Each age range will hear specific messages. For example, pupils aged 11-13 will hear how the assessment will help their teachers support them through secondary transition; pupils aged 16-18 will hear how the assessment will help their teachers support them through exams and leaving school.
- Pupils aged 11-18 will now receive carefully written age appropriate feedback which will use their feedback to address the points made in the introductory messages. The feedback will not compromise the feedback given to teachers about pupils in any way.

The second challenge relates to AS Tracking scalability in response to increased sector interest. In April 2016, Simon Walker and I presented AS Tracking to four hundred head teachers at the HMC (Head Masters/Mistresses' Conference) Wellbeing Conference. Subsequently, AS tracking featured in several professional publications and newspapers leading to a high number of interested schools visiting current user schools. The number of schools using AS Tracking will increase from nine to thirty-four in the next academic year. It will be important to develop a growth model that maintains a high level of training and support across a wider number of schools. Several areas for development have been identified and will be addressed in coming months.

- The AS Tracking team needs to expand. Roles will include the appointment of an Operations Director and Training and Support Manager. I anticipate recruiting several experienced AS Tracking teachers or educational psychologists trained as AS Tracking school consultants. To ensure high quality training and support, my time will be increasingly directed towards recruitment, induction, staff training and appraisal.
- Some aspects of AS Tracking previously implicit or inferred in conversation with schools will need to be made explicit in clear policy documentation. Several additional documents have now been written and can be found in the updated Lead Practitioner file. They relate to ethical principles, data protection, and guidance to schools when sharing AS Tracking data with pupils and parents. To this end, it is essential the training process and resources are frequently reviewed and modified to ensure the highest quality of training across an ever growing number of school users.

The third challenge relates to wider use of AS Tracking across different sectors. Currently AS Tracking is used in one academy school, and effectively so according to their school review of AS Tracking. To date however, few academy and state schools have engaged with the tool. I have identified several obstacles to engagement: lack of public funding, an apparent narrowing of the school road to focus on raising academic achievement perhaps at the cost of pupil wellbeing, and *assessment fatigue* in a sector that assesses pupils more than any other generation. In addition, the state school day is very short and heavily loaded. Furthermore, teachers have less time to engage with pupils pastorally as they may do in the independent sector. Perhaps the first step in overcoming these obstacles is to continue to pilot the tool in independent day school sector, and reflect on modifications that make it more usable in a state school context. The second step, would be to identify a small number of state schools, both primary and

secondary who would be willing to trial the tool whilst feeding into a review of its use and impact.

The fourth challenge relates to the application of AS Tracking to specific pupil cohorts. I believe AS Tracking could significantly support the healthy development of more vulnerable pupil cohorts, most notably Looked After Children (pupils in care) and SEN sectors. Pupils within these sectors often struggle to express themselves, and consequently their voice may not be heard. The accessible, non-threatening methodology of the AS Tracking assessment may be a means by which these pupils have their voices heard and their needs met. A proposal for such a research project can be seen in E:8.48 and E:8.49. In recent weeks, I have been in discussion with the Springboard Charitable Bursary Trust who are interested in using AS Tracking to identify, support and track pupils from disadvantaged backgrounds who would most benefit from a full boarding school bursary. They had come across AS Tracking when a user school showed them the data on two Springboard pupils; the data clearly showed that one pupil was thriving whilst another was struggling; a perspective backed up from teacher observations. It helped to guide their decision in ending the school placement. Springboard bursary pupils could be described as straddling two very different social cultures, which brings considerable risks. Wise selection of pupils is essential, as is careful tracking to ensure a pupil continues to flourish whilst participating in the programme. In addition, it may be that programmes such as Springboard could act as a conduit to engaging the state sector.

The fifth challenge relates to pupils' ownership of their data post school. Pupils leaving school in years to come may have ten years of AS Tracking data that narrates an important aspect of their psycho-social development. I believe that pupils would benefit from understanding this narrative, and using it to prepare them for life beyond schools. Two schools have been trialling this approach with selected sixth formers to very positive effect. An example of one such conversation can be found in the updated Lead Practitioner file. As a company, we are now exploring a way in which pupils could take ownership of their AS Tracking data, continuing to use the assessment as a self-reflective tool throughout their student years. Given the rising concern in Higher Education about student wellbeing, I believe AS Tracking could make a positive contribution.

The sixth challenge relates to on-going academic research. As more schools use AS Tracking, more data is collected across different age ranges, ethnicities and sectors. The intention is to use this data to further our understanding of the emerging trends and themes across different

cohorts of pupils. Skilled psychologists and statisticians will need to be recruited, and academic papers will need to be written and disseminated. To date, one such study has been completed, and can be accessed on the Mind.World website. Its conclusions are included in the paper 'How the AS Tracking Assessment measures steering cognition' (E:8.5). One emerging data trend was a correlation between unstable Seeking Change scores and an ability to cope with strain and pressure. The case study E:8.47 is a poignant illustration of this.

The final challenge relates to additional educational resources to support the teaching of self-regulation. AS Tracking is a professional tool to assess, support and track self-regulation; it does not teach the construct of self-regulation to pupils. Arguably, if self-regulation is such a foundational education goal, self-regulation ought to be a formal component of the taught curriculum and most specifically to those pupils at the cusp of their adolescent journey. In addition, primary and prep schools who have been using AS Tracking are increasingly asking where they can find material to support them in teaching a construct which they themselves now regard as essential to healthy psycho-social development. Despite a wide range of PSHE resources available to schools, there are no resources which directly aim to teach self-regulation. Subsequently, I have written Footprints, a three-part taught PSHE curriculum, each comprising six lessons. Footprints uses metaphor, story and imagination to help pupils consider three practical aspects of self-regulation. Firstly, how to choose the impact we have on others: our Footprint. Secondly, how to choose to see ourselves in a situation: our Space. Thirdly, how to choose what we share with others and what we keep to ourselves- our lock.

	A VISUAL METAPHOR TO TEACH A COMPLEX CONSTRUCT	
Social impact		**My footprint is the impact I have on a person or situation.** My footprint can be heavy or light, standing still or moving forward. I can leave a thoughtful or thoughtless footprint. There are four different colour footprints I could use; no footprint is better than any other. I need to choose the right footprint at the right time.
Self-concept		**My Space is how I see myself.** My Space has been developing since the moment I was born. I have four different parts of my Space; I stand in different spaces at different times depending on what I am doing and whom I am with. Each part of my Space tells me how much I trust myself and how much I trust other people. I need to choose to stand in the right space at the right time.
Self-disclosure		**My lock enables me to choose what I share and what I keep private.**

Figure 9.6: Three metaphors used to teach three psychological constructs

Footprints has been successfully implemented in five large state primary and independent schools, and its impact has been significant. Its journey of development and impact to date is presented as supporting evidence to this thesis (E:9:1-20). It illustrates how the language and application of self-regulation is gaining traction in school, and is beginning to influence what schools choose to teach in their PSHE curriculum time.

A personal self-reflection

Larrivee describes self-reflection as a confluence of professional and personal reflection (Larrivee 2000). To that end, having reflected on the professional journey, the final section of this thesis will reflect on my personal journey through this doctoral study.

Stepping back and reviewing the process is at the very heart of a Professional Doctorate. It is a process by which a professional traveller stops to look back over the journey they have travelled. Their emphasis is as much on the journey itself as on the destination at which they have arrived. As an instinctive practitioner, I had previously *felt* my way to this point, building my own maps in my head that directed my next steps. The Professional Doctorate was an opportunity to move beyond the personal mapmaking, and to develop the skills of a reflective cartographer. My thesis led me to explore the social and political terrain over which I travelled. I delved beneath the topsoil to the layers of academic substrata that gave foundation and stability to my work. I began to recognise and critique the cultural winds of the Zeitgeist that had subliminally shaped attitudes and practice in my professional field. Standing back, I set out to make visible the wider map that had shaped my professional journey, and critique the degree to which my own journey had contributed towards the wider professional map that now existed.

Contribution to professional practice is a critical component of the Professional Doctorate. It makes visible a shared narrative, which resonates with aspects of the reader's own journey. It reflects a collaborative journey in which fellow travellers have participated in deciding the direction and speed of the journey. It signposts the destination whilst exploring formative experiences along the way, recognising that all such events, however challenging are instructive for the traveller. It is a journey in which the traveller's voice is a powerful commentator of the map that brings the journey to life.

At the end of the formal journey in which I have committed my map to paper, I sense in myself a degree of wisdom I did not have before. I believe wisdom to be a virtue in which intuition and knowledge meet. Whilst intuition had served me well for many years, my depth and range of knowledge has increased through the writing of this thesis. This knowledge encompassed the knowledge found in academic literature, as well the self-knowledge that comes from self-reflection.

Whilst my thesis is complete, my journey is not over. The maps, critical reflection and wisdom accrued through the process of the Professional Doctorate will guide the on-going development of AS Tracking, and my continued self-development.

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GLOSSARY OF ACRONYMS

In order of appearing

HMC	Head Master/Mistress Conference
ECM	Every Child Matters
SEAL	Social and Emotional Aspects of Learning
PSHE	Personal, Social and Health Education
TA	Teaching Assistant
LM	Learning Mentor
BSS	Behaviour Support Service
BESD	Behavioural Emotional Social Difficulties
QCA	Qualifications Curriculum Authority
IBP	Individual Behaviour Plan
SENCo	Special Educational Needs Coordinator
NPQH	National Professional Qualification for Headship
LPF	Lead practitioner file

APPENDIX ONE

Colleagues contributing to the development of AS Tracking

Colleague	Role	Contribution
Jo Walker	Director	Adaptation of PEP methodology Authorship of AS Tracking factor papers and over regulation paper Co authorship of paper 'How the AS Tracking Assessment measures Steering Cognition' Co-designer of AS Tracking assessment web design Co-designer of Mind.World website Author of all text comprised within AS Tracking action planning tool Author of all training materials and training processes Co deliverer of all training processes AS Tracking consultant to AS Tracking schools
Dr Simon Walker	Director	Authorship of Human Ecology Theory and PEP assessment methodology Co-author of paper 'How the AS Tracking Assessment measures steering cognition' Co-designer of AS Tracking assessment web design Co-designer of Mind.World website Lead researcher of on-going research projects Sales and marketing
Steve Weatherill	Technical director	Technical director, leading all technical aspects of the on-line tool
Nenad	Technician	Technical team member
Dr Rosa Karlic	Statistician	Statistical analysis in preparation for BPS accreditation
Michelle Greenhill	Operations Manager (ref March 2016)	School liaison

EVIDENCE INDEX

Chapter Five Individual driving tuition for those pupils who have crashed			
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E:5.2	350-degree feedback – see sticker	Oxfordshire HT	Supporting evidence
E:5.3	350-degree feedback – see sticker	Oxfordshire SENCo	Supporting evidence
E:5.4	350-degree feedback – see sticker	Oxfordshire AHT	Supporting evidence
E:5.5	350-degree feedback – see sticker	Oxfordshire HT	Supporting evidence
E:5.6	350-degree feedback – see sticker	Oxfordshire SENCo	Supporting evidence
E:5.7	Abu's drawing… what does sadness feel like in my body?	Abu, scribed by Jo Walker	Supporting evidence
E:5.8	Georgia's stories - using picture cards to tell her story	Georgia, scribed by Jo Walker	Supporting evidence
E:5.9	350-degree feedback quotes	Oxfordshire HT	Supporting evidence
E:5.10	350-degree feedback quotes	Oxfordshire SENCo	Supporting evidence
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E:5.13	Example of completed pupil observation	Jo walker	Supporting evidence
E:5.14	Reordered QCA Behaviour Assessment	Reordered by Jo Walker	Supporting evidence
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E:5.23	GOTCHA strategy	Jo Walker	Supporting evidence

E:5.24	Examples of pupil GOTCHA cards	Jo Walker	Supporting evidence
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E:5.26	Resources to support self-reflection after an incident	Jo Walker	Supporting evidence
E:5.27	Example of IBP certificate	Jo Walker	Supporting evidence
E:5.28	Performance management observation	BSS Head of Service	Supporting evidence
E:5.29	350-degree feedback – see stickers	Oxfordshire HT	Supporting evidence
E:5.30	350-degree feedback – see stickers	Oxfordshire SENCo	Supporting evidence

Chapter Six Monitoring and signposting the school road			
Ref	**Description**	**Author**	**Location**
E:6.1	BESD Whole School Overview: a brief guide	Jo Walker	Supporting evidence
E:6.2	An example of a whole school overview	Jo Walker /school j/HT	Supporting evidence
E:6.3	An example of small group action plan	Jo Walker /school SENCo/HT	Supporting evidence
E:6.4	A bank of school interventions to support QCA goals	Jo Walker	Supporting evidence
E:6.5	Examples of written interventions TA Mentoring; Cool Kids Lunchtime Club; Activities to support and emotionally troubled pupil at school; How can I help a child who cannot concentrate on independent work; Story building in the Sand; Setting up a Cool Zone, Colour Check in cards; Supporting a volatile pupil; Strategies to help pupils express their emotions;	Jo Walker	Supporting evidence
E:6.6	Strikers intervention and pupil feedback	Jo Walker, pupil feedback	Supporting evidence
E:6.7	Tigger group rationale and content	Jo Walker	Supporting evidence
E:6.8	Peer observation of a Tigger group	BSS colleague	Supporting evidence
E:6.9	NPQH application p. 4, key area 2, example 1 – impact of Tigger group NPQH application p. 5, key area 2, example 2- impact of Behaviour Buddies NPQH application p. 10, key area 6, example 2 – impact of working with Muslim community leaders	Jo Walker	Supporting evidence

	NPHQ application p. 2,3, key area 1, example 1 and 2; p. 6,7 key area 4, example 2; p. 9 key area 5, example 1 – impact of BESD overview		
E:6.10	Behaviour Buddies and Support Circle: rationale and content	Jo Walker	Supporting evidence
E:6.11	Peer observation of a Support Circle meeting	BSS colleague	Supporting evidence
E:6.12	Certificate and photograph	NA	Supporting evidence
E:6.13	An example of a whole school action plan and subsequent school planning documents	Jo Walker /school SENCo/HT	Supporting evidence
	An example of a reviewed school overview of pupils of concern showing colour coding system	Jo Walker /school SENCo/HT	Supporting evidence
E:6.14	Feedback from head teachers, SENCos and local authority consultants	School professionals	Supporting evidence
E:6.15	Ppt. slides from presentation to 2009 Oxfordshire SENCo conference	Jo walker	Supporting evidence
E:6.16	Thank you card from SENCo conference organiser	Oxfordshire lead consultant for SEN	Supporting evidence

Chapter Eight The development and impact of AS Tracking			
Ref	**Description**	**Author**	**Location**
E:8.1	A brief introduction to the Theory of Human Ecology	Simon Walker	Supporting evidence
E:8.2	A chart to describe the limitations of the BESD Whole School Overview, and how the PEP assessment methodology could overcome them	Jo Walker	Supporting evidence
E:8.3	A chart to explain how the PEP was adapted to create the AS Tracking assessment	Jo Walker	Supporting evidence
E:8.4	The AS Tracking assessment – an introduction for practitioners	Jo Walker	Supporting evidence
E:8.5	How the AS Tracking assessment measures steering cognition'	Simon and Jo Walker	Supporting evidence
E:8.6	How to trial the AS Tracking assessments	Jo Walker	Supporting evidence
E:8.7	An introduction to AS Tracking	Jo Walker	Supporting evidence
E:8.8	Academic papers: Self -Disclosure, Trust of Self, Trust of Others, Seeking Change, Over regulation	Jo Walker	Supporting evidence
E:8.9	BPS statistical analysis	Simon Walker Rosa Karlic	Supporting evidence
E:8.10	Assessment text	Jo Walker	Supporting evidence

E:8.11	Visual resource for pupils with English as an additional language	Jo walker	Supporting evidence
E:8.12	AS Tracking training power point sides	Jo walker	Supporting evidence
E:8.13	Four factor overview	Jo walker	Supporting evidence
E:8.14	An anonymous AS Tracking report for a school boarding house	Generated by platform	Supporting evidence
E:8.15	How to identify pupils with limiting biases How to write an individual action plan Examples of pupil action plans	Jo Walker Written by teachers	Supporting evidence
E:8.16	How to write a group action plan Example of boarding house action plan	Jo Walker Written by teachers	Supporting evidence
E:8.17	How to access and navigate the AS Tracking platform	Jo Walker	Supporting evidence AS Tracking platform
E:8.18	Examples of pupil tracking charts in themes	Generated by platform	Supporting evidence
E:8.19	AS Tracking data and user agreement	Simon Walker	Supporting evidence
E:8.20	Email correspondence to AS practitioners evidencing how feedback has shaped development	Jo Walker	Supporting evidence
E:8.21	Informal feedback following AS Tracking training	Jo walker	Supporting evidence
E:8.22	Example of an email request asking for a resource for parents	Deputy head Jo Walker	Supporting evidence
E: 8.23	An introduction to AS Tracking for parents and carers	Jo walker	Supporting evidence AS Tracking platform
E: 8.24	Introductory power point introducing pupils to AS Tracking	Jo Walker	Supporting evidence AS Tracking platform
E:8.25	Email communication introducing AS Tracking clickable cells to lead practitioners and example of response	Jo Walker AS Tracking LP	Supporting evidence
E:8.26	Email exchange to illustrate pre-coaching headlines and response from school	Jo Walker AS Tracking LP	Supporting evidence
E:8.27	Email exchange to illustrate pre-coaching headlines and response from school	Jo Walker AS Tracking LP	Supporting evidence
E:8.28	Email from LP to tutors following AS Tracking coaching	AS Tracking LP	Supporting evidence
E:8.29	Email exchanges to illustrate on going coaching support around specific issues arising in school	Jo Walker School tutor	Supporting evidence
E:8.30	Screenshots of pupils' data who indicate over regulation	Generated by AS Tracking	Supporting evidence

		platform	
E:8.31	Action plan for over regulation	AS Tracking LP	Supporting evidence
E:8.32	Case study to illustrate over regulation	Jo Walker	Supporting evidence
E:8.33	Print out of FAQs	Jo Walker Simon Walker	Supporting evidence AS Tracking platform
E:8.34	Newspaper article Sunday Times 4.10.15	Jo walker	Supporting evidence
E:8.35	Press release sent to journalist before interview	Jo Walker	Supporting evidence
E:8.36	Email from school citing positive parent feedback	AS Tracking LP	Supporting evidence
E:8.37	Email from LP demonstrating good practice around sharing data with parents	AS Tracking LP	Supporting evidence
E:8.38	Email from LP illustrating improved self-regulation data backed up by observed improvements	AS Tracking LP	Supporting evidence
E:8.39	A case study illustrating proactive, targeted, evidence based intervention	Jo Walker	Supporting evidence
E:8.40	Risk profile and Individual Welfare Plan template	Jo Walker	Supporting evidence
E:8.41	Practitioner feedback evidencing impact of AS Tracking	AS Tracking practitioners	Supporting evidence
E:8.42	Resilience profile template and pupil tracking chart to informing an intentional 'no action' approach	Jo Walker	Supporting evidence
E:8.43	Practitioner case study	AS Tracking practitioner	Supporting evidence
E:8.44	School communication about proactive pastoral care	School communication	Supporting evidence
E:8.45a/b	Two draft press release evidencing impact of AS Tracking in two different schools	PR agent	Supporting evidence
E:8.46	Using AS Tracking to inform report writing	AS Tracking practitioner	Supporting evidence
E:8.47	Case study to illustrate fluctuating Seeking Change scores	Jo Walker	Supporting evidence
E:8.48	Crossing Borders research proposal	Jo Walker Simon Knight	Supporting evidence